SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

LAXMI NARAIN DUBEY COLLEGE

L N D COLLEGE, SRI KRISHNA NAGAR, MOTIHARI, EAST CHAMPARAN,
BIHAR-845401
845401
lndcollege.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

L. N. D. College, located in the northern region of Bihar, stands as the eminent institution for higher education. Right from its existence, the college has garnered numerous accolades both within the state and on national level. Nestled in Motihari town, the college is located about 50 km away from the India-Nepal border. Established in 1966, it gained its status as a constituent unit in 1980, with Prof. Gokarn Prasad Sharma as its founder Principal.

Aligned with B.R. Ambedkar Bihar University, Muzaffarpur, this college boasts a storied heritage of 57 years in delivering superior higher education to the populace of northern Bihar. Recognized under sections 2(f) and 12(B) of the UGC Act, 1956, the institution underwent assessment and accreditation by NAAC in 2017, achieving a commendable B+ Grade with a score of 2.60 (1st cycle).

Presently, L. N. D. College offers an array of 17 undergraduate programs encompassing disciplines like Science, Social Sciences, Humanities, Vocational Training, Professional Studies, Education, and Language courses. Since 2018, the college has been effectively conducting an NCTE-approved B.Ed. program. It functions as a co-educational hub of advanced learning, catering to an approximate student body of 9232.

With a teaching staff comprising 38 members and a non-teaching staff of 42, the college is a hub of academic and developmental endeavours. Distinguished research in Electronics, Materials Science, Physical, Chemical, Biological Sciences, Social Sciences, and Humanities has garnered international recognition. Faculty members diligently continue their research within the college's Research and Development cell, often involving their Ph.D. students.

Approved by the Bihar Government and B.R. Ambedkar Bihar University, postgraduate courses commenced in the academic session of 2023-24. The campus has lush gardens, serene parks, solar energy installations, an advanced seminar hall, an e-learning center, a recording room, and a language laboratory. The college also champions environmental conservation with rainwater harvesting units and biodegradable systems such as vermi compost unit. Besides this, the students and staffs are provided clean water facility through RO system in the college premises. Additionally, vibrant NSS and NCC units actively engage in community outreach and extension activities.

Vision

The vision of L. N. D. College is to provide quality higher education with an attempt to inspire, prepare, and empower students of its catchment area to succeed in a changing world. Our motto focuses on equipping students to confront emerging technological challenges, address societal needs and aspirations, unlock and utilize new knowledge and innovative ideas, foster cultural comprehension, and create an environment that encourages dialogue, debate, and modeling.

Mission

L. N. D. College Motihari is dedicated to realizing its vision through a commitment to intellectual exploration grounded in impactful pedagogy, interactive initiatives, and collaborations aimed at uplifting varied communities from inertia to progress. The college nurtures emerging fields of study, fostering the generation of novel insights and artistic expressions in response to an ever-evolving world. It imparts a profound understanding of diverse historical cultures both domestically and internationally, while harnessing emerging technological tools to cultivate skilled professionals and bridge the gap between societal demands and higher education. The institution cultivates an environment conducive to the generation and dissemination of knowledge encompassing human experiences, thoughts, and creativity, all geared towards advancing holistic human well-being. By actively fostering endeavours that empower students into autonomous, conscientious global citizens, the college embodies its overarching mission.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Fostering harmonious relationships among stakeholders
- Thriving in a diverse and multicultural environment
- Guided by the mission to impart knowledge universally
- Enrolling students from marginalized communities, including transgender individuals
- Prioritizing a student-centered approach to teaching and learning
- Offering professional courses like B.C.A. and B.B.A and B.Ed..
- Faculty members contributing to the Committee of Courses and Studies (CCS)
- Utilizing student feedback for continuous improvement of services
- Efficient allocation of available resources
- Providing student-friendly services, including comprehensive insurance coverage
- Establishing gender-inclusive and environmentally conscious premises
- Implementing CCTV surveillance in classrooms and key campus areas
- Establishing collaborative agreements (MOUs) with various institutions JAGRITI SEVA SANSTHAN, Mumbai, BRAVO Foundation, KHAWAB Foundation, Red Cross Society etc.
- Balancing "ICT Oriented Teaching and Learning" with traditional methods

Institutional Weakness

- Inadequate teaching and non-teaching personnel due to the restriction of Govt. policy.
- Research oriented human resources of the college has better opportunities for acquisition of more and more projects to strengthen its research base.
- College acquisition by the Election Commission of India
- Insufficient amenities at the health Centre.

Sports facilities not aligned with the student population size.

Institutional Opportunity

- Exploit the extensive campus for launching fresh programs
- Engage the expansive alumni network for institutional enhancement

- Arrange a higher volume of Faculty Development Programs (FDPs) and both national and international seminars/conferences
- Initiate contemporary, industry-relevant courses
- Institute a Finishing School to aid student development
- Foster entrepreneurship through active participation in the Institution Innovation Council
- Extend community outreach in the vicinity for community advancement
- Address the need for facilities like an ATM and post office on campus for stakeholder convenience.

Institutional Challenge

- Prevent student migration by providing high-quality education within the region.
- Encourage students to participate in nationwide competitive exams.
- Address the needs of students with lower learning capabilities.
- Facilitate student placements.
- Adapt to the rapidly evolving landscape of higher education.
- Establishing industrial collaborations is a notable challenge due to the absence of nearby industries.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

L. N. D. College operates as a constituent unit of B.R.A. Bihar University, Muzaffarpur, adhering to the university's curriculum guidelines. Currently, the college offers a diverse range of 17 UG programs including B.B.A., B.C.A. and B.Ed. course. The institution ensures effective curriculum delivery through student-centric approaches, well-structured domains, and alignment with Program Outcomes and Course Outcomes. The commencement of the academic session witnesses the creation of an Academic Calendar that outlines significant academic, co-curricular, and other events following university directives. Staff council and Academic council meetings are convened as needed to discuss academic matters. During pandemic, the college introduced online classes through its own recording facilities. A sizeable proportion of students have taken advantage of these clsses. As part of the established framework, routines, class assignments, syllabi, teaching plans, and progress reports are organized at the departmental level. Varied teaching methods, including lectures, participatory learning, experiential learning, project work, and fieldwork, are employed. Essential resources such as books, equipment, and access to platforms like DELNET, INFLIBNET are provided to students. The college's Online Learning Portal (lndclib.ac.in) ensures continuous availability of teaching and learning resources. The curriculum integrates important cross-cutting themes like gender, environment, and human values. Regular feedback from stakeholders regarding the curriculum and its delivery is collected, analysed, documented, and shared with the university.

Teaching-learning and Evaluation

The process of teaching, learning, and evaluation is a dynamic engagement focused on students. Admissions are conducted solely on merit, ensuring full adherence to the Government's Reservation Policy. The college firmly upholds its committed dedication to the National Policy of Diversity, ensuring the inclusion of SC/ST/OBC, women, Minority and students from all social backgrounds. The enrolment rate and the percentage of seats occupied within the reserved quota consistently remain substantial. An orientation program is held to introduce

students to the Code of Conduct, Program Outcomes, and the college's amenities. At the onset of each semester, faculty members discuss Course Outcomes with students, elucidating the program's potential, prospects, and relevance in advanced studies and research. The central library organizes an orientation initiative called 'Walk to Library,' offering newcomers insight into the array of facilities within the library.

Research, Innovations and Extension

L. N. D. College firmly believes in the significance of research, innovation, and extension in higher education and gives them equal importance alongside teaching and learning. The college has successfully organized five national seminars. Additionally, six faculty members have been acknowledged as research guides, guiding six students/scholars who have either completed their Ph.D. or are registered under their guidance. The college has established an innovation-oriented environment, actively engaging in knowledge creation and transfer across different stages. Registered under the MHRD, the L. N. D. College Innovation Council nurtures and empowers young students to develop and refine new ideas, transforming them into prototypes during their formative years.

A comprehensive Innovation and Start-Up Policy has been crafted by the college. Over five programs centered on start-ups, intellectual property rights, entrepreneurship, industry visits, and idea competitions are organized to cultivate an entrepreneurial spirit among students. Various cells also conduct programs on entrepreneurship, research methodology, and soft skills.

Beyond the extension initiatives by NSS, NCC, Scout, and Guides units, diverse departments, cells, and hubs conduct outreach efforts to raise awareness among neighbouring communities and sensitize students. The college has embraced five villages as part of the Unnat Bharat Abhiyan, sponsored by the Government of India. Students actively participated in numerous extension activities during the Covid-19 pandemic.

The college has established a large number of functional Memoranda of Understanding (MoUs) with different universities, institutions, and corporate entities for inter-institutional cooperation and collaborative activities.

Infrastructure and Learning Resources

The College has adequate infrastructure and physical facilities for effective teaching–learning process with technological advancement and ensures its availability and practice to fulfill vision of the college. The college has five large buildings spread over 7.72 acres, twenty five classrooms, eight laboratories, Wi-Fi enabled seminar halls, air-conditioned, sound proof recording room, language lab equipped with computers and projectors, examination department, one fully air conditioned auditorium with 100 capacity, separate common-rooms for girls and boys, Administrative Block with four large and 5 small rooms in which administrative, finance sections, offices of the Principal, I.Q.A.C., section office, N.S.S. office, N.C.C. office, Placement and Guidance cell etc. are housed, one student union room, health care centre with part time doctor and nurse, adequate number of washrooms, drinking water facilities, one canteen, four gardens, six Wi-Fi enabled all- in – one smart class setups.The College is located in a green environment with a botanical garden. The college provides a disable friendly and barrier-free infrastructure in the campus. To ensure uninterrupted power supply, solar photovoltaic power plant (~ 50 KVA capacity) is employed to cater ~90% of total energy requirement and rest is backed up by two generator of 45 KVA and another is 15 KVA. The college provides facilities for various outdoor and indoor games. It has a well-equipped Gymnasium. Various musical instruments are made available for students. External experts are occasionally invited for mentoring/directing performances. Introduction of various students' clubs (Ek Bharat Shresth Bharat, Photography club, Drama and Music Club)

helps to inculcate artistic talents in the students. The college campus is Wi-Fi enabled with 13 Mbps leased line and under CCTV surveillance. The college library is functioning in a spacious area with reading room, digital section, reference section, circulation section, processing section and uses partially automated ILMS (KOHA software) with more than 20,000 textbooks and reference books and 34 periodicals/magazines. Library has institutional membership of INFLIBNET, DELNET, more than 2 lakhs e-journals/e-books are regularly accessed through this facility. The college has designed Policy and Procedure for usage and maintenance of physical and academic facilities. The college has a large playground with a corner for yoga centre, 02 badminton courts, one volleyball court, one cricket practice pitch, one gymnasium with essential equipment', one indoor sports room for table tennis, carrom, chess etc. Cultural activities are held in ground and seminar halls. ICT facilities include 124 desktop computers, 30 laptops, 20 printers/ scanners, 04 photocopiers, servers, Licensed software's like Windows, MS- Office etc. LAN facilities (JIO Fiber 5G) are available in all computer laboratories and library. The campus is Wi-Fi enabled having total bandwidth of more than 500 Mbps.

Student Support and Progression

Under the directives of the state government, L.N.D. College in Motihari implements a fee exemption policy for students belonging to Scheduled Castes, Scheduled Tribes, and girls, while partial exemptions are granted to BC-I students. The institution also facilitates financial aid and scholarships through various state and central government agencies. Typically, around 7 to 8% of the student body benefits from these financial assistance programs.

