SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

S P JAIN COLLEGE, SASARAM

MIRZAPUR, OLD GT ROAD, SASARAM
821115
www.spjainsasaram.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

- During the time of independence, there was not any Alma Mater of higher learning in southern part of the then district of SHAHABAD. Establishing an institute of higher learning was conceived by the locals and among the intellectuals and affluent class of Sasaram. Hence an institution of higher learning was established by **Assistant Session Judge of local court Sri Radha Prasad Singh in 1948.**
- It was named **Sasaram Mahavidyalaya, Sasaram**. **Sri Shanti Prasad Jain an industrialist** of Dehri-On-Sone generously donated huge amount of money for this college and **on 01st August 1950**, later the name of this college was changed to **Shanti Prasad Jain College, Sasaram also popularly known as S. P. Jain college , Sasaram.**
- Several local intellectual's philanthropists like **Sri Hasan Ali Khan & Sri Rameshwar Chourasia** came forward and generously donated their land for the college which resulted in acquisition **of 16.26 acres** of landed area for college premises.
- In no time the number of students started increasing manifold to the extent that a house near Bijli Shaheed was hired on rent for running classes and the boarding facility. The town school was utilized for student which was Later on made principal's residence. In this way facing several ups & downs, ultimately in **1954 college's own building in present premises was inaugurated by first Chief Minister of Bihar, Hon'ble Sri Krishna Singh.**
- Over the years, there has been an expansion in the academic programmes, infrastructure and strength of students and today, S.P Jain College, Sasaram is one of the few PG College in contemporary Rohtas district.
- **Today, the college conducts Honours courses in faculties of Humanities (five Subjects), Social Science (four Subjects) Science (five Subjects) Commerce (One Subject A/C) and Self-financed Vocational Courses (four Subjects), Post Graduate Course in six subject of Arts and four subjects of science.**
- **College conducts one Statutory Professional Regulatory (SPR) Council's recognized professional degree course in Education (B.Ed) from the year 2015.**
- College also conducts **VOCATIONAL COURSES like BCA, BBA and Bio-Technology** which equip local youth with better employment potential.
- Today, the college has more than **6000 (Six thousand)** students on its roll and team of well qualified and dedicated teachers, **90% of whom are RESEARCH GUIDE** duly supported by non-teaching staff.

Vision

To make this institute of higher education a centre of excellence by promoting knowledge, creating new knowledge and finding its applications by tapping resources and the potentials of staff and students with particular focus on rural folks and women.

Mission

- To create an effective teaching learning environment that enables the students to realise their full potential.

- To transform college as a catalyst of social change and growth to prepare students to think critically and act responsibly in a rapidly changing global environment.
- To inculcate among the college community a sense of environmental responsibility so as a adopt environment friendly practices as a way of life.
- To promote quality in education and constantly strive for excellence in teaching, research, student support and overall management.
- To nurture human values and enable students to become socially responsible citizens with commitment to play a pivotal and catalytic role in national development, and cultivate and advocate ethical behaviour in all aspects of its functioning.
- The college is determined to achieve its Vision and Mission by imparting quality education to the students for their all-round development. To inculcate ethical values in the students by imparting proper guidance and motivation.
- By helping the students to overcome their sense of inferiority in facing new challenges by creating their skills.
- The College is focussed to empower young men and women to grow into all-round citizens who can contribute to the community from the local to the global level.
- It aims at fulfilling this ideal by furnishing its students with freedom, democratic institutions, and opportunities for learning both within and outside the classroom.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Established in 1950, Shanti Prasad Jain College, Sasaram is the premier and one of the oldest higher educational institutions of Bihar with distinct reputation for excellent teaching performance and good conduct of its students.
- Most of the faculty members are Ph.D awarded and also research guide.
- Use of innovative teaching methods by the College faculty such as case studies, presentation, field work and educational tours.
- Vibrant academic environment supported by wide array of lectures by eminent experts, seminars and faculty development programmes.
- The faculty members of college are research oriented and involved in various research projects either individually or in collaboration with national institutions/Organizations.
- Modern well-integrated infrastructural facilities such as computer labs and fully Automated with Web OPAC Enabled library and also E- Library subscribed with INFLIBNET. A Huge Examination Hall to accommodate 3000 students in one sitting.
- Vibrant student centric environment focusing on academics and also providing enabling environment for development of excellence in cultural, sports, creative writings and other student empowering activities like debate, dramatics, music and fine arts.
- Strong commitment of the College to environment friendly practices such as rain water harvesting, Vermi compost and other green initiatives.
- The annual college magazine **‘SMITA’** and **‘SODH SANCHAY’ Research Journal** gives the students an opportunity to exhibit their writing skills.
- Professional course B.Ed started in college and it gives better employment opportunities to local youth.
- Fully Wi-Fi campus.
- Well-equipped UG & PG laboratories of physics, chemistry, zoology, botany, psychology, Bio-Technology, Education etc.

- Indoor and outdoor sports facilities.
- Optimum use of ICT tools in the administrative systems of the college.
- For developing the communication skill among students language lab and SWAYAM Lab facility.

Institutional Weakness

- Acute shortage of permanent teaching faculty members because no appointment of teachers made since last 10 years. **Only few numbers of Permanent Teacher have been given to the College recently**. **Hence the Institution imparting Post Graduate Education is dearth of Permanent Teacher.**
- Inadequate communication and comprehension skill of students at entry level.
- The College is transform into Election Commission of India, the college was taken over thrice by the Election of India for Parliamentary, Assembly and Municipal Elections as it was declared Strong Room as well as camp for the security, armed forces. EVM were kept in several buildings for the period over a month. There is huge disruption in teaching and research in the college due to election duty of teaching and non-teaching staff even in Local Bodies Elections.
- Lack of advanced teaching equipment due to paucity of fund.
- Unsatisfactory attendance of students.
- Limited Placement
- Lack of research collaborations and MoUs.

Institutional Opportunity

- Channelizing the energy of the youth and meeting their aspirational needs through the introduction of new courses and development of their entrepreneurial skills **in alignment with Skill India Project of the Government of India.**
- To facilitate faculty exchange programmes with institutions of importance both in India and abroad.
- To create a talent pool of the students so that they can provide real life solutions to the diverse problems faced by the society in contemporary times.
- **Master degree level professional courses like MCA, MBA, M.Sc (IT), PG in some more traditional subjects can be started.**
- Agro based Research centres can be established.
- **Possibility of collaboration with research institutes and institutions of National importance.**

Institutional Challenge

- To provide an inclusive and cohesive academic environment to the students coming from the diverse socio-economic and regional background.
- To evolve innovative strategies to sustain and enhance the motivational levels of the teachers.
- To make the work culture of college more eco-friendly and socially responsible in all spheres of its activities.
- To train the permanent non-teaching staff to use modern ICT techniques to adopt for fast, accurate and scientific management of data and information’s.
- To achieve academic excellence despite ad hoc enrolment of teachers.
- To motivate the faculty and university officials to bring change as per the demand of job market in the courses of studies and progressive paradigms in Higher Studies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- **SHANTI PRASAD JAIN COLLEGE, also known as S.P. JAIN COLLEGE, SASARAM,** is a co-educational institution affiliated with V.K.S.U Ara, offering a wide range of undergraduate, postgraduate, and professional courses. The college diligently follows the curriculum and academic calendar mandated by V.K.S.U Ara and the Governor's Secretary's guidelines, adapting to recent changes such as the introduction of a 4-year UG CBCS curriculum.
- Curriculum delivery is well-planned and executed through various teaching methods, including classes, practicals, tutorials, assignments, seminars, webinars, and fieldwork. The college also offers vocational courses and provides remedial classes to support weaker students.
- Teachers are trained in ICT to enhance the curriculum transaction process, and their participation in workshops and seminars keeps them updated with curriculum changes. Regular meetings with students, parents, and alumni are held to appraise curriculum-related aspects and student performance.
- Cross-cutting issues such as professional ethics, gender, human values, and environment and sustainability are integrated into the curriculum. The college promotes gender inclusion and sensitization through various initiatives, including Women's Day celebrations and gender-focused cells.
- Human values are fostered through activities like the Student Advisory Committee's COVID-19 relief efforts and seminars on human rights and women's rights. The multidisciplinary approach promotes cultural tolerance and social harmony among students.
- The college is committed to environmental sustainability with initiatives like energy conservation, water harvesting, and plastic ban campaigns. It emphasizes environmental education and awareness, water conservation, and green campus initiatives.

SHANTI PRASAD JAIN COLLEGE, SASARAM, thus ensures effective curriculum planning and delivery, integrates cross-cutting issues, and promotes a holistic educational experience, emphasizing values, gender inclusion, and environmental sustainability.

Teaching-learning and Evaluation

Experiential Learning, Participative Learning, and Problem-Solving Methodologies with ICT Tools:

• Experiential learning engages students in actively applying their skills and experiences to enhance their knowledge and problem-solving abilities.

• Participative learning promotes collaborative learning among student groups, fostering critical thinking, problem-solving skills, and analytical aptitude. Participative methods involve group discussions, critical evaluations, and research tasks, making students’ knowledge creators.

• Information and Communication Technology (ICT) tools play a vital role in the teaching-learning process. The college upgraded its digital infrastructure, introducing Wi-Fi-enabled campuses and smart classrooms with audio-visual facilities. The digitization of the library centralizes resources.

• During the pandemic, ICT tools became essential, with Google Meet, Google Classroom, Zoom, and YouTube facilitating remote learning. ICT tools proved indispensable in completing the teaching-learning process.

Transparency in Assessment and Grievance Redressal:

• The university introduced the semester system to enhance evaluation transparency. Assessment is based on attendance, assignments, seminars, and internal exams. College and department-level monitoring committees ensure timely completion of syllabi and enforce a 75% attendance requirement.

• Internal assessment incorporates various elements like written tests, attendance, presentations, assignments, and behavioral aspects. Marks are discussed in class, At the postgraduate level, 30% of marks come from internal sessional work, including unit tests, extracurricular activities, and departmental seminars.

• A Grievance Redressal Cell addresses evaluation errors, while students can request rechecking or access their answer scripts. This transparency builds confidence in the assessment process.

Programme and Course Outcome Evaluation:

• The college clearly states Programme Outcomes (POs) and Course Outcomes (COs) for all programs on its website. These are regularly reviewed in meetings involving department heads and the IQAC.

• Assessment is conducted quantitatively and qualitatively. Quantitative assessment is based on result analysis, while qualitative appraisal assesses behavioral and attitudinal changes. Internal assessment includes various factors, such as written and practical tests, assignments, regularity, and participation in co-curricular and extra-curricular activities.

• Transparency is maintained in internal assessment, with students given access to their evaluated answer sheets. Differentiated attention is given to slow and advanced learners.

• External examinations form the basis for evaluating student performance and assessing COs, PSOs, and POs.

Research, Innovations and Extension

SPJ College has taken several initiatives to foster an innovative ecosystem and promote the creation and transfer of knowledge:

- **Almost all faculty members have completed PhDs,** and many are supervising doctoral scholars .
- **Research Committee:** The institution has established a Research Committee dedicated to facilitating and monitoring research activities.

