SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BSA MAHILA MAHAVIDYALAYA

AT-PATHNA, PO-PATHNA, PS-RANGA, DIST-SAHEBGANJ
816110
www.bsamm.ac.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The genesis of BSA Mahila Mahavidyalaya, henceforth referred to as the College, traces back to the visionary foresight of esteemed local residents of Barharwa such as Shriman B.L. Bohra Ji, Shriman Yogendra Chourasiya Ji, and Shri Sanjay Prasad Ji. Their concerted efforts aimed to bestow the gift of higher education upon girls and women, particularly those hailing from economically and socially marginalized backgrounds in the vicinity.

The seeds of this noble endeavor were sown on 16th December, 1981 when the College took its fledgling steps within the confines of Shriman B.L. Bohra Ji's residence, under the tutelage of our inaugural Principal, with a humble cohort of seven students.

In 1993, the College received temporary affiliation, marking a significant milestone in its journey. Mrs. Elizabeth Tudu assumed the mantle of the second Principal, guiding the institution with cautious yet determined strides. Subsequently, in the year 1911, the College achieved the coveted status of permanent affiliation, paving the way for a new era of growth and development. The receipt of grants since 2014 has been instrumental in sustaining our endeavors till the present day.

However, our trajectory has been fraught with challenges and obstacles. Despite facing financial constraints, our dedicated cadre of teaching and non-teaching staff has remained steadfast in their commitment to the College's mission, often rendering their services with limited or no financial remuneration.

We earnestly appeal for increased support from governmental funding agencies to facilitate the various stages of our developmental journey. The College diligently adheres to the directives and regulations set forth by the University, under the astute guidance and supervision of the capable General Body (GB) of the College Management. The GB exercises vigilant oversight over the institution's affairs, as evidenced by its swift action against former Principals, Mrs. Elizabeth Tudu and Shri Vishnudev Saha, in response to allegations of financial irregularities. Subsequently, the College management swiftly implemented an online payment system to preempt similar occurrences in the future.

Despite grappling with acute financial crises, the College management remains resolute in its commitment to fulfilling its responsibilities to the best of its ability, in tandem with our dedicated staff members and stakeholders. We extend our heartfelt gratitude to the esteemed GB members for their unwavering cooperation and support, fostering a harmonious atmosphere within the College premises. Additionally, we extend our gratitude to all stakeholders for their unwavering support.

In summation, the history of BSA Mahila Mahavidyalay is a testament to the resilience, determination, and unwavering commitment of its founders, staff, and stakeholders towards the noble cause of empowering women through education.

Vision

Dedicated to nurturing the next generation of leaders, our women's college endeavors to cultivate a vibrant and

welcoming atmosphere conducive to academic brilliance, individual development, and a tight-knit community ethos. Our aspiration is to furnish every student with the tools, aptitudes, and self-assurance to thrive in their respective domains, alongside fostering a dedication to societal accountability and continuous personal enrichment. In collaboration, our goal is to mold a cohort of empowered women poised to effect substantial change in their careers and leave a lasting mark on the global stage.

Mission

At our women's college, we are driven by a singular mission: to deliver an education that transcends boundaries, empowering women to achieve excellence in academia, career, and personal growth. Our unwavering dedication is directed towards fostering a nurturing and inclusive learning environment, where critical thinking, creativity, and leadership are not just encouraged but celebrated.

Through innovative and comprehensive educational methodologies, we strive to arm our students with the requisite skills, knowledge, and self-assurance to navigate the complexities of an ever-evolving world successfully. Rooted in our commitment to women's empowerment, gender equity, and social responsibility, we are steadfast in our endeavor to shape well-rounded individuals primed to make meaningful contributions to society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institutional strengths of B.S.A Mahila Mahavidyalaya, Pathna are:

  1. Unique Positioning: It stands as the sole private women's college in and around Barharwa, catering specifically to the educational needs of women in the region.

  2. Qualified Faculty: The college boasts a team of well-qualified and dedicated teachers who are committed to delivering quality education and fostering academic excellence among students.

  3. Comprehensive Library: The library houses a comprehensive collection of books and journals curated according to the syllabus, providing students with valuable academic resources for their studies and research along with digital learning platform support.

  4. Common Service Center (CSC): The presence of a Common Service Center (CSC) facilitates access to various government and citizen-centric services, enhancing convenience for students and staff.

  5. Green Campus: With ample open space, the campus promotes a green and eco-friendly environment, conducive to learning, recreation, and overall well-being.

  6. R.O. Water Facilities: Access to R.O. water facilities ensures clean and safe drinking water for students and staff, promoting health and hygiene on campus.

  7. Common Canteen: The presence of a common canteen serves the needs of both students and staff, providing a convenient dining option within the campus premises.

8. Wi-Fi Enabled Campus: The college offers a Wi-Fi free campus, enabling students and staff to access the internet for educational and research purposes seamlessly.

9. Sample Solar Power Plant: Although the capacity of a solar power plant is very small however its presence reflects the institution's commitment to sustainability and environmental responsibility, contributing to energy conservation and reducing carbon footprint.

10. Life Skill Based Courses: In addition to regular courses, the college offers life skill-based courses at regular intervals, equipping students with practical skills and knowledge essential for personal and professional development.

Overall, these institutional strengths underscore the college's commitment to providing quality education, fostering a conducive learning environment, and empowering women through holistic development initiatives.

Institutional Weakness

- The weaknesses of the institution include:

  1. Underutilized Departments: Some departments have a limited number of students, which may indicate underutilization of resources and challenges in offering a diverse range of courses.

  2. Insufficient ICT-Enabled Classrooms: The inadequate number of ICT-enabled classrooms limits the integration of technology into teaching and learning processes, potentially hindering the delivery of modern educational practices.

  3. Inadequate Infrastructure for Certain Departments: Some departments lack separate classrooms, which may affect the quality of instruction and limit opportunities for focused learning and interaction among students and faculty.

  Addressing these weaknesses will require strategic planning, resource allocation, and collaboration among stakeholders to enhance departmental viability, improve infrastructure, and expand academic offerings to meet the evolving needs and aspirations of students and faculty.

Institutional Opportunity

- The institution has various opportunities for growth and development, including the expansion of academic programs to attract a wider range of students, embracing new technologies to enhance teaching and learning outcomes, and forming partnerships for collaborative projects. Implementing targeted recruitment strategies, investing in infrastructure upgrades, and providing professional development opportunities for faculty are also key areas of opportunity. Additionally, the institution benefits from students' pursuits of higher education, the availability of life-skill based courses, and the

introduction of the National Service Scheme (NSS) to promote community engagement. Leveraging these opportunities can enhance the institution's reputation, attract talented individuals, and contribute to both academic excellence and societal advancement.

Institutional Challenge

The challenges faced by the institution in implementing the mentioned initiatives are as follows:

- **Arrangement of Campus Placement**: Organizing campus placements is challenging due to factors such as limited industry connections, competition from other institutions, and varying demands of employers. Additionally, ensuring that students are adequately prepared for interviews and meet the requirements of prospective employers may require additional resources and support services.

- **Increase in Computer Availability**: Increasing the number of computers for students may be hindered by budget constraints as there is no financial support from any govt. agencies, limited physical space, and logistical challenges related to maintenance and infrastructure. Procuring and maintaining a sufficient number of computers, along with providing necessary technical support, can pose challenges for the institution.

- **Fully ICT Enabled Classrooms**: Transitioning to fully ICT-enabled classrooms requires significant investment in technology infrastructure, including hardware, software, and networking equipment. Additionally, ensuring that faculty members are trained and proficient in utilizing ICT tools effectively for teaching and learning purposes is essential but may require time and resources for professional development.

- **Reliance on Solar Energy**: Making the campus fully reliant on solar energy involves overcoming various challenges, including initial setup costs, scalability of solar infrastructure, and dependence on weather conditions for energy generation. Additionally, integrating solar energy systems with existing electrical infrastructure and ensuring uninterrupted power supply may pose technical and logistical challenges.

- Overall, while these initiatives offer significant benefits for students and the institution, addressing the associated challenges requires careful planning, resource allocation, and collaboration with relevant stakeholders to ensure successful implementation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution adheres to a structured master timetable framework, operating in day shift, aligning with the academic distribution pattern stipulated by the university. Across twenty-four (24) disciplines, including but not

limited to English, Hindi, Bengali, Sanskrit, Urdu, History, Geography, Ancient History, Political Science, Philosophy, Psychology, LSW, Physics, Chemistry, Zoology, Botany, Mathematics, Home Science, Economics, and Sociology, honors courses are offered.

In strict compliance with the academic calendar set forth by S.K.M. University, Dumka, practical examinations and internal assessments are overseen by departmental heads in their lesson plan, following directives from the university and under the vigilant supervision of the Principal. Post-evaluation, progress reports are meticulously compiled, with a dedicated focus on supporting students who may require additional assistance.

The institution diligently maintains records of daily teaching practices across various departments, ensuring transparency and accountability in our educational endeavors.

Some of the important curricular aspects can be also defined as below:

1. **Academic Programs**: This includes the range of degrees and certifications offered by the institution, spanning undergraduate levels, as well as specialized programs and courses under th eprocess of introduction.

2. **Course Offerings**: The specific subjects and disciplines available for study within each academic program, including core courses, electives, and optional modules.

3. **Curriculum Design**: The structure and organization of the academic curriculum, encompassing the sequence of courses, credit requirements, and learning outcomes.

4. **Teaching Methods**: The instructional strategies and pedagogical approaches employed by faculty members to deliver course content and facilitate student learning, such as lectures, seminars, practical sessions, and experiential learning opportunities.

5. **Assessment Practices**: The methods used to evaluate student performance and achievement, including examinations, assignments, projects, presentations, and practical assessments.

6. **Faculty Development**: Initiatives and programs aimed at enhancing the teaching effectiveness and professional development of faculty members, including workshops, seminars, and training sessions on pedagogy, technology integration, and assessment practices.

7. **Academic Support Services**: Resources and services provided to students to support their academic success, including tutoring, mentoring, academic advising, library services, and access to learning resources and technologies.

8. **Research Opportunities**: Opportunities for students to engage in research activities, including independent research projects, collaborative research with faculty members, and participation in research conferences and symposiums.