The college boasts an array of modern facilities, including a language lab, an e-learning center equipped with 25 computers and ICT resources, and multiple departmental computer labs. The language lab focuses on enhancing communication skills, while computer centres provide training to students who need to develop computer proficiency. To nurture soft skills, life skills, and computer literacy, the college arranges seminars, workshops, skill development programs, and yoga training.

In terms of student well-being, the college features a basic health center and a day care center. It also publishes the "Champaran Multidisciplinary Journal of Research of L. N. D. College," covering diverse subjects, and an annual report.

A significant proportion of graduates (45%) continue their education at the postgraduate level, with a small percentage (1-2%) advancing to Ph.D. programs. Over the past five years, the overall pass rate has consistently exceeded 80%. Many students have benefited from the institution's guidance for competitive exams and career counselling.

The college demonstrates its commitment to student support through its Student Grievance Redressal Cell, Women's Cell, and Anti-Ragging Cell. The Student Grievance Redressal Cell addresses student concerns, while the Women's Cell focuses on preventing and addressing workplace sexual harassment. Despite the challenges posed by the COVID-19 pandemic and subsequent lockdowns, a noteworthy number of students have successfully secured placements. Certificate Course will start soon in B.C.A. and B.B.A. Department.

L.N.D. College, Motihari, maintains an Alumni Association that conducts elections for office bearers and the executive committee every two years. The association operates according to a well-defined memorandum of association and established regulations.

Governance, Leadership and Management

Our Vision articulates our enduring aspiration to provide high-quality and affordable education universally. The Mission Statement outlines our present operational strategies. The principal serves as the academic, administrative, and financial head of the institution. Collaborating with the IQAC, the Principal formulates the college's developmental roadmap and establishes guidelines for enhancing the teaching-learning environment's quality.

Each traditional and vocational department is overseen by a Head/Prof-in-charge. These individuals receive directives from the principal and report directly to them. Departmental councils at the department level make decisions related to their specific areas. Diverse committees/cells such as the Admission Committee, Development and Building Committee, and Purchase Committee contribute to various aspects of the college's management. The College Management Information System (CMIS) has already been implemented, streamlining operations.

Numerous welfare provisions offered to Bihar Government employees extend to permanent staff (both teaching and non-teaching) at the college. These include schemes such as the General Provident Fund (GPF) cum Pension cum Gratuity Scheme for employees appointed before 2004, Earned Leave (EL) Encashment, the National Pension Scheme (NPS) for newly recruited staff, and Group Insurance (GI). Financial assistance for attending conferences/workshops and membership fees for professional bodies is provided to teachers as needed.

The college has orchestrated numerous Faculty Development Programs (FDPs), including ATAL FDPs, as well as Professional Development and Administrative programs for both teaching and non-teaching personnel. The IQAC, led by the principal and composed of core members and senior faculty, has effectively pooled resources for the college's well-being. Despite the challenges posed by the COVID-19 pandemic in 2020 and 2021, the IQAC actively introduced Massive Online Courses with certificates, online classes, and co-curricular activities. Measures were taken to grant students and teachers access to e-books and e-journals through NLIST due to the library's closure. Additionally, a regular schedule of webinars, Student Development Programs (SDPs), Faculty Development Programs (FDPs), and other pertinent activities addressing important topics was maintained. Assessments such as class tests, debates, and quizzes were also conducted. Notably, the IQAC organized six national-level webinars during the lockdown period.

Institutional Values and Best Practices

The college is deeply committed to its responsibilities in preserving and sustaining the environment, as evidenced by multiple Appreciation Certificates received from relevant state government departments. Students from disciplines like Botany, Zoology, Chemistry, NSS, and Physics, under the guidance of their teachers, actively engage in green and energy audits. These students demonstrate unwavering determination in conserving heritage and safeguarding the environment.

In addition to conducting extensive awareness programs both on campus and in the local community, the college regularly initiates numerous tree plantation drives. Several initiatives have been implemented to contribute to environmental preservation and energy harnessing:

1. **Optimized Electricity Use**: The college conserves energy by employing LED bulbs and making efficient use of electricity.

2. **Solar Energy Installations**: L.N.D. college has a 50 KVA solar energy installation provided by the Bihar Renewable Energy Development Corporation.
3. **Green Campus**: The college boasts multiple gardens that contribute to a greener environment, playing a role in carbon reduction.
4. **Rainwater Harvesting**: The buildings are equipped with rainwater harvesting units to effectively manage water resources.
5. **Vermicompost Unit**: A vermicompost unit has been established and maintained for the production and supply of earth worms.

The college organizes lectures, seminars, and webinars to promote gender equity, inclusive environments, cultural diversity, regional and linguistic harmony, as well as citizen's rights and responsibilities. The college actively celebrates both national and international commemorative days and festivals. NSS volunteers drive awareness programs focused on gender sensitization and equity.

Recognizing students as a valuable resource with the potential to shape society, the college has embraced "Directing Youthful Exuberance towards the Welfare of Society" and "Nurturing the Potential of Students and Empowering them to Build their Futures" as two exemplary practices. The college's distinctiveness lies in its commitment to extending research efforts to benefit society at large.

In the last five years following are the best practices of the L.N.D. College,

1. Guidance cell for competitive examinations.
2. Remedial coaching for slow learners.
3. Organization of state level intercollegiate competitions (TARANG) for students.
4. Skill development courses "DIGISAKSHAM" by Bihar Govt. in association with Microsoft.
5. Seven days special camp in "Majuraha" (Adopted village).
6. Blood donation camps.
7. "Anemia Awareness programme" in Gandak Colony, Motihari
8. "Swachh Bharat Abhijan" in Motijheel and its surrounding area
9. Organization of national level seminar and webinar.
10. Seminar organized by intellectual Property Rights (IPR), New Delhi.

L.N.D. College, Motihari adopted a village naming "Majuraha" for sustainable development and continue their work with the volunteers of College NSS Department. Following activities are implemented in adopted villages,

1. Sanitization work by distributing musk, sanitary napkin, Dettol, bleaching powder etc.
2. Health Check-up camp
3. Tree plantation
4. Yoga camp
5. Perform "Nukkar Natak" to raise the social issues and awareness like Dowry System, "Beti Bachao Beti Padao" among the villagers.
6. Awareness on social security schemes.
7. Awareness about water harvesting system among the students.
8. "Shree Anna Yojna" awareness campaign
9. Survey on 15-29 years youth not in formal education and employment.
10. Collection of Solid waste from village people.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LAXMI NARAIN DUBEY COLLEGE
Address	L N D COLLEGE, SRI KRISHNA NAGAR, MOTIHARI, EAST CHAMPARAN, BIHAR-845401
City	Motihari
State	Bihar
Pin	845401
Website	lndcollege.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	ARUN KUMAR	06252-232689	9199160777	-	collegelnd@gmail.com
IQAC / CIQA coordinator	PINAKI LAHA	-	8709043980	-	lahapinaki007@gmail.com

Status of the Institution	
Institution Status	Government and Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Bihar	Babasaheb Bhimrao Ambedkar Bihar University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	10-08-2017	[View Document](#)
12B of UGC	10-08-2017	[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
NCTE	[View Document](#)	08-02-2019	120	Permanent affiliation

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	L N D COLLEGE, SRI KRISHNA NAGAR, MOTIHARI, EAST CHAMPARAN, BIHAR-845401	Urban	7.72	31241.73

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Physics,HONOURS	48	Intermediate	English,Hindi	259	120
UG	BSc,Chemistry,HONOURS	48	Intermediate	English,Hindi	129	50
UG	BSc,Mathematics,HONOURS	48	Intermediate	English	188	103
UG	BSc,Zoology,HONOURS	48	Intermediate	English,Hindi	129	127
UG	BSc,Botany,HONOURS	48	Intermediate	English,Hindi	84	82
UG	BA,Hindi,HONOURS	48	Intermediate	Hindi	236	231
UG	BA,Urdu,HONOURS	48	Intermediate	Urdu	46	44
UG	BA,English,HONOURS	48	Intermediate	English	111	95
UG	BA,History,HONOURS	48	Intermediate	English,Hindi	450	443
UG	BA,Political Science,HONOURS	48	Intermediate	English,Hindi	450	436
UG	BA,Psychology,HONOURS	48	Intermediate	English,Hindi	374	368
UG	BA,Economics,HONOURS	48	Intermediate	English,Hindi	436	416
UG	BA,Geography,HONOURS	48	Intermediate	English,Hindi	561	547
UG	BA,Philosophy,HONOU	48	Intermediate	English,Hindi	46	44

	RS					
UG	BEd,Bed,	24	Graduation	English,Hindi	100	100
UG	BVoc,Bca,BCA	36	Intermediate	English,Hindi	50	50
UG	BVoc,Bba,BBA	36	Intermediate	English,Hindi	50	48
PG	MSc,Physics,	24	Graduation	English	32	32
PG	MSc,Chemistry,	24	Graduation	English	32	32
PG	MA,Hindi,	24	Graduation	Hindi	64	64
PG	MA,History,	24	Graduation	English,Hindi	96	96
PG	MA,Political Science,	24	Graduation	English,Hindi	48	48
PG	MA,Economics,	24	Graduation	English,Hindi	48	48
PG	MA,Geography,	24	Graduation	English,Hindi	128	128

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	2				2				34			
Recruited	2	0	0	2	1	0	0	1	11	1	0	12
Yet to Recruit	0				1				22			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				28			
Recruited	0	0	0	0	1	0	0	1	5	3	0	8
Yet to Recruit	0				0				20			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				21
Recruited	11	2	0	13
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	6	2	0	8
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	2	0	0	10	3	0	17
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	5	1	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	13	7	0	20

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	1603	0	0	0	1603
	Female	1502	0	0	0	1502
	Others	0	0	0	0	0
PG	Male	307	0	0	0	307
	Female	141	0	0	0	141
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	330	323	339	309
	Female	111	137	88	129
	Others	0	0	0	0
ST	Male	27	27	25	17
	Female	8	13	15	15
	Others	0	0	0	0
OBC	Male	857	796	806	602
	Female	394	404	395	386
	Others	0	0	0	0
General	Male	802	788	707	849
	Female	509	550	471	649
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3038	3038	2846	2956

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	a) Our vision is to equip students to confront emerging challenges brought about by the unstoppable advancement of technology. We aim to address the increasing societal demands and aspirations by unlocking and harnessing new knowledge and innovative ideas. Additionally, we strive to foster cultural understanding and cultivate an environment conducive to dialogue and debate, ultimately seeking peaceful resolutions. Our mission is grounded in providing holistic, multidisciplinary higher education that instills a scientific temperament in students. This includes adapting to technological advancements, inculcating ethical and cultural values, and nurturing holistic growth. We aspire to prepare a

future generation of skilled professionals with the essential scruples to compete in a diverse global environment. Our educational approach emphasizes both "ICT Oriented Teaching and Learning" and traditional "Chalk and Talk" methods. We actively encourage critical thinking and analytical skills, aiming to instill a sense of responsibility and indomitable courage to achieve excellence. Principles of "Gender Equality" and "Respect for Individual's Rights" are held as sacrosanct in our multi-cultural society. b) Stakeholders in higher education are actively working towards creating flexible course curricula to facilitate a multiple entry-exit system. Our college has been engaged in multidisciplinary research projects at both national and international levels for the past two decades. The spirit of transdisciplinary is also reflected in language courses, such as Korean, Japanese, and functional English, open to all college students. c) Following the CBCS format at the postgraduate level under the University prescribed syllabi, our college incorporates multidisciplinary learning. This is achieved through courses categorized as Ability Enhancing Compulsory Course (AECC), Ability Enhancing Course (AEC), and Generic Electives (GE), which cut across disciplines. Notable courses include Swachh Bharat Abhiyan, Solid Waste Management, Human Values and Professional Ethics, and Human Rights. d) Our institutional plan adheres to the rules and regulations of Acts and Statutes of the Universities of Bihar. The adoption and implementation of a multidisciplinary flexible curriculum are contingent on the passage of an ordinance by the Secretariat of the Chancellor of Bihar and the Ministry of Education, Govt of Bihar. This ordinance will enable multiple exits and entrances, including lateral entry to courses. The CBCS courses at the undergraduate level will empower students to apply for certificates, diplomas, degrees, and research degrees from the university of their choice upon fulfilling required credits. e) Future multidisciplinary research ventures will focus on collaborative studies relevant to contemporary global and local issues, including climate change, man-environment synergies, social integration of technologies, and nature-based solutions rooted in traditional knowledge. f) Aligned with the ethos of the multidisciplinary/interdisciplinary approach of