- **Academic Interactions:** The college conducts faculty workshops and seminars that serve as platforms for the exchange and dissemination of knowledge.
- **Research Projects:** In the past five years, the Research Committee has actively encouraged faculty members to undertake Research Projects allocated by agencies like the UGC and the university.
- **Student Engagement:** The college's curriculum promotes student participation in research activities at both undergraduate and postgraduate levels.
- **Career Counseling and Placement:** Fostering meaningful internships and entrepreneurial endeavors.
- **Library and Technology:** The central library is well-equipped with reference books and journals, and computer and internet facilities are available to both faculty members and students. The annual college magazine, 'SMITA,' provides a platform for students to showcase their writing skills.

Extension Activities and Community Impact:

- **NSS and NCC Units:** The college's NSS unit operates in areas such as education, health, environment, disaster management, and personality development. Additionally, the NCC runs the Army Wing to instill character, discipline, and selfless service values in the youth.
- **Swachhta Action Plan:** SPJ College is committed to sanitation, hygiene, water conservation, waste management, greenery promotion, and energy conservation.
- **Women's Empowerment:** The Women's Empowerment Cell focuses on sensitizing students and the teaching community about gender discrimination, women's rights, and empowerment. It has successfully organized programs on various issues and self-defense workshops in association with Bihar Police.
- **Eco-Club:** The Environment Society raises awareness among students and staff about environmental protection through activities like paper collection drives, tree planting, anti-smoking campaigns, and more.
- **Cultural Society:** The Cultural Society stages performances addressing social concerns.

Awards and Recognitions for Extension Activities:

Several faculty members at SPJ College have received awards and recognitions for their contributions to extension activities:These awards underscore the exceptional achievements and dedication of SPJ College's faculty members in their respective domains, contributing to the institution's reputation and social impact.

Infrastructure and Learning Resources

- In terms of infrastructure and learning resources, the institution demonstrates a strong commitment to providing a conducive environment for teaching and learning.

- Spread over 16.26 acres, the campus houses seven buildings equipped with adequate classrooms, including four smart classrooms, and 11 well-equipped laboratories. Additionally, each of the 14 departments has seminar libraries and computer facilities with internet access.
- The institution offers postgraduate teaching in multiple subjects and actively promotes research activities in each department.
- The college prioritizes student support with various initiatives like IQAC, NCC, NSS, remedial courses, and pre-training classes. Moreover, it ensures uninterrupted power supply, security through CCTV surveillance, separate facilities for female students, and accommodations for differently-abled individuals. Information dissemination is facilitated through the college website, and specialized resources like a language lab, research cell, research laboratories, ICT lab, and green planet auditing are available.
- The institution offers certificate courses in ICT, communicative English, personality development, and value-added courses in financial accounting and Tally-9 ERP.
- In terms of ICT-enabled facilities, the college boasts four smart classrooms, extensive computer infrastructure, LAN, and Wi-Fi connectivity with a bandwidth of over 200 Mbps.
- It supports various sports and games, indoor and outdoor, and conducts yoga and meditation courses. Cultural activities thrive, with a fully air-conditioned auditorium seating 500 and a multipurpose hall for seminars and conferences, accommodating up to 800 people.
- The library, automated with an Integrated Library Management System, comprises a central library and seminar libraries with approximately 25,000 books.
- The institution subscribes to N-LIST for e-resources, granting access to a vast repository of e-books and e-journals. Over the years, it has invested significantly in acquiring books and periodicals.
- The institution diligently updates its IT facilities, regularly replacing outdated equipment, and invests in annual maintenance contracts with reputable IT organizations. It provides ample internet bandwidth through multiple systems, encourages faculty to utilize ICT for teaching, and emphasizes student participation and engagement in the learning process.

In summary, the institution exhibits a strong commitment to infrastructure development, ICT integration, and resource provision to enhance the teaching and learning experience for its students and faculty members

Student Support and Progression

The college boasts a thriving and impactful Alumni Association that plays a pivotal role in advancing the institution's development. A concise summary of its key attributes and contributions:

- The college proudly houses a Formal Alumni Association, a testament to the enduring bond between the institution and its graduates.
- This association comprises distinguished alumni who have excelled in diverse fields, including defense, medicine, engineering, banking, administration, and politics. Their extensive involvement in both public and private life underscores their dedication to their Alma Mater.
- In recognition of its importance, the Alumni Association has developed and drafted its bylaws, currently undergoing the registration process to formalize its status. During its meetings, the Association has been a wellspring of valuable recommendations.
- These recommendations include enhancing the quality of teachers through research, alleviating the undue workload on the existing teaching staff, and fortifying the campus with state-of-the-art ICT facilities.
- Additionally, they organize seminars and talks, enriching the educational experience for both students

and faculty.
- **A noteworthy event in the Association's calendar was a recent alumni meet held on May 31, 2023.** This gathering attracted several distinguished alumni and alumnae who engaged in meaningful discussions and networking opportunities.

In essence, the Alumni Association serves as an invaluable pillar of support for the college, channeling the expertise and resources of its accomplished members to foster the institution's growth and development. Their dedication and contributions underscore the profound impact that alumni can have on their Alma Mater, ensuring its continued excellence and success.

Governance, Leadership and Management

- The institution's governance aligns with its vision and mission, promoting excellence, social responsibility, and ethical behavior. It practices decentralization, granting operational autonomy to departments and committees, with the Principal leading strategic planning. Faculty members hold various administrative roles, fostering engagement.
- Institutional bodies operate efficiently, with policies, administrative structures, and strategic plans aligning with the mission. Committees, both academic and administrative, contribute to decision-making.

- Quality enhancement is a priority, seen in a conducive learning environment, ICT-enabled teaching, and research promotion. Community engagement includes extension activities, NSS support, and NGO collaboration.
- Resource mobilization involves government and non-government sources, while performance appraisal systems recognize staff contributions. Welfare measures encompass study leave, provident funds, interest-free loans, and health initiatives.
- The Internal Quality Assurance Cell (IQAC) plays a pivotal role. It reviews processes, methodologies, and learning outcomes, ensuring continuous improvement. Engagement with stakeholders and research promotion are key IQAC activities.

Overall, the institution's governance and practices harmonize with its vision and mission, emphasizing quality, participation, and accountability. This commitment to excellence and social responsibility contributes to its success in education and research.

Institutional Values and Best Practices

- Institutional efforts to provide an inclusive environment and sensitization to constitutional obligations are paramount in fostering diversity and harmony. Initiatives that promote cultural, regional, linguistic, communal, and socioeconomic tolerance and harmony can help create a more inclusive educational institution.
- One such effort is through cultural programs and festivals that celebrate the rich diversity of India. These events expose students to various cultural traditions, languages, and practices, encouraging them to appreciate and respect differences. Such initiatives also contribute to a sense of belonging and unity among students from diverse backgrounds.

- Furthermore, the institution can conduct seminars, workshops, and awareness campaigns on constitutional obligations, values, rights, and duties of citizens. These educational sessions help sensitize students and employees to their responsibilities as citizens and promote a deeper understanding of democratic principles and social justice.

Regarding best practices, two notable initiatives can be highlighted:

Best Practice 1: Eco-Friendly Infrastructure and Initiatives.

The institution's commitment to eco-friendliness is commendable. Vermiform composting and rainwater harvesting are exemplary practices that promote sustainability. Vermicomposting reduces waste and produces nutrient-rich compost, fostering environmental responsibility and cost savings. Rainwater harvesting conserves water resources, mitigates stormwater runoff, and enhances climate resilience. Both practices align with "Swachh Bharat Abhiyan" and promote a greener campus.

Best Practice 2: Promotion of ICT Infrastructure & Resources.

Recognizing the significance of ICT in education, the institution invests in robust infrastructure, high-speed internet, and digital learning platforms. This not only enhances learning experiences but also equips students with essential digital skills. The institution's commitment to cybersecurity ensures the safety of sensitive data. Engaging the community and collaborating with industry experts further enriches the ICT ecosystem, preparing students for the digital age.

In conclusion, these institutional efforts and best practices contribute to a more inclusive, diverse, and environmentally conscious educational environment. Sensitizing students and employees to constitutional obligations and leveraging technology for education empower individuals to thrive in a rapidly evolving world while promoting unity and sustainability.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	S P JAIN COLLEGE, SASARAM
Address	MIRZAPUR, OLD GT ROAD, SASARAM
City	Sasaram
State	Bihar
Pin	821115
Website	www.spjainsasaram.co.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Navin Kumar	06184-9934041081	9934041081	06184-222178	principalspjaincollege@gmail.com
IQAC / CIQA coordinator	Rajesh Kumar Sinha	06184-9430894765	8210806518	06184-7091404264	rksinha1963@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid 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	Veer Kunwar Singh University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	10-06-1962	View Document
12B of UGC	10-06-1962	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	23-05-2015	24	continuing as per NCTE recongnition Norms

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	MIRZAPUR, OLD GT ROAD, SASARAM	Rural	16.25	36870

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Department Of Hindi,Honours	48	Intermediate	Hindi	200	200
UG	BA,Department Of English,Honours	48	Intermediate	English,Hindi	200	200
UG	BA,Department Of Urdu,Honours	48	Intermediate	Urdu	150	140
UG	BA,Department Of Philosophy,Honours	48	Intermediate	English,Hindi	86	86
UG	BA,Department Of Economics,Honours	48	Intermediate	English,Hindi	300	300
UG	BA,Department Of History,Honours	48	Intermediate	English,Hindi	400	400
UG	BA,Department Of Political Science,Honours	48	Intermediate	English,Hindi	400	400
UG	BA,Department Of Psychology,Honours	48	Intermediate	English,Hindi	100	100
UG	BSc,Department Of Physics,Honours	48	Intermediate	English,Hindi	200	200
UG	BSc,Department Of Chemistry,Honours	48	Intermediate	English,Hindi	200	200
UG	BSc,Departm	48	Intermediate	English,Hind	250	250

	ent Of Mathematics,Honours			i		
UG	BSc,Department Of Botany,Honours	48	Intermediate	English,Hindi	50	50
UG	BSc,Department Of Zoology,Honours	48	Intermediate	English + Hindi	59	59
UG	BCom,Department Of Commerce,Account Honours	48	Intermediate	English,Hindi	540	437
UG	BBA,Department Of Business Administration, Self Finance	36	Intermediate	English,Hindi	40	40
UG	BCA,Department Of Computer Applications,Self Finance	36	Intermediate	English,Hindi	60	49
UG	BSc,Department Of Bio Technology,Self Finance	36	Intermediate	English,Hindi	30	15
UG	BEd,Department Of Education,	24	Graduation	English,Hindi	100	100
UG	BA,Department Of Persian,Honours	48	Intermediate	Urdu	1	0
PG	MA,Department Of Hindi,P.G	24	Graduation	Hindi	52	52
PG	MA,Department Of English,P.G	24	Graduation	English	78	78
PG	MA,Department Of Econo	24	Graduation	English + Hindi	78	76

	mics,P.G					
PG	MA,Department Of History,P.G	24	Graduation	English + Hindi	79	79
PG	MA,Department Of Political Science,P.G	24	Graduation	English + Hindi	79	79
PG	MSc,Department Of Chemistry,P.G	24	Graduation	English + Hindi	43	43
PG	MSc,Department Of Mathematics,P.G	24	Graduation	English + Hindi	78	78
PG	MSc,Department Of Botany,P.G	24	Graduation	English + Hindi	78	78
PG	MSc,Department Of Zoology,P.G	24	Graduation	English + Hindi	79	79

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	5				6				44			
Recruited	5	0	0	5	5	1	0	6	23	8	0	31
Yet to Recruit	0				0				13			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	11	4	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				38
Recruited	36	2	0	38
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	8	2	0	10
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				5
Recruited	2	0	0	2
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	5	0	0	5
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/MCH	1	0	0	0	0	0	0	0	0	1
Ph.D.	4	0	0	5	1	0	7	2	0	19
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	15	4	0	19
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	4	0	16
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	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**
	1	0	0	1