9. **Fieldwork and Internships**: The institution is actively looking forward to promote practical experiences and internships that allow students to apply theoretical knowledge in real-world settings, gaining hands-on experience and developing professional skills relevant to their field of study.

10. **Extracurricular Activities**: Supplementary activities and programs offered outside of the formal

curriculum, including sports, clubs, student organizations, cultural events, and community service initiatives, which contribute to the overall development and enrichment of students' educational experience.

Teaching-learning and Evaluation

Within our institution, a multitude of initiatives are undertaken to enhance the teaching, learning, and evaluation processes. Here's a comprehensive overview:

1. **Innovative Teaching Methods**: We continuously explore and implement innovative teaching methodologies to engage students and facilitate deeper learning. These methods include flipped classrooms, problem-based learning, inquiry-based learning, and project-based learning.

2. **Technology Integration**: We leverage technology to enrich the teaching-learning experience. This includes the use of Learning Management Systems (LMS), whiteboards, multimedia resources, and virtual simulations to create dynamic and interactive learning environments.

3. **Professional Development Workshops**: Regular workshops and training sessions are conducted for faculty members to enhance their pedagogical skills, integrate technology into their teaching practices, and stay updated on best practices in education.

4. **Student-Centered Approaches**: We prioritize student-centered learning approaches, where students actively participate in their own learning process. This involves encouraging collaboration, critical thinking, problem-solving, and self-directed learning skills.

5. **Formative Assessment Strategies**: Alongside traditional summative assessments, formative assessment strategies are employed to provide ongoing feedback to students and guide their learning progress. These may include quizzes, peer assessments, self-assessments, and reflective journals.

6. **Student Support Services**: Various support services are available to assist students in their academic journey. This includes tutoring programs, academic advising, counseling services, and peer mentoring programs to address academic challenges and promote student success.

7. **Research-Based Practices**: Our teaching, learning, and evaluation initiatives are always emphasized on research and evidence-based practices in education. We continuously promote review and update our approaches based on the latest research findings and educational trends.

8. **Assessment for Learning**: We emphasize assessment for learning, where assessments are designed not only to evaluate student performance but also to identify areas for improvement and inform teaching practices. This promotes a growth mindset and fosters continuous improvement among students.

9. **Quality Assurance Mechanisms**: Rigorous quality assurance mechanisms are in place to monitor and evaluate the effectiveness of our teaching, learning, and evaluation initiatives. This includes regular program evaluations, student feedback surveys, and external accreditation processes.

Overall, our institution is committed to fostering a supportive and dynamic learning environment through ongoing innovation, professional development, and a focus on student success.

Research, Innovations and Extension

Being an Under-Graduate education provider to the girl child of the society, THe IQAC immensely emphasises on Research and brain storming activities. The Principal always promotes faculty members to actively engage in research projects across a wide range of disciplines, exploring emerging trends, addressing industry needs, and contributing to scholarly literature. As this would help them to nuture their own knowledge on the topics and also ignite the scientific temper among the students. This initiatives fosters critical thinking, problem-solving skills, and prepares students for future academic and professional endeavors. We foster collaborations with industry partners, government agencies, research institutions, and international collaborators to leverage resources, expertise, and networks for impactful research outcomes. The Principal is trying to actively pursue research funding opportunities from government agencies, private foundations, and industry sponsors to support research projects, infrastructure development, and capacity-building initiatives. However, this is only a beginning.

Some key innovations spearheaded by our institution:

1.Technology Integration in Teaching-Learning: We have pioneered the integration of technology into the teaching-learning process, leveraging digital tools, interactive multimedia resources, and online platforms to enhance engagement, accessibility, and learning outcomes for students.

2. Community Outreach and Social Innovation: Our institution actively engages with the community to address societal challenges through innovative solutions. Initiatives such as community service projects, social entrepreneurship programs, and outreach campaigns empower students and faculty to make a positive impact on society.

3. Environmental Sustainability Initiatives: Committed to environmental sustainability, our institution implements innovative practices such as green campus initiatives, waste management programs, renewable energy adoption, and eco-friendly infrastructure development to minimize our ecological footprint.

The various Cells and committees in collaboration with NGOs and the newly established BSAM NSS team, we are eagerly and deeply committed to engaging with the community and contributing to societal development through a variety of extension activities. Some of them are Community Service Programs, **Outreach Programs like** health awareness, environmental sustainability, and social inclusion within the community, tree planting drives, waste management campaigns, and initiatives to promote sustainable living practices within the community.

Infrastructure and Learning Resources

BSA Mahila Mahavidyalaya, located in Pathna, Barharwa, Jharkhand, boasts modern and well-equipped infrastructure and learning resources tailored to meet the needs of stakeholders and students alike. The institution's outward appearance is distinguished by its well-maintained surroundings, including fencing and a lushious beautiful garden.

Within the college premises, students benefit from a comprehensive range of educational facilities, including a spacious general hall, 16 departmental classrooms, 2 laboratories, and an IQAC room. Each classroom is meticulously designed to offer optimal learning environments, featuring ample ventilation, comfortable furnishings, and Wi-Fi connectivity. The central library is equipped with digital reading facilities and offers an extensive collection of textbooks, reference materials, journals and newspapers and other digital learning platforms as sanctioned by the Govt of India.

Complementing academic pursuits, the college prioritizes holistic development through sports and extracurricular activities. A well-maintained ornamented garden showcases a variety of herbal and floral plants, creating a serene atmosphere conducive to relaxation and reflection. The college has a rich tradition of excellence in sports and athletics, with facilities including volleyball and kabaddi courts, as well as open spaces for yoga practice. An annual athletic meet provides students with opportunities to showcase their talents in track and field events, with winners recognized and awarded for their achievements.

Furthermore, the college fosters creativity and innovation through cultural competitions, talent shows, and artistic pursuits such as creative writing, acting, painting, and debate. Students actively participate in a diverse array of activities, including song, dance, and rangoli competitions, with winners receiving accolades and recognition. Regular yoga sessions and cultural events enrich the academic calendar, promoting physical and mental well-being while celebrating the talents of students.

In addition to outdoor sports, the college provides indoor game facilities in the girls' common rooms, ensuring inclusivity and accessibility for all students. Carrom, chess, and other indoor games encourage friendly competition and camaraderie among students, fostering a sense of community and belonging.

Overall, the infrastructure and learning resources at BSA Mahila Mahavidyalaya are designed to support and enrich the academic, athletic, and creative pursuits of students, fostering holistic development and preparing them for success in their academic and professional endeavors.

Student Support and Progression

The institution prioritizes student support and welfare through various initiatives aimed at ensuring equal opportunities, academic support, and a safe learning environment. Here's an explanation of some key initiatives:

1. **Scholarships through E-Kalyaan**: The institution provides scholarships to financially disadvantaged students through the E-Kalyaan portal. This ensures that students from economically weaker backgrounds have access to higher education and can pursue their academic goals without financial constraints.

2. **Extra Doubt Clearing Classes**: To facilitate better understanding and mastery of academic concepts, the institution organizes extra doubt clearing classes for students. These sessions provide additional support and guidance to students who may require further assistance in comprehending complex topics or clarifying doubts.

3. **Admissions through Chancellor Portal**: The institution streamlines the admission process by conducting admissions through the Chancellor Portal. This ensures transparency, efficiency, and adherence to government regulations and guidelines, facilitating a smooth and hassle-free admission experience for students.

4. **Reservation Roster Compliance**: The institution strictly adheres to the reservation roster prescribed by the Jharkhand Government during the admission process. This ensures fairness, equity, and compliance with government-mandated reservation policies, promoting inclusivity and diversity within the student body.

5. **Committees for Student Welfare**: Committees such as Anti-Ragging and Women Redressal are actively formed and operational within the college campus. These committees are dedicated to ensuring a safe, inclusive, and conducive learning environment for all students. They address issues related to ragging, harassment, discrimination, and gender-based violence, providing support, guidance, and redressal mechanisms as needed.

6. **Career Guidance Cell**: After completing their degree, students receive proper guidance and support through the college's active Career Guidance Cell. This cell offers career counseling, job placement assistance, skill development workshops, and networking opportunities to help students make informed career choices and successfully transition into the workforce or pursue further studies.

Overall, these initiatives underscore the institution's commitment to student welfare, academic excellence, and holistic development, ensuring that students receive the support, guidance, and resources they need to thrive academically and professionally.

Governance, Leadership and Management

The governance, leadership, and management structure of the college play a crucial role in realizing its mission and vision while ensuring effective implementation of policies and fostering a conducive learning environment. Here's an explanation of each aspect:

1. **Governance**: Governance refers to the overall framework and processes through which the college is managed and regulated. This typically involves the establishment of governing bodies such as a Board of Trustees, Board of Governors, or College Council, which are responsible for setting strategic direction, ensuring compliance with regulations, and overseeing the institution's operations. The governance structure outlines the decision-making processes, defines roles and responsibilities, and upholds accountability and transparency in all aspects of college management.

2. **Leadership**: Leadership within the college encompasses individuals who hold key positions of authority and responsibility, including the Principal, IQAC, Department Heads, and other administrative leaders with student representatives. Effective leadership entails providing vision, direction, and guidance to stakeholders, fostering a culture of excellence and innovation, and promoting collaboration and teamwork among faculty, staff, and students. Strong leadership is essential for driving organizational change, managing resources efficiently, and achieving institutional goals and objectives.

3. **Management**: Management involves the day-to-day operations and administration of the college, including academic affairs, financial management, human resources, facilities management, and student services. This typically involves the formation of various administrative departments and committees tasked with specific functions such as admissions, curriculum development, student affairs, and quality assurance. Effective management practices ensure the smooth functioning of the college, efficient allocation of resources, and delivery of high-quality educational programs and services.

In summary, the governance, leadership, and management structure of the college work in tandem to support the institution's mission and vision, uphold its values and principles, and ensure the holistic development and success of its students. Through strategic planning, effective decision-making, and collaborative teamwork, college leadership and management foster an environment conducive to academic excellence, personal growth, and societal impact, in alignment with the college's overarching goals and aspirations.

Institutional Values and Best Practices

As a best practice, our institution has implemented a computer certificate program aimed at equipping students with essential computer skills necessary for enhancing their performance and understanding the diverse functionalities of computers. This program not only prepares students for advanced education and research but also raises awareness about the capabilities and limitations of computer technology.