	NEP 2020, our college incorporates Ability Enhancement Compulsory Courses, Ability Enhancement Courses, and Generic Electives in the postgraduate curricula. These courses cover areas such as Environmental Sustainability and Swachh Bharat Abhiyan, Human Values and Ethics, Gender Sensitization, Computers and IT Skills, and Solid Waste Management. Our institution actively promotes multidisciplinary research projects, engaging students in project assignments.
2. Academic bank of credits (ABC):	a) Upon the full functionality approval by the Secretariat of Chancellor, Govt of Bihar, and the Ministry of Education, Govt of Bihar, and the drafting of the National Level Credit Bank Description for proposed 1, 2, 3, and 4-year undergraduate and postgraduate courses, the Academic Bank of Credit will be operational. Subsequently, all universities in the state will be capable of implementing the Academic Bank Credit system, and our college is fully prepared for this transition. b) The active consideration of the Academic Bank of Credit (ABC) concept by the state and the Honourable Chancellor's office indicates that our college will register for the program once the scheme is implemented. c) The college has been consistently involved in international and national collaborations in research fields such as Water Management, Materials Science, and Energy studies. Seamless academic and educational collaboration on the national and international levels for undergraduate and graduate studies will become possible once the proposed National Education Policy (NEP) 2020 is implemented in the education system of the state of Bihar. d) Faculty members regularly provide reading lists available in our libraries and Inflibnet, offer solutions to problems related to subject content, and outline the framework for allocated assignments and internal assessments for students on an ongoing basis. e) The design of curricular and pedagogical approaches, including Collaborative, Integrative, Reflective, and Inquiry-Based Learning, will be implemented once the NEP 2020 framework receives approval from the relevant authorities.
3. Skill development:	The college is committed to promoting Value-Based Quality Education and cultivating a positive learning environment. Both students and teachers have

engaged in or completed certificate courses, covering diverse areas such as Digital Marketing, Data Analytics, Psychology, Sustainability, Law, Business Management, AI, Machine Learning, Cloud Computing, Blockchain, Deep Learning, and more. Embracing the principles of the National Education Policy (NEP) 2020, the college breaks down rigid boundaries between science, arts, and humanities. Existing professional and soft-skills courses, including BBA, BCA, B.Ed., and language courses, will be complemented by new offerings tailored to meet employability needs. These include short courses focusing on Presentation Skills, Public Speaking, Computer Literacy, Interpersonal Communication, and Networking. L N D College provides vocational education in subjects like Business Management and Computer Applications. The comprehensive course curricula cover human rights, gender sensitization, environmental awareness, health and sanitation, societal values, as well as traditions and culture within the Indian context. The college prepares students to confront challenges posed by advancing technology, addressing the growing demands and aspirations of society by unlocking and harnessing new knowledge and innovative ideas. The emphasis is on building cultural understanding and creating an environment that fosters dialogue and debate. Seminars and symposiums on character-building, nationalism, religious unity, and more have been organized. National Service Scheme volunteers undergo training in social service and responsibilities. The college actively participates in celebrating national festivals such as Independence Day and Republic Day, alongside observing events like World AIDS Day and Environment Day. The commemoration of the Death and Birth Anniversaries of national leaders aims to transfer commendable qualities in students. The institution remains steadfast in its commitment to mentoring students, guiding them towards potential career pathways post-graduation, and ensuring they derive maximum benefit from their academic pursuits.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College has set forth a commitment to the preservation and promotion of languages as a key future objective. Numerous workshops and seminars have been conducted to further this goal. India boasts

	a rich and diverse linguistic and cultural heritage, where language and culture are intricately intertwined. LND College is dedicated to the preservation and promotion of languages, with subjects such as Hindi, English, Urdu, Philosophy, History, and Psychology providing a comprehensive understanding of languages, culture, society, traditions, and thoughts. At LND College, all subjects, excluding Language and Literature subjects, are taught bilingually. The college actively promotes traditional knowledge as a nature-based solution to environmental challenges through research projects, papers, and environmental conservation initiatives. Student activities include the promotion of Indian arts such as Madhubani painting, Tikuli Art, Rangoli, and more. The college celebrates major festivals like Holi, Makar Sankranti, Eid, and Christmas to foster national integration. To enhance experiential learning, faculty and students embark on educational trips to culturally significant sites such as Bodh Gaya, Nalanda, Pawapuri, Vaishali, and Rajgir, associated with Buddhism and Jainism. As part of a future initiative, LND College strongly advocates and plans to promote interdisciplinary research on all aspects of "Indian Knowledge Systems." This initiative aims to preserve and disseminate Indian Knowledge Systems for further research and societal applications.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is composed of four primary components: curriculum design, teaching and learning methods, assessment, and continual quality improvement and monitoring. The emphasis of OBE lies in prioritizing what students have learned rather than what has been taught to them. The curriculum design articulates what students are expected to learn through Course Outcomes (COs), Program Specific Outcomes (PSOs), and Program Outcomes (POs). The college consistently monitors students' progress and conducts quality-based evaluations at regular intervals. Continuous Internal Evaluation is integral to an effective teaching-learning process, a practice diligently followed by our college. Apart from facilitating continuous learning, it provides valuable insights to teachers for adapting their teaching strategies to achieve the stipulated teaching-learning objectives. The adoption of appropriate pedagogy is crucial for ensuring an effective teaching-learning

process. A teacher is no longer just a transmitter of information or knowledge but must also take on roles such as facilitator, counsellor, mentor, course designer, content creator, ICT expert, evaluator, reflective practitioner, and lifelong learner. To prepare faculty for these multifaceted roles, the college sends them to various Faculty Development Programs (FDPs) and training programs. A robust assessment and evaluation system plays a pivotal role in checking the attainment of learning goals and determining the effectiveness of pedagogical approaches. One notable practice of the college is to ensure a continuous, comprehensive, and transparent internal assessment mechanism, encompassing written tests, oral tests, practical tests, assignments/homework, and monitoring regularity. The College also makes an effort to understand that a pursuit of knowledge is a life-long activity and to acquire positive attitude and other qualities which will lead students to a successful life. To interpret, analyse, evaluate and develop responsibility and effective citizenship is one of the programme outcomes of the students. Punctuality, attentiveness, behaviour, and active participation in both co-curricular activities (such as seminars, discussions, quizzes, projects, and debates) and extra-curricular activities (including sports, cultural events, awareness programs, and community services) are key aspects of student evaluation. The college places importance on fostering a holistic development approach, encouraging students not only in academic pursuits but also in diverse activities that contribute to their overall growth. Students are motivated to engage in focused reflection to enhance their knowledge. This reflective practice aids in developing a deeper understanding of their experiences, allowing them to extract valuable insights that contribute to personal and academic growth. The assessment criteria encompass a broad spectrum, recognizing the significance of both academic and non-academic endeavors in shaping well-rounded individuals.

6. Distance education/online education:	The college is actively preparing to introduce vocational courses through Open Distance Learning (ODL) mode in the near future. With a focus on student convenience, especially heightened during the pandemic lockdown, faculty members have utilized various technological tools such as Google

Classroom, Zoom, Google, video-based teaching, group collaboration, interactive sessions, assignments, and revisions. These efforts represent the institution's commitment to blended learning. The realization during the COVID pandemic prompted the exploration of effective teaching through an additional online/distance mode, alongside the traditional approach. The three distinct phases of the 2020-22 session, aligned with different waves and lockdown periods, demonstrated comprehensive participative management and coordination among the college principal, teachers, staff, students, and stakeholders. The college maximized this opportunity during the lockdown, effectively managing online classes, numerous Skill Development Programs (SDPs), Faculty Development Programs (FDPs), online lectures, seminars, and workshops. The adoption of blended learning by the faculty has yielded positive outcomes, promoting deeper learning, reducing stress, and increasing student satisfaction. Teachers have become more academically engaged with students, enhancing motivation and facilitating a conducive learning environment. The institution emphasizes a participatory decision-making process, involving teachers, staff, and students in various committees. The academic year 2020-21 witnessed three distinct phases, each responding to the evolving COVID-19 situation. The first phase relied heavily on online activities, the second phase emphasized physical infrastructures with proper sanitization, and the third phase, during the rise of the second wave, highlighted the significance of digital platforms (Zoom, Google Meet, Cisco Webex, Microsoft Teams). The college continues to maintain a 20% online teaching component alongside offline teaching. Two noteworthy practices in distance education/online education include access to global resources and materials through platforms like IIRS, Spoken Tutorials IIT Mumbai, e-pathya, and e-PG Pathshala, as well as self-pacing initiatives for slow or advanced learners. The latter involves tutorial classes, one-to-one interactions, and brainstorming sessions for problem-solving, resulting in reduced stress, increased satisfaction, improved information retention, and enhanced academic grades.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Voting stands as an integral pillar of democracy, and the college recognizes its pivotal role in educating students about the principles of Universal Adult Franchise. To actively promote electoral awareness, the college has established an Electoral Awareness Committee under the guidance of HOD, Political Science.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Awareness Committee has consistently included student members, ensuring equal gender representation. Presently, there are ten student representatives actively participating in the committee.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	For the past three decades, L.N.D. College has served as both a polling center and counting center. In an effort to enhance awareness in the MOTIJHIL area and Majuraha village, students, under the guidance of teacher coordinators, initiated an awareness program. Utilizing pamphlets, placards, and organizing 'Nukkad Natak' (street plays), students actively educated residents on the significance of exercising their voting rights. Additionally, the Department of Political Science takes part in Constitution Day celebrations, involving collaboration with other departments.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Regular awareness drives and community interactions are integral components of our college's initiatives. Students are well-informed about their voting rights and the significance of participating in elections, especially considering our college's role as both polling and counting centers in local to national elections. Furthermore, our dedicated teachers and non-teaching staff actively participate in election duties across the state.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The majority of our students are enrolled as voters in the electoral roll. During elections, student representatives play a crucial role in disseminating awareness about voting rights, ensuring active participation, especially when elections are imminent.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
8837	8231	8174	8020	6448

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

2 Teachers

2.1

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

Response: 38

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	30	32	31	13

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
289.77210	121.95831	215.42311	235.29260	89.15312

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

In the meeting held on 3rd July, 2020, with the Heads of the Departments (HoDs), staff council and the Internal Quality Assurance Cell (IQAC), the college discussed and planned the academic activities for the upcoming session 2020-21, taking into consideration the challenges posed by the COVID-19 pandemic. Despite the unprecedented situation, the institution aimed to ensure the effective delivery of the curriculum through a well-structured and documented process. Here are some of the key points that were likely discussed and planned during the meeting:

1. **Adaptation to COVID-19 Situation:** The pandemic had disrupted traditional teaching methods, necessitating the exploration of alternative modes of curriculum delivery. This could include a mix of online, hybrid, and in-person teaching methods, depending on the prevailing health and safety guidelines.
2. **Curriculum Implementation:** The institution acknowledged that the curriculum was prepared by B.R.A. Bihar University, Muzaffarpur, and it was relayed to the college. The focus would be on translating the university's curriculum into actionable teaching plans and activities. This might involve breaking down the topics and lessons into a detailed plan for each course.
3. **Academic Calendar Alignment:** The institution followed the academic calendar provided by B.R.A. Bihar University. It was important to align the college's academic calendar with the university's schedule to ensure smooth coordination and adherence to timelines.
4. **Departmental Involvement:** Since several teachers from the college were members of the syllabus committee (BoS), the institution could leverage their expertise to fine-tune the curriculum for effective delivery. Departmental councils, with the input of the Routine In-charge, would have the responsibility to finalize the detailed routine for each department, considering factors like the number of teachers, students, and available infrastructure.
5. **Teaching Methodologies:** In response to the pandemic, the institution could have discussed various teaching methodologies that would be suitable for different courses. This might include virtual lectures, online assignments, virtual discussions, webinars, seminars, and workshops.
6. **Topic Distribution:** Taking the example of the Physics department, the institution might have discussed how the curriculum's topics would be distributed among the teachers based on their expertise. This would help ensure that each topic is taught effectively by the most qualified instructor.
7. **Assessment Strategies:** Given the challenges posed by remote or hybrid teaching, the institution could have brainstormed ways to assess student understanding and progress. This might involve designing innovative assessment methods, open-book exams, online quizzes, and projects.
8. **Student Support:** Acknowledging the potential difficulties students might face during the pandemic, the institution might have considered plans for providing additional academic support,

counselling, and resources to help students succeed in the new learning environment.

9. **Communication and Flexibility:** The meeting might have emphasized the importance of clear communication among faculty members, students, and administrators. It's likely that flexibility and adaptability were stressed, given the uncertainty of the situation.

10. **Recording and Documentation:** Given the unique circumstances, the institution might have planned to maintain detailed records of the academic processes, changes made to the curriculum delivery, student performance, and feedback received. This documentation would be valuable for future reference and improvements.

Overall, the institution appeared to be proactive in addressing the challenges presented by the COVID-19 pandemic and in ensuring that the curriculum was effectively delivered to students despite the constraints. The approach emphasized collaboration, communication, and adaptability to create a successful learning experience for both faculty and students.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 00

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses

of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 0

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

L.N.D. College, Motihari, as a constituent unit of B.R.A. Bihar University, Muzaffarpur, places a strong emphasis on adhering to the course curriculum provided by the university. The college is committed to delivering a comprehensive education that not only covers the academic subjects but also addresses broader societal and ethical issues. The university curriculum already incorporates key aspects such as professional ethics, gender studies, human values, and environmental sustainability.

To ensure the effective implementation of these important issues, the college employs a systematic approach:

1. **Syllabus Review and Collection of Important Issues:**

- The college collects subject-specific important issues that are reflected in the paper-wise syllabus from its teaching staff. This ensures that the concerns and topics relevant to each subject are identified and acknowledged.

1. **Integration into Teaching:**

The identified important issues are seamlessly integrated into the teaching process. Faculty members incorporate discussions, examples, case studies, and assignments related to these issues to provide a

holistic learning experience to the students.

1. **Complementary Programs:**

- In addition to regular classroom teaching, the college organizes complementary programs that run simultaneously. These programs likely include seminars, workshops, guest lectures, panel discussions, and other interactive sessions.
- These events serve as platforms to delve deeper into the important issues outlined in the curriculum. Experts from various fields might be invited to share their insights and experiences with students.

1. **Ethics, Gender, Human Values, and Environment:**

- Professional ethics, gender sensitivity, human values, and environmental sustainability are not treated as standalone concepts but are threaded throughout the curriculum.
- For example, discussions on professional ethics could be integrated into business or professional courses. Gender issues could be addressed in social sciences, humanities, and other relevant subjects, specifically Pol. Sc., Hindi, Zoology, Botany, Chemistry.
- Human values and environmental concerns could be explored across various disciplines, reflecting their interdisciplinary nature.

1. **Student Engagement:**

- Students are actively engaged in discussions and activities related to these important issues. This encourages critical thinking, empathy, and a broader understanding of the world around them.

1. **Holistic Development:**

- By addressing these broader issues, the college aims to contribute to the holistic development of students, preparing them not only for their chosen careers but also as responsible and informed citizens.

By diligently incorporating these important issues into the teaching and learning process, L.N.D. College ensures that its students are not only well-versed in their chosen subjects but also equipped with a strong sense of ethics, social responsibility, and environmental consciousness. This approach reflects the institution's commitment to nurturing well-rounded individuals who can make positive contributions to society. It's evident that L.N.D. College, Motihari, is deeply committed to fulfilling its vision and mission of contributing to students' holistic development and preparing them to make meaningful contributions to society. The college's approach encompasses various academic disciplines, focusing on crosscutting issues such as professional ethics, gender, climate change, environmental education, human rights, and more.

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

1.3.2

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

Response: 0.46

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

Response: 41

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 82.12

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
2991	3078	2833	2991	2905

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

2022-23	2021-22	2020-21	2019-20	2018-19
3943	3893	3893	3196	3096

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 86.27

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
1727	1700	1668	1458	1222

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

2022-23	2021-22	2020-21	2019-20	2018-19
1972	1947	1947	1598	1548

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 252.49

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Students are the most important stake holder in teaching learning process.

1. **Experiential Learning:**

- Experiential learning involves direct experiences followed by reflection to enhance knowledge and skills.
- This approach emphasizes learning by doing, integrating reflection, analysis, and synthesis.
- Students gain self-confidence, a sense of belonging, and a deeper understanding of their chosen fields.

1. **Participative Learning:**

- Participative learning is collaborative learning among groups of students.
- It fosters teamwork, communication skills, and shared problem-solving.
- Collaborative learning encourages active participation and diverse perspectives.

1. **Problem-Solving Methodology:**

- Problem-solving methodology nurtures inquiry, critical thinking, and decision-making skills.
- Students engage in analysing and solving real-world issues, enhancing their practical abilities.

Strategies for Implementation:

1. **Exposure to Latest Developments:**

- Keeping students informed about the latest developments in their fields of interest ensures relevance and up-to-date knowledge.

1. **Teacher as Facilitator:**

- Teachers play the role of facilitators and motivators, guiding students as they independently acquire knowledge.

1. **Student-Driven Learning:**

- Students take initiative to explore areas of interest, fostering a sense of ownership in their learning process.

1. **Independent and Group Projects:**

- Assigning independent and group projects allows students to engage in experiential and collaborative learning.
- This approach encourages practical application and teamwork.

1. **Poster Exhibitions:**

- Poster exhibitions on social and environmental issues offer platforms for experiential learning.
- Students research, design, and present their findings, enhancing communication and presentation

skills.

Overall, your institution's approach focuses on active learning, critical thinking, and real-world application. By integrating experiential and participative methodologies, students are empowered to become lifelong learners who can navigate challenges with practical skills and a deep understanding of their subjects. This approach aligns with modern educational ideals that emphasize hands-on experiences and holistic development.

Academic planning for the ensuring session 2020-21 was done amidst COVID Stricken situation. A meeting of HoDs alongwith IQAC was organised to discuss academic planning in an unprecedented situation. In this meeting, we planned the following:

1.Holding of interactive online classes, teaching and interaction with the students through various digital media like Whatsapp, video classes to be uploaded on website and You tube, uploading of study materials on website etc.

2.Review regarding coverage of syllabi and latest detailed status report pertaining to it to be submitted by HoDs to the office of the Principal.
3.To discuss strategies for starting teachings in next semesters.
4.Time table for conducting interactive Online Classes and imparting teachings through various Apps , video conferencing platforms and other digital modes.
5.Modalities/ Mechanism for collection and compilation of reports to be submitted on weekly basis to the University.
For ensuring curriculum delivering strategies and modalities were discussed at length. It was resolved that (i) HoDs of the concerned departments will assign topics / chapters of different papers of various courses to each teacher. HoDs will continuously monitor the progress and will devise strategies accordingly for effective teaching and coverage of the syllabi. (ii) Before start of the teaching, the departments concerned will organise on their own Induction programs for students to make them aware with the nuances, priorities and requirements. It was decided that online classes would run in full swing until the situation improves. It was also decided that even after the improvement in the situation, classes will be held in hybrid mode.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 55.08

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
57	52	52	52	43

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 68.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	22	22	21	8

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

It's clear that Continuous Internal Evaluation (CIE) plays a significant role in the teaching-learning process within the college environment. CIE involves ongoing assessment methods that help students engage in continuous learning, while also providing teachers with valuable insights to adjust their teaching strategies and achieve the intended learning objectives. The college appears to have a well-structured internal assessment mechanism encompassing various components and criteria:

1. **Components of Continuous Internal Assessment:** The assessment process involves a range of components such as Written Tests, Oral Tests, Practical Tests, Assignments/Homework, and participation in co-curricular and extra-curricular activities. These components provide a holistic evaluation of students' academic and non-academic performances.

2. **Assessment Criteria:** The criteria for assessment include factors like regularity, punctuality, attentiveness, behaviour, participation in co-curricular activities (seminars, discussions, quizzes, projects, debates), and extra-curricular activities (sports, cultural activities, awareness programs, community services). This comprehensive approach takes into account both the quantitative and qualitative aspects of student performance.

3. **Qualitative Assessment:** Emphasis is placed on qualitative assessment to capture not only academic progress but also changes in students' behavioural patterns, motivation, and attitudes. This approach enables teachers to address individual student needs effectively.

4. **Transparency and Redressal:** The assessment process is designed to be transparent. Students have the opportunity to review their answer sheets, and any grievances are addressed promptly. The college has established mechanisms for students to seek redressal in case of dissatisfaction with marks or discrepancies in mark sheets.

5. **Undergraduate and Postgraduate Levels:** The assessment practices vary based on the academic level. At the undergraduate level, there are internal examinations in theory papers, practical, and presentations. The assessment methods include various types of questions, assignments, seminars, quizzes, attendance, punctuality, and conduct.

6. **Support for Different Types of Learners:** The assessment system appears to support both slow learners and advanced learners. Slow learners receive additional attention and support to enhance their learning experience, while advanced learners are encouraged to delve deeper into advanced topics.

7. **Redressal of Grievances and External Evaluation:** The college has a process for students to seek redressal regarding external evaluations. Students can apply for re-totalling, and the university takes necessary actions based on the application and relevant documents provided by the student.

8. **Enhancing Authenticity and Credibility:** The college is committed to continuously improving the assessment process, making it more reliable, comprehensible, and transparent. This approach contributes to the authenticity and credibility of the evaluation.

In summary, the college's approach to Continuous Internal Evaluation demonstrates a comprehensive and thoughtful strategy for assessing students' academic and non-academic progress. It takes into consideration various assessment components, supports different types of learners, promotes transparency, and addresses grievances effectively. This approach aims to enhance the overall teaching-learning experience and contribute to students' holistic development.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

It's evident that your college has a structured approach to curriculum delivery, assessment of outcomes, and ensuring the quality of education. Here's a breakdown of the key points from the information you've provided:

1. **COs, POs, and PSOs:**

   - The college has clearly defined and displayed Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) for all programs on its website. These outcomes outline what students are expected to achieve by the end of their programs.