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	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	212	362	393	451
	Female	54	84	130	131
	Others	0	0	0	0
ST	Male	26	39	62	58
	Female	11	24	29	27
	Others	0	0	0	0
OBC	Male	704	1109	1359	1480
	Female	316	518	683	754
	Others	0	0	0	0
General	Male	455	326	310	461
	Female	216	250	309	356
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1994	2712	3275	3718

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	• The mission emphasizes holistic, multidisciplinary education to prepare students for a diversified global scenario. • S. P. Jain College, Sasaram under Veer Kunwar Singh University, Ara prescribed syllabi, incorporates multidisciplinary learning at the UG and PG level through the CBCS format, under courses clubbed as Ability Enhancing Compulsory Course (AECC), Ability Enhancing Course (AEC) and Generic Electives (GE), cutting across disciplines. Such courses include Swachh Bharat Abhiyan; Solid Waste Management; Human Values and Professional Ethics; and, Human Rights. • Our institutional plan is guided by the rules and regulations of Acts and Statutes of Universities of Bihar. Multidisciplinary

	flexible curriculum can be adopted and implemented by the universities and colleges of Bihar after the ordinance is passed by Secretariat of the Chancellor of Bihar and Ministry of Education, Govt of Bihar, to allow multiple exits and entrances, including lateral entry to courses. Ordinance on CBCS courses at under-graduate level will enable the students to apply for certificate/diploma/degree/research degree from the university of their choice on the fulfilment of required credits. • In keeping with the ethos of multidisciplinary/interdisciplinary approach of NEP 2020, within the CBCS-based post • The institution has restructured its academic departments and faculties to promote collaboration and cross-pollination of ideas among diverse disciplines. • Special programs like Tech-Ethics, which combine computer science, philosophy, and ethics, foster critical thinking about technology's moral implications. • Multidisciplinary research projects are already underway, addressing pressing issues such as climate change and technology integration.
2. Academic bank of credits (ABC):	• The institution is fully prepared to implement ABC, following notification by the Chancellor's office and the Ministry of Education in Bihar. • Although registration for ABC is pending, once implemented, it will allow students multiple entry and exit points during their chosen programs. • Efforts are being made to ensure seamless collaboration and internationalization of education, aligning with the NEP's objectives.
3. Skill development:	• The institution offers vocational education programs like BBA, BCA, and B.Ed, alongside plans for additional soft skill development courses. • Value-based education is promoted through courses on human rights, gender sensitization, environmental awareness, and more. • Seminars, symposiums, and National Service Scheme activities contribute to character building and societal values.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	• The college intends to promote interdisciplinary research on Indian Knowledge Systems to preserve and disseminate comprehensive traditional knowledge. • Celebrations of various festivals and educational trips to historically significant sites promote cultural understanding. • The institution places a strong emphasis on linguistic diversity, preserving and promoting languages as a natural

	solution to environmental problems.
5. Focus on Outcome based education (OBE):	• Curriculum design at SPJ College focuses on clear Course Outcomes (COs), Program Specific Outcomes (PSOs), and Program Outcomes (POs). • Continuous monitoring and quality improvement ensure that students are meeting learning objectives. • Faculty development programs help educators adapt to new pedagogical approaches and assessment methods.
6. Distance education/online education:	• The COVID-19 pandemic prompted the institution to adopt online and distance education effectively, with three distinct phases of adaptation. • Faculty members actively engaged in online teaching, promoting deeper learning and student satisfaction. • Online platforms such as Zoom, Google Meet, Cisco Webex, and Microsoft Teams were utilized, allowing for a combination of online and offline teaching. In conclusion, S. P. Jain College Sasaram is proactively aligning its educational practices with the principles outlined in NEP 2020. Through multidisciplinary education, ABC implementation, skill development, integration of Indian knowledge systems, outcome-based education, and effective use of online learning, the institution is fostering a holistic and flexible learning environment. These initiatives ensure that students are prepared to address complex real-world challenges and contribute positively to society.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	An Electoral Awareness Committee was constituted by the college as on 04/05/2022 with Dr. Ranjit Kumar Pandey, Department of Psychology as Teacher Co-ordinators In our college, the institution has taken a significant step towards promoting electoral literacy through the establishment of Electoral Literacy Clubs (ELCs). These clubs serve as a platform for students to engage with electoral processes, understand their importance, and actively participate in civic duties.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs	The college has appointed both student coordinators and coordinating faculty members to oversee the functioning of the ELCs. The ELCs are fully

are representative in character?	operational, conducting regular activities and events to enhance electoral literacy among the student body. Moreover, these clubs are representative in character, actively involving students from various backgrounds and disciplines, ensuring a diverse and inclusive approach.
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.	S. P. Jain College is the polling centre as well as Strong Room centre since last two decades. The ELC and NSS collaborated to organized Awareness programme in the adopted village Targanj, Sasaram was undertaken by the students under the supervision of teacher coordinators. The students used banner and poster and placards organised ‘Camp’ to educate the residents on the importance of exercising their voting rights. The Department of Political Science celebrates Constitution Day which involves other departments and also organized NSS and District Administration National Voters' Day.
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.	The college has undertaken various socially relevant projects and initiatives related to electoral issues: • Research Projects: The college has initiated research projects that focus on electoral dynamics, voter behavior, and democratic values. These projects contribute to a better understanding of the electoral process and the challenges it faces. • Awareness Drives: The college regularly conducts awareness drives through seminars, workshops, and symposia. These events bring together experts, scholars, and students to discuss electoral issues, share knowledge, and generate ideas for improving the electoral system.
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 college is actively involved in efforts to enroll eligible students above the age of 18 as voters in the electoral roll. The ELCs organize voter registration camps on campus, facilitate the registration process, and create awareness among students about their right to vote. Student representatives play a catalyst role in spreading awareness about voting rights.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10272	9157	7495	6519	6955

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: 59

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	38	39	35	39

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
124.45	89.74	77.69	79.68	149.11

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:

SHANTI PRASAD JAIN COLLEGE also known as S. P. JAIN COLLEGE, SASARAM is a Centre of higher learning and a co-educational constituent unit of V.K.S.U Ara.

The College offers fourteen under graduate and nine post graduate and four professional courses.

- **S. P. Jain College, Sasaram follows the mandated CURRICULUM AND ACADEMIC CALENDAR prepared by V.K.S.U Ara** as per guideline of the Governor's Secretary and the Govt. of Bihar.
- **Recently from the current session 2023-24, Chancellor (Governor) Secretariat vide Circular No : BSU(UGC)-02/2023-687/GS(I) dated 15.05.2023 has mandated UG Course in Arts/Science/Commerce (Honours) under CBCS 4-Yrs UG COURSE as per UGC Regulation.**
- **Accordingly, V.K.S.U has released the list of Subject to be offered as Major & Minor for 2023-27 semester wise that will appear in Prospectus & Website for new incumbent. Each paper / topic /practical is assigned a fixed number of hours to be followed.**

- However, The Timetable Committee prepares the master timetable, in consultation with all departments well in advance of the beginning of each year and semester and subsequently, displays the integrated timetable on the college website. /Noticeboard.
- An effective and timely delivery of curriculum is executed through classes, practical, tutorials, assignments, seminar, webinar, quiz, debates, competitions educational trips, field work, remedial classes, add-on courses Conscious of contemporary employment situation in the country the college also **offers Vocational Courses in B.B.A, B.C.A, B.Sc. (Bio tech) & B.Ed.**
- Students get admitted in various vocational and professional courses on the basis of merit. Weaker students are given remedial classes beyond the teaching hours with existing man power of the college.
- All the teachers are fully trained for carrying out curricular transaction process through ICT. Many participate in the design and development of the syllabus and curriculum through representation in academic bodies.
- Participation of teachers in workshop/Seminars provides opportunities for them to comprehend with curriculum and changes introduced in the existing curriculum.
- Student parents and alumni meetings are held regularly to appraise the curricular aspects and student's performance.
- The college principal and IQAC supervise and monitor the implementation of curriculum with in

stipulated time.

- To enhance the communication skills as Add On, language courses are conducted.
- Supports to weaker sections of students and minority students are also provide by state and central government. The tuition fees of girl students have been waived by the Government of Bihar.
- College has arrangement for preparation of Pre-Competion Training centre for weaker sections for various govt job run by Government of Bihar.
- By taking proactive measures lay counselling, holding special classes, facilitating scholarships through various sources like welfare developments, **the college tries to keep the drop out within manageable limit to extent of 5 to 7%.**

Advance learners are identified through merit list of previous exams and interactions, with teachers in the theory and practical classes. These students have higher aspirations, more zeal and inquisitiveness for acquiring more knowledge. Teachers take special care of them and try their best to quench their thirst for knowledge. Such students are allowed more time in laboratories and also given access to reference books, and various resources. They are also assigned projects to accomplish these independently.

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: 2

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 0.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	00	00	0	0

File Description	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:

S. P. Jain college, Sasaram is committed to provide high quality education with value added humanity development so that it does not remain only a stereotype Academic centre.

- Few relevant Cross cutting topics have been incorporated by the University itself into the curriculum of the affiliated colleges in the department of Political Science, History, Geography, Bio Science & compulsory paper in degree third year GES (General Environmental Studies) included in recently introduced **4 years (2023-27)** UG CBCS curriculum in **AEC- II & Ethics in the VAC-II**. The Institute tries to execute these Curriculum.
- Crave for knowledge, service to humanity, freedom of expression and respect for indigenous culture is the hallmark of this college.
- The college is a co-educational institute . Many of them are from minority community. Hence all possible measures are taken to educate staff and students on issues of gender inclusion.
- Gender sensitization themes are highlighted through display of posters on women safety tips and organizing programmes like Women’s Day celebration.

- **The College has fully functional CELLS for SENSITIZATION and REDRESSAL.**

1. I.Q.A.C
2. **Students Grievance Redressal Cell: Inclusive forum for GENDER sensitization** and empowerment beside functioning of Internal Complaints Committee, Girls Common Room and Girls Utility Room, to ensure safe environment for women. Various programmes for gender sensitization and empowerment are organized.
3. **Anti-Ragging Cell**: Order of Supreme Court of India and UGC Regulation on Curbing the Menace of Ragging in Higher Education Institution, 2009 the cell has been formed.

4. Gender Sensitization Cell
5. Placement Cell
6. N. C. C.
7. N. S. S.
8. Debating Society

Human Values:

- Student Advisory committee under NSS during the pandemic worked as corona warriors, they were engaged in Covid safety campaign and food distribution.

- Seminar on human rights and women rights are organised frequently to create awareness among the students.
- The multidisciplinary courses in the college facilitates interaction among the students from diverse disciplines thereby helping them develop multi-disciplinary & culturally diverse student community fostering the ethos of cultural tolerance and social harmony.

Environment and Sustainability:

- Recently state govt. introduces Jal Jiwan Haryali mass awareness programme
- The college infrastructure promotes energy conservation with solar panels, water harvesting and plastic ban and e-waste and plastic collection drives.
- Education on Environment and awareness on climate change is provided in class and through awareness campaigns. Importance of water conservation is stressed through rainwater harvesting and minimal use of available water. Plantation of ornamental and medicinal plants throughout the campus has been undertaken with the help of Botany and Biotech dept. for protection of environment. Student participation is compulsory.