Recognizing the rural setting of our institution and the limited access to personal computers in students' homes, we observed significant challenges faced by students in utilizing computer technology. This lack of accessibility hindered their ability to match the skills for the global competition in future, especially in areas where technology proficiency is prevalent. Consequently, we initiated the computer certificate program to bridge this gap, empowering students with the necessary skills to navigate technology challenges effectively.

Furthermore, our institution prioritizes holistic development and consciousness elevation by integrating moral values through practices such as yoga. Yoga, recognized as a spiritual discipline, fosters harmony between mind and body, thus promoting higher levels of consciousness among students. By incorporating yoga into our curriculum, we aim to nurture not only academic excellence but also overall well-being and spiritual growth among our students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BSA MAHILA MAHAVIDYALAYA
Address	AT-Pathna, Po-Pathna, Ps-Ranga, Dist-Sahebganj
City	PATHNA
State	Jharkhand
Pin	816110
Website	www.bsamm.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Bhanudeo Prasad Singh	06426-9934097557	9934097557	-	bsamcprincipal@gmail.com
IQAC / CIQA coordinator	Pradeep Kumar Bhagat	-	9939139890	-	bhagatpradeep557@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Jharkhand	Sido Kanhu Murmu University Dumka	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT-Pathna, Po-Pathna, Ps-Ranga, Dist-Sahebganj	Rural	7	686.7

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,Bengali,	48	Intermediate and above	Bengali	300	0
UG	BA,English,	48	Intermediate and above	English	300	4
UG	BA,Hindi,	48	Intermediate and above	Hindi	300	52
UG	BA,Urdu,	48	Intermediate and above	Urdu	300	6
UG	BA,Sanskrit,	48	Intermediate and above	Sanskrit	300	3
UG	BA,Philosophy,	48	Intermediate and above	Hindi	300	0
UG	BA,Sociology,	48	Intermediate and above	Hindi	300	13
UG	BA,Economics,	48	Intermediate and above	Hindi	300	3
UG	BA,Geography,	48	Intermediate and above	Hindi	200	67
UG	BA,History,	48	Intermediate and above	Hindi	300	25
UG	BA,Home Science,	48	Intermediate and above	Hindi	300	7
UG	BA,Political Science,	48	Intermediate and above	Hindi	300	4
UG	BA,Psychology,	48	Intermediate and above	Hindi	300	3
UG	BA,Labour And Social Welfare,	48	Intermediate and above	Hindi	300	0
UG	BA,Ancient History,	48	Intermediate and above	Hindi	300	0
UG	BA,Rural	48	Intermediate	Hindi	300	0

UG	Economics,		and above				
UG	BA,Music,	48	Intermediate and above	Hindi	300	0	
UG	BA,Math,	48	Intermediate and above	Hindi	300	0	
UG	BSc,Physics,	48	Intermediate and above	Hindi	150	0	
UG	BSc,Chemistry,	48	Intermediate and above	Hindi	150	0	
UG	BSc,Mathematics,	48	Intermediate and above	Hindi	200	0	
UG	BSc,Zoology,	48	Intermediate and above	Hindi	150	3	
UG	BSc,Botany,	48	Intermediate and above	Hindi	150	0	
UG	BSc,Statistics,	48	Intermediate and above	Hindi	150	0	

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				30			
Recruited	0	0	0	0	0	0	0	0	9	4	0	13
Yet to Recruit	0				0				17			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	18	5	0	23
Yet to Recruit				7

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	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	9	4	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	158	0	0	0	158
	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	0	0	0	0
	Female	6	5	9	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	66	46	52	19
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	80	116	74	58
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	6	7	5	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		158	174	140	79

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Preparing institutions for the implementation of the National Education Policy (NEP) requires a comprehensive approach that involves various disciplines and collaboration among stakeholders. 1. For comprehensive understanding of NEP, the institution thoroughly grasp the objectives, principles, and provisions of the NEP and ensure this understanding permeates among faculty, staff, and students. 2. For promoting Interdisciplinary Collaboration, the institution encourages departments and faculties to work together in developing integrated curricula that foster interdisciplinary learning, a key focus of the NEP. 3. Institution plans in promoting Interdisciplinary Collaboration by

	encouraging departments and faculties to work together in developing integrated curricula that foster interdisciplinary learning, a key focus of the NEP.
2. Academic bank of credits (ABC):	Institutional readiness for the Academic Bank of Credits (ABC) under the National Education Policy (NEP) involves several key steps to ensure effective implementation: 1. BSAM emphasis on thorough understanding of the concept and operational framework of the Academic Bank of Credits as outlined in the NEP. 2. To ensure institutional policies and practices are aligned with the objectives and requirements of the ABC system, including credit accumulation, transfer, and redemption mechanisms. 3. Our respective university plays a responsible role for integrating the ABC system into the curriculum, managing credit accumulation and transfer processes, and maintaining student records. Hence, the respective university has compulsorily advised all students to create account under ABC. 4.The Institution has taken steps to enlighten and encourage the students to take online courses like SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) and MOOCs (Massive Open Online Courses).
3. Skill development:	General liberal education has to be synchronized with skills and vocational education as per national skills qualification framework. Keeping this as the core area, the Institution has introduced many digital learning courses through the help of local providers, Mukhyamantri Sarathi yojna, DIKSHA, PM e-Vidya and many other platforms provided by the Govt. of India. Some other skill enhancement workshops include: 1. Communication Skills: Workshops aimed at improving verbal and written communication skills, including public speaking, effective writing, and interpersonal communication. 2. Leadership and Teamwork: Programs focused on developing leadership qualities, teamwork, and collaboration skills essential for success in various professional settings. 3. Problem-Solving and Critical Thinking: Workshops designed to enhance problem-solving abilities, critical thinking skills, and decision-making capabilities through interactive exercises and case studies. 4. Technical Skills: Training sessions that provide hands-on experience and practical knowledge in specific technical areas such as computer programming, software applications, or machinery

	operation. 5. Creativity and Innovation: Workshops that encourage creative thinking, innovation, and out-of-the-box problem-solving techniques through brainstorming sessions, design thinking exercises, and creative challenges. 6. Time Management and Organization: Programs aimed at improving time management skills, productivity, and organizational abilities to help participants effectively manage their tasks and responsibilities. 7. Stress Management and Well-being: Workshops focused on stress management techniques, mindfulness practices, and strategies for maintaining physical and mental well-being in high-pressure environments.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College, as an intuition of higher education tries to implement the vision of National Educational Policy of 2020 to educate the present generation students on the ancient traditional knowledge, ethos and languages to make the students feel proud about the past glory of India. In this regard, the College offers divergent courses highlighting Indian language, tradition and culture. This knowledge is very essential to shape the all-round personality of the students who are normally deviated from their goal by imitating the western culture. Indian Knowledge system will include knowledge from ancient to modern India and clear sense of Indian Future aspiration with regard to education, health and environment. The syllabi prescribed by the University which is taught in the class, focuses more on past Indian glory and civilization. Workshops for teachers are organized to develop values, discipline and Indian tradition which is naturally transferred to the students in the class rooms. A strategic approach has been designed as follows: 1. Faculty Training and Capacity Building 3. Language Policy Implementation 4. Cultural Integration and Awareness 5. Technology Integration and Online Learning Platforms 6. Assessment and Evaluation
5. Focus on Outcome based education (OBE):	Emphasizing on outcome-based education (OBE) involves designing educational programs and activities with clear, measurable learning outcomes. Focusing on OBE involves aligning the teaching or learning methods with specific, measurable, achievable, relevant, and time-bound (SMART) outcomes that demonstrate what students should know, understand, and be able to do by the end of a course or program. BSAM completely focuses on

	OBE by conducting assessments that include exams, projects, presentations, portfolios, or other forms of evaluation. We ensure that the assessment criteria are transparent and directly linked to the learning outcomes. We develop learning activities, such as lectures, discussions, group work or experiential learning opportunities, that help students acquire the knowledge and skills needed to achieve the learning outcomes. We offer feedback to students on their progress towards achieving the learning outcomes through Report cards. Continuous monitoring of students' progress towards the learning outcomes is done and the teaching strategies are adjusted as needed. Students are encouraged to take ownership of their learning process and set their own goals aligned with the learning outcomes.
6. Distance education/online education:	BSAM focuses on online teaching learning process as one of the best practices learnt and practiced during the Pandemic. Conducting virtual classes, facilitate discussion rooms, student learning through video conferencing tools, discussion forums, and online assessment systems are most popular in the institution. Several platforms imparting distance education on variety of courses and programs to learners are IGNOU, SCDL, DDE, IDOL, KSOU, IMT CDL, NIOS, and few others. We are looking forward to opportunities of collaborating with such institutions to benefit the learners and educators by helping to overcome the barriers to education and enhance the learning experience. Being a woman's college situated in the rural zone, distance education platforms would make learning accessible to students who cannot attend traditional on-campus classes due to geographic, time, or other constraints.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The college has a well established ELC under the guidance of IQAC consisting of 5 members (including three faculty members and two student representatives of the college) along with the Principal as the Chairperson in 2023.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	Yes, the students' coordinator and coordinating faculty members have been appointed by the

whether the ELCs are functional? Whether the ELCs are representative in character?	Principal of the college in one of the GB meeting. The club is functional with the purpose initiating interest and engage with the wider community to promote electoral literacy and democratic participation beyond the school or college campus. This may involve organizing outreach activities, public awareness campaigns, or community events to educate citizens about their rights and responsibilities in the electoral process. It regularly evaluates its activities and assesses the impact on students' knowledge, attitudes, and behaviors related to elections and democracy. This feedback helps clubs identify areas for improvement and refine their strategies for promoting electoral literacy effectively. It is planning to collaborate with election authorities, government agencies, civil society organizations, and is collaborated with non-governmental organizations (NGOs) like Shilp Shikha to support their activities and initiatives.
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.	Some innovative programs and initiatives that BSAM ELCs have undertaken are: Mock Elections: Organizing mock elections in nearby schools and areas to simulate the actual electoral process. This hands-on experience familiarizes students with voting procedures, candidate selection, and the significance of participating in democratic processes. Voter Registration Drives: Supporting local voters to undergo registration process. Registration booths were set up in the institution to ensure eligible individuals are enrolled to vote. Debates and Discussions: Debates and panel discussions were hosted on electoral topics, including the importance of voting, electoral reforms, and the role of youth in shaping the political landscape. These events encourage critical thinking and civic engagement. Awareness Campaigns: Launching multimedia campaigns using social media, poster making competitions, videos, and infographics to disseminate information about voting rights, electoral procedures, and the significance of each vote. Interactive Workshops: Conducted interactive workshops on topics such as the electoral system, electoral laws, electoral fraud prevention, and the role of media in elections. Community Outreach: Engaging with local communities through door-to-door campaigns, street plays, and community meetings to raise awareness about the electoral process and encourage voter

	participation, particularly among marginalized groups.
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 respective club has organized awareness campaigns, both inside and outside of the campus. As few students enrolled in the institution are eligible for voting, hence survey was conducted and registration was done online in the campus during the drives and awareness booth organized at the campus.
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.	Determining the exact extent of students above 18 years who are yet to be enrolled as voters varies depending on factors such as the region, demographic profile of the college, and the effectiveness of voter registration campaigns. However, BSAM ELC conducts surveys and is trying to collaborate with local election commissions to obtain data on the number of eligible but unregistered students. As application process has been digitized, hence registration process can be done by self or by the help of a local election commission body. ELCs can conduct workshops or seminars on voter registration, explaining the process and addressing any concerns or questions students may have. Guest speakers from election commissions or civil society organizations can be invited to provide expert guidance.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
158	174	140	79	126