1. **Collaborative Planning:**

   - The Heads of Departments (HoDs) and the Internal Quality Assurance Cell (IQAC) collaboratively plan strategies and modalities for curriculum delivery and outcome attainment.
   - Departmental councils in each department meticulously plan curriculum delivery in alignment with the academic calendar.

1. **Assessment Strategies:**

A two-pronged approach is used to assess the attainment of COs, PSOs, and POs:

   - **Quantitative Framework:** This involves direct measurement based on result analysis.
   - **Qualitative Framework:** This likely involves subjective assessment methods such as evaluating students' projects, seminars, webinars, and conduct.

1. **Undergraduate (UG) Evaluation:**

   - While CBCS is yet to be implemented for UG classes, internal class tests are conducted to monitor student progress.
   - Projects/dissertations may also be required in some subjects.
   - UG student performance and attainment are primarily assessed through university result analysis.

1. **Historical Passing Percentages:**

- Passing percentages for UG classes have been consistently high (above 80%).
- In UG classes, a significant percentage of students consistently secure 60% and above marks in each passing year.

It's clear that your college places a strong emphasis on structured assessment, quality curriculum delivery, and achieving well-defined outcomes for both UG programs. The collaborative approach, well-defined assessment criteria, and consistent performance tracking contribute to maintaining high passing percentages and ensuring student success.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The evaluation of program-specific outcomes stands as a pivotal process in ensuring the quality enhancement of an institute. Regular monitoring of students' academic progress is undertaken by subject teachers and Heads of Departments to effectively gauge program outcomes and achievements. The institute employs various measures to validate program outcomes, encompassing the analysis of both internal and external examination results, as well as accomplishments in placements, sports, cultural events, and extension activities.

The college's NSS units orchestrate a range of community-oriented initiatives, fostering socio-ethical values and nurturing a spirit of community service among students. To measure the attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), a combination of direct and indirect assessment tools and processes are employed.

Direct assessment methods are realized through university examinations, gauging students' knowledge and skills against measurable course outcomes. These outcomes are aligned with specific problems in university internal examinations. On the other hand, indirect assessment methods encompass students' feedback, surveys, employability data, and progression to higher education. This amalgamation of subjective observations and objective assessments of students' performance exemplifies the unique strength of this evaluation mechanism.

In the pursuit of desired outcomes, the college initiates a variety of activities to elicit outcomes and subsequently evaluates them through diverse means. The methods adopted for evaluating program

outcomes, program-specific outcomes, and course outcomes are as follows:

Formative Assessment: Continual evaluation of students' performance is conducted as part of formative assessment. This encompasses assignments, unit tests, surprise tests, seminars, projects, and group discussions.

Summative Assessment: Students' performance in university examinations serves as a basis for their summative assessment. This comprises evaluations in both theory and practical examinations. Course-wise results are analysed, and faculty members are guided to implement measures to enhance students' performance accordingly.

Beyond these methods, a multitude of other outcome aspects are evaluated indirectly through student involvement in curricular, co-curricular, and extra-curricular activities such as sports, cultural events, debates, elocution, and NSS programs. Teachers also gauge students' development and performance through classroom interactions, question-answer sessions, and personal counselling. Students' participation in departmental activities, study tours, and industrial visits further contributes to the assessment of their growth and progress.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 97.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
2418	1493	1608	1442	1581

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

2022-23	2021-22	2020-21	2019-20	2018-19
2460	1531	1638	1495	1676

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 students on roll as per 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: 200

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
100	0	0	100	0

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

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

L.N.D. College Motihari is endeavouring hard to establish a robust and coherent ecosystem for intensive research to foster innovation and entrepreneurship. A Research and Development Centre was established to give impetus to meaningful researches in different areas of emerging trends. This centre is equipped with the state-of-the-art equipment's like, magnetic stirrer, microwave oven, High Temperature Furnace, chemical synthesis lab, computers with high computational facility facilitating high end researches in diverse fields. In our institution, comprehensive researches are being carried out in Water Contamination, Material Science, Electro- ceramics, Materials for sensors and actuators, Nanoscience, Organic, Inorganic and Physical chemistry, Induced Variability in different plants, medicinal plants, Physiology, Bacteriological, Toxicology etc. We have requisite infrastructural facilities and expertise in these areas. Recognising the fact that " Science - Society connect is a prerequisite for researches in Science and Technology", We have been doing it successfully by monitoring Arsenic and Fluoride contaminations and devising appropriate mitigation strategies for various districts of Bihar. In the last five years, teachers

have already published numerous research articles in different international journals. LND College actively participated in National Intellectual Property Awareness Mission (NIPAM) to create widespread awareness on IPR programme.

Research, Innovations and Extension

1. The academic faculty are well qualified with commendable teaching and research experience.
2. The students provide feedback in every semester for curricular aspects and infrastructural facilities.
3. Research, innovation and extension are the focus areas of the Institution's academic endeavours.
4. The College supports the teachers to undertake doctoral/post doctoral studies and quality research publications.
5. To recognise research contributions, the IQAC has instituted research awards and incentives in various categories. There has been a steady increase of publications in SCOPUS/Web of Science indexed journals in the past few years.
4. The UGC and NAAC have sanctioned funds for research projects and conferences/workshops.
5. All the departments of the College engage in conducting discipline specific and interdisciplinary seminars/conferences and workshops.
7. Several teachers have completed Ph.D and other higher qualifications. Some teachers are supervising doctoral and M.Phil scholars.
8. In the light of the College's vision, outreach and extension activities form an integral component of the Annual Calendar. The Outreach Committee was constituted to promote education and awareness among underprivileged.
9. The College has adopted a slum area in Majuraha.
10. The College supports the departments, centres, cells and societies to undertake social outreach programmes at regular intervals.
11. The student volunteers of National Service Scheme (NSS) take the initiative to regularly organise extension activities, awareness campaigns on social issues and donation drives, especially to help people affected by natural calamities.

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

3.2.2

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

Response: 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	04	01	00

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

3.3 Research Publications and Awards

3.3.1

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

Response: 2.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	18	10	9	11

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	1	0	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

It's wonderful to learn about the extension activities being carried out by L.N.D. College Motihari in the neighbouring community. These activities play a crucial role in sensitizing students to social issues, fostering their holistic development, and creating a positive impact on the community. This is accomplished through meticulous planning of NSS and NCC wings of the College. Besides launching awareness programs on various issues of social and environmental significance, plantations, blood donation camps, organising free health check-up, gender issues yoga etc. Here's how these extension activities can contribute to both student growth and community development:

1. **Holistic Development:** Engaging students in extension activities outside the classroom helps them develop a well-rounded skill set. These activities provide opportunities for students to apply their theoretical knowledge in practical scenarios, enhancing their problem-solving, communication, and leadership skills. In association with government agencies, Nehru Yuva

Kendra, GOI, and BRAVO Foundation they played pivotal role to aware people about dates of their second vaccination. They also assisted govt. agencies by managing crowd for vaccination. Volunteers besides preparing masks, also helped the district administration in controlling traffic at various points of the city.

2. **Community Awareness:** Involvement in extension activities exposes students to various social issues, challenges, and needs within the local community. This firsthand experience can lead to increased empathy, understanding, and awareness of the realities faced by different sections of society.

3. **Social Responsibility:** Through participation in community-oriented initiatives, students develop a sense of social responsibility. They understand their role as active citizens and the impact they can have on improving the lives of others through their actions. NSS volunteers helped different branches of Banks in maintaining social distancing, assisted the administration in managing migrant labourers coming from different parts of the country and worked in close unison with the Government.

4. **Cultural Exchange:** Engagement with the local community fosters cultural exchange and promotes diversity. Students gain insights into different cultures, traditions, and perspectives, contributing to their personal growth and openness to new experiences.

5. **Problem-Solving:** Extension activities often involve addressing community challenges. This provides students with opportunities to think critically, collaborate with others, and come up with innovative solutions to real-world problems.

6. **Networking and Collaboration:** Working with the community enables students to build relationships and network with individuals from various backgrounds, including local residents, NGOs, government officials, and experts. These connections can be valuable for future academic, professional, and personal endeavours.

7. **Positive Impact:** The extension activities create a direct positive impact on the community by addressing specific needs and challenges. This, in turn, enhances the reputation of the institution as a socially responsible entity.

8. **Lifelong Values:** Engagement in extension activities can instil lifelong values such as empathy, altruism, and a commitment to making a difference in society. College organized "JAL JIVAN HARIYALI PROGRAM" as per the direction of Govt. of Bihar.

By actively participating in extension activities, L.N.D. College Motihari is not only contributing to the betterment of the community but also nurturing socially conscious and responsible individuals. This approach aligns with the institution's focus on holistic development and its efforts to connect education with real-world issues.

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

3.4.2

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

Response:

The college provides adequate ambience and platform to the students so that they can understand social values and merge their personal development with the social responsibilities. Emphasis is laid upon the translation of theoretical aspects into practicality by detailed exposition to ground realities of the society. The numerous social issues like sanitation, drug abuse, gender sensitisation, inequality, environmental pollution, environmental sustainability etc. have been successfully addressed by our students. The college is conscious of its responsibilities for preserving and sustaining the environment. The students of NSS, NCC, Environmental Sciences, Environment and Water Management, Biological Sciences, Geography and other departments have shown tremendous keenness and tenacity to protect environment. This is exhibited by their willingness and efforts to maintain lush green campus by planting saplings and plants in the campus and its surroundings. NSS students were awarded Appreciation Certificates by the Govt. of Bihar for praiseworthy contributions in fight against COVID 19 Pandemic. NSS volunteers actively participated in promoting social distancing awareness among the people. Lovely Kumari received 1st prize in Youth Parliament Festival-2022. NSS volunteer Kajal Kumari received 1st prize in Youth Parliament Festival in district level competition. College students regularly participated in different district and state level competition and show their talent. College N.C.C. Students are regularly participated in different NCC Camp and large number of students have received B and C certificates in NCC.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 144

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	24	18	34	32

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 06

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

L.N.D. College, Motihari, Bihar, stands as a testament to educational excellence and holistic development since its establishment in 1966. The college, sprawled over 7.72 acres, boasts an array of facilities aimed at nurturing the intellectual and physical growth of its students.

The college's botanical garden, spanning 1000 sq. ft., provides students with a serene space for nature appreciation and study. Additionally, the expansive playground accommodates various sports such as Cricket, Handball, Volleyball, Football, and Kabaddi, promoting physical fitness and teamwork among students.

A highlight of L.N.D. College is its fully air-conditioned **Seminar Hall**. Equipped with modern facilities like a flat-panel display, projector, and sound system, the hall serves as a hub for cultural development activities. It provides an ideal platform for hosting seminars, workshops, and cultural events that contribute to the overall enrichment of students.

Administrative and academic sections, including the Principal's office, IQAC, NSS office, NCC office, canteen, health care center, Placement and Guidance cell, are strategically housed within the college campus. This consolidation ensures easy accessibility for students and efficient management of various functions.

Classrooms at L.N.D. College are designed for optimal learning environments. With 25 well-furnished classrooms, seven of which are ICT-enabled and one being a Smart classroom, the institution prioritizes comfort and technological integration. Each classroom is equipped with essentials like benches, boards, fans, and lights to facilitate effective teaching and learning.

The college further invests in **laboratories**, with dedicated spaces for Physics, Chemistry, Botany, Zoology, Mathematics, Geography, Education, B.C.A, and B.B.A. courses. Two computer labs, hosting a total of 80 computers, provide students with practical exposure to software learning. These labs feature servers, internet connectivity, printers, and scanners, ensuring a comprehensive learning experience.