The college NSS & NCC wings regularly organize Camps as well as Workshops and Seminars on topics like ecological problems, dowry, female infanticides, gender discrimination, women empowerment, Environmental Awareness programme etc.

1.3.2

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

Response: 0.66

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

Response: 68

File Description	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
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	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: 78.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
3873	3718	3275	2712	1994

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

2021-22	2020-21	2019-20	2018-19	2017-18
4002	4002	4002	3873	3855

File Description	Document
Institutional data in the prescribed format	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: 94.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
2401	2401	2401	1936	1323

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

2021-22	2020-21	2019-20	2018-19	2017-18
2401	2401	2401	1936	1927

File Description	Document
Institutional data in the prescribed format	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: 256.8

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:

Response:

Experiential learning: -

- Experiential learning pertains to a learning methodology in which students get direct experience and focused reflection for enhancing their knowledge, developing skills and clarifying their conceptual understandings.
- Students are provided with every possible opportunity to engage with their teachers in the research facilities available within and outside the college.
- All Science and Social science departments have practical training according to university norms.

- Poster exhibitions on social issues, environmental issues promote experiential learning.

- opportunities of internships, assistance with faculty research, etc are provided to students during the course of their study with every possible opportunity.

Participative learning: -

- The college successfully implemented participative learning methods in the class rooms.
- Students get opportunity to engage in group discussion and critical evaluations. It gives students the opportunity to integrate new knowledge with what they already possess.
- Science, Commerce and Arts department has adopted their own methods to make the learning process from passive to active with the help of such participative classroom session.
- Physics department student are given opportunity to repair electric & electronic appliances to rebuild them to workable condition.
- Botany students are advised to observe the response of rare plant to a variety of conditions.
- Every teacher is successful in incorporating these participative learning methodologies in the class rooms in their own unique style of teaching.
- A process of collaborative learning by groups of students. Problem Solving exercises inculcate the spirit of enquiry, critical thinking, essentially scruples of problem-solving skills and decision making among students.
- Efforts are made to integrate the curricular and co-curricular activities and students are motivated to develop an analytical aptitude.
- The multiplicity of the courses in the college facilitates interaction among students from diverse disciplines thereby helping them develop a multi-disciplinary approach.

Problem solving methodologies:

- A problem is always an inspiration for effective thinking. Problem solving methodologies are used by each and every faculty in the college for the effective executing of teaching and learning process.

- **Finding solution to a problem in a scientific and methodical way is one of the most effectual learning strategies we adopted in our class room.**
- The ICT tools have made teaching-learning more participative and student-friendly. There are formal and informal processes and platforms in the digital media available to the students and the teachers like e-mails and WhatsApp to engage in a constant interaction on academic and other matters.
- The ICT enabled tools act as an important supplement to the conventional modes of classroom teaching like lectures, tutorials and practical classes to enable the student to have a more comprehensive and a holistic understanding of their areas of core competence.

- During the Pandemic years, the ICT tools were the only instruments available for the teachers and the students to complete the teaching-learning process.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 69.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	55	55	55	55

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: 73.3

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**

2021-22	2020-21	2019-20	2018-19	2017-18
30	28	29	25	28

File Description	Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Response:

- Continuous Internal Evaluation forms an integral part of an effecting teaching and learning process.
- As per Veer Kuar Singh University guidelines for internal assessment, 30% marks of the total marks of every paper is allocated.
- The faculty members provide a general idea to the students about the evaluation mechanism during the start of the session.
- **The college ensures continuous, comprehensive and transparent process of the internal assessment mechanism based on following pattern:**

1. Written Tests, Oral Test, Practical test, assignment, Homework, Punctuality,Regularity, Attentiveness.
2. Participation in Co-curricular activities like Seminars, Symposium, Project Discussion, Debates, quizzes and Extra Curricular Activities, Awareness Programme, Community Service and Behavioural Aspects etc.

- At College level each department at the commencement of the semester informs the students about procedure to be adopted for the Internal Assessment.
- The Subject teacher conducts Internal Assessment, Continuous Internal Evaluation (C.I.A) .
- Mid Semester Tests pertaining to C.I.A Consists of M.C.Q, Short Answer Type and Long Answer type questions besides the Internal Examination.
- Every department to make the Evaluation Process more reliable, authentic and transparent.
- On the basis of performances Slow Learner and Advance Learners are distinguished and adequate attentions are given to Slow Learner while Advance Learner are mentored o undergo in depth studies and researches on various Advanced Topics.
- **At P.G Level Choice Based Credit System (CBCS) is operational since 2012 and recently from session 2023-27, 4-years UG Course under CBCS has been introduced.**
- The Evaluation and Assessment Process adopted by the Institution are in full consonance with the University Guidelines and instructed reforms.
- Responding to the Feedback from different UG/PG Board of Studies Meetings, Expert Group Meetings and Departmental Meetings.
- During the past decade the University has implemented several evaluation reforms concerning structure of Question Paper, Distribution of Marks, Numbers of Subject Papers, Evaluation Coding of Answer Books, Internal Assessment Criteria, Registration System, Submission of Examination Forms and Evaluation related grievances etc.
- There is well established mechanism for redressal of grievances related to **External Examination.**
- **In case of dissatisfaction** with the marks obtained**,** a student can apply for redressal**.**
- The University has provision for Re-Totalling.
- The application of the student is forwarded by the college to the University.
- The University looks into the grievances and after retotalling takes a final decision.
- If there are discrepancies in the marksheet, the student submits a written application with relevant document which is forwarded by the college to the university.
- The controller of examinations after scrutinizing the marksheet makes the necessary corrections.

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:

Response:

Each programme/course offered by the institution are well presented Programme Outcomes (POs) and Course Outcomes (COs). All programmes are clearly displayed on the college website.

- For ensuring curriculum delivery and attainment of outcomes, a joint meeting of HoDs and IQAC are held where detailed strategies and modalities are planned in general.
- In addition to it, Departmental council of each department meticulously chalks out its plan of curriculum delivery with punctilious details in consonance with the academic calendar.
- HoDs of respective departments monitor the implementation of these strategies. Attainment of COs, PSOs and POs are assessed through two pronged strategies involving **quantitative framework and qualitative framework.**
- The orientation programmes acquaint newly admitted students with academic requirements of POs and Cos & Interaction with concerned teachers, at the beginning of each session, thus informing students about the different aspects of the curriculum and evaluation structures.
- **Quantitative Framework** - It involves direct measure based on the result analysis.

- **Internal Evaluation** forms an integral part of an effective teaching - learning process. Discussions during tutorials, Student-Faculty interactions, gives necessary inputs to teachers for modifying their teaching strategies towards realisation of their stipulated teaching- learning objectives. The college ensures transparent process of the internal assessment mechanism based on the following important ingredients:

Written Tests, Oral Tests, Practical Tests, Assignments/ Homework, regularity, punctuality, attentiveness, behaviour, participation in co-curricular activities like seminars, discussions, quizzes, projects, debates and extra- curricular activities like sports, cultural activities, awareness programs, community services etc.

- Excursion and Field tour in some departments provide a spot learning of skills in addition to theoretical knowledge.
- Qualitative Appraisal records behavioural pattern, motivational and attitudinal changes in the overall behaviour of the students and at the same time enable teachers to deal with the students accordingly.
- The subject teacher conducts Internal Assessment. Transparency is maintained by showing answer sheet to the students who has evaluated his answer sheet.
- Internal assessment also include weightage for regularity (attendance), assignments, behavioural aspects.
- On the basis of performances, slow and advance learner are distinguished and adequate attentions are given to slow learner while advance learner are mentored to undergo in-depth studies.
- Marks obtained in external (university) examination, form the basis for the evaluation of students'

performances and consequently the attainment of COs, PSOs and POs.
- And also available on College website https://www.spjainsasaram.co.in/naacsp/cospos/cosposdb.php
- The Institution previous result of last three years pass percentage is more than 90%.
-

File Description	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:

Response:

It's evident that S.P Jain College in Sasaram takes a comprehensive and thoughtful approach to assess the attainment of Programme Outcomes (POs) and Course Outcomes (COs) in its programs. This approach includes the use of assessment methods, feedback mechanisms, and review processes to ensure that students are meeting the intended learning outcomes. Here are some key points based on the information provided:

• Diverse Assessment Methods: The college uses a variety of assessment methods, including examinations, assignments, projects, practicals, internships, presentations, and other forms of assessments. These methods are aligned with the POs and COs and are designed to measure students' knowledge, skills, and abilities.

• Regular Assessment: Assessments are conducted at regular intervals throughout the program to monitor students' progress and evaluate their learning outcomes. This ensures ongoing feedback and opportunities for improvement.

• Feedback Mechanisms: The college collects feedback from various stakeholders, including students, parents, alumni, and others. Surveys, focus groups, and reviews are used to gather input on the effectiveness of programs and courses in achieving their intended outcomes.

• Feedback Utilization: The feedback collected is analysed and used to identify areas for improvement. This input informs decisions related to curriculum, pedagogy, and assessment methods.

• End-of-Session Surveys: At the end of each session or semester, students provide feedback on the relevance of courses, the effectiveness of teaching methods, and the attainment of POs and Cos This feedback is reviewed by faculty and program coordinators.

• Robust Review Processes: The college has a robust review process in place. Faculty members, program coordinators, and other stakeholders review assessment results, feedback, and relevant data to assess the level of attainment of outcomes.

• Continuous Improvement: The review process helps identify both strengths and weaknesses in the education system. Based on these findings, necessary changes are made to the curriculum, pedagogy, and assessments to ensure continuous improvement.

Overall, the college's systematic and evidence-based approach demonstrates a commitment to providing quality education and ensuring that students acquire the knowledge, skills, and abilities needed for their academic and professional success. By regularly assessing, gathering feedback, and reviewing processes, the institution can adapt and evolve to meet the changing needs of its students and stakeholders.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 77.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
2460	2121	1598	1892	2445

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

2021-22	2020-21	2019-20	2018-19	2017-18
3362	2695	2039	2285	3148

File Description	Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.44

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: 1

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

File Description	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:

Response :

- S P Jain College, has emerged as one of the pioneers in fostering innovation and promoting the Indian Knowledge System (IKS).
- The institution has orchestrated a comprehensive ecosystem that not only encourages the creation of knowledge and technology but also facilitates their seamless transfer.
- This holistic approach to education extends to cultivating a deep awareness of intellectual property rights (IPR) among its students and faculty.
- The college recognizes that intellectual property is a cornerstone of modern innovation.
- To this end, the institution has established a dedicated IPR cell, a pivotal component of its ecosystem. This cell serves as a knowledge hub, offering students, faculty, and researchers a platform to delve into the intricacies of IPR.
- Through workshops, seminars, and training programs, the IPR cell empowers the college community to understand and protect their intellectual property.

- The innovative ideas conceived within the institution are safeguarded from infringement or misappropriation.
- However, the IPR cell's role is not confined to education alone. It actively assists students and faculty in the process of filing patents and trademarks, streamlining intellectual property protection. This support enables individuals to engage confidently in research and development, knowing that their intellectual endeavours are adequately protected.
- The annual college magazine ‘SMITA’ gives the students an opportunity to exhibit their writing skills.