File Description	Document
Upload Supporting Document	[View 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: 26

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	21	25	22	20

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.43866	2.74949	3.4816	1.73032	1.74483

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:

Ensuring effective curriculum planning and delivery involves a systematic approach that encompasses various stages, including the development of an academic calendar and the conduct of continuous internal assessments. The curriculum of the College caters to the local/ regional/ national and global needs with innovative learning objectives, inclusively with required achievers' outcomes. The priority of the College is to provide value - based education in an affordable price. The curriculum is based on UGC and University norms and regulations. To impart value based holistic and quality education, the institution ensures effective curriculum delivered through well planned and documented process.

BSAM achieves it by:

Curriculum Regulations and Syllabus:

The institution outlines the curriculum designed by the respective University according to its goals, aims and objectives, considering factors such as academic standards, accreditation requirements, and student needs. The college offers programs like B.Sc, B.Com, B.A with add-on and value added programs for the improvement and exposure of the students. As an affiliated College to the SKM University, the institution follows the syllabus prescribed by the university and choice based credit system along with NEP has been effectively implemented.

Curriculum Planning

- As per the guidelines and academic calendar of university, the academic calendar of the college is designed by the IQAC.
- Departmental meetings are convened to prepare the curriculum plan.
- Based on the experience and expertise of the faculty, subjects are allotted to the teachers.
- As per the university guidelines each department has prepared the departmental time table/workload which is coordinated by the time table committee.
- Faculty members prepare teaching plan and classes are conducted accordingly.

Curriculum Implementation

- Orientation programmes are conducted for the first year students to highlight the significance of the curriculum.
- The prepared class-wise time tables are issued to the students and also put on notice boards.
- The departmental meetings are conducted for evaluation and implementation of curriculum.

- Faculty members maintain work diary which are monitored by the head of the department and principal.
- To enrich the planned curriculum, the College conducts special lectures, seminars, field visits and student centric programmes.
- Subject -wise previous years' question papers and question banks are maintained.
- For effective implementation of curriculum ICT tools are used in teaching and learning.
- Adequate academic infrastructure is provided for the effective implementation of curriculum

Documentation

- Documents like teachers diary, internal assessment evaluation records, CC and EC records, attendance registers, assignments, project works etc., are the important documentation of curriculum.
- Feedback on the curriculum is collected from the stakeholders.
- Semester wise university results are reviewed.
- In order to update and enrich knowledge, teachers are requested to participate in refresher courses/ orientation courses, faculty development programmes, workshops and seminars.
- Regular staff meetings are convened for successful implementation of curriculum.

File Description	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
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
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: 20.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
138	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum through various methods:

1. **Course Content Integration**: Faculty incorporate topics related to professional ethics, gender equality, human values, environmental awareness, and sustainability into the course content across disciplines through lesson plan.

2. **Interdisciplinary Approach**: The institution promotes an interdisciplinary approach to education, allowing students to explore connections between different subjects and understand the interplay of ethical, gender-related, value-based, environmental, and sustainability issues in various contexts. This approach encourages holistic learning and critical thinking.

3. **Specialized Courses and Electives**: The institution offers specialized courses and elective modules dedicated to topics such as professional ethics, gender studies, environmental science, and sustainable development. These courses provide in-depth exploration and analysis of crosscutting issues, allowing students to develop specialized knowledge and skills.

4. **Guest Lectures and Workshops**: Experts and practitioners are invited to conduct guest lectures, workshops, and seminars on topics related to professional ethics, gender equity, human values, environmental conservation, and sustainable practices. These sessions provide real-world insights, promote dialogue, and inspire students to engage with crosscutting issues.

5. **Practical Applications**: The curriculum includes opportunities for students to apply ethical principles, gender perspectives, human values, environmental awareness, and sustainability concepts in practical settings. This may involve fieldwork, internships, research projects, or community engagement activities that address real-world challenges and promote positive change.

6. **Institutional Policies and Practices**: The institution implements policies and practices that reflect its commitment to promoting professional ethics, gender equality, human values, environmental stewardship, and sustainability. This may include initiatives such as campus sustainability programs, gender-inclusive policies, ethical guidelines for research and academic conduct, and community service initiatives.

7. **Student Engagement and Empowerment**: Students are actively involved in discussions, debates, and initiatives related to crosscutting issues, allowing them to voice their perspectives, contribute ideas, and take action towards positive change. Student-led clubs, societies, and projects focused on ethics, gender equality, human values, environmental conservation, and sustainability further empower students to make a difference.

By integrating crosscutting issues into the curriculum through these approaches, the institution prepares students to navigate complex societal challenges, make ethical decisions, embrace diversity, uphold human values, protect the environment, and promote sustainable development in their personal and professional lives.

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

1.3.2

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

Response: 82.28

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

Response: 130

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 2.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
158	174	140	79	126

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

2022-23	2021-22	2020-21	2019-20	2018-19
6250	6250	6250	6250	6250

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

2.1.2

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

Response: 3.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
152	167	135	79	125

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

2022-23	2021-22	2020-21	2019-20	2018-19
3750	3750	3750	3750	3750

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.15

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:

Student-centered instruction (SCI) is an educational approach where students take an active role in shaping their learning experience, with support from the Institutional Quality Assurance Cell (IQAC). Here in BSAM, students are at the center of the learning process, and instructors facilitate their learning independently and collaboratively. This approach includes various techniques such as replacing lectures with active learning experiences, assigning open-ended problems, and involving students in simulations and role-plays. By engaging students in self-paced and cooperative learning, SCI aims to increase motivation, retention of knowledge, deeper understanding, and positive attitudes towards the subject.

Opportunities for study tours, Institutional Social Responsibility (ISR) activities, and student exchange programs are provided to complement SCI. The IQAC has designed four steps: knowledge-centered, learner-centered, assessment-centered, and community-centered.

1. Knowledge-centered learning emphasizes learners developing their knowledge to apply it to new contexts and challenges like problem-solving and critical thinking.

2. Learner-centered environments recognize the influence of prior knowledge on future learning and aim to build upon it.

3. Assessment-centered learning provides opportunities for feedback and improvement throughout the learning process, with formative assessment for feedback and improvement, and summative assessment for evaluation.

Collaborative learning enhances educational and psychological outcomes by adopting cognitive and social constructivist approaches. In the cognitive approach, knowledge is retained and comprehended within a conceptual framework, with small group settings allowing learners to rehearse understanding and exposure to diverse perspectives through student exchange programs. Social constructivism emphasizes the establishment of a framework through social discourse, shaping knowledge over time through conversations and changing environments. Cooperative learning fosters positive interdependent relationships among group members, encouraging collective understanding and support.

Teachers employ experiential learning, participative learning, and problem-solving methodologies to enrich the learning experience of students. These approaches actively engage students in the learning process, allowing them to learn by doing, collaborate with peers, and tackle real-world challenges. Additionally, teachers leverage ICT-enabled tools and online resources to facilitate effective teaching and learning. By integrating technology into the educational process, teachers can create dynamic and interactive learning environments that cater to diverse learning styles and enhance student engagement and understanding.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 67.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	30

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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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:

The college has established a rigorous system to ensure fairness and accuracy in the allocation of internal assessment marks to students. This system adheres closely to the guidelines provided by the respective University.

Firstly, the college conducts one internal assessment test per semester, providing students with clear information about the process during the induction program and through various communication

channels such as class discussions, the college website, and notice boards.

An examination committee is responsible for overseeing the smooth conduct of these tests, ensuring that schedules are communicated well in advance via notice boards and student WhatsApp groups.

Teachers meticulously follow guidelines to prepare question papers and provide valued scripts for student verification, promoting transparency in the assessment process.

Internal assessment marks are then calculated in accordance with university norms and promptly posted on notice boards for student review. Any discrepancies or grievances are addressed promptly through a proper mechanism, ensuring that students' concerns are heard and resolved satisfactorily.

Furthermore, the institution maintains transparency by communicating marks to students and uploading them to the university portal after thorough verification. Additionally, parent-teacher meetings are held regularly to discuss student academic performance, fostering open communication between stakeholders.

Overall, these comprehensive measures ensure the integrity and transparency of the internal assessment system, prioritizing fairness and accuracy in evaluating student performance.

The institution has established a robust grievance redressal mechanism to address any concerns or complaints raised by students, faculty, staff, or other stakeholders. Here's an overview of the grievance redressal process:

1. **Identification of Grievances**: Grievances may arise due to various reasons, including academic issues, administrative matters, interpersonal conflicts, or violations of institutional policies. The institution encourages individuals to come forward and report grievances promptly to the designated authorities.

2. **Designated Grievance Redressal Officer (GRO)**: The institution has appointed a Grievance Redressal Officer (GRO) who serves as the focal point for receiving, documenting, and addressing grievances.