The Central Library, covering 1200 sq. ft., serves as a knowledge hub with a vast collection of textbooks, reference books, e-books, and journals. The library adopts the KOHA ILS system, enhancing user accessibility through an Online Public Access Catalogue (OPAC) module.

Language learning is facilitated through a dedicated **language laboratory** equipped with 25 computers. The lab utilizes Clarity English software, fostering language proficiency through self-learning modes.

The IT infrastructure at L.N.D. College comprises 154 computers with updated software, offering both students and teachers a platform for software knowledge and programming. The availability of internet and Wi-Fi facilities further supports academic and research activities.

Other facilities include a **Reverse Osmosis (RO) water facility**, ensuring clean and safe drinking water for students. Recording rooms, equipped for video and audio recording, provide a professional setting for presentations and lectures.

The college also recognizes the importance of physical fitness and offers a **Multigym facility**. Stocked with a variety of exercise machines, it caters to students of all fitness levels, promoting a healthy and stress-free lifestyle.

In line with its commitment to excellence, L.N.D. College continuously strives to upgrade infrastructure, secure funding for expansion, and provide essential support for research and extracurricular activities. The college's multifaceted approach ensures a well-rounded educational experience for its students, preparing them for the challenges of the future.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 39.61

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
28.29232	9.00796	166.74268	116.81482	56.05478

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Central library is the prime learning resource of the college and is partially automated through integrated library Management System KOHA (Software for university library) that supports all in-house operations of the library. This software consists of modules on acquisition, cataloguing, circulation, serials, article indexing and OPAC (Online Public Access Catalogue). KOHA software is a powerful search engine for the retrieval of any bibliographic database. College library has made available facilities like database backup, photocopier,laser scanner, Electricity Power backup etc to smoothly to conduct the college digital library.

Modules of the Software:

1. Acquisition:

This module enables library staff to handle all the major functions such as: Suggestions Management; Order Processing, Cancellation and Reminders; Receipt, Payment, Budgetary control and Master files such as Currency, Vendors, Publishers etc.

2. Catalogue:

Catalogue module is used for retrospective conversion of library resources. It also facilitates library staff to process of the newly acquired library resources.

3 Circulation:

This module takes care of all possible functions of circulation. Sufficient care has been taken in designing this module starting from membership management, maintenance and status of library items, transaction, ILL, overdue charges, renewals & reminders, search status and report generation according to the status of the items

4. OPAC (On-line Public Access Catalogue):

It is highly versatile and user-friendly software in operation used for simple and advanced search for books available in the library. The bibliographic information about the collection is made available through library OPAC system. The books can be searched on the basis of various criteria like: title, author, subject, place of publishing, publisher, year of publishing, with the exact details and the status of the books present in library.

5. Serial Control:

Managing serials is the most complicated job for a library. The module keeps track of serials in the library effectively and efficiently.

6.Administration:

The module has been divided into three major sub modules for accommodating the new features. These three sub-modules are User Management, System Parameters and Masters.

The central library is having the membership of DELNET and INFLIBNET Programme.

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

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

To stay abreast of evolving trends in software and hardware, the college consistently updates and enhances its IT infrastructure and related facilities. Given that computers, printers, projectors, peripherals, and other components are essential to technology-enabled teaching and learning processes, the college regularly replaces outdated computer versions in its laboratories with newer, improved models. The retired computers are then relocated to areas where high-end functionality is not essential. In order to ensure the ongoing maintenance of its IT infrastructure, the college annually enters into Annual Maintenance Contracts (AMCs) with reputable and dependable firms.The college consistently endeavors to upgrade its IT infrastructures based on requirements, incurring significant expenses on both the

acquisition of new computers and the maintenance of existing ones. The institute provides computing and networking services such as desktops, laptop, Internet for library, Computer Lab and office computers. Appropriate standards are followed for selection, purchase, setup and maintenance of all these computing and networking equipment and services. All the planning and other modalities regarding ICT facilities are looked after by the technical experts.

Information Security:

The Institute provides necessary training to the users about measures for Information Security through the Technical Committee.

Antivirus:

Internet connected computers for the students, teachers and computer terminals where the pen drives are required to be connected, have been installed with the Anti-virus software. The computers having no antivirus protection are not allowed for the internet and the pen drive connection. Procurement of computing and networking equipment are made through a Technical Committee comprising of the Principal, Computer Lab Assistants and Heads of the various Departments. Institute strictly adheres to the Terms & conditions of License Agreements of ICT resource software usage. Open-source software is strictly prohibited. The usage of pirated and unlicensed software is not allowed. Licenses of all software are maintained by the Technical Team and Office Superintendent.

LAN facility:

All computers are connected to the LAN and having internet facility in the computer laboratories.

Wi-Fi facility – JIO 5G Fibre Optic Cable:

Internet facility is also provided in computer lab and all departments for students and staff. The entire campus is Wi-Fi enabled with internet connection. This enables students and staff to stay connected with internet facility in the classroom as well in campus. Internet Bandwidth Speed is 500 MBPS.

CCTV:

The entire campus is brought under CCTV surveillance.

Licensed Software:

KOHA cloud service for Library and Exam software "Microsoft Office 2013 and Window 10 are also available in the institute.

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

4.3.2

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

Response: 57.38

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

Response: 154

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 16.42

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
24.24144	9.81038	48.68043	40.42775	33.09834

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 11.71

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2211	506	830	105	1000

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

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

Response: 0.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	06	08	05	03

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

5.1.4

The institution adopts the following for 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
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 42.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
1397	915	840	860	750

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

2022-23	2021-22	2020-21	2019-20	2018-19
2642	2057	2319	2289	2025

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	**View Document**
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 1.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	14	02	06	03

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 19

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	5	0	3

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the 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:

L. N. D. College Motihari boasts a thriving Alumni Association that plays a pivotal role in the institution's growth and development. The Association conducts elections every three years to appoint office bearers and the executive committee, ensuring a regular influx of fresh perspectives and leadership. Operating in adherence to a well-defined and structured Memorandum of Association, the Alumni Association abides by the established rules and regulations outlined therein.

Prospective alumni can choose to register through both offline and online modes. Offline registration involves completing a form and submitting a requisite registration fee, while online registration can be conveniently accomplished through the college's official website. This flexibility accommodates various preferences.

The Alumni Association is deeply engaged in both academic and developmental aspects of the college. Through various communication channels such as WhatsApp groups, Facebook, Twitter, and more, alumni maintain strong connections among themselves and with their former teachers. This interconnectedness fosters a sense of unity and collaboration. Alumni actively participate in college activities, offering insightful suggestions and guidance. Some alumni have even transitioned into teaching roles within the college itself. Notably, the current Hindi professor,Head Accountant of our college are also esteemed alumni.

The contributions of alumni extend beyond the realm of academia. They play an instrumental role in guiding current students towards their career choices, providing valuable insights based on their experiences. The Alumni Association conducts regular meetings, actively partakes in campaigns concerning environmental preservation, road safety, energy conservation, and engages in various academic initiatives, including seminars, webinars, and student development programs.

The unwavering support of alumni is a cornerstone of the institution's progress. Their dedication significantly aids in shaping the institution's growth. The college places great emphasis on fostering a robust alumni network, recognizing its potential to enrich academics and advance the holistic development of students. In their role as devoted supporters, the alumni contribute immeasurably to the institution's ongoing journey of academic enrichment and student advancement.

Feedback on curriculum is collected from alumni and analysed by IQAC.

Following programs are implemented in college by alumni association.

1.Alumni camp every year

2.Guidance camp for students

3.One alumni meetings every year

4.Feedback on curriculum every year

5.Seminar for college development every year.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

During its establishment in 1966, L.N.D. College, Motihari formulated Vision and Mission statements aimed at providing higher education to students in rural areas, while adapting to changing times. These statements have undergone minor revisions, with the ultimate version being ratified in executive body meetings. The governance of the institution is aligned with these statements, evident in participative management and decentralization policies. The execution of work consistently reflects the institution's Vision and Mission. The perspective plan of the institute is collaboratively prepared by management, the College Development Committee (CDC), and the Internal Quality Assurance Cell (IQAC). While crafting this plan, emphasis is placed on upholding the Vision and Mission statements. In both the IQAC and CDC, teachers are given significant representation and actively contribute to decision-making processes. They participate ardently in various committees, playing a pivotal role in shaping the institution's direction. Strategic planning is an inclusive process, considering input from all committees. Department heads enjoy substantial autonomy in their domains. Proper representation of teachers is ensured in the main body and committees of the institute. The Vice Principal chairs the RTI Committee, while a lady teacher acts as the coordinator for the Internal Complaints Committee (ICC). Heads of departments are integral members of the IQAC, and selected teachers participate in the CDC. When formulating codes of conduct for stakeholders, teachers' opinions are taken into account. Department-specific decisions are made by respective heads. In-charge teachers of the student council outline yearly programs, while the NSS (National Service Scheme) Program Officer determines activities for regular and special camps. Some teachers also fulfil roles in university committees, communicating university decisions to the institute. Teachers in the cultural committee actively encourage student participation in both on-campus and external cultural events. Within the context of university exams, the center superintendent holds authority to delegate exam-related responsibilities to staff. Hence, teachers are deeply engaged in decision-making bodies and committees. The institute's administration operates in accordance with its perspective plan. The dedicated efforts of both teaching and non-teaching staff contribute to the institute's daily operations. Complying with NAAC guidelines, the composition of the College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC) involves representation from all departments, solidifying the institute's commitment to well-rounded governance. A decentralized governance system is instrumental in shaping the representational and democratic nature of an institution. The Principal appoints Heads of Departments, delegating administrative and academic responsibilities for efficient departmental operations. Autonomous committees, comprising Faculty members, Heads, Vocational Course Professors, staff, and students, actively engage in decision-making processes. Committees like the Development and Building Committee, Purchase Committee, Vocational Committee, and Heads Committee include faculty members, promoting broader participation in collective decision-making. The Development and Building Committee approves development projects, the Purchase Committee handles procurement proposals, and the Heads' and Vocational Committees

devise logistics for academic plans. The Internal Quality Assurance Cell (IQAC) monitors plan execution quality. The Principal actively seeks feedback from stakeholders—students, alumni, parents, corporate leaders, NGOs, and social activists—for continuous improvement. This decentralized governance enhances a collaborative and inclusive decision-making approach within the institution.

File Description	Document
Upload Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The principal serves as both the academic and administrative head of the institution, overseeing all aspects of its functioning. As chairman, the principal leads all college committees. Crafting policies and action plans aligned with the institution's mission involves continuous consultations between the Principal, IQAC, department heads, senior teachers, staff, and stakeholders.The Prof-in-charge/Coordinator of Vocational Courses oversees all vocational and professional programs. At the departmental level, decisions are taken by departmental councils specific to each department's needs.A range of committees and cells, encompassing areas like Admission, Development and Building, Purchase, Research, HoDs, RUSA, Library, Sports, Cultural, International Cell, RTI, Grievance, Women's, and Anti-Ragging, are all chaired by the principal. The IQAC plays a pivotal role in ensuring the quality of all activities, offering guidelines and policies to enhance the institution's efficiency and effectiveness.Government of Bihar sanctions vacant positions, and recommendations are made by bodies like the Bihar Public Service Commission and the University Service Commission according to UGC norms. The college operates within the guidelines and instructions of the University, while salary and grants are sanctioned by the Government of Bihar. Service conditions are regulated by the Bihar State University Act and Statutes. The Hon'ble Governor of Bihar holds the position of Chancellor across all universities.

