



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SUKDEO MAHTO JANTA MAHAVIDYALAYA

KHAJEDIH, LADANIA, MADHUBANI

847232

smjcollege.info

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sukdeo Mahto Janta Mahavidyalaya, Khajedih was established in April, 1981 by Dr. Dhaneshwar Prasad Singh in the name of his father Sukdeo Mahto with the help of local people. The College is located at 16 km east from Jaynagar, 16 km west from Khutauna & 7 km south from Indo-Nepal border. The institution is a Permanent Affiliated College and got Affiliated by the State Government in the year 1986 Under Lalit Narayan Mithila University, Darbhanga with a view to spread Higher Education among Backward and Down Trodden Classes of this extremely Rural Area. The College has an excellent academic environment and the unland area of the college is very wide upto Nepal. The chief objective of the Sukdeo Mahto Janta Mahavidyalaya, Since its inception, has been to shape the young mind with the urge for creativity, Spirit of tolerance and scientific tempo. This College imparts education in Arts, Science and Commerce at Degree level with the entire satisfaction to Students, Parents and Guardians. At present the college runs a total number of Twenty Six (26) courses in the undergraduate stream. There are Nineteen (19) BA Honours courses, Five (05) B.Sc Honours Courses and Two (02) B.Com Honours Courses available in the college.

Vision

The vision and mission of our institution is its guiding framework which defines its goals and outcomes both at the macro and micro level. The vision of our college is to impart quality education in order to shape the young mind with the urge for creativity, Spirit of tolerance and scientific tempo. The leadership at helm in the form of the Governing Body works closely in tandem with the Principal of the college to ensure that the policies of the institution and its practices lead to its defined vision, which is “Pursuit of knowledge, innovation and research through holistic and transformative education to nurture future leaders.” They also acknowledge that the vision and mission of the institution is dynamic and organic. It must modulate with the changing needs of its students and society at large.

Mission

The prime mission of Sukdeo Mahto Janta Mahavidyalaya is to impart Quality Education focusing on classic subjects that prepares young people for a rapidly changing world with an aim to develop the budding youth as a noble, responsible, cultured, disciplined and self-reliant citizen with dedication towards national duties as well as moral values through modern teaching techniques as expected in the civilized society. The college believe that the quality of results is depending on the quality of education. Therefore, the learning environment needs to be oriented to the desired level in order to facilitate student learning using creative and updated technology methods.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Caters to the Educational needs of the rural youth.
- It is only permanent affiliated college under L.N.M. University Darbhanga. in radius of 45 km. of Madhubani district with teaching facilities up to UG (Honours) level.
- It is situated on Road and is easy to approach from all the interiors of the four directions.
- The biggest strength of Shukdeo Mahto Janta Mahavidyalaya, Khajedih, Madhubani as an institution is its huge strength of learners particularly those belonging to the rural and weaker section of the society (SC/EBC/OBC/Minorities) Economically Backwards) which stands testimony to our social commitment.
- The college has a dedicated teaching & non-teaching staff who is managing the Institution against all odds.
- Present principal of this college Dr. Jagdish Prasad is a visionary and dynamic personality who acts actively in the inclusive holistic growth of the college.
- It has well maintained campus with innovative practices, there is sufficient number of class-rooms, well maintained and automated library, well equipped laboratories and dense green campus with several types of flora and fauna.
- ICT (Information & Communication Technology) facilities such as smart class, Wi-Fi in campus, is introduced for better and interesting knowledge transaction.
- There are Thirteen teachers of this college are Ph.D degree holders and they are actively engaged in research activities.

Institutional Weakness

- No number of vocational course.
- P.G. courses could not be started till date.
- Hostels for boys students and staff quarter including principal residence and guest house is not available in the campus.
- At present time, the Madhubani districts have almost negligible Industrial growth, which resulted into narrow scope of employment generation and Industry – Institution interaction.

Institutional Opportunity

- Department of HRD, Govt. of Bihar is considering for granting funds to a few selected colleges Shukdeo Mahto Janta Mahavidyalaya, Khajedih, Madhubani is identified as one of the rural college to be developed as centre of excellence by Dept. of HRD, Govt. of Bihar.
- There are opportunities in the field of sports and other extra co-curricular activities as the college has won several laurels in all such areas.
- Borderless knowledge scenario in the wake of liberalization and use of ICT to reach out to the global pool of knowledge.

Institutional Challenge

- As it is an affiliated college so there is no any permanent fund /Salary by the state government.
- Limitations and constraint in government financial support as well as in utilizing revenue of internal resource for better management and resource mobilization for uplifting the academic and student's support facilities in college.