3. **Submission of Grievances**: Individuals can submit grievances in writing or through electronic mail provided by the institution. The grievance should clearly state the nature of the complaint, relevant details, and any supporting evidence or documentation.

4. **Confidentiality and Privacy**: The institution maintains strict confidentiality and privacy regarding grievance-related information to protect the interests and privacy of the parties involved. Confidentiality ensures that individuals feel comfortable reporting grievances without fear of retaliation or disclosure.

5. **Investigation and Resolution**: Upon receiving a grievance, the GRO initiates a thorough investigation to gather relevant information, interview relevant parties, and assess the validity of the complaint. Depending on the nature of the grievance, the GRO may collaborate with other administrative departments or committees to conduct a comprehensive inquiry with the IQAC.

6. **Resolution and Follow-Up**: Once the investigation is complete, the GRO or relevant authority communicates the findings to the concerned parties and takes appropriate corrective actions or

disciplinary measures as necessary. The institution ensures timely resolution of grievances and provides feedback to the complainant regarding the outcome.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution ensures that the programmes and course outcomes offered align with the regulations set forth by the affiliated University. Here's an overview of how this is implemented:

1. Availability of Syllabus and Course Objectives: The syllabus, including course objectives, framed by the University is readily accessible on both the University and College websites. This ensures transparency and provides a clear understanding of the curriculum to teachers and students.

2. Communication of Programme and Course Outcomes: Programme outcomes and course outcomes are prominently displayed on the college website, and information regarding these outcomes is disseminated to all students at the beginning of each academic year. During the admission process, students and parents are informed about the objectives and programme outcomes, fostering informed decision-making.

3. Outreach to Stakeholders: The institution proactively communicates programme details to stakeholders through admission notifications, distribution of pamphlets. This ensures that prospective students and their families are well-informed about the offered programmes and their outcomes.

4.Co-curricular and Extra-curricular Activities: The institution organizes a wide range of co-curricular and extra-curricular activities, such as social responsibility activities, cultural events, and sports activities, to complement academic learning. These activities are integral to the overall development of students and are incentivized through credit awards by the University, which are reflected in students' marks cards.

5. Guest Lectures and Association Activities: Invited guest lectures are arranged on various topics to enrich students' knowledge and provide exposure to diverse perspectives. Additionally, various associations facilitate the organization of co-curricular and extra-curricular activities, further enhancing students' learning experiences.

6. Accessibility of Syllabi and Outcomes: Hard copies of syllabi and outcomes are available in respective departments and the college library, ensuring easy access for students, faculty, and other stakeholders.

This promotes transparency and accountability in the educational process.

Overall, the institution's approach to programmes and course outcomes underscores its commitment to providing quality education that prepares students for academic success and responsible citizenship.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution employs a comprehensive approach to evaluating student performance, incorporating various assessment methods to gauge their progress and understanding. Here's an overview of how the evaluation process is structured:

1. Student performance is assessed through a combination of project works, internal examinations, group discussions, and external examinations. These components provide a holistic view of students' academic abilities, skills, and knowledge across different contexts.

2. External examinations, conducted by the university, hold significant weight in evaluating student performance, accounting for approximately two-thirds of the overall assessment. This ensures alignment with university standards and benchmarks, validating the rigor and quality of the assessment process.

3. Internal examinations are conducted by departmental teachers, who are responsible for evaluating students' performance within their respective disciplines. These assessments are integral to monitoring students' progress and identifying areas for improvement.

4. Teachers maintain internal progress report cards to track students' academic development and performance over time. This allows for ongoing assessment and feedback, enabling timely interventions to support students as needed.

5. Regular doubt clearing sessions are organized to address students' queries and misconceptions, ensuring clarity of concepts and enhancing their learning experience. These sessions provide opportunities for students to seek clarification and improve their understanding of the subject matter, ultimately leading to better academic outcomes.

6. Institutional teachers develop structured teaching plans to guide the delivery of curriculum content and instructional activities. These plans are designed to optimize learning outcomes and cater to the diverse needs of students, promoting effective teaching and learning practices.

7. The university administers all external examinations, maintaining consistency and standardization in the assessment process. Upon successful completion of examinations, the university issues passing

certificates to students, officially recognizing their academic achievements.

8. Toppers are acknowledged and awarded by the university at the end of each session, celebrating their outstanding academic performance and accomplishments during the farewell function. This recognition serves to motivate students and highlight excellence in academic achievement.

In summary, the institution's evaluation process is characterized by a balanced blend of internal and external assessments, supported by regular feedback mechanisms and structured teaching practices. By prioritizing student learning and academic excellence, the institution ensures a robust evaluation system that fosters continuous improvement and success for all students.

2.6.3

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

Response: 92.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	86	86	143	133

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	89	107	153	138

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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:

BSA Mahila Mahavidyalaya's initiative to incorporate innovative techniques and practices within the traditional framework of higher education aligns with the evolving landscape of Indian knowledge systems.

1.Innovation within Existing Frameworks: Despite being bound by the curriculum of SKM University, the college has introduced innovative methods like Lesson Plans and Meditation/Yoga to enhance student learning capacities. This reflects an understanding of the need to adapt and innovate within established structures, which is a hallmark of Indian knowledge systems that often blend tradition with modernity.

2. Emphasis on Collaboration and Ecosystems: The emphasis on building an innovation ecosystem, where stakeholders interact and learn from each other, mirrors the collaborative spirit ingrained in Indian knowledge systems. In India, knowledge has historically been shared through networks, communities, and guru-shishya paramparas (teacher-disciple traditions), emphasizing collective learning and growth.

3. Value Co-Creation Networks: The concept of value co-creation networks, where relationships between stakeholders continually evolve for mutual benefit, resonates with the interconnected nature of Indian society. In Indian knowledge systems, knowledge creation often happens through dialogues, debates, and interactions among diverse groups, leading to a shared understanding and collective progress.

4. Community Engagement and Social Impact: By engaging in community development programs and supporting societal needs, the college embodies the traditional Indian concept of seva (selfless service) and social responsibility. In Indian knowledge systems, education is not just about individual advancement but also about contributing to the welfare of society as a whole.

5. Institutional Collaboration and Knowledge Exchange: The institution's efforts to foster collaboration with other institutions and participate in national seminars and exchange programs reflect the importance of knowledge sharing and cross-pollination within Indian knowledge systems.

In essence, **BSA Mahila Mahavidyalaya's** approach integrates elements of innovation, collaboration, community engagement, and knowledge exchange within the broader framework of Indian knowledge systems. By doing so, it not only enhances the educational experience for its students but also contributes to the enrichment and evolution of Indian higher education in alignment with its cultural and philosophical foundations.

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: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	00	00	00

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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: 0.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	00	00	00	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document]
Institutional data in the prescribed format	[View Document]

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:

The extension activities described showcase a robust commitment to institutional social responsibility (ISR) through collaboration with other institutions and active participation of faculty and students. Let's break down the outcomes of these activities:

1. **Specialty Services in Nearby Hospital**: By providing specialty services to patients in the nearby hospital, the college is directly impacting healthcare accessibility in the community. This could lead to improved health outcomes, reduced healthcare disparities, and enhanced trust between the institution and the local community.

2. **Field Services and Community Engagement**: The provision of field services supported by local people indicates a strong community engagement approach. This can foster a sense of ownership and empowerment among community members, leading to sustainable solutions to local challenges. Activities such as health awareness programs, alcoholism awareness, anti-drug campaigns, and education on various social issues contribute to community well-being and social cohesion.

3. **Save Water Awareness Programs**: Involvement in initiatives like Save Water awareness programs is crucial for environmental sustainability. By raising awareness about water conservation, the institution contributes to the preservation of natural resources and the mitigation of water-related challenges, such as scarcity and pollution.

4. **Health Insurance Scheme Awareness**: Creating awareness about health insurance schemes for Below Poverty Line (BPL) populations is instrumental in improving healthcare access and financial protection. This can lead to increased enrollment in health insurance programs among vulnerable populations, ensuring they receive timely and appropriate healthcare services without facing financial hardships. The CSC unit also helps in serving such online services for the public at unofficial time.

5. **Educational Outreach on Financial Literacy**: Awareness programs on cashless transactions, ATM and debit/credit card usage contribute to financial inclusion and empowerment. By educating the public about financial literacy, the institution helps individuals make informed financial decisions, thereby enhancing their economic well-being and resilience.

6. **Awareness Programs on Social Issues**: Programs addressing issues like abortion, adult education, anti-dowry campaigns, and others contribute to social awareness and advocacy for positive social change. By fostering dialogue and education on these topics, the institution plays a role in challenging harmful social norms and promoting gender equality, human rights, and social justice.

Overall, the outcomes from these extension activities demonstrate the institution's commitment to holistic community development and social impact. Through collaborative efforts and proactive engagement, the institution not only enriches the academic experience of its students but also fulfills its broader societal responsibilities.

3.4.2

Awards and recognitions received for extension activities from government / government

recognised bodies

Response:

Receiving awards and recognition from government or government-recognized bodies for extension activities is a significant validation of the institution's commitment to social responsibility and community engagement. As the institution has struggled for its existence in the past, hence the work progress and recognition is very slow process. Hence, our students have not been recognized by such bodies till now. Yet without expecting such acknowledgments our institutional warriors put their efforts in contributing to societal welfare. The Head of the Institution (Principal) with the IQAC takes initiative to recognize the efforts by awarding them with prizes and special recognition.