In essence, the principal's leadership, supported by committees, faculty, staff, and the adherence to established norms and regulations, underscores the institution's commitment to continuous improvement and excellence in education, research, and community engagement.

The college is dedicated to providing an enriched educational experience through various initiatives:

1. **ICT-Enabled Teaching:** The college leverages Information and Communication Technology (ICT) to enhance teaching methods, making education more interactive and engaging.
2. **Library Enrichment:** Efforts are made to bolster the library's resources, providing students and faculty access to a wider range of educational materials.

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3. **Online Learning:** The institution organizes Online Classes, Webinar, trainings, Skill Development Programs (SDPs), and Faculty Development Programs (FDPs) for holistic development across students, staff, and teachers.
4. **Research Promotion:** The college actively encourages research in Science, Arts, and Social Sciences. Initiatives include strengthening research facilities, securing national and international projects, fostering collaborations, and hosting conferences.
5. **Extension Activities:** The institution is committed to community engagement. It supports NSS volunteers in executing community development plans and collaborates with NGOs for impactful social involvement.
6. **Quality Improvement in Human Resources:** The college focuses on regular performance appraisals, providing necessary facilities to staff, and minimizing attrition rates to enhance the overall quality of human resources.
7. **Industry Interaction:** Collaborations with industries are intensified through workshops, seminars, and partnerships, offering students practical insights into real-world scenarios.
8. **Strategic Planning by IQAC:** IQAC, under the principal's guidance, formulates action plans that shape the Institutional Strategic Plan. This comprehensive plan is executed in collaboration with departments and stakeholders, with IQAC continuously monitoring its qualitative aspects.
9. **Holistic Development:** Multi-dimensional perspective planning is undertaken to achieve holistic growth in line with the institution's Vision and Mission.

In conclusion, the college is committed to creating a dynamic learning environment that aligns with its Vision and Mission.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Welfare measures are integral for ensuring the social security and satisfaction of employees, encompassing both their financial and social well-being. This college, being a constituent unit of B.R. Ambedkar Bihar University, Muzaffarpur, extends several welfares measures accessible to Bihar Government employees to its permanent staff, which includes teaching and non-teaching members. Some of these measures are:

1. **General Provident Fund (GPF) cum Pension cum Gratuity Scheme:** This scheme is applicable to employees appointed before 2004. A GPF account is maintained for each employee, where a certain percentage (usually 10%) of the salary is deposited monthly, along with accrued interest. Temporary advances can be drawn from GPF with the Principal's consent. Upon retirement or death, the accumulated amount, along with interest, is disbursed.
2. **Gratuity:** Employees receive gratuity upon retirement or death, proportionate to their years of service. It is a financial component reflecting their dedicated service.
3. **Earned Leave (EL) Encashment:** At retirement, employees are entitled to encash their earned leaves earned during their tenure, up to a maximum of 300 days' worth of last drawn salary.
4. **National Pension System (NPS):** Newly recruited employees since 2004 are enrolled in the NPS. Both the employee (10% of salary and DA) and the state government (14% matching contribution) contribute to this scheme.

For performance evaluation, the college follows the University-mandated performance appraisal system. During confirmation or promotion, faculty members submit a self-assessment report to the principal. This report includes details about educational background, classes taught, additional skills, administrative responsibilities, research publications, conference participation, courses completed, and more. Based on

this report, the principal writes a Confidential Character Roll (CCR), which is sent to the University for review by a committee of experts. The University, through the Syndicate, makes decisions on promotions and confirmations. The Performance Appraisal Report (PAR) plays a crucial role in these decisions.

Non-teaching staff also receive CCRs, where the principal evaluates aspects such as diligence, commitment, behaviour, and dedication to assigned duties.

In essence, these welfare measures underscore the institution's commitment to its employees' well-being and security, fostering a conducive work environment that values and supports their contributions.

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

6.3.2

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

Response: 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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.3.3

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

Response: 25.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	6	11	5	2

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Efficient financial management and due diligence are crucial for the successful operation of any institution. Resource mobilization is key to ensuring financial stability. The core team of IQAC, led by the college Principal and other officials, works diligently to secure financial assistance from the government and other funding agencies. Over the past five years, this team has successfully mobilized resources exceeding one crore rupees for various developmental and research projects, in addition to salary grants.

The institution's major sources of funding include:

1. **State Government:** Grants for salaries and various developmental projects.

2. **UGC:** Grants received under different categories.
3. **RUSA:** Grants from the Rashtriya Uchchatar Shiksha Abhiyan (RUSA).
4. **Internal Resources:** College-generated funds.

The Bursar and Accountant, under the principal's guidance, oversee the monitoring of income and expenditure. Significant projects like construction, library development, and examination halls are managed directly by the Bihar State Educational Infrastructure Development Corporation (BSEIDC) on behalf of the government. IQAC plays a pivotal role in preparing Detailed Project Reports (DPR), implementing and monitoring various projects. The Development and Building Committee approves development proposals, while the Purchase Committee approves procurement-related proposals. RUSA grant utilization decisions are taken by IQAC, the Library Committee manages library purchases, and the Tender Committee finalizes tender processes. Adherence to financial rules and regulations is a priority.

Annual internal audits are conducted at the end of each financial year. Regular audits cover all accounts, including those of vocational and professional departments. External audits are performed by the University's Finance Officer and their team. These audits reconcile accounts with receipts and records based on internal audit findings.

For salary and developmental grants, the college prepares an annual budget, which is approved by the University's Syndicate. It is then forwarded to the Education Department of the Bihar Government. After scrutiny and approval, the state government submits the budget of all universities to the Bihar Legislative Assembly for final approval. Once passed, the government releases the grants.

In conclusion, meticulous financial planning, monitoring, and adherence to regulations are integral to the institution's effective financial management. The institution's collaboration with government bodies, adherence to auditing processes, and resource mobilization efforts contribute to its financial stability and successful functioning.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of the college is dedicated to ensuring quality assurance, enhancement, and sustenance across

all aspects of the institution. Through its representative character, IQAC strives to create an integrated framework that unifies the entire institution towards these goals. Frequent offline and online meetings are held to review academic, administrative, co-curricular activities, and developmental projects to enhance and sustain quality while optimizing resource utilization.

To monitor and recognize improvements, annual internal academic audits are conducted, complemented by external academic audits every three to four years. Despite challenges, such as the unprecedented COVID-19 pandemic during 2020 and 2021, IQAC exhibited unwavering determination and relentless efforts. It adeptly transitioned to online platforms and initiated digital content upload on the website from March 21, 2020. Online classes were initiated in April 2020.

The period encompassing 2020-21 and 2021-22 witnessed the first wave of the pandemic followed by the more devastating second wave. College IQAC cell organized many Webinar, E-Lectures,online classes and provide e-content to the students. As physical access to the library was restricted, measures were taken to provide students and teachers access to e-books and e-journals through initiatives like N-LIST.

The activities carried out by IQAC can be grouped into the following major categories:

1. **Online Interactive Classes:** Continuation of interactive online classes, along with uploading teaching materials like lecture notes and video/audio lectures on the college website.

Webinars and Development Programs: Regular webinars, Student Development Programs (SDPs), and Faculty Development Programs (FDPs) were organized on relevant topics. Class tests, debates, quizzes, and other engaging activities were conducted.

1. **Research and Publications:** Many research articles and book chapters were authored and published by college teachers during the lockdown period.
2. **Adaptation to Pandemic:** Despite the challenges posed by the pandemic, IQAC remained active and responsive, adapting its strategies to ensure continued quality education.

Through these initiatives, IQAC's commitment to maintaining and enhancing the quality of education remained steadfast, even in the face of exceptional circumstances.

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**

3. Collaborative quality initiatives with other institution(s)
4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender equity and sensitization have been integrated into the university curriculum across subjects such as Psychology, Political Science, and the literatures of Hindi, and English. Beyond the classroom, the institution takes proactive steps to address these issues through various activities. Seminars, conferences, and workshops are organized as co-curricular events, fostering discussions and awareness around gender equity and sensitization. This platform allows students from different colleges to share their innovative ideas on current affairs, with an emphasis on gender equity and sensitization topics.

The college is committed to providing a safe and inclusive environment for all. Government regulations, such as the Act for Prevention of Sexual Harassment of Women at Workplace 2013 and UGC guidelines from 2016, are prominently displayed in the college office and the ladies' common room to ensure awareness and compliance.

The commitment to gender equality is further reflected in sports, cultural activities, and leadership roles. Female students actively participate in sports events, securing trophies and medals at the university level. The institution ensures equal representation of both genders in cultural programs and the student council. This balance is also extended to decision-making bodies like the College Development Committee and Internal Quality Assurance Cell, which include female staff members.

The institution plays a proactive role in facilitating government scholarships for students. As the college maintains a balanced gender ratio in admissions, both girls and boys have equal opportunities to avail Bihar government scholarships. The N.S.S. unit of the college also sees active participation from female students, who willingly engage in N.S.S. and N.C.C. camps, contributing to community service and personal development.

I) Safety:

The institution has implemented an electronic surveillance system (CCTV) across the campus, overseen by the Principal. To ensure a disciplined environment, a dedicated Discipline Committee actively monitors student behavior. Any instances of misbehavior are dealt with sternly, and penalties are imposed as necessary. The college's code of conduct is clearly outlined in the prospectus and prominently displayed throughout the campus.

For immediate medical attention, first aid facilities are readily available on the premises. Additionally, fire extinguishers are strategically placed to ensure safety in case of emergencies. The institution has

taken steps to address gender-related concerns by establishing a Women's Grievances Cell, which functions to address and resolve any grievances related to women's well-being and safety.

II) Security:

The institution has installed an electronic surveillance system (CCTV) across the campus, which is monitored by the principal's office. The local Police department regularly visits the college to ensure security and safety measures are being upheld. An active Anti-Ragging Committee is in place to promptly address and document any instances of ragging. A vigilant watchman is stationed at the entrance gate to maintain campus security.

III) Counselling:

The institution operates a mentor-mentee scheme where mentors provide support and guidance to their assigned mentees, addressing any difficulties they may encounter and offering counselling when needed.

IV) Common Room:

Ladies common room with toilet facility is constructed from the funds allotted by UGC.

Separate wash rooms for girl students. Separate reading room for girl students in the library.

Sanitary napkin vending and disposal machines are installed.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Our college's commitment to "Unity in Diversity" and creating an inclusive environment is evident through various initiatives that promote cultural, regional, linguistic, communal, and socio-economic tolerance and harmony. The college celebrates a wide range of festivals, including both major national and regional ones, bringing together students, teaching staff, and non-teaching staff in a spirit of togetherness.

The cultural festival "Tarang" is a remarkable showcase of art forms from different regions, highlighting classical, semi-classical, and light music and dances, drama, Rangoli, painting, oratory competitions, and more. The active participation of the college in University Sports Events, Republic Day and Independence Day celebrations, and cultural programs further reinforces the sense of unity and celebration within the college community.

By observing International Yoga Day, International Women's Day, NSS Day, Science Day, Environment Day, Anti Terrorism Day, No Tobacco Day, Earth Day, and various other events, the college encourages awareness and engagement with important social and global issues. The diverse linguistic background of the college's faculty and students, along with the teaching of multiple languages, further promotes a rich linguistic environment and cross-cultural understanding.

Adhering to government reservation norms for admissions and awarding scholarships to socially and economically disadvantaged students reflects the college's commitment to inclusivity and equal opportunities. The celebration of Constitution Day is an essential step in educating students about their rights, duties, and responsibilities as citizens. Inviting members of the Judiciary, Executive, and Legislature for lectures allows students to gain insights into various aspects of governance.