- S P Jain College has established an incubation centre, to encourage innovation. This centre serves as guiding force for aspiring entrepreneurs, providing them with the necessary resources, mentorship, and infrastructure to transform their innovative concepts into viable businesses.
- S P Jain College's commitment to innovation is intrinsically tied to its incorporation of the Indian Knowledge System (IKS) into its educational fabric. By integrating IKS into its curriculum, the college not only pays homage to its cultural heritage but also taps into a profound source of innovative ideas.
- S P Jain College's success is the calibre of its graduates. Equipped with a strong academic foundation, they are also imbued with an entrepreneurial spirit and a profound understanding of IPR. As they step into the world beyond the college walls, they are well-prepared to navigate the complexities of the modern landscape, bringing innovative solutions to the forefront of industry and academia alike.
- Thus, S P Jain College serves as an exemplar of an institution that has meticulously crafted an ecosystem for innovation while anchoring itself in the Indian Knowledge System.
- Through its steadfast commitment to IPR, the establishment of a robust IPR cell, the incubation centre, and the incorporation of IKS into its curriculum, the college has cultivated a flourishing culture of innovation.
- By nurturing innovation and embracing IKS, S P Jain College is not only moulding the minds of its students but also making substantial contributions to the progress of society and the nation at large.

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: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	3	5	1

File Description	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: 1.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	15	20	19	9

File Description	Document
Institutional data in the prescribed format	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: 0.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	7	14	16	6

File Description	Document
Institutional data in the prescribed format	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:

Response :

The College is committed to the institution's presence in the immediate neighbourhood and the larger realm of social concerns. This is ensured by integrating community exposure into the routine practices of teaching and pedagogy.

Human Chain

SPJ College initiative to organise extension activities in the neighbourhood community that sensitizes students towards community issues, gender disparities, social inequity, etc., and inculcate social values and commitment to society.

- The NSS unit of S P Jain College, Sasaram works under the following wings: Education, Health, Environment, Disaster Management, and Personality Development.
- National Cadet Corps (NCC) S P Jain College runs the Army Wing of NCC. It aims to develop character, discipline, and the ideals of selfless service amongst the youth of country, to contribute to creation of organized, trained and motivated youth, to provide leadership in all walks of life and be always available for the service of the nation.

- Students are engaged under the staff guidance in various training programmes, Involving with sustained community development through its well-known NSS and NCC schemes., health awareness programmes, cleanliness drives, anti-drug campaigns, anti-tobacco drive, women and child education, digital literacy, plantation drive, water conservation, anti-ragging drive among many other initiatives. Observing national events such as Independence day, Republic day. National Youth Day, National Army Day, National Unity Day, National Voters Day and Trianga Yatra etc. National Youth Day, National Army Day, National Unity Day, National Voters Day & Trianga Yatra , Blood donation camps etc.
- Organising commemorative RUN and WEBINARS on national topics are part of the annual activities which contribute towards holistic development of students and making of good citizens.
- SPJ college also focusses on Swachhta Action Plan through its concerted effort on

5 - Parameters of Swachhta Sanitation & Hygiene Adoption, Water Conservation, Waste Management, Greenery Promotion and Energy conservation.

- **Women's Empowerment Cell (WEC)** of S P Jain College, Sasaram has been functioning.
- It attempts to sensitize the student and teaching community on issues relating to gender discrimination, women's rights and empowerment. In the past, it has successfully organized Programmes on female foeticide, sexual harassment, besides organizing self-defence workshop in association with Bihar Police. The Cell endeavors to involve both male and female students in its information dissemination and sensitization activities, so as to foster a healthy dialogue based on

mutual trust, respect and co-operation.

Eco-Club: – The Environment Society: brings awareness among students as well as the College staff about the environment and its protection Amongst its committed activities are the paper collection drive during the student elections (pamphlets, posters etc.) and donating the collected paper to an NGO for blind students.

- Tree plantation drives in and outside the campus and anti-smoking campaign.

Cultural Society :

Another illustration of institution - neighbourhood and community network in the College can be found in the activities of the Cultural Society; on an average has more than a dozen staging's of street theatre every year on various social concerns ranging from gender discrimination to corruption.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Response:

SPJC possesses cluster of teachers who are decorated by the Govt or Govt recognised bodies.

- **Prof Gurucharan Singh, former Retired Principal** was conferred with **BHOJPURI RATNA SAMMAN** in 2017 by **Bhojpuri Panchayat Patrika. New Delhi.**
- **Prof. Gurucharan Singh**, was further extended recognition with **BHOJPURI BHUSHAN SAMMAN** in the year 2018 on the eve of **2nd Bhojpuri Mahotsav by Bhojpuri Sangam Patrika. Allahabad.**
- **Prof. Gurucharan Singh,** was also conferred with **DR PRABHUNATH SINGH SAMMAN** for the development of BHOJPURI culture and Literature by **PURVANCHAL EKTA MANCH, DELHI in 2018.**

- **Prof Alauddin Ansari Azizi,** Associate Professor, Dept of Political Science was conferred with **ABDUL QAIYUM ANSARI Award** by **ANJUMAN TARAQQUI -e -URDU,** BIHAR on the occasion of Golde Jubilee Celebration in the **year 2018.**

- **Dr Om Prakash Singh**, Dept of Botany was conferred with **'BIHAR JYOTI AWARD'** in the **year 2016** by **BIHAR ART & CULTURAL DEVELOPMENT COUNCIL** for his contribution in the field of **VANASPATI VIGYAN SIKSHA.**
- **Dr Om Prakash Singh** Dept of Botany was again extended with the recognition '**BIHAR KESRI SAMMAN'** in the **year 2020 by SARGAM KALA & SAMAJ KALYAN MANCH (Regd)** for his contribution in the field **of Botany education.**

- **Dr Ranjit Kumar Pandey , Dept of Psychology was conferred with 'Vaigyanic Chetna Samman in the year 2018 by Gyan Vigyan Samiti Jharkhand ewam Subah ki Dhoop.**

- **Dr Ranjit Kr Pandey, dept of Psychology was again awrded with accreditation of Corona warrior in 2021 by Human Right Commission.**
- **Enclosed herewith Award list**

File Description	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: 65

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**

2021-22	2020-21	2019-20	2018-19	2017-18
5	28	22	8	2

File Description	Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship,

on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 10

File Description	Document
Institutional data in the prescribed format	View Document

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:

Response:

- The creation and enhancement of infrastructure for the teaching-learning process in the institution is need–based.
- The primary objectives of the institution are to extend maximum possible educational amenities to the growing strength of learners and accordingly infrastructure facilities are developed.
- The opening of new courses is also taken from time to time in the college.
- The college premises is spread over 16.26 acres of land. There are seven buildings in which adequate class rooms including 04 smart classrooms, office rooms, 11 laboratories with store and other allied facilities, library with web OPAC and E-library and computer lab.
- Each 14 departments of the college had been facilitated with seminar library and computer with internet.
- **At present, P.G. teaching is provided in 09 subjects** (Chemistry, Maths, Botany, Zoology, History, Political Science, Hindi, Economics and English) **and recently the opening of P.G. teaching in four subjects Physics, Commerce, Psychology, and Urdu** has been passed by the academic council of the university.
- Research activities are carried in each department of the college.
- IQAC, NCC, NSS, Remedial Course, Pre-Training Classes. are available in the college.
- Generators for un-interrupted power supply, cycle shed, and canteen, CCTV surveillance for 24 hours security, separate girl’s common room, Botanical Garden, and washroom for differently abled.
- Information regarding the college activities are made available through the college website.
- Further, language lab, research cell research laboratories, ICT lab and green planet auditing are also available in the college premises.
- **Three certificate courses of six months duration each in ICT, communicative English and personality development and two value added courses of three months duration each in financial accounting and Tally-9 ERP are conducted in the college.**

b. ICT- enabled facilities such as smart class, LMS etc. Facilities for Cultural and sport activities, yoga centre, games indoor and outdoor), Gymnasium, auditorium etc.

Response:

The details regarding the facilities available in the college for sports, games, yoga and cultural activities are outlined below: -

- **ICT Enabled Facilities:** College is equipped with ICT facilities. There are 04 smart classrooms, 125 desktop, 5 laptops, 5 Printers, 2 Xerox machines, 1 server, 4 Licensed software like windows, MS Office, Tally etc.
- Laboratories and library is equipped with Lan facilities. The campus is Wi-Fi enabled having total bandwidth of more than 200 Mbps.
- **Sports and games:** There is spacious play ground in college campus, where sports and games like football, cricket, volley ball, kabaddi and wrestling are actively performed.
- Besides outdoor games, the facilities for indoor game such as table tennis, carrom board and chess are available in the college,
- **Yoga and Meditation:** Yoga and meditation is conducted in the college from time to time.
- **Cultural Activities:** The adequate facilities for cultural activities are available in the college and the cultural programs are successfully performed in the college campus.

- **Auditorium:** There is a fully AC auditorium having 500 seating capacity. Comfortable chairs are installed in it. Projector is used during seminar, conference. There is a Multipurpose Hall used as seminar and conference hall having seating capacity of 800 people.

4.1.2

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

Response: 42.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
55.57	23.52	27.20	29.19	84.45

File Description	Document
Institutional data in the prescribed format	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:

Response :

- The college has seminar libraries as well as central library accessible to the students.
- The college seminar and central library has approximately 25000 books.
- The central library space is 600 sq. mtr. There are 30 students sitting capacity in reading room.
- The working hour of the library is from 10.00 am to 5.00 pm.
- The students are able to access the library physically during the library hours.
- The newspaper and the daily magazines and bulletins etc. are also issued on the college.
- The students are allowed to borrow the limited copies of the books for some days which can be replaced frequently.
- The question paper sets are also made available for the students to prepare exam.
- The special cubicles are made subject wise for reading and studying purpose for the staff. The college staff has authority to explore the library facility limitless.
- The college library is fully automated with AutoLIB Software Version 1.0.0.0 by barcoded technology **which has following advantages:**
    1. Student uses Barcoded Smart Card for circulation.
    2. Flexible to run on any operating system.
    3. Interactive, screen-oriented and menu driven user interface.
    4. User-defined security levels.
    5. Web OPAC/ORPAC system is available online (www.spjc.autolib.org) and offline.
- The college has a subscription to N- LIST for e-resources.
- Through **N- LIST (National Library and Information Services Infrastructure for Scholarly Contents), an autonomous inter university centre (IUC) of the University Grants Commission (UGC)**, a significant number of e-books and e-journals have been made available to our students.
- Through a proxy server, **NDL (National Digital Library)** is also connected with NLIST.
- More than **1,50,000 e-books, 5000+ e-journals from N-LIST, and 5 lacs of e-books from NDL** are available to access to the students at our college. During COVID 19's pandemic, a large enrolment push was started in order to give students access to this facility.
- A lot of books, journal & periodicals are available online for both students and teachers.
- The college invests a significant amount on the acquisition of books and periodicals because it recognizes that the library is a crucial resource for knowledge acquisition.
- The sum of the last five years' purchases of books, periodicals, and magazines is **Rs Approx 10 lakhs.**
- A Library committee is comprised of senior teachers, librarians, and the principal.
- Each year, in coordination with other HoDs from various departments, a booklist and a list of journals are prepared. Which are subsequently delivered to the principal's office by the faculty members. The Principal issues supply orders to the Advisory Committee.
- Library is having its printers and photocopiers. Students need some photocopies of the books. They get photocopies of the books and material by the permission of librarian.