Here are some potential awards and recognitions that the institution, under the guidance and efforts of the Principal, is aspiring to receive for its extension activities in future are:

National Awards for Social Service, State Government Awards, Community Service Excellence Awards, Public Health Recognition, Environmental Conservation Awards, Education and Awareness Awards, Financial Inclusion Awards, Humanitarian Awards

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: 6

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

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

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

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: 05

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View 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:

BSA Mahila Mahavidyalaya, located in Pathna, Barharwa, Jharkhand, boasts a campus that is not only functional but also aesthetically pleasing. The institution's outward appearance is enhanced by its fenced campus adorned with a well-maintained garden. This scenic setting provides a conducive environment for learning and personal growth. Within the campus, the college offers modern and well-equipped facilities to support academic endeavors. The 16 classrooms are designed to facilitate effective learning, with ample space, comfortable seating arrangements, and proper ventilation. Each classroom is furnished with well-maintained furniture and equipped with ICT (Information and Communication Technology) facilities, including audiovisual aids and projectors, to enhance teaching and learning experiences. Moreover, the college ensures seamless connectivity with Wi-Fi access available throughout the campus. This allows students and faculty to access online resources, conduct research, and engage in collaborative learning activities conveniently from any location within the college premises. In addition to classrooms, BSA Mahila Mahavidyalaya provides state-of-the-art laboratories that are equipped with the latest tools and equipment relevant to the respective fields of study. These laboratories offer hands-on learning experiences, enabling students to apply theoretical knowledge in practical settings and develop essential skills for their future careers. Furthermore, the institution utilizes Learning Management Systems (LMS) to support and enhance the academic experience. The LMS provides a digital platform for course materials, assignments, quizzes, discussions, and collaborative projects, facilitating seamless communication and interaction between students and faculty members. The Central Library of the college is another standout feature, offering digital reading facilities and providing access to a vast collection of textbooks, reference materials, journals, periodicals, and newspapers. This resource-rich environment supports research endeavors and promotes a culture of academic excellence among students and faculty members. Overall, BSA Mahila Mahavidyalaya prioritizes the provision of modern and updated academic facilities along with ramp facilities for the Disabled students, to meet the evolving needs of its stakeholders and students. By combining beautiful campus aesthetics with advanced facilities such as ICT-enabled classrooms, laboratories, Wi-Fi connectivity, and digital libraries, the institution creates an enriching learning environment that fosters intellectual growth, innovation, and academic success.

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during

the last five years

Response: 52.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.88244	1.55131	1.89386	0.70232	0.96523

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

At BSA Mahila Mahavidyalaya, the library plays a pivotal role in facilitating academic excellence and research endeavors. Through the adoption of modern technology and digital facilities, the institution ensures that its library remains a dynamic and resource-rich hub for both faculty and students.

The library is under the process of using an Integrated Library Management System (ILMS), which would streamline various library processes such as cataloging, circulation, and inventory management. This automation enhances efficiency and accessibility, allowing users to easily search for and retrieve library materials.

Additionally, the library is also striving to provide access to e-resources and journals through digital subscriptions. These electronic resources would encompass academic databases, e-books, scholarly journals, and online repositories, providing users with a wealth of information at their fingertips. The availability of e-resources would enrich research opportunities and supports interdisciplinary learning across various fields of study. However, the institution has minimal

financial assistance to procure such facilities.

Furthermore, the library is equipped with digital learning facilities promoted by the Government of India as part of its initiatives to modernize education. These facilities include:

1. National Digital Library (NDL): The NDL is an initiative by the Ministry of Education, Government of India, aimed at providing access to a vast repository of digital educational resources. BSA Mahila Mahavidyalaya leverages the NDL to supplement its library collection with digital materials spanning diverse subjects and disciplines.

2. e-ShodhSindhu: e-ShodhSindhu is a consortium of electronic resources subscribed by the Ministry of Education, Government of India, for academic institutions. Through e-ShodhSindhu, the college gains access to a wide range of scholarly journals, databases, and research publications, empowering faculty and students to engage in high-quality research and scholarship.

3. SWAYAM: SWAYAM is an online platform offering Massive Open Online Courses (MOOCs) developed by faculty members from premier institutions in India. BSA Mahila Mahavidyalaya encourages faculty and students to utilize SWAYAM courses to supplement their classroom learning and enhance their knowledge and skills in various subjects.

4. e-PG Pathshala: e-PG Pathshala is an initiative by the Ministry of Education, Government of India, to develop high-quality postgraduate-level content in various disciplines. The college leverages e-PG Pathshala resources to enhance teaching and learning experiences, particularly at the postgraduate level.

By integrating these digital learning facilities into its library services, BSA Mahila Mahavidyalaya empowers its academic community to access, utilize, and leverage digital resources effectively for research, learning, and professional development. This approach aligns with the institution's commitment to providing a modern and inclusive educational environment that prepares students for success in the digital age.

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:

The college has implemented various technological initiatives to enhance the learning experience and administrative efficiency on campus. Students and faculty members benefit from complimentary Wi-Fi access across the campus. Staff attendance is recorded through a biometric attendance system, ensuring

accuracy and reliability. Since 2018, the admission process has transitioned to the Chancellor Portal, an online platform facilitating admissions to higher education institutions.

To enrich the learning environment, the college utilizes a projector for interactive classes, making lessons more engaging for students. Desktop computers with LAN facilities are available to support e-learning needs, and separate UPS systems ensure uninterrupted power supply during ICT activities. Online classes are conducted via platforms such as Google Meet, Zoom, and YouTube Live, fostering remote learning opportunities. Administrative tasks are efficiently managed through desktop and laptop computers, with all devices equipped with licensed software for data security.

Additionally, the college provides high-speed Wi-Fi with a bandwidth of 100mbps to accommodate the needs of students and staff. Regular software upgrades and renewals are part of the college's proactive approach to maintaining technological infrastructure and ensuring optimal performance.

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

4.3.2

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

Response: 39.5

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

Response: 04

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 25.45

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)

2022-23	2021-22	2020-21	2019-20	2018-19
1.69452	0.51952	0.77436	0.41232	0.45392

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 41.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	76	40	21	34

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View 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
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 13.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	00	00	00	00

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 related to Mechanisms for submission of online/offline students' grievances	[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: 3.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	8	00	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	86	86	143	133

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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: 1

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

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

File Description	Document
Upload supporting document	[View 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: 85.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
147	281	00	00	00

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

5.4 Alumni Engagement

5.4.1

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

Response:

BSA Mahila Mahavidyalaya in Pathna, Barharwa, Jharkhand, boasts a vibrant Alumni Association that plays a significant role in supporting the institution. While the association is yet to be formally registered under the Societies Registration Act, 1860, it actively contributes to the college's development through both financial and non-financial assistance.

Due to lack of proper assistance and record keeping, it is very difficult for the institution to track the alumni. However, the mechanism is being streamlined now and will be well-maintained in future.

The Alumni Group regularly organizes meetings on the college campus, demonstrating their commitment to staying connected and involved. They play an integral role in planning and executing various activities for the benefit of stakeholders, including providing financial support to the college and actively participating in organizing committees.

Furthermore, members of the Group extend their support beyond campus boundaries, engaging in extension activities and offering assistance whenever needed. Their contributions extend to both academic and cultural endeavors, enriching the college's overall welfare. Many alumni are deeply involved in social service initiatives, extra-class conduction, support in project work and event organising, showcasing their dedication to giving back to society.

In summary, the Alumni Association of BSA Mahila Mahavidyalaya serves as a valuable asset to the institution, leveraging the collective strength and resources of its alumni network to support academic, cultural, and social endeavors for the college's advancement.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

At our women's college, various committees are formed to ensure the effective implementation of policies and to address specific areas of concern. These committees play a crucial role in fostering a supportive and inclusive learning environment, promoting academic excellence, and advancing the college's mission and vision. Here's an overview of some of the key committees:

1. **Academic Affairs Committee**: This committee oversees academic policies and programs, ensuring alignment with the college's mission and vision. It reviews curriculum proposals, academic standards, and assessment practices to maintain high academic standards and promote student success.

2. **Student Affairs Committee**: Responsible for addressing student-related matters, this committee focuses on enhancing student life, promoting student engagement, and supporting student well-being. It may oversee initiatives related to student services, extracurricular activities, and student support programs.

3. **Diversity and Inclusion Committee**: Committed to promoting diversity, equity, and inclusion on campus, this committee works to create a welcoming and inclusive environment for all students, faculty, and staff. It may develop strategies and initiatives to address issues of diversity, equity, and inclusion, and promote cultural competency and sensitivity across the college community.

4. **Curriculum Development Committee**: Tasked with reviewing and updating the college's academic curriculum, this committee collaborates with faculty members to develop innovative and relevant courses and programs. It may also assess student learning outcomes and recommend changes to improve the quality of education.

5. **Research and Innovation Committee**: This committee supports research activities and promotes a culture of innovation and scholarship among faculty and students. It may provide resources and funding opportunities for research projects, organize research symposiums or conferences, and facilitate collaborations with external partners.

6. **Community Engagement Committee:** Dedicated to fostering partnerships with the local community, this committee initiates and coordinates community service projects, outreach programs, and volunteer opportunities for students, faculty, and staff. It may also organize events and activities aimed at promoting social responsibility and civic engagement.

7. **Finance Committee**: Responsible for overseeing the college's financial resources and budgeting

processes, this committee ensures fiscal responsibility and transparency. It may develop budgetary guidelines, review financial reports, and make recommendations for resource allocation to support the college's strategic priorities.

These committees, among others, work collaboratively to ensure that the college remains true to its mission and vision, and that all policies and initiatives are implemented effectively to benefit the entire college community. Through their efforts, they contribute to the holistic development of students, the advancement of academic excellence, and the promotion of social responsibility and equity within the college and beyond.

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:

At BSAM College, the institution's strategic plan focuses on inculcating values and moral principles among its students through a range of curricular and co-curricular activities. One such activity that aligns with this strategic objective is the workshop conducted on Gandhian Thought.

Since COVID, it is being realized that life is too short for any hatred. Hence it is important for individuals to get back to the Gandhian Principles, especially by making them understand and experience the Gandhian Beliefs. This competition and workshop has been a significant initiative to familiarize students with the ideas and philosophy of Mahatma Gandhi. The management of the college, inspired by the vision of promoting Gandhian principles, initiated this competition.

The IQAC coordinator is appointed as the chief coordinator of the program to ensure its smooth functioning. Various committees are formed, and responsibilities are assigned to staff members to oversee different aspects of the event.

To incentivize student participation, attractive cash prizes and trophies are awarded to the winners, while all participants receive participation certificates.

Overall, the intercollegiate elocution competition on Gandhian Thought at BSAM College will serve as a platform for students to engage with Gandhian ideals, fostering intellectual discourse and promoting moral values among the college community.

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 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:

At BSA Mahila Mahavidyalaya, Pathna, Barharwa, Jharkhand, various welfare schemes are in place to support the academic and administrative employees, ensuring a conducive work environment and promoting productivity. Here's a brief overview of the mechanisms in place:

1. Leave Facilities: Faculty members are provided with various types of leave including Casual Leave, Earned Leave, Medical Leave, Special Leave, and Duty Leave as per their requirements. Paid maternity leave of 180 days is granted to women employees. On-duty facility is permitted for attending workshops, conferences, seminars, and faculty development programs.