- To motivate the faculty and university officials to bring change as per the demand of job market in the courses of studies and progressive paradigms in Higher Studies.
- To make the Institution an entity of National Importance.
- Paucity of space and physical infrastructure.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows the academic calendar issued by Lalit Narayan Mithila University, Darbhanga where the dates for academic and non-academic activities are mentioned. For every Degree program there are one Honors paper and two subsidiary paper and one language paper or combination of two language papers are prescribed in the syllabus offered by the Affiliating University. At the beginning of each academic session the college publishes a prospectus including all necessary information about the college. To ensure effective implementation and timely completion of syllabus offered by Lalit Narayan Mithila University, Darbhanga, the head of each department prepares class routine accordingly and allots classes to the teachers for smooth functioning of the classes. The college conducts unit test and sessional examination to evaluate student's performance on regular basis. Every department arranges seminars, group discussions, viva-voce and gives home assignments to the students as a part of internal assessment. The teachers are instructed to maintain the teaching plan and are advised to complete the prescribed syllabus on time. for every academic session.

The various departments of the college teach the students issues connected with Women, Human values, Environment and sustainable development, etc. as a extra curriculum activity. The Career Counseling Cell organizes career-oriented programs for the students to provide better job opportunities to them.

Teaching-learning and Evaluation

The admission process of the college is very transparent and follows the reservation policy as per Bihar Government rules. The institution follows the broad framework of the curriculum for B.A., B.Sc and B.Com (Honors) course under Lalit Narayan Mithila University, Darbhanga. The college has adopted continuous monitoring and evaluation mechanism through sessional examination as well as seminars and group discussions. The Master Class routine is prepare by the college on the beginning of each academic session and each department prepare its own teaching plan for effective teaching- learning and completion of syllabus within stipulated time. The institution adopts various student centric methods to enhance the student involvement as a part of participative learning and problem solving methodologies such as group discussion, class room interaction, seminars, home assignments, field study etc. The college is well-equipped central library with sufficient stock of books and computer Lab with free internet through Wi-Fi. Laptops, Projectors and Interactive Smart Boards are provided in some classes for effective teaching. The college organized some interdisciplinary lectures and talks with eminent persons. The students are encouraged to participate in community work through NSS, extra-curricular activities such as quiz competition, debating competition, essay competition etc.

Research, Innovations and Extension

The institution attempts to create a favorable environment for research, innovation and extension activities. Teachers are always encouraged to organize seminars and workshops in the institution and leaves are granted to participate in the same. Also, faculty members are encouraged to conduct research and projects. Besides, to carry out research works smoothly, teachers are granted leaves for attending course work, paper presentation, library visits and other related activities. The teachers of the college have been publishing their research papers in various national and international journals, conference proceedings. A few teachers are also good writers and litterateur. They have written few chapters and contributed articles in edited books. The institution encourages and develops environment for expansion and transfer of knowledge, critical thinking, creativity and awareness towards different social issues. The college also promotes a good link with the neighboring community by organizing various extension activities and ensures students' active participation. Teachers and NSS Unit of the college organizes different programs such as World Environment Day, International Yoga Day, International Women's Day, Orientation Program on Swachh Bharat Mission, Flood Relief, Swachata Pakhwada, Gandhi Jayanti, Rashtriya Ekta Divas, Socio-Economic Survey. Also, the college and the departments organize various speeches on different topics related to various issues and problems of the society.

Infrastructure and Learning Resources

Shukdeo Mahto Janta Mahavidyalaya is situated in 10.50 acres of land in the rural area of Madhubani district. It is functioning with the grants and aids from UGC, Government of Bihar, MP and MLA's local area development fund, local donor contribution its own resources. There are separate building for Science, Arts, Commerce faculties likewise it poses a separate administrative consist of Principal 's chambers general account Sections, Store examination and admission Section and carrier and counseling cell, women's hostel, girls common room, Boys common room, Vehicle stand, Staff room, College and conferences hall in the college. Total built up area of the college is 1440 square meters. The college is surrounded by the boundary wall with gate. There is a big play ground in the campus of college. It has got an independent electric transformer to supply electricity to the College. There is a facility of pure drinking water for staff and the student. All The sections of the administrative block are computerized. There is a facility of internet ,Xerox in almost all the important departments of the college. Audio visual unit and wireless sound amplifier unit are available in the conference hall. The central library is computerized with internet facility. There is no shortage of energy due to available of high-power generators and inverter sets. The Central library which opens from 10.30 AM to 4.30 PM. In the reading room, facility of books, journals and newspapers is available for the needy person. The entire college campus including classrooms, Library and College Hostel, are under the CCTV surveillance.

Student Support and Progression

A Comprehensive care system, designed to provide a holding environment; provides for the holistic development of the students. The institution has developed a good platform for students support and progression in the field of academic and co-curricular activities. The institution has different types of Committees through which the college channelizes the students to participate in various activities. Besides, a student feedback systems maintained every year. The college provides free ship in the admission to the SC, ST and Girls students. The institution has a student welfare fund which assists the economically backward students by providing financial support. The college organizes Special classes for slow learners through its academic departments. The college celebrates World Environment Day, Yoga Day, Republic Day, Independence Day and celebrates Fit India Movement etc. for the holistic development of all stake holders in general and students in particular. The institution has committees on Grievance and Redressal for students, Anti-ragging Committee, Anti-Sexual Harassment Committee have been constituted to ensure internal and external discipline to achieve

a congenial academic atmosphere. The NSS Unit also take part in the various matters like cleanliness, environmental sustainability and community linkages with neighboring areas. The constituted committees creates platform for the students to identify their hidden talent and explore themselves in various aspects of life. The committees is formed as per the university norms. They undertake various activities pertaining to sport and cultural activities. The institution has an Alumni association that works as a bridge between the students of the present and the past. The Alumni Association has created an anthem through which an emotional bonding among the past students with their alma matter is tried to be established. The institution provides scholarship and free ships to meritorious students, economically weaker backgrounds and /or disabilities through different schemes provided by the Government of Bihar.

Governance, Leadership and Management

Shukdeo Mahto Janta Mahavidyalaya is well governed institution. The organization structure with a well-defined organizational hierarchy supports decentralized and participatory management for effective decision making, policy evolving and strategy development. The functioning of the institution is in compliance with the direction and the norms of all its statutory bodies. The institution has effective welfare measures for its teaching and nonteaching staff. The management motivates the faculty to participate in seminars, workshops, conferences etc. and to enroll as members in professional bodies to update their knowledge. The quality and work efficiency of the staff is assessed by the performance appraisal system. The institution has a mechanism for internal and external financial audits. The fund mobilization policy of the institution is based on its ideology of rendering educational service to citizens. The college infuses team spirit and co-operation amongst the students which is evident in College and other departmental activities. The constituted committees of the college assures students full participation in various activities.

The Governing Body of the college supervises the smooth functioning of the administration and academic well-being of the college. All the decisions regarding policy and planning is handled by the Governing Body consisting of the representatives of all stake holders. The college development committee monitors the infrastructural development of the college and estimates the fund allocation in different developmental schemes. The college maintains different funds like General Fund, student Fund, Examination Fund etc. the accounts of which are maintained with separate cash book, ledger book, passbook etc. The accounts are audited by the certified Chartered Account as well as Government Auditors.

The IQAC of Shukdeo Mahto Janta Mahavidyalaya was established in the year 2012. The Quality Assurance Cell of the institution takes care of the regular planning and execution of all the quality initiative and quality assurance initiative measures adopted and implemented by it. The main task of the IQAC is to effectively plan all quality measures to sustain and enhance quality in all the activities of the institution.

Institutional Values and Best Practices

Shukdeo Mahto Janta Mahavidyalaya is always committed towards institutional values and best practices. As an educational institute the college provides various safety and security measures to the students. Grievance & Redressal Cell, Sexual Harassment Cell, Anti Ragging Cell, Women Cell have always worked for the

betterment of the students. The college has Girls' Hostel and Common Room equipped with necessary amenities. The college organizes seminar, workshop, talk, camp etc. for career counseling, gender sensitization, mental health & hygiene. It also celebrates & observes various days like, Republic day, Independence day, Voters Day, Gandhi Jayanti, Teachers' Day, National Unity Day, International Environment Day, International Women Day etc. For cleanliness & good environment the college uses garbage bin to collect the solid waste and provides access to safe sanitation system. It promotes appropriate management and disposal of domestic wastewater through proper drainage. The main source of energy of the college is electricity. The college always tries to reduce energy consumption and using energy efficient LED bulbs. Code of professional ethics, college and hostel rules & regulations are uploaded in the college website. For financial transparency college has used cashless transaction through cheque payment. Again, admission and form fill-up is done through Online Admission Portal with online payment. As a higher educational institute, Shukdeo Mahto Janta Mahavidyalaya is not only committed towards academics but also human values, ethics, and social responsibility.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SUKDEO MAHTO JANTA MAHAVIDYALAYA |
| Address | Khajedih, Ladania, Madhubani |
| City | Khajedih |
| State | Bihar |
| Pin | 847232 |
| Website | smjcollege.info |

| Contacts for Communication | | | | | |
|----------------------------|---------------------|-------------------------|------------|----------------|------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Jagdish Prasad | 091-730885292 | 7320885292 | 091-730885292 | smjcollegekhajedih@gmail.com |
| IQAC / CIQA coordinator | Ashwini Kumar Sinha | 091-9473012401 | 9473012401 | 091-9473012401 | draksinha50@gmail.com |

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

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

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

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-------|----------------------------------|-------------------------------|
| Bihar | Lalit Narayan Mithila University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 21-12-2012 | View Document |
| 12B of UGC | 21-12-2012 | View Document |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

| 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 | Khajedih, Ladania, Madhubani | Rural | 10.5 | 1440 |

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,History | 36 | INTERMEDIATE | English,Hindi | 563 | 563 |
| UG | BA,Political Science | 36 | INTERMEDIATE | English,Hindi | 267 | 267 |
| UG | BA,Economics | 36 | INTERMEDIATE | English,Hindi | 51 | 46 |
| UG | BA,Psychology | 36 | INTERMEDIATE | English,Hindi | 240 | 240 |
| UG | BA,Philosophy | 36 | INTERMEDIATE | English,Hindi | 20 | 1 |
| UG | BA,Home Science | 36 | INTERMEDIATE | English,Hindi | 562 | 562 |
| UG | BA,Sociology | 36 | INTERMEDIATE | English,Hindi | 46 | 31 |
| UG | BA,Hindi | 36 | INTERMEDIATE | Hindi | 304 | 304 |
| UG | BA,English | 36 | INTERMEDIATE | English,Hindi | 181 | 181 |
| UG | BA,Maithili | 36 | INTERMEDIATE | Maithili | 94 | 84 |
| UG | BA,Sanskrit | 36 | INTERMEDIATE | Hindi,Sanskrit | 35 | 35 |
| UG | BA,Geography | 36 | INTERMEDIATE | English,Hindi | 598 | 598 |
| UG | BA,Mathematics | 36 | INTERMEDIATE | English,Hindi | 167 | 167 |
| UG | BA,Persian | 36 | INTERMEDIATE | Hindi | 20 | 0 |
| UG | BA,Rural Economics | 36 | INTERMEDIATE | English,Hindi | 20 | 0 |
| UG | BA,Music | 36 | INTERMEDIATE | English,Hindi | 138 | 138 |

| | | | | | | |
|----|--------------------|----|------------------|-------------------|-----|-----|
| UG | BA,Aih | 36 | INTERMED IATE | English,Hind i | 20 | 3 |
| UG | BA,Urdu | 36 | INTERMED IATE | Hindi,Urdu | 29 | 14 |
| UG | BA,Nepali | 36 | INTERMED IATE | Hindi,Nepali | 20 | 0 |
| UG | BSc,Physics | 36 | INTERMED IATE | English,Hind i | 80 | 71 |
| UG | BSc,Chemist ry | 36 | INTERMED IATE | English,Hind i | 97 | 87 |
| UG | BSc,Botany | 36 | INTERMED IATE | English,Hind i | 64 | 54 |
| UG | BSc,Zoology | 36 | INTERMED IATE | English,Hind i | 219 | 209 |
| UG | BSc,Statistic s | 36 | INTERMED IATE | English,Hind i | 20 | 0 |
| UG | BCom,Acco unts | 36 | INTERMED IATE | English,Hind i | 246 | 246 |
| UG | BCom,Mark eting | 36 | INTERMED IATE | English,Hind i | 4 | 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 | | | | 78 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 0 | 0 | 62 |
| Yet to Recruit | 0 | | | | 0 | | | | 16 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 23 |
| Recruited | 23 | 0 | 0 | 23 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 26 |
| Recruited | 24 | 2 | 0 | 26 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 3 |
| Recruited | 3 | 0 | 0 | 3 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 9 |
| Recruited | 9 | 0 | 0 | 9 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 2 | 0 | 13 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 1 | 0 | 49 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|---|---------------|---|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 0 | 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 | 1886 | 0 | 0 | 0 | 1886 |
| | Female | 2015 | 0 | 0 | 0 | 2015 |
| | 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 | 98 | 164 | 148 | 0 |
| | Female | 95 | 126 | 89 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 4 | 0 |
| | Female | 0 | 3 | 2 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 669 | 665 | 647 | 0 |
| | Female | 806 | 682 | 626 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 49 | 61 | 88 | 0 |
| | Female | 33 | 78 | 57 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1750 | 1779 | 1661 | 0 |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | NEP aims at promoting the exclusive potential of students through a holistic multidisciplinary or interdisciplinary mode of education. However, NEP has not yet adopted by the State of Bihar and by the |
|---|--|

| | |
|---|--|
| | <p>University. Since the college has to be well equipped to implement NEP regulations in its curriculum, proper guidelines are to be received from the concerned authorities. Once implemented, the teaching learning pedagogy will adopt amalgamation of intellectual, scientific, emotional, social and cultural development among its students. Efforts are being made to incorporate certificate course and add-on courses which can be offered to the students. The institution is looking forward for the implementation of NEP which can offer a multidisciplinary flexible curriculum that enables multiple entry and exits. The provision for the same would be implemented according to the directives of the state government.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>Neither the State of Bihar or the Lalit Narayan Mithila University have adopted the NEP yet. However, Sukdeo Mahto Janta Mahavidyalaya, Khajedih is awaiting the instructions and guidelines of the State Government and the University in this regard. On receipt of such instructions our college would be happy to register under the ABC which would permit its learners to avail the benefit of multiple entries and exit during the chosen programme, and to enable credit transfer. It is learnt that, these initiatives would be highly beneficial to slow learners and provide flexibility to students to learn as per their ability and convenience. The proviso for the same would be implemented as per the directives of the state government and University. In that cast, the college would also like to have MoUs with other institutions for collaborative ventures towards internationalization of education and joint degrees between Indian and foreign institutions. Faculty members will be directed to actively engage in designing their own curricular and pedagogical approaches within the approved framework through Learning Management System. Also the Students will also encouraged to enroll and successfully complete courses through online platforms to enrich their learning experience.</p> |
| <p>3. Skill development:</p> | <p>The endeavour of the college has always been to offer opportunities for students to develop their skills in tandem with changing needs. As result, efforts are being done to incorporate Add-on courses which would align the curriculum with relevant industries to make them job ready by the time they graduate. Being the college situated in the extremely rural</p> |

| | |
|---|---|
| | <p>outskirts of the state, within the constraints, students' skills will be further augmented by frequent interactions with available industry experts and other resources available in the area. However, it would be pertinent to mention that, the NEP has not yet adopted by the State or the University and Since, the college follows the State and University guidelines in the functioning of the college, the same would only be adopted after the Govt. issues directions in this regard.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>Sukdeo Mahto Janta Mahavidyalaya, Khajedih was established in the year 1981 and it has always been an endeavour of the college to uphold the value of Indian Knowledge system, Indian culture and heritage. The college commemorates the national days such as Hindi Divas, Mother tongue day, Tourism Day, Independence Day, Republic Day, Shikshak Divas, Yoga Day, etc., as an act of reverence towards Indian languages and culture. Faculty members are free to provide the classroom delivery in bilingual mode as students tend to understand better if taught in their mother tongue. The graduate students are to study the Hindi language compulsorily during the first two years of the bachelor's program. The promotion of Indian languages are also facilitated through Bachelor Honours in Maithili, Urdu and Sanskrit. In order to stay connected with the rich Indian culture and heritage, the students are encouraged to participate in various competitions such as essay writing, poetry, speech competition, folk song, folk dance and skit etc.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The Learning Outcome Curriculum Framework syllabi will be prepared as per the directions of the University, once the NEP is adopted by the State, with the final outcome expected of students of a particular course at the end of the programme. The outcomes will be delineated clearly, and the teaching plans outlined accordingly. This will enhance the quality of education being imparted to them and help align pedagogy to the desired outcomes. Presently, the Outcome of the courses being provided by the college is limited to Critical Thinking, Effective Communication, Effective Citizenship, Environment and Sustainability, Ethical Living, Social Interaction, Problem Solving and Analytical Skills etc., which are being taught in the classrooms by the teacher through</p> |

| | |
|---|---|
| | the present curriculum. |
| 6. Distance education/online education: | Sukdeo Mahto Janta Mahavidyalaya offers courses in the regular mode only as sanctioned by UGC. Online tools and blending learning are used to augment and enhance pedagogy. Online classes and Open Book Exams were held as per directives of the University only during the lockdown necessitated by the pandemic. However, efforts will be made to offer Courses offered by IGNOU in the near future. |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Being an Affiliated College in the State of Bihar, as per policy in vogue, there is 'NO' Electoral Literacy Club (ELC) set up in the college. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Being an Affiliated College in the State of Bihar, as per policy in vogue, there is 'NO' Electoral Literacy Club (ELC) set up in the college. |
| 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. | Being an Affiliated College in the State of Bihar, as per policy in vogue, there is 'NO' Electoral Literacy Club (ELC) set up in the college. |
| 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. | Being an Affiliated College in the State of Bihar, as per policy in vogue, there is 'NO' Electoral Literacy Club (ELC) set up in the college. |
| 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. | Being an Affiliated College in the State of Bihar, as per policy in vogue, there is 'NO' Electoral Literacy Club (ELC) set up in the college. |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---------|-------------------------------|---------|---------|
| 3191 | 4264 | 4998 | 5180 | 6057 |
| File Description | | Document | | |
| Institutional data in the prescribed format | | View Document | | |

2 Teachers

2.1

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

Response: 62

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

2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 62 | 60 | 60 | 60 | 60 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 47.35 | 54.61 | 24.87 | 62.77 | 97.80 |

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:

This Institution is an affiliated College of Lalit Narayan Mithila University and follows a pre-determined syllabus set by the University. Periodical innovations are made within these established academic structures, committed to providing complete development for its students in all respect. Timetables, workloads and other supporting administrative tasks are prepared well in advance of teaching session and streamlined for Academic processes. At the end of each academic session, Departmental reports are collected, documenting the academic and extracurricular work undertaken by each departments in that year which enables a systematic compilation of response. Extensive support is being provided to our teachers regularly to update their knowledge and continuous growth, through active involvement in Research and Faculty Development Programmes. Technologically enabled infrastructure is ensured for everyone, which makes it possible for all students to engage in an appropriate teaching- learning process. This College prioritizes the incorporation of academic and mental health of our students through the mentor-ward system where each student is assigned a faculty mentor for academic and extra-academic guidance. Through focused interactions and guidance offered by the teachers, students are able to have their academic and other issues suitably addressed, thus complementing the pursuit of effective curriculum transaction for a strong tutorial and mentor- ward system. Feedback forms are provided through our college website so as to enable the concerned stakeholders to confidentially give the college their evaluations and suggestions for the improvement of College functioning

1.2 Academic Flexibility

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

Response: 0

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

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

Response: 0

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs

year wise during last five years

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

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

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum****Response:**

So as to contribute towards the values like compassion and commitment to development of self and society, the college has committees like NSS, which regularly organize socially relevant events and outreach programmes so that students learn to engage with sociocultural issues in a constructive manner. As a part of rigorous implementation of professional ethics, proper awareness is given to the students regarding the significance of appropriate referencing in assignments, intellectual property rights issues, consequently discouraging any kind of plagiarism. The infrastructure of this is ensured so as to prioritize conservation of the environment. There has been a conscious effort to preserve rock base to a large extent. The building is well provisioned for students with disability. The institution believes in the holistic development of students who are not only intellectually ready to face the world but are also empathetic human beings striving for an democratic and sustainable society.

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

Response: 0

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

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

1.4 Feedback System

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

the feedback is made available on institutional website (Yes or No)

Response: Yes

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 100

2.1.1.1 Number of students admitted year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1555 | 1242 | 1661 | 1779 | 1750 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1555 | 1242 | 1661 | 1779 | 1750 |

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Institutional data in the prescribed format

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

Response: 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 778 | 621 | 831 | 890 | 875 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 778 | 621 | 831 | 890 | 875 |

| | |
|---|-------------------------------|
| File Description | Document |
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2.2 Student Teacher Ratio

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

Response: 51.47

2.3 Teaching- Learning Process

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

Response:

The College makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society. Some of the methods employed by the college in this process are, Rural/undeveloped area visits are

- (a) organised by the departments to gain an understanding of the geographical, socio-political and economic factors of the lives of the people living in rural/undeveloped areas.**
- (b) Extensive use of Case Studies to improve the problem solving ability of the students.**
- (c) Use of ICT & E-resources by students is encouraged.**
- (d) The college employs an interactive approach through discussions, debates, oral group presentations to encourage greater participation and interactive learning.**
- (e) Special lectures/seminars/conferences are organized to encourage and motivate students to become participative agents and not just passive recipients of knowledge.**

2.4 Teacher Profile and Quality

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

Response: 77.44

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 78 | 78 | 78 | 78 | 78 |

| | |
|----------------------------|-------------------------------|
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| Upload supporting document | View Document |

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

Response: 18.87

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 13 | 13 | 11 | 10 | 10 |

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

2.5 Evaluation Process and Reforms

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

Response:

University guidelines are strictly adhered to with respect to evaluation process. The schedules of internal assessments are communicated to students and faculty well in advance which is prepared based on the university academic calendar. Before a week, internal exam timetable is displayed on the notice board. Questions are framed, such that they adhere to university standard. The subject handling faculty prepares question bank that covers equal number of questions from each unit, covering all the topics. Departmental internal exam coordinator under the guidance of HOD, checks for the standard of the question bank. Internal exam coordinator ensures smooth conduction of test and proper valuation of internal exam. At the end of each academic year Examinations and Evaluations are conducted by the affiliating University.

2.6 Student Performance and Learning Outcomes

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

Response:

The Program Outcomes (PO) and Course Outcomes (CO) are adopted for all programs offered by the institution in accordance with “Lalit Narayan Mithila University” guidelines. The Learning Outcomes-based Curriculum Framework (LOCF) will be implemented on the NEP is adopted by the State and the University in particular. These frameworks will be intended to suit the present day needs of the student in terms of securing their path towards higher studies or a terminal degree guiding students towards career choices. Learning outcomes will form an integral part of college vision, mission and objectives. Presently, the learning objectives are communicated through various means by concerned staff. Students are made aware of the outcomes of the courses they are enrolled, through classroom discussion, expert lectures and practical. The college deputed teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes. Teachers actively participate in workshops on revision of syllabus organized by the university. Even though the college does not have a registered Alumni Association, efforts are made to get guidance from the successful alumni students to interact with both students and teachers at specific events and meetings where they share how their individual course shaped their career thus helping existing students align better with the specified course outcomes.

2.6.2 Pass percentage of Students during last five years

Response: 77.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 908 | 944 | 1044 | 1241 | 1287 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1327 | 1315 | 1326 | 1501 | 1557 |

File Description

Document

Institutional data in the prescribed format

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2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.46

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

3.1 Resource Mobilization for Research

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

Response: 0

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

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

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3.2 Innovation Ecosystem

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

Response:

Sukdeo Mahto Janta Mahavidyalaya have been focusing on imparting education to the students with the best possible means & techniques. The college get involved in student development to an extent that innovations become part of the regular affairs rather an initiative. The recent outbreak of the deadly virus Covid 19 which was declared Pandemic by the WHO has caught everyone with surprise. The college focus on every facet of developmental requirement and one such avenue through Innovations at the College. The Innovations be it in delivery of content, exposure to students, Personality development sessions or various competitions etc. All such avenues equip the students with a better hold on their prospective career. As a result the college have started using ICT facilities to communicate with the students and provided many online classes and seminars/webinars to teachers and other staff of the college. The use of smart classes have indeed contributed immensely towards making the teaching-learning experience much remarkable and enjoyable.

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: 0

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on

Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

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

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

3.3 Research Publications and Awards**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.06**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

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

| File Description | Document |
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| 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:** 0.06**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

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

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3.4 Extension Activities

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

Response:

Sukdeo Mahto Janta Mahavidyalaya has always been a smooth harbor for research oriented and creative programmes. The teachers in different departments have been working extensively towards the cause and have contributed immensely towards the extension activities of the college. Being the college situated in the extremely rural outskirts of the State very near to the Indo-Nepal Boarder, the extension activities being carried out by the college has been wholeheartedly accepted by the students and the local public. Efforts have been made by the NSS to reach every nook and corner of the Society to study their problems and to serve their contribution for the solutions for their problems. Since, there is no provision of consultancy facility in this college, the faculty members of the college strive hard for the extension activities, but such activities are undertaken chiefly by unit of the NSS. Every year the unit conducts more than five programmes on the issue of high social relevance ie rural sanitation, aids awareness, liquor, chastity etc. The college offers several extension activities wherein the students and faculty are engaged in promoting institution-community network thereby sensitizing students to social issues. The college regularly conducts various activities in the college such as, "Swachhata Pakhwara", "Swachhata Abhiyan", Republic Day Parade, Seminar organized "To stop feticide", discussion on cleanliness, One Day Seminar during the Gandhi Jayanthi and Lal Bahadur Jayanthi, Komi Integration Program, Swami Vivekananda's birth anniversary celebrations, Special program on country's integrity and unity, cleanliness drive, Organizing the death anniversary of the founder of the college Sukdev Mahato, Seminar organized on World Environment Day, International Yoga Day Celebration, Jal Shakti Conservation Program, International Volunteer Day, Seminar on Various Topics for Volunteers, Polio Free Nation Mission Indra Dhanush, Save Daughter, Educate Daughter and Stop Feticide, Discussion and Quiz Competition on Prevention from Covid-19 Pandemic, World Yoga Day Program National Integration Day and Sardar Vallabhbhai Patel's Birth Anniversary organized, Discussion on the Precission System of Covid-19 and Constitution Day, National Voters Day Program, Birthday Program of LNM Founder Lalit Narayan Mishra, International Yoga Day Celebration, 75th Amrit Mahotsav of Independence, Carrot Grass Eradication Program 12th Voter's Day Celebration, Nutrition Week Celebration, etc.

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

Response:

Since the college is located in the extremely rural outskirts of the State and due to non availability of recourses, the extension outreach programmes are limited to the local area only. Hence, the college does not had an opportunity to achieve any awards and recognition from the government or recognised bodies

other than the kindhearted local public who have been benefitted by the outreach programmes by the college.

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

Response: 24

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 6 | 8 | 1 |

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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: 0

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Institutional data in the prescribed format

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college is committed to offering resourceful infrastructure for holistic growth of students. It provides adequate facilities for cultural activities, indoor and outdoor sports as well as other student and faculty support amenities. The college is prospered with a Playground, Conference hall and Common Rooms available for the students to organize and participate in co-curricular, recreational and cultural activities.

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

Response: 26.27

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19.5 | 32.03 | .59 | 11.18 | 12.2 |

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4.2 Library as a Learning Resource

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

Response:

The College Library of Sukdeo Mahto Janta Mahavidyalaya is fully automated with barcoding of the books. The Library of the college is enriched with 15336 text books . The Library Digitalization has helped the college in achieving the following :-

1. Growth of documents
2. Availability of new techniques and technologies
3. Lack of space

4. To save the time of the reader
5. To have better control over collection
6. To avoid duplication of work
7. For greater efficiency in various activities and services
8. To maintain accuracy and promptness

Library Digitalization has also contributed immensely towards:

1. Economy in library activities and services
2. Effectiveness in library services
3. Introduction of novelty in library services
4. Improved services to users with reduced time lag
5. Quicker cataloguing of library items
6. Faster and easier access to library material
7. Improvement in the variety, amount and quality of material that is available in the library's collection
8. Equips libraries to face challenges posed by future developments and technologies
9. Minimizing human involvement in routine chores of the library and making the staff available for more intellectual and humane activities

4.3 IT Infrastructure

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

Response:

It always has been an endeavour of this college to provide quality education and ensure all round development of the students in order to create awareness and responsibility. The institution has a well maintained, user friendly and resilient infrastructure conducive to teaching, learning and comprehensive development of students. The Teaching Block has well-appointed and spacious classrooms, tutorial rooms, department rooms and 08 Laboratories. The college have 06 Smart Classes for the quality teaching-learning experience for the students and teachers as well. There are classrooms equipped with projectors so that ICT can be used for strengthening academic discourse. There is a computer lab available for the students with adequate computer equipment, internet connectivity and projectors to support practical sessions. The campus is Wi-Fi enabled for the benefit of students and faculty. The College Library is well stocked with 15336 text books and the library is fully automated with barcoding of books. This, has resulted in a hassle free maintenance of the Library and easy access of its contents. The library automation has helped the students to save their time in searching of the books and helped the management in maintaining the library in a much professional manner. The college has a Conference hall, Health Centre and a Gymnasium inside the campus area.

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

Response: 127.64

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

Response: 25

4.4 Maintenance of Campus Infrastructure

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

Response: 73.02

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 27.85 | 22 | 24 | 51 | 85 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0

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

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

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

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

Response: E. None of the above

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

Response: 0

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

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

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

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

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

Response: E. None of the above

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: 0

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

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

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 908 | 944 | 1044 | 1241 | 1287 |

| File Description | Document |
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| 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 (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

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

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

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

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
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5.3 Student Participation and Activities

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

Response: 0

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

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

| File Description | Document |
|------------------|----------|
|------------------|----------|

| | |
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| Institutional data in the prescribed format | View Document |
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5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**Response:** 0**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

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

| File Description | Document |
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| 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:**

At present there is no Registered Alumni Association available in this college. However efforts have always been made to associate the Alumni of the college who have done well in the past in the career and other area. The college is also planning to have a Registered Alumni Association in the College with prominent members being at the leading positions who can guide the budding youth of our college to be a good human being and be a part of the development of the state and the country in particular. The college do have a lot of passed out students and retired teachers to its credit who are offer visit the college and share their valuable time with the students.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Vision and Mission of the College are reviewed and redefined time-to-time in view of changing national and global trends in education. Goals are set to attain the objectives enshrined in national policy for higher education. Being the college situated in the extreme rural outskirts of the state of Bihar, it has always been an endeavour of the college to provide quality education for the students who hail from the extremely poor financial and educational backgrounds. Also, it is evident from the strength of the students that the college promotes gender equality and women empowerment to a certain extent defeating the odds according to the area where the college is situated.

The institution's Vision and Mission reflect the distinctive characteristics of the institution. The College caters to the educational, social, cultural and economic needs of the society. All these characteristics are reflected in its policies. High quality educational programmes and healthy practices are being implemented keeping in mind the policy of uncompromising adherence to the values and principles of inclusion, responsibility and social accountability.

The Principal forms various committees under the convenorship of a teacher or a non-teaching staff with members from teaching staff, non