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:

Response :

- The college continuously **updates and upgrades the IT infrastructures and related facilities** to stay up with evolving trends in software and technology.
- Since technology-enabled teaching and learning processes depend so heavily on computers, printers, projectors, and other peripherals. The college replaces outdated machines in computer labs with newer, better models on a regular basis.
- Old computers are moved to locations where high-end users are not necessary.
- In order to maintain, every year, the college completes an **Annual Maintenance Contract (AMC) with reputed IT business organization.**
- The college consistently works to update IT infrastructures in accordance with the demand and incur significant costs for upkeep and the purchase of new computers.
- **There are three systems available for offering internet services.**
- Separate internet facilities with a 200 Mbps bandwidth are available in computer labs.
- **Another Wi-Fi system with a 200 Mbps** capacity has been made available for more labs, schools, and libraries.
- There is also an additional government-sponsored WiFi system for the campus.
- Computers and projectors have been made available to almost all of the departments.
- Textbooks, references, and websites/web links are used by teachers to create their teaching materials for power point presentations.
- Additionally, all the teachers have their **own id & password.**
- They post their lecture notes online.
- Online teaching and learning system were mostly used during the pandemic.
- They can update their own profile. Faculty wise.
- No. of admitted students is accessed by the department heads.
- Wi-Fi is available to all students and faculty, and they are encouraged to use ICT to create assignments, presentations, etc., allowing them to use ICT for computer-added learning.
- By allowing students to see events unfold through animations.
- The use of ICT in teaching and learning makes lectures more attractive and interesting.
- As a result, students become more interested and their curiosity and crave for knowledge are stoked.
- Students are inspired by it to seek information on their own from various websites, e-resources, etc.
- To quench their hunger for more knowledge and information. The entire activity transforms a teacher's position into that of a facilitator, with students serving as active participants.

4.3.2

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

Response: 79.02

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

Response: 130

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: 66.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
068.88	66.22	95.72	50.49	64.66

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 19.63

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**

2021-22	2020-21	2019-20	2018-19	2017-18
657	1447	848	2349	2630

File Description	Document
Institutional data in the prescribed format	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: B. 3 of the above

File Description	Document
Institutional data in the prescribed format	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: 0.02

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career**

counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	1	4	0

File Description	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
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: 4.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	83	72	112	79

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

2021-22	2020-21	2019-20	2018-19	2017-18
2445	1892	1598	1892	2445

File Description	Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0.53

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.)**

2021-22	2020-21	2019-20	2018-19	2017-18
50	1	0	0	1

File Description	Document
Institutional data in the prescribed format	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: 8

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	7	0

File Description	Document
Institutional data in the prescribed format	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

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	2	2

File Description	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:

Response :

- Yes, the college has a Formal Alumni Association.
- The members of the Alumni association are engaged in different activities of Public and Pvt life such as in Defence, Doctors , Engineers ,Bank PO & Clerical , Administration, People representative and are very much connected to their Alma Mater.
- The byelaws etc of College Alumni Association has already been developed and drafted and are in the process of Registration.
- The association in its meetings has recommended valuable suggestions like enhancement of

teacher’s quality by researches.

- Appointment of teachers to lessen undue load to existing teaching staff.
- Developing ICT facilities in the campus, organizing seminars and talks for the benefit of teachers & students.
- Recently alumni meet was organized on **dated 31.05.2023** in which several distinguished alumni/alumnae participated in the meeting.

Alumni Association

1. Mr Surendra Pratap Singh Dy.SP.

2. Dr S. I. M Rizvi

3. Mr Matin Sasarami.

4. Dr Anand Kumar. Dept of Economics.

5. Dr Pammi Kumari.

6. Dr Sunita Kumari.

7. Prof. Devendra Pd. Singh Dep of Hindi.

8. Dr Rajesh Kumar Sinha. HOD Dept of English and Secretary of the Alumni Association.

9. Mr Govind Kumar.

10. Mr Naushad Ahmad & so on

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

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:

Response:

VISION

To make this institute of higher education a centre of excellence by promoting knowledge, creating new knowledge and finding its applications by tapping the potentials of staff and students.

MISSION

- To create an effective teaching learning environment that enables the students to realise their full potential.
- To develop the college as a catalyst of social change and growth to prepare students to think critically and act responsibly in a rapidly changing global environment.
- To inculcate among the college community a sense of environmental responsibility so as a adopt environment friendly practices as a way of life.
- To promote quality in education and constantly strive for excellence in teaching, research, student support and overall management.
- To nurture human values and enable students to become socially responsible citizens with commitment to play a pivotal and catalytic role in national development, and cultivate and advocate ethical behaviour in all aspects of its functioning.

The college is determined to achieve its Vision and Mission by imparting quality education to the students for their all-round development.

Decentralized governing system is an important ingredient of representational and democratic nature of an institution. The college provides operational autonomy to the various departments and committees and the college administration works towards a decentralized functioning system **.**

S P Jain College promotes culture of participative management by involving staff members in a number of administrative roles.

N.E.P. Implementation Plan.

- The National Education policy 2020 envisages a robust research ecosystem and lays the framework for promoting research Centre in the college is under consideration.
- The college has started four-year undergraduate courses based on C.B.C.S and semester system as per N.E.P.20 mandates.
- In this regard, college has focused fully on interdisciplinary and multidisciplinary teaching with value addition and skill enhancements.

Institutional Perspective Plan

- Increased emphasis on experimental harming with the aid of latest innovative tools and techniques.

- Introduction of value-added courses/ add on courses that imparts skills and knowledge to the students beyond the curriculum.
- Library Expansion, which would provide easy access of learning.
- Increased opportunities would be provided for the students to train them for various competitive exams.
- In this regard a plan includes
    1. Curriculum development,

    2. Student capacity enhancement

    3. Faculty development

    4. Infrastructural coaching facilities for OBC students are provided in

college campus

- The college already has an innovation cell and skill centre as cultural council to enhance the student creativity.
- Faculty and staff training orientation and refresher programmes shall be encouraged.
- The plan’s major priorities to have rooms for lectures, tutorials and laboratories in the light of rapidly increasing students day by day, an urgent need to have more rooms as the college has more than 10,000 students capacity.
- The college has a auditorium but the increasing population of students necessitates expansion of seating capacity and addition of modern technology.
- Adding a conference centre and guest house is a need of the hour. This would greatly benefit student placement events, student training and invitations to visiting faculty who can be offered accommodation there.
- To increase sports infrastructure as an indoor stadium, etc

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:

Response:

Strategy Development and deployment:

- The college is administered by a network of management under the chairmanship of the principal and involves representatives from the faculty and non- teaching staff.
- Development committee is a crucial body for planning and making strategies with policy recommendations it comprises of 11 members with a university representative some senior faculty member, an engineer, head assistant and finally principal as its chairman.
- It has taken several decisions to make sure overall development of the college as making language lab in B.Ed. Dept.
- Upgradation to P.G. Status for Urdu, Physics, Chemistry, Zoology, Botany and Psychology dept.
- Very recently in September 2023 it has given its consent to build a guest house and sport complex.
- **Purchasing committee** is another major body of the college. It is responsible for sanctioning the fund allocations to the demands made by development Committees.
- Many other committees have been constituted with **number of boards, Career and Counselling Cell Gender Sensitization Cell, Library Advisory Committee, Research and Publication Cell, cultural committee** which is responsible for students' development in extra curriculum activities.
- In addition, two units of N.C.C. N.S.S are working in the college.
- Proctorial board looks into the admission process and maintains discipline and order in the campus.
- Another committees and Cell work with their own given tasks.
- Overall, the governance of the college through its committees and cells, is democratic and participative in its nature where the discussions and debates are made in true sense to make a conclusion or decision.
- The appointment of teachers and non- teaching staff are done by university and their service rules, promotion is also governed by the university.

Vision Statement

- A quest for excellence articulated in the vision, mission.
- Goals and Core values drives the institution. **S.P. Jain College vision** to nurture students with a keen analytical and scientific bent of mind with a sensitivity to their responsibilities and human values so that they are amongst the best citizens of India.
- The major thrust areas include Curriculum Development, Research Industry Academic Collaborations, Student Capability Enhancement, Infrastructural Upliftment, Sustainable Green Initiatives and Quality Assurance and enhancement for the holistic development of the institution.

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

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:

Response:

The Teaching & Non- Teaching staff of the college recruited before 2004 covered under old pension scheme. They contribute general provided fund contribution of their account which are maintained by the college. The college also provide GSLI and other welfare scheme **e g Group Insurance is provided by the University.**

The college has implemented following Appraisal and welfare measures for the teaching and non-teaching staff:

For Teaching Staff

As the college is a **constituent unit of VKS University Ara** , it follows the appraisal system as per the guidance and mandate of the university. The faculty members get promotion after satisfactory performance appraisal. Appraisals are made on a number of parameters.

Non-teaching employee’s performance appraisals are also made as per the university guidelines.

The college follows the performance appraisal system mandated by the university. At the time of promotion, the faculty member submits a self- assessment report to Principal. After considering the report, the principal recommends it to the university. The university with help of experts and committee member decides upon the proposal of the teacher for promotion. Thus, performance appraisal serves as vital parameter for promotion. which is governed by the UGC-Career Advancement Scheme (CAS) guidelines.

For Non-Teaching Staff

To examine the efficacy and effectiveness of procedures and processes adopted by the administrative staff of the college, the institution has a mechanism of Administrative Audit in place. Every year the Administrative Staff at different levels are required to fill up the Performa. On the basis of the Performa filled the performance is assessed and analysed by the administrative officer and Principal of the College. At the time of promotion/MACP of any employee the performance appraisal is forwarded to the University.

WELFARE MEASURES:

- A committed staff association acts as a bridge between college and university teachers' association. It also organizes farewell, picnics and annual dinner for the faculty.
- College grants study leave for the permanent teachers to carry research/higher studies and extra ordinary leave for serving the university at higher positions.
- Provident Fund facility is also provided for teaching and non-teaching staff.
- College provides loan facilities without interest to teacher, non-teaching staffs in emergency.
- Employees Credit Co-operative Society is established in the college is now become non-functional.
- Canteen facility is provided inside the campus.
- A separate vehicle parking facility is provided for the staff.
- Health and Hygiene: The College has installed about 30 hand sanitizer dispensers and purchased disinfectant spray machines during Covid pandemic.
- The health and wellness programs like Yoga/Meditation sessions and several sports events are organized from time to time for the staff.
- **Disabled Friendly Campus:** The College has ramps/slopes, tactile paths, lifts, handicap parking and disable friendly washrooms for the convenience of the physically challenged staff.

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: 3.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	2	0	2

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: 47.91

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**

2021-22	2020-21	2019-20	2018-19	2017-18
29	21	34	11	8

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

2021-22	2020-21	2019-20	2018-19	2017-18
010	008	05	0	01

File Description	Document
Institutional data in the prescribed format	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:

Response:

The Institution has a well-defined policy in place which focuses on the optimal generation, mobilisation, distribution as well as utilisation of funds for smooth functioning and development of the College. It also ensures that all financial practices are in compliance with rules and are transparent and accountable. Financial Management is a trivial task and due diligence in an efficacious manner has to be exercised for successful running of an institution. The core IQAC team headed by the principal of the college along

with other officials endeavour hard to acquire financial assistance from the government and other funding agencies.

Major funding agencies of institutions are as follows:

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

Mobilization of fund and utilization of resources college ask requirement of each department and requirement of the students collected and supplied to principal. The principal organized meeting of concerned committee and take decisions to utilize funds. Benefits of students is in the centre of each decision.

- Fees amount is collected by the college from the students as per the direction of the university and the government.
- The same amount is utilized as per the prescribed set of norms.
- The college has requested alumni to donate generously funds for the development of the college.
- To monitor the effective utilization of financial resources the college has planned to computerize all its financial management.