2. Financial Support: Financial assistance is provided to low-income students, ensuring access to education for all.

3. Facilities: Free Wi-Fi/Internet facility is available for all staff members for resource and project preparation. Library facilities are accessible to both teaching and non-teaching staff. I-Cards are provided to all staff members. Common room and refreshment room facilities are available for staff members. Automatic attendance through Bio-Metric systems is implemented for efficient attendance management.

4. Professional Development: Faculty members with postgraduate qualifications are encouraged to pursue higher studies and are provided support wherever possible. Staff members are motivated to upgrade their knowledge through computer training. Faculty members are encouraged to become members of various learned bodies and actively participate in them.

5. Professional Excellence: Faculty members are assigned diverse academic, administrative, curricular, and extracurricular responsibilities to gain varied work experience. They have the opportunity to work as convenors of several committees formed within the college.

6. Performance Appraisal System: The institution has a performance appraisal system for both teaching and non-teaching staff. Faculty members and non-teaching staff are required to submit self-appraisal forms to the Principal at the end of the academic year. Additionally, feedback on faculty performance is collected annually from students and analyzed by the Internal Quality Assurance Cell (IQAC). The Principal provides feedback and suggestions for improvement to faculty members based on the assessment. Non-teaching staff are also assessed based on their attitude, job performance, and behavior towards the institution, with the Principal monitoring their performance and suggesting corrective measures as needed.

Overall, these mechanisms ensure the welfare and professional development of staff members, fostering a positive work environment and enhancing productivity at BSA Mahila Mahavidyalaya.

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: 8.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	00	00	00	00

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[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: 4.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	00	00	00	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	28	28	28	28

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Effective utilization of funds is paramount for the progress of any organization, including our institution. Therefore, ensuring the smooth flow of funds and directing them towards the right channels is of utmost importance. Funds primarily come from student fees, and the Principal oversees their utilization through discussions with the Development Committee and Purchase Committee. Several sections and statutory bodies oversee the efficient use of financial resources, including the Development Committee, Purchase Committee, and Library Committee. Proper financial management serves as the foundation for institutional development, and the college handles student funds with careful planning, considering its affiliated status. Transparency is maintained through regular audits to verify the authenticity of expenditures. The internal audit process is transparent, preventive, and ongoing, providing valuable insights and recommendations to management and governance. Its main objective is to ensure the proper utilization of allocated funds.Non-teaching staff are responsible for maintaining day-to-day financial data, including the preparation of Daily Collection Registers. Additionally, external audits are conducted by the university as required to ensure compliance and accountability.

1. **Internal Audit:**
    - **Transparency and Prevention:** The internal audit process conducted under the

governance of GB by the IQAC within the institution is characterized by transparency and prevention. It aims to proactively identify and address any financial irregularities or inefficiencies before they escalate into significant issues.

- **Ongoing Monitoring:** Internal audits are conducted regularly, providing ongoing monitoring of the institution's financial operations. This ensures that financial resources are being utilized effectively and in accordance with established policies and procedures.
- **Insights and Recommendations:** The internal audit function provides valuable insights and recommendations to management and governance bodies. These insights help in optimizing financial processes, enhancing controls, and mitigating risks, ultimately contributing to improved financial management and decision-making.
- **Utilization of Allotted Funds:** The primary objective of the internal audit is to ensure the proper utilization of allotted funds. By scrutinizing financial transactions and records, internal auditors verify that funds are being used for their intended purposes and in compliance with relevant regulations and guidelines.

2. **External Audit:**

- **Independent Examination:** External audits are conducted by independent firms named as Tulsyan Sapna & Company and Arya Comtek Pvt Ltd. These audits provide an impartial examination of the institution's academic progress and financial statements, transactions, and processes, etc.
- **Compliance and Accountability:** The primary focus of external audits is to assess the institution's compliance with applicable laws, regulations, and accounting standards. It ensures that the institution is accountable for its financial activities and reporting.
- **Verification of Financial Statements:** External auditors review the institution's financial statements to ensure their accuracy, completeness, and fairness. This verification process adds credibility to the institution's financial reporting and enhances stakeholder confidence.
- **Recommendations for Improvement:** In addition to verifying financial statements, external auditors may also provide recommendations for improvement in financial management practices and internal controls. These recommendations help the institution strengthen its financial governance and operational efficiency.

Overall, both internal and external audits play crucial roles in ensuring the integrity, transparency, and accountability of the institution's financial management processes. While internal audits focus on proactive monitoring and improvement, external audits provide independent assurance and verification of financial performance and compliance. Together, they contribute to the institution's overall financial health and sustainability.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) plays a vital role in institutionalizing quality assurance strategies and processes within BSAM Mahavidyalaya. It was established as per the guidelines prescribed by NAAC.

1. **Establishing Quality Standards:** The IQAC is responsible for defining and establishing quality standards for various aspects of the institution's functioning, including academic programs, teaching methodologies, research activities, infrastructure, and student support services. These standards serve as benchmarks against which the institution's performance is evaluated.

2. **Monitoring and Evaluation:** IQAC regularly monitors and evaluates the institution's performance in adherence to the established quality standards. It conducts internal audits, reviews academic outcomes, assesses teaching-learning processes, and evaluates the effectiveness of support services to identify areas for improvement.

3. **Developing Quality Enhancement Strategies**: Based on the findings of monitoring and evaluation, IQAC develops quality enhancement strategies and action plans to address areas of improvement. These strategies may include faculty development programs, curriculum revisions, infrastructure upgrades, implementation of best practices, and initiatives to enhance student support services.

4. **Promoting Best Practices:** IQAC promotes the adoption of best practices in teaching, research, governance, and administration across the institution. It facilitates knowledge sharing, collaboration, and capacity building among faculty, staff, and stakeholders to foster a culture of continuous improvement and innovation.

5. **Ensuring Compliance:** IQAC ensures that the institution complies with regulatory requirements, accreditation standards, and guidelines prescribed by regulatory bodies and accreditation agencies. It facilitates the preparation of self-assessment reports, quality assurance documents, and compliance reports for submission to accrediting bodies.

6. **Enhancing Transparency and Accountability:** IQAC promotes transparency and accountability in the institution's operations by maintaining records of quality assurance activities, performance indicators, and outcomes. It facilitates internal and external audits, reviews, and assessments to ensure accountability to stakeholders and regulatory authorities.

7. **Facilitating Accreditation and Recognition:** IQAC plays a crucial role in preparing the institution for accreditation and recognition by accrediting agencies, regulatory bodies, and funding agencies. It assists in the preparation of accreditation self-study reports, conducts mock assessments, and coordinates accreditation visits and inspections.

8. **Engaging Stakeholders:** IQAC engages various stakeholders, including faculty, students, alumni, employers, industry partners, and community members, in quality assurance processes. It solicits feedback, conducts surveys, and organizes stakeholder consultations to assess their expectations, needs,

and satisfaction levels.

In summary, the Internal Quality Assurance Cell (IQAC) serves as a catalyst for institutional excellence by establishing quality standards, monitoring performance, developing enhancement strategies, promoting best practices, ensuring compliance, enhancing transparency and accountability, facilitating accreditation, and engaging stakeholders in quality assurance processes. Through its efforts, IQAC contributes significantly to the continuous improvement and institutionalization of quality assurance in the educational institution.

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: C. Any 2 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Being a women's college, the promotion of gender equity and sensitization is inherent in its mission and values.

Curricular Activities:

1. **Inclusive Curriculum:** BSAM College designs its curriculum to be inclusive and reflective of gender-related issues and perspectives. Courses across disciplines incorporate discussions on gender equality, women's rights, and feminist theories. For example, literature courses may explore works by female authors, while sociology courses may analyze gender roles and stereotypes.

2. **Gender Studies Programs:** The college offers specialized programs and majors in gender studies, empowering students to critically examine and understand gender dynamics in society. These programs provide a comprehensive understanding of gender-related issues and equip students with the knowledge and tools to advocate for gender equity.

3. **Research Opportunities:** Female students at BSAM Mahavidyalaya are encouraged to pursue research projects that focus on gender-related topics. Faculty members provide mentorship and guidance to students conducting research on issues such as women's empowerment, gender-based violence, and gender representation in media.

Co-curricular Activities:

1. **Women's Leadership Programs:** The college organizes leadership development programs tailored specifically for women. These programs focus on building confidence, leadership skills, and empowering women to take on leadership roles in their academic and professional lives.

2. **Gender Sensitization Workshops:** Regular workshops and seminars are conducted to raise awareness about gender inequality and promote gender sensitization among students and faculty. These sessions cover topics such as gender bias, intersectionality, and the importance of creating inclusive spaces.

3. **Women's Empowerment Clubs:** BSAM hosts women's empowerment clubs and organizations

that provide a platform for female students to engage in discussions, activism, and community outreach related to gender equality and women's rights.

Facilities for Women on Campus:

1. **Safe and Supportive Environment:** The college prioritizes the safety and well-being of its students, providing a safe and supportive environment for women to learn and thrive. Campus security measures are in place to ensure a secure campus environment.

2. **Gender-Neutral Restrooms:** In addition to traditional gender-specific restrooms, the College provides gender-neutral restrooms across campus to accommodate the needs of all students, regardless of gender identity.

3. **Women's Health Services:** The college offers comprehensive women's health services, including access to gynecological care, reproductive health resources, and counseling services. These services prioritize women's health and well-being, addressing their unique healthcare needs.

4. **Childcare Facilities:** Recognizing the importance of supporting women with caregiving responsibilities, the college is planning to provide on-campus childcare facilities for students, faculty, and staff. These facilities would offer affordable and convenient childcare options, allowing women to pursue their academic and professional goals while balancing family responsibilities.

In summary, the College is dedicated to promoting gender equity, sensitization, and empowerment through its curriculum, co-curricular activities, and facilities provided for women on campus. By fostering an inclusive and supportive environment, the college empowers women to excel academically, pursue their passions, and become leaders in their communities.