The pivotal role played by NSS in nurturing nationalistic values among the youth underscores the college's dedication to instilling a strong sense of patriotism and social responsibility. Overall, the college's efforts exemplify its dedication to fostering unity and understanding among its diverse student body and contributing to the holistic development of its students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[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."Channelling Youthful Enthusiasm for Societal Betterment"

The proactive utilization of youthful energy and enthusiasm for the betterment of society is a significant practice that your institution has implemented. Recognizing that the youth are the future of the nation and possess abundant energy and exuberance, the institution has strategically harnessed this potential through various avenues, such as NSS, NCC, environmental sciences, and other departments. This approach has gained recognition as one of the best practices in the institution.

The practice involves not only raising awareness about various social and environmental issues but also engaging in practical initiatives that contribute to the welfare of the community. Activities such as tree plantations, blood donation camps, and organizing events serve as ways to channel the exuberance of the youth towards meaningful contributions to society. Volunteers from NSS and NCC collaborate with community members to address their challenges and issues.

The true impact of this practice became evident during the COVID-19 pandemic. Despite the challenging and tumultuous circumstances, the NSS volunteers under the guidance of their program officer, Dr. Arvind Kumar, demonstrated remarkable courage and unwavering dedication. They played an instrumental role in supporting society during the pandemic. From assisting with maintaining social distancing at banks to helping migrant laborers and aiding vaccination efforts, the students showcased their commitment to serving the community.

Previous instances of commendable work by the students were also highlighted. "Poshan Pakhwada" Anemia Awareness PROGRAMME and Yoga training/Practice in college with NYK. Additionally, the Red Ribbon club focused on raising HIV awareness, while students from NCC and NSS engaged in initiatives related to environmental sustainability.

By instilling a sense of social responsibility in students and encouraging them to actively participate in the betterment of society, the institution has successfully cultivated qualities like confidence, belonging, enthusiasm, and responsibility among its students. These initiatives not only enhance the students' personal growth but also contribute positively to the community, fostering a culture of social service and community engagement.

2. "Fostering Student Potential and Empowering Self-Directed Futures"

Students are grater resource with enormous potential of bringing transformation in society. They are not only the means of financial prosperity but also a vector of social change. As stated in our vision, we train our students to "build future for themselves". We strive our best to encourage our students to take charge of treading diligently even arduous path on their own by transforming their attitudes, beliefs, strengthening their self-esteem, self- efficacy and confidence. This is achieved through multiple paths like running MOOCs, student development programs, exchange programs, extension activities, workshops, seminars/ webinars, creating opportunities for learning critical skills on their own, academia-industry interactions, assigning projects, involvement in various researches and central instrumentation centre, field works etc. Students and teachers are facilitated international exposures through various international linkages and exchange programs.

Our institution places a strong emphasis on equipping students with both ethical values and practical

skills that are essential for success in a diverse global environment. The goal is to ensure that students possess not only the necessary knowledge but also the moral compass and capabilities to excel. To achieve this, the institution offers a range of opportunities that align with students' inclinations and aspirations.

These opportunities include participation in research projects and extension programs facilitated by NSS and NCC. Such involvement not only helps students build confidence but also fosters important skills and a sense of camaraderie. The focus on providing trainings that enhance both teamwork and independent work is particularly valuable in preparing students for the complexities of the real world.

During the outbreak of Corona pandemic, second half of the course was taught online. Most of the students belong to rural background of farmer's families. The institution also organizes workshops, seminars, and webinars, sometimes in collaboration with industries, government departments, NGOs, and research institutions. This approach not only exposes students to real-world perspectives but also encourages them to think innovatively and consider entrepreneurial paths. This is an important aspect of empowering students to create and contribute positively to society.

Teachers are recognized as pivotal figures in this process. They create a learning environment that not only imparts knowledge but also nurtures talent and ambition. By offering differentiated opportunities, teachers ensure that talented students are provided with avenues to achieve their aspirations. This kind of support is essential in helping students realize their potential and shape their future endeavours.

Overall, your institution's approach to education encompasses not only academic learning but also character development, practical skills acquisition, innovation, and entrepreneurial spirit. This holistic approach equips students to thrive in a diverse and competitive global landscape, while also fostering a strong sense of social responsibility and personal growth.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

"The Institute's Vision and Mission: Fostering Empowered Youth and Sustainable Rural Transformation"

Aligned with our institute's vision of cultivating a resilient, free-thinking, and empowered youth with a

strong sense of social unity, and driven by our mission to adopt a dynamic approach grounded in efficiency and hard work, we hold steadfast to our commitment to rural engagement. Our motto, "Knowledge suits in humanity," encapsulates our dedication to harmonizing knowledge and human values.

In line with our vision and mission, former students who are now alumni continue to visit the institute regularly, offering invaluable insights. Responding to the needs voiced by our students, parents, and alumni, we take on the responsibility of adopting a nearby village for a span of three years under the National Service Scheme (NSS), implementing initiatives for sustainable change. After every three-year cycle, we transition to a new village.

Situated in the flood-prone East Champaran district, the local farmers grapple with annual flood challenges, leading to a shortage of drinking water and a dire situation for crops, cattle, and feed. This predicament often forces villagers to migrate in search of livelihood opportunities. A significant portion of the population, around 80%, engages in labour-intensive sugarcane cutting for sugar factories. Consequently, irregular attendance from students ensued, reflecting the impact of family migrations on education. Recognizing these challenges, the institute's management, along with the Principal, IQAC Coordinator, NSS Program Officer, and staff, collectively decided to direct our efforts towards villages plagued by severe drought conditions, aiming to implement effective water harvesting solutions.

The NSS unit of our college stands as a formidable force. Through NSS, we adopt neighbouring villages for a three-year period. At the outset of each academic year, the management, Principal, IQAC Coordinator, and Committee Chairs collaborate to identify and select the village for adoption. The principal meticulously analyses student data, mapping it against the surrounding villages, aiding in the decision-making process.

Our approach to student mentoring has fostered a special rapport with parents and community members. Teachers gather pertinent village-specific information, which they then communicate to the principal. This information contributes to the selection of a village dealing with prevalent challenges such as drought, superstitions, youth addiction, and unemployment.

Once the village is chosen, the NSS Program Officer assesses the suitability of accommodations for NSS volunteers and gauges the village's receptiveness to hosting a camp. With the Principal's approval, the camp's schedule is set for the ensuing week, during which students' daily routines shift. Engaging in physical labour alongside villagers, students actively participate in orientation programs. This communal effort blurs lines between villagers and volunteers, promoting camaraderie and collaboration.

In addition to these activities, we organize tree planting initiatives, sanitation programs, and health check-up camps. Collaborative efforts extend to digging soak pits, contributing to improved sanitation and disease prevention.

Evenings are dedicated to special awareness programs, featuring external resource persons. A substantial number of villagers participate, engaging in discussions on topics ranging from sanitization importance to eradicating superstitions and rural development strategies. The preference for programs focusing on farmer and women's welfare highlights our commitment to community empowerment. Following the camp's conclusion, villagers express their gratitude by providing meals to staff and NSS volunteers, symbolizing their appreciation.

Our commitment to a village spans three consecutive years, during which we monitor overall progress and development. This assessment informs the strategic blueprint for the upcoming year's camp. Villagers extend their gratitude to the college staff for their tireless efforts, acknowledging the positive transformation brought about by our engagement.

A college team and reporters visited the village of MAJURAHA, observing firsthand the changes catalysed by our camp. Through interactions with villagers, we learned of the village's profound metamorphosis, reflective of our joint dedication to sustainable rural development. During the interaction with villagers, we learnt that the village has changed inside out in following means

1. **Green Revolution Blossoms:** Once plagued by water scarcity and the need for tankers even for drinking water, the implementation of water harvesting policies by the college has brought a transformative change. The town now boasts lush greenery, a testament to the availability of water.
2. **Elevated Water Levels:** The natural water levels in wells and bore wells have witnessed a remarkable rise. This has significantly improved the lives of farmers, who now enjoy access to a consistent and reliable water source.
3. **Thriving Flora and Fauna:** The introduction of water sources has not only attracted various birds and animals but has also led to the emergence of vibrant flora and fauna. The area is now adorned with the enchanting presence of butterflies and other insects.
4. **Enhanced Biodiversity:** The amalgamation of diverse bird species, animals, cattle, and plants has led to the flourishing of biodiversity, creating an ecosystem of exceptional richness.
5. **Ceasing Deforestation:** Previously driven by unemployment, deforestation was rampant as people sought livelihoods. With the subsequent economic growth, the practice of deforestation has organically come to a halt.
6. **White Revolution Impact:** The milk production sector has experienced a surge, positively influencing overall dairy production. Additionally, this rise has cascading effects on cattle breeding and feed production.
7. **Augmented Crop Yields:** The availability of water resources has translated into a substantial increase in crop yields, showcasing the remarkable potential of a consistent water supply.
8. **Migration Halted:** A once pervasive trend of villagers migrating in search of work, particularly to sugar factories for sugarcane cutting, has dramatically decreased from 80% to 20%, as local opportunities have flourished.
9. **Urban Exodus Reversed:** The youth, once compelled to seek employment in cities, have now found avenues for self-employment and prosperity in their hometown, effectively stemming the tide of urban migration.
10. **End of Wine Addiction:** Alleviating poverty and frustration-induced wine addiction that plagued a significant portion of the population, the newfound employment and wages have acted as a powerful deterrent, contributing to the cessation of this harmful habit.
11. **Boosted Village Economy:** The settlement of the entire population within the village has contributed to a collective rise in per capita income, thereby bolstering the village's economic landscape.
12. **Elevated Quality of Life:** The collective increase in income and employment opportunities has led to a drastic improvement in the overall quality of life for the villagers, ushering in a new era of prosperity and well-being.

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

5. CONCLUSION

Additional Information :

We have ensured the comprehensive inclusion of all requisite information and data as prescribed by the NAAC guidelines. The successful completion of the first cycle of NAAC accreditation in October 2022 marks a significant milestone. As we embark on the preparations for the second cycle, we take great pride in reflecting on the substantial progress achieved over the past five years.

Our infrastructure has notably advanced from its previous status, and is surpassing the obstacles appeared in the previous state. This progress is attributed to our dedicated adherence to the recommendations provided by the peer review committee during the initial NAAC assessment, wherein we diligently addressed and fulfilled all the points highlighted in the earlier NAAC report.

Across all domains, we have taken significant strides in our pursuit of academic excellence. Our commitment to enhancement is visible in every facet, ensuring a better educational environment along with fostering a holistic learning experience for our students.

Concluding Remarks :

As a pioneering educational institution catering to higher education in a rural setting, we continually encounter novel challenges. Nonetheless, our unwavering commitment to achieving excellence in all domains of academia remains steadfast. In tandem with the university curriculum, we are in the process of devising add-on, certificate, and diploma courses to cater to deserving and promising students.

The onset of the COVID-19 pandemic and the subsequent lockdowns shed light on the remarkable technological prowess of both our faculty and students. In the realms of research, innovation, and outreach, we confront novel obstacles and consistently find effective solutions. Our parent institute consistently enhances our infrastructure, providing state-of-the-art research facilities.

Students continue to achieve commendable feats in sports and cultural endeavours, while the policy documents formulated by our IQAC serve as guiding beacons. Embracing e-governance, we have streamlined our administrative processes. Each year, we establish novel best practices that align with our unwavering vision and mission.

The newly constructed PG building and our green initiatives have significantly augmented the aesthetic appeal of our campus. We proudly consider these elements as distinctive characteristics of our institution.