The college conduct regular internal audit to monitor the income and the expenditure of the college, on the basis of that report and recommendation of different committees. The college prepare a budget on the guidelines provided by VKS University Ara . College cash book DCR1 and 2 maintained regularly as per guidelines of university.

- At the end of every financial year internal financial audit is done by Charted Accountant appointed by the management.
- Audit objections are discussed in the college finance committee meeting and mechanisms are sorted out to settle the objections and recommendations.
- At the end of every financial year internal financial audit is done by Charted Accountant.
- Government financial audit of the accounts is done once in five years yet to be done.

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:

Response:

The IQAC works towards ensuring quality enhancement and internalizing quality consciousness to improve the overall performance of the Institution. It plans, monitors and reviews various institutional processes- academics, administration, infrastructure, opportunities available for students, capacity-building of staff, accountability and governance. In addition to regular meetings of IQAC and timely submission of AQARs to NAAC, IQAC engages in ensuring learner-centric environment, sustainable practices, engagement with stakeholders and improving institutional visibility.

IQAC for any institution is a pivot for all administrative work responsible for all quality assessment.

- Prime responsibility of IQAC is to plan, initiate and supervise various activities that are necessary to improve the quality of the education imparted in an institution.
- IQAC and Planning Board prepare the road map of development of the college and formulate guideline to manifest qualitative improvement in teaching and learning environment with ethos to achieve academic excellence.
- Various committees like **“Development and Building committee”, “Purchase Committee”, “Vocational Committee”, “Heads Committee”, etc.** comprised of the faculty members are actively involved in decision making process.
- Development and building committee approves development projects like construction and renovation of buildings, while purchase committee approves the proposal pertaining to purchases of various items like equipment, instruments etc.
- The Heads committee and vocational committee are entrusted with the responsibilities of devising logistics for successful implementation of academic activity plan.

The IQAC monitors the quality of teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals.

During its quarterly meetings, in every meeting it includes to discuss the learning outcomes in agenda in each semester. The IQAC takes care to maintain the quality in the process of teaching learning and evaluation through below mentioned strategies:

- Holding of extra classes for course completion on time.
- Arrangement of remedial classes, doubt clearing classes for slow learners ·
- Department Automation and digitalization of library ·
- Provision of Wi-fi facility and smart classes ·
- Preparation of course plan at the beginning of every session ·
- Methodologies of operations IQAC collects feedback from students in a specially designed format questionnaire annually.
- **The suggestion/complain box** are placed in every section **such as Science, Arts, commerce education and also on some important occasions to get the feedback of the students**.
- Suggestions are considered while framing policies related to the institution.
- The staff council meeting is held in the beginning of the session to discuss the plan for the session.
- A daily teaching diary of each faculty members, signed by the HODs is presented every month to the principal for the approval.

feedback collection from students on Teacher Efficiency:

- In order to ensure promising learning output, **the IQAC regularly collects feedback on teachers' performance and methodology of teaching.**
- The IQAC, after receiving the data, analyses it and interprets the same.
- On the basis of the drawn conclusions, it takes necessary action if it identifies any dissatisfaction from the students on any aspect of teacher efficiency.
- Accordingly, it submits the feedback reports to the Principal for further action. Appropriate action is taken amicably to settle the matter.

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: B. Any 3 of the above

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:

Response:

SPJain College Sasaram is committed to gender equity and inclusiveness.

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

- Provisions of gender-based basic facilities have been also being prioritized. Toilets in the Girls' Common room are equipped with Changing Cabin.

- The college is committed to provide high quality education with value added humanity development so that it does not remain only a centre of Academic learning but also holistic development of students
- Social transformation is based on the vision that gender and patriarchy affect both men and women in society and no true transformation could be accomplished without the active participation of all genders.
- SPJ College Sasaram is a co-educational institution, where girl students and lady teachers currently constitute considerable proportion of their respective communities.
- **A functional Gender Sensitisation Cell** of the college works for establishing and sustaining gender equity in the campus & deal with cases of gender discrimination, if any; sensitizing teachers, non-teaching staff and students on gender issues.
- **Reference govt. guidelines, no tuition fees are charged from girl students, so as to encourage more girls' enrolment in HEIs.** Special attention is paid to fair gender representation in all co-curricular and extracurricular activities at all levels.
- Within the campus, all efforts are made to ensure neither discrimination, prejudice nor favouritism on the basis of gender occurs, thereby promoting a healthy, secure work and academic environments.
- College administration also motivates lady teachers to participate in gender empowerment events and undertake innovative initiatives for the same. There is adequate gender representation in administrative work also, with lady teachers often being the front runners in decision-making process.
- Various discussions are organized on crucial issues like gender and public/social/domestic/professional spaces, gender stereotypes, gender equality, feminism, and

performances of masculinity and femininity.
- Sensitive topics like sex education, consent and gender dynamics during intimacy and, in recent times, the legal verdict on adultery are taken up. Workshops on gender and masculinity, sexual harassment, are organized.

To further the cause of women's empowerment the Gender Sensitisation cell of NSS are active. Their activities include:

- Promoting financial literacy for female volunteers and women from the nearby areas.
- **International Women's Day** (**March 8th) are** celebrated as well as **International Day for the girl child (October 11th)** are celebrated with a Girls'
- Safety awareness, menstrual awareness, self-defence trainings have also been conducted.

The college has an Internal Complaints Committee (ICC) to consider gender sensitive matters.

- **The college celebrates days of National festivals** such as Independence Day, Teacher's Day, NSS Day, Constitution Day, Voter's Day, Republic Day, Gandhi Jayanti, Ekta Divas, Dr. Ambedkar Jayanti, etc..
- **Women and child related commemorative** days such as International Women's Day, International Mother Language Day, and Children's Day are celebrated.
- **World Environment Day, International Day of Yoga, Immunology Day are celebrated.**
- **Swachhta Pakhwada and National Nutrition Week, among others.**

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: B. 3 of the above

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

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:

Response:

Diversity is crucial to the pursuit of creative and innovative ideas and solutions. People from varied backgrounds working together promotes divergent thinking, resulting in hitherto undiscovered solutions, experiences, values, beliefs and traditions taking initiatives towards cultural, regional, linguistic, communal and socio-economic tolerance and harmony.

To promote cultural diversity, the college holds competitive sessions and festivals in the fields of theatre, music and dance. With these programmes, the college sensitizes students towards the diversity of Indian culture so that they develop a sense of respect for other regions, religions, languages, cultural practices, etc.

- Our college teaches languages like Hindi, English, Maithili, Urdu, languages. College fraternity hails from multilingual backgrounds. Medium of teaching is bilingual, i.e. Hindi and English
- All major national and regional festivals are celebrated together by teaching, non-teaching and students' communities. Holi Milan, Saraswati Puja, Makar Sankranti, Christmas and Id are celebrated.
- **"Tarang "is the cultural festival** celebrated by the universities of Bihar. This cultural extravaganza performed by the students' community consist of exposition of local, regional and national art forms which includes classical, semi-classical and light music and dances; drama, Rangoli, painting, oratory competitions, etc.
- SPJ College Sasaram also actively participates in different University Sports Events.

Democratic values:

- The college celebrates Constitution Day to create awareness about the importance of the Indian Constitution. Independence Day and Republic Day are celebrated to enthuse young minds with democratic values of fraternity, equity and social justice.
- There is total compliance to government's reservation norms in admission of students.
- **Girl students are exempted from tuition fees by the state government.**

Programmes instilling citizens' duties and responsibilities:

- Events such as Swachhata Pakhwada, Swachh Bharat Abhiyan, cleanliness drives, seminars on sustainable use of water and natural materials, tree plantation drives on World Environment Day
- Celebration of International Yoga Day, International Women's Day, NSS Day, Science Day, Environment Day, Earth Day, Bihar Prithvi Divas, National Youth Day, Events promoting social harmony.

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

- Celebration of Constitution Day to acquaint our students towards their rights, duties and responsibilities towards our nation are mandatory.

- The Constitution of India encourages peaceful and democratic means to bring about social transformation.
- It embodies the most important philosophies of social justice, Gandhian values and modern liberal intellectual principles.
- Invitation lectures by members of the Judiciary, Executive and Legislature are well-attended by students, teachers and staff.
- Our activities strengthen these constitutional values and deepen allegiance and responsibility towards the nation and help our students evolve into responsible citizens.
- NSS plays a pivotal role in instilling nationalistic values among our youth.

Citizen's Rights:

- We celebrate National Voter's Day. Students take part in pledges and take oaths to use their right to vote judiciously. Vigilance Awareness Week and Rastriya Ekta Diwas are organised on a regular basis.

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:

Response:

Best Practice-1

Title of the Practice: Eco Friendly Infrastructure and initiatives.

1. Objective of the Practice

SPJC has identified the following objectives which are in tune with the practice

1. To promote awareness of environmental issues among the students, staff and society.
2. To conserve water resources through rainwater harvesting.
3. To plant rare and medicinal/herbal plants on the college campus.
4. To support and implement "Swachh Bharat Abhiyan" for healthy India.

5. To conserve plant leaves through vermi compost pit.

2. The Context :

- In today's world, sustainability and eco-friendliness are essential aspects of responsible institutional management. An institution should adopt among many practices that can be implemented,
- **vermiform composting and rainwater harvesting.**

Vermiform Composting: Vermiform composting, also known as vermi composting is a sustainable waste management practice that involves using earthworms to decompose organic waste.

This method offers several benefits:

Waste Reduction: By diverting organic waste from landfills, institutions can significantly reduce their environmental footprint.

- **High-Quality Compost:** Vermicomposting produces nutrient-rich compost that can be used to enhance soil fertility, leading to healthier vegetation on the institution's premises.
- **Educational Opportunities:** Institutions uses vermicomposting as an educational tool to teach students and staff about the importance of waste reduction and sustainable practices.
- **Cost Savings:** Reduced waste disposal costs and the availability of free compost results in cost savings for the institution.
- **Green Image:** Implementing vermiform composting demonstrates a commitment to sustainability, which can enhance the institution's reputation and attract environmentally conscious stakeholders.

Rainwater Harvesting: Rainwater harvesting involves collecting and storing rainwater for various purposes, such as irrigation, flushing toilets, and landscape maintenance. This practice offers numerous advantages:

1. **Water Conservation:** Rainwater harvesting reduces the demand on municipal water supplies and lowers the institution's overall water consumption.
2. **Mitigation of Stormwater Runoff:** Capturing rainwater prevents excess runoff, which can lead to soil erosion and water pollution.
3. **Financial Savings:** By using harvested rainwater for non-potable purposes, institutions can reduce their water bills and save money in the long run.
4. **Climate Resilience:** In areas prone to drought or water scarcity, rainwater harvesting can provide a reliable source of water, even during dry periods.
5. **Green Certification:** Many sustainability certifications and programs recognize rainwater harvesting as a valuable eco-friendly initiative, which enhances the institution's standing within the community.

To successfully implement these initiatives, institution follows these best practices:

1. **Conduct Feasibility Studies:** Before embarking on vermiform composting or rainwater

harvesting projects, institutions conduct feasibility studies to assess the suitability of their location, available resources, and potential benefits.
2. **Invest in Infrastructure**: Allocate the necessary resources for the construction of composting bins, rainwater collection systems, and other required infrastructure.
3. **Education and Outreach:** Educate students, staff, and the community about the benefits of these practices and involve them in the process.
4. **Monitoring and Maintenance:** Regularly monitor and maintain composting systems and rainwater harvesting infrastructure to ensure their continued effectiveness.
5. **Compliance:** Ensure that all initiatives comply with local regulations and standards.