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: C. 2 of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	[View Document](#)

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<u>View Document</u>

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:

The college is well aware of the insensitive exploitation of all the resources provided by our planet by humans that has led to an emergency situation when it comes to our environment and its climate. It promotes a clean environment where pollution of any kind can be cut down.The institution tries its best to adopt every possible way to manage wastes generating within the campus and even works on cleaning the **nearby and adopted villages**.The college has adopted the **composting method to manage solid wastes**, dried leaves, tree branches etc.**The college has a composting bin** in the College Campus where the solid wastes are dumped and the compost is used in the garden area of the college as it is beneficial for the soil as well as the plants.The college promotes recycling and reusing of solid waste products, like plastics, glass bottles, papers, cardboards, stones, etc and encourages its staff and students to put their innovative ideas into creating something beautiful as well as useful at the same time out of those solid waste products, which otherwise would be harmful for the environment. The staff and students have collected several plastic bottles and used it as planters, vase, bird feeder, watering containers, etc. to beautify the campus and make it green and environment friendly.

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:

The two best practices of the college are:

1. **Computer Certificate Program at BSAM MAHAVIDYALAYA**

Introduction:

The Computer Certificate Program at BSAM MAHAVIDYALAYA represents a proactive response to the increasing significance of technology in contemporary education and professional domains. This best practice initiative aimed at equipping students with essential computer skills.

Objective:

The primary objective of the Computer Certificate Program is to address the imperative of technological advancement by providing students with comprehensive computer education. The program aims to:

1. Enhance students' academic performance by equipping them with essential computer skills.

2. Foster a deeper comprehension of computer functionalities and applications.

3. Prepare students for future educational and professional endeavors in an increasingly technology-driven world.

4. Bridge the digital divide by providing access to technology, particularly for rural students who may lack such opportunities.

Implementation:

The implementation of the Computer Certificate Program involves several key components:

1. Curriculum Design: A structured curriculum is designed to cover essential computer skills, including basic operations, software applications, internet usage, and programming fundamentals.

2. Training Sessions: Qualified instructors conduct training sessions to deliver theoretical knowledge and hands-on practical experience to students.

3. Access to Resources: The college provides access to computer labs equipped with the necessary hardware and software, ensuring a conducive learning environment.

4. Support Mechanisms: Continuous support and guidance are offered to students to address any challenges they may encounter during the program.

Outcomes:

The Computer Certificate Program has yielded several notable outcomes:

1. Enhanced Academic Performance: Students who have participated in the program demonstrate improved academic performance, particularly in subjects requiring computer proficiency.

2. Increased Technological Literacy: Participants develop a deeper understanding of computer functionalities, enabling them to utilize technology more effectively in various academic and professional contexts.

3. Improved Confidence: By familiarizing themselves with computer applications and tools, students gain confidence in navigating the evolving technological landscape.

4. Bridging the Digital Divide: The program has successfully addressed the digital disparity by providing rural students with access to technology and empowering them with essential computer skills.

Conclusion:

The Computer Certificate Program at BSAM Mahavidyalaya, Barharwa stands as a testament to the institution's commitment to preparing students for success in an increasingly digital world. By equipping students with essential computer skills and bridging the digital divide, the program contributes significantly to the academic and professional development of participants. Moving forward, continued investment in technology education remains essential to empower students and ensure their competitiveness in the digital age.

Recommendations:

To further enhance the impact of the Computer Certificate Program, the following recommendations are proposed:

1. Continuous Evaluation: Regular evaluation of the program's effectiveness should be conducted to identify areas for improvement and refine curriculum content.

2. Expansion of Resources: Additional resources should be allocated to enhance access to technology, including upgrading computer labs and providing access to online learning platforms.

3. Outreach Initiatives: Collaborative efforts with local communities and organizations can be leveraged to extend the reach of the program and provide computer education to a broader audience, including disadvantaged groups.

Overall, the Computer Certificate Program represents a cornerstone initiative in advancing the educational mission of BSAM and preparing students for success in the digital era.

2. **Yog Karo, Nirog Raho:**

Introduction: Yoga, as an ancient discipline, has found a significant place in modern education owing to its multifaceted benefits for physical, mental, and emotional well-being. This report highlights the implementation and outcomes of incorporating yoga practices as best practices at BSAM Mahavidyalaya.

Objective: The objective of integrating yoga practices into the curriculum is multifaceted:

1. To promote holistic well-being among students by fostering physical fitness, mental clarity, and emotional stability.
2. To instill moral values and principles of healthy living, including stress management and mindfulness.
3. To equip students with tools for personal growth and self-awareness, facilitating their overall development and personality enhancement.

Implementation: The integration of yoga practices involves the following key components:

1. Curriculum Integration: Yoga sessions are integrated into the academic curriculum, offering students regular opportunities to engage in yoga practice.
2. Qualified Instructors: Trained yoga instructors lead sessions, ensuring that students receive proper guidance and instruction in various yoga techniques and principles.
3. Accessible Facilities: Dedicated spaces for yoga practice are provided on campus, equipped with necessary resources such as yoga mats and props.
4. Regular Sessions: Yoga sessions are conducted regularly, allowing students to cultivate a consistent yoga practice and experience its cumulative benefits.
5. Awareness Campaigns: The college organizes awareness campaigns to educate students about the benefits of yoga and promote participation in yoga practices.

Outcomes: The incorporation of yoga practices has yielded several positive outcomes:

1. Improved Physical Health: Participants experience improvements in flexibility, strength, and overall physical fitness through regular yoga practice.
2. Enhanced Mental Well-being: Yoga contributes to stress reduction, improved concentration, and emotional resilience among students, leading to a more positive mental outlook.
3. Promotion of Healthy Lifestyle: By emphasizing the importance of mindfulness, balanced living, and healthy choices, yoga encourages students to adopt healthier lifestyle habits.
4. Personality Development: Yoga fosters qualities such as discipline, self-awareness, and self-confidence, contributing to students' overall personal growth and development.

Conclusion: Yoga practices at [College Name] exemplify a holistic approach to education that prioritizes the well-being and holistic development of students. By integrating yoga into the curriculum, the college not only promotes physical fitness but also cultivates mental clarity, emotional resilience, and moral integrity among students. The outcomes of yoga practices underscore its effectiveness in enhancing the overall quality of student life and contributing to their academic and personal success.

Recommendations: To further optimize the benefits of yoga practices, the following recommendations are proposed:

1. Expansion of Program: Consider expanding yoga offerings to include specialized workshops, retreats, and advanced practice sessions to cater to diverse student interests and needs.
2. Research and Evaluation: Conduct research studies to assess the impact of yoga practices on student well-being, academic performance, and overall campus culture.
3. Community Engagement: Explore opportunities for community outreach initiatives, such as offering yoga classes to local residents or collaborating with wellness organizations to promote

yoga awareness and accessibility beyond the campus.

In conclusion, yoga practices at BSAM serve as a beacon of holistic education, fostering physical, mental, and emotional well-being among students and promoting a culture of mindfulness and self-awareness. As the college continues to prioritize student wellness and personal growth, the integration of yoga practices remains a cornerstone best practice in nurturing the whole student.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The institution's programs aim to cultivate a sense of social responsibility, civic engagement, and leadership among its students through community service. Here's an explanation of the activities undertaken by the college:

1. **Awareness Rally on Consequences of Water Pollution**: This rally serves to educate both students and the community about the detrimental effects of water pollution on the environment and public health. By raising awareness, the institution empowers individuals to take action to mitigate pollution and safeguard water resources.

2. **Cleaning of College Campus**: The initiative to clean the college campus demonstrates a commitment to environmental stewardship and cleanliness. By engaging students in the upkeep of their surroundings and promoting waste management practices, the institution fosters a culture of responsibility and respect for the environment.

3. **Awareness Rally on Tree Plantation**: This rally aims to promote the importance of afforestation and environmental conservation. By advocating for tree plantation, the institution encourages students and the community to contribute to creating a greener and healthier ecosystem.

4. **Campaign on Beti Bachao Beti Padhao**: This campaign addresses gender inequality and promotes the education and empowerment of girls. By raising awareness about the importance of educating and supporting girls, the institution contributes to social equity and women's empowerment.

5. **Plantation of Trees on Campus**: By involving students in tree plantation within the college premises, the institution creates a tangible impact on the environment while instilling a sense of

ownership and pride among students in maintaining an eco-friendly campus.

6. **Voters' Awareness Drive**: This initiative aims to promote civic engagement and democratic participation among students and the community. By educating individuals about their voting rights and the importance of active citizenship, the institution fosters a culture of democracy and civic responsibility.

Overall, these programs reflect the institution's commitment to holistic education and social transformation. By engaging students in meaningful community service activities and advocacy campaigns, the institution empowers them to become responsible citizens, agents of change, and advocates for social justice and environmental sustainability.

5. CONCLUSION

Additional Information :

BSA Mahila Mahavidyalaya stands as a beacon of education and empowerment, driven by a commitment to academic excellence, holistic development, and societal impact. Through innovative teaching methods, technology integration, and research initiatives, the institution endeavors to equip students with the skills, knowledge, and values needed to navigate a rapidly changing world. While facing challenges such as limited computer access and infrastructure constraints, the institution remains steadfast in its dedication to overcoming obstacles and fostering an inclusive, supportive learning environment. With strong governance, leadership, and management practices, coupled with a focus on student welfare and community engagement, the college continues to make strides towards its mission of empowering women and shaping future leaders.

Concluding Remarks :

The institution has embraced Malcolm X's sentiment "Education is our passport to the future, for tomorrow belongs only to the people who prepare for it today", recognizing that education is the key to shaping the future. Through a myriad of initiatives focused on teaching, learning, and research, it strives to prepare students for tomorrow's challenges. By leveraging innovative teaching methods, integrating technology, and providing professional development opportunities, the institution equips students with the skills and knowledge needed for success.

In terms of infrastructure, the institution provides modern facilities and student support services, fostering a conducive learning environment and promoting student welfare. However, challenges such as limited computer availability and the transition to solar energy persist, requiring strategic planning and collaboration to overcome.

The governance, leadership, and management structure of the institution are pivotal in driving its mission forward. Strong leadership, effective management practices, and transparent governance processes ensure the institution's success and sustainability.

As a best practice, the institution has implemented a computer certificate program and integrated moral values through yoga, promoting holistic development and consciousness elevation among students. These initiatives underscore the institution's commitment to preparing students not only academically but also ethically and socially for the future.