Best Practice-2

Title of the Practice: Promotion of ICT infra structure & resources by the Institution.

1. **Objectives of the Practice:**

- In today's rapidly evolving technological landscape, Information and Communication Technology (ICT) plays a pivotal role in shaping the educational, professional, and personal spheres of our lives.
- Recognizing the profound impact of ICT, institutions worldwide are actively promoting the development and utilization of robust ICT infrastructure and resources.
- Significance of ICT in education and the ways in which institutions can effectively promote its infrastructure and resources has been discussed below.

1. **The Context:**

The Importance of ICT in Education:

- ICT has revolutionized the way we access and disseminate information, breaking down geographical barriers and enabling global connectivity.
- In the realm of education, ICT has become an indispensable tool for enhancing the learning experience.
- **Here are some key reasons why institutions must prioritize the promotion of ICT infrastructure and resources:**

1. **Access to Information:** ICT allows students to access a vast repository of information, fostering independent learning and research. This not only broadens their horizons but also equips them with the skills needed to navigate the information age effectively.
2. **Enhanced Pedagogy:** ICT facilitates interactive and engaging learning experiences through multimedia content, simulations, and online collaboration. This not only makes learning more enjoyable but also enhances comprehension and retention.
3. **Global Connectivity:** Through the internet and ICT tools, students can connect with peers, educators, and experts from around the world. This promotes cross-cultural understanding and provides diverse perspectives, enriching the learning process.
4. **Digital Literacy:** In today's digital world, digital literacy is a prerequisite for success. By promoting ICT, institutions empower students with essential digital skills that are vital for their

future careers.

5. **Efficiency and Productivity:** ICT streamlines administrative tasks, making them more efficient. This allows educational institutions to allocate resources more effectively and focus on improving the quality of education.

Promotion of ICT Infrastructure and Resources

1. **Investment in Infrastructure:**

- A robust ICT infrastructure in place. This includes high-speed internet, updated computer systems.
- Adequate software licenses. Regular maintenance and upgrades are crucial to keep the infrastructure up-to-date.

1. **Digital Learning Platforms:**

- Implementing Learning Management Systems (LMS) and digital learning platforms can centralize educational resources, making it easier for educators to create, share, and manage content.
- These platforms also provide students with a cohesive learning experience.

1. **Digital Libraries and Resources**:

- Curating digital libraries and resources that encompass a wide range of subjects and materials is essential.
- These resources should be easily accessible to students and educators, fostering independent research and learning.

1. **Cybersecurity Measures:**

- As institutions expand their digital footprint, cybersecurity becomes a critical concern.
- Implementing robust cybersecurity measures is imperative to protect sensitive data and maintain the integrity of the ICT infrastructure.

1. **Community Engagement**:

- Engaging parents and the local community is vital in promoting ICT resources.
- Institutions can organize workshops, seminars, and open houses to demonstrate the benefits of ICT in education.

1. **Collaboration with Industry:**

- Establishing partnerships with technology companies and industry experts can provide access to the latest advancements in ICT.
- It can also facilitate internships, mentorship programs, and career opportunities for students.

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:

Response:

SPJ College Sasaram is committed to provide high quality education and value-added human resource development motto. Our Aim is to prepare our students to face new challenges of the inexorable march of technology, solving growing demands and aspiration of the society in unlocking and harnessing new knowledge and innovative ideas, building Cultural understanding and modelling environment that promote dialogue and debate.

- To promote the Value-added education.
- To inculcate self-discipline and services to the community.
- To develop humanity as well as innovative ideas.
- To provide higher education in all Section of Society.
- To promote awareness ecological environmental.
- To encourage Critical thinking and analytical Skill among the Students to instil sense of responsibility.
- To inculcate “Gender Equality” and “Respect for Individuals right” in multi-cultural society as sacrosanct principle.

college life is not all about academics, games, friends, and fun. It is also about learning to interact with other people, being aware of social, environmental and gender issues, and inequities in the society. The college provides an opportunity to every student to contribute to make the society in which they live a better place and to grow as better individuals.

- SPJ college Sasaram committed itself to the task of inculcating social values and responsibilities in its students. In line with its vision of working towards the socio-economic development of the country.
- Beside other Sports, Cultural & Technical activities, **the NSS unit plans activities like tree plantation and field visits to expose the students to the pressing issues in our society**. The faculty members also interact regularly with the students through open discussions on various topics. **The NSS unit has also been a part of the plastic recycling drive. It emphasized on the topic: Plastic is not bad. How you dispose plastic is bad.**

Commerce Laboratory:

Goal: The Commerce Laboratory was set up to enhance the quality of students on a sustained basis. The Commerce Laboratory provides the students with an environment which is conducive to their all-round development.

- To encourage the self-learning process in the students through complete involvement in academic and co-curricular activities. Broadening the scope of student's knowledge through continuous exposure to the practical world.
- Encouraging creative and innovative ideas.
- Developing organization skills, communication skills and leadership qualities.
- Engaging rigorous research-oriented activities to develop an updated database.
- Providing a platform to the students to exhibit their literary skills.

The context:

The Commerce Laboratory conducts various activities like Guest Lectures, Industrial Visits, Workshops, Surveys, Inter-Collegiate Competitions etc. The activities for the academic year are planned and discussed with the Principal and concerned faculty members. Once they are finalized, frequent meeting of the core committee of the students, teacher – in –charge of the Commerce Laboratory, Principal and head dept. of college are held to chalk out the details regarding their implementation.

The uniqueness of this practice lies in the fact that it gives the students a scope to generate novel ideas/activities and implement them successfully. To quote a few examples, events like Mock WTO, Mock Budget, Business Talent Hunt were the brainchild of our students. In the process of conducting these activities they develop perfect organizing skills, communication skill and the art of promoting the events; we believe this helps students in achieving the goal of inculcating the habit of self-learning.

Evidence of Success:

Principals, teachers and students from different renowned colleges have visited our laboratory. Industries and Agriculture has provided its association for conducting a mega event named Business Talent Hunt. Commerce Laboratory has planned and implemented various co-curricular activities which have helped in evolving many successful process like: Bridging the gap between education in theory and implementation in practice: This has been carried out in activities like visits to companies, guest lectures, surveys and mock events, Commerce Laboratory strives to train the students in the use of their theoretical knowledge in the actual practice world. Computerized accounting, auditing The students of the Commerce Laboratory organize and manage all the events, even inter-collegiate events professionally, it enhances their organizational and leadership qualities.

The students are given wide exposure to the outside world through interaction with industrialists, educationists and the media. This contributes to their all-round development and widens their perspectives. The students of the Commerce Laboratory generate many innovative ideas and they are given full freedom to implement them successfully. Faculty members play a supportive role.

Development of communication skills:

Through continuous interaction with Industrialists, Business establishments Educationists, Media, principal and faculty members, students have learnt to communicate effectively. The results indicate that the Commerce Laboratory has been successful in contributing towards the quality enhancement of our students.

Problems encountered and Resources required:

There have been a few minor problems in the course of implementing the quality enhancement programmes. However, they have been solved successfully. To quote a few,

- As a constituent college to the University of Veer Kunwar Singh University, Ara, a college doesn't have freedom to design its own curriculum and as such the activities to the Commerce Laboratory cannot be made a part of the curriculum. However, a few activities like visits, surveys and lectures are conducted as practicals.
- Veer Kunwar Singh University, Ara has not allocated any specific amount as fee for the purpose of Commerce Laboratory but college has solved by utilizing some amount from the Students Welfare Fund. Many meritorious students from our college are pursuing professional courses and hence they cannot devote much time to the activities of the laboratory.

Resources Required:

The resources required for conducting the activities of the Commerce Laboratory are generated by the college. The resources mainly required are participation and guidance of the teachers on a continuous basis.

5. CONCLUSION

Additional Information :

This should be given utmost audience and consideration for our College that has already completed its 2022 -2023 session and a lot of work has been done during this period whereas the NAAC portal gives us opportunity from 2017 -18 instead of 2018- 19. We have already cited this error and requested for the re-consideration.

S. P. Jain College strongly requests for the re-consideration.

Concluding Remarks :

- **One thing that should be given utmost consideration is that the College has already completed its 2022 -2023 session and a lot of work has been done during this period whereas the NAAC portal gives us opportunity from 2017 -18 instead of 2018- 19 (despite pointing to this error and request).**
- **S.P Jain College strongly requests for the re-consideration.**
- The college operates under the leadership of its Principal, with a decentralized and representative governing system. Administrative and academic autonomy is delegated to the Heads of Departments, enabling efficient management within their respective areas. Academic planning and teacher workload assignments occur at the departmental level. Faculty members, department heads, vocational course coordinators, staff, and students actively participate in various college committees, given autonomy and freedom to fulfill their roles in implementing plans and policies, all guided by the Principal and the Institutional Quality Assurance Cell (IQAC).
- For academic policy decisions, meetings of the Heads of Departments (HoDs) committee and the Vocational Committee are convened. Financial matters are deliberated upon in the Development Committee and the Purchase Committee realms are distributed among faculty members and non-teaching staff, managed by the Head Assistant, Bursar, and Accountant.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.2.2</td><td>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

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
Answer before DVV Verification:
<table>
<tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr>
<tr><td>95</td><td>95</td><td>60</td><td>0</td><td>0</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr>
<tr><td>90</td><td>00</td><td>00</td><td>0</td><td>0</td></tr>
</table>
Remark : Input edited as the data for only one year given. 22-23 session will not be consider here.</td></tr>
<tr><td>1.3.2</td><td>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

1.3.2.1. Number of students undertaking project work/field work / internships
Answer before DVV Verification : 87
Answer after DVV Verification: 68

Remark : Educational tour of students given, input edited accordingly.</td></tr>
<tr><td>3.1.1</td><td>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

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)
Answer before DVV Verification:
<table>
<tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr>
<tr><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr>
<tr><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td></tr>
</table></td></tr>
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3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification :
Answer After DVV Verification :10
Remark : Input is edited as per the given functional MoU copies.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
55.57	23.52	27.20	29.19	84.45

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
55.57	23.52	27.20	29.19	84.45

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)***

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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
54.44	50.01	36.98	40.27	38.93

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
068.88	66.22	95.72	50.49	64.66

Remark : Input edited as per clarification documents

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***

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2133	5721	4172	5168	2584

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
657	1447	848	2349	2630

Remark : Input is edited as per the given scholarship documents. Year 22-23 will not be considered here.

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***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Celebration of days will not be considered in this metric.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
139	85	74	126	72

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
98	83	72	112	79

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2445	1892	1598	1892	2445

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2445	1892	1598	1892	2445

Remark : Input is edited from appointment letter and extract.

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)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	0	7	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	2	2

Remark : Input is edited from clarification documents .

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***

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	21	34	11	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	21	34	11	8

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	8	5	0	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
010	008	05	0	01

Remark : Input edited from supporting documents.

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**

Answer before DVV Verification : A. 4 or All of the above
Answer After DVV Verification: B. 3 of the above
Remark : Input is edited from clarification documents.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 74 Answer after DVV Verification : 59
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 220.06 | 86.66 | 75.31 | 78.37 | 144.09 Answer After DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 124.45 | 89.74 | 77.69 | 79.68 | 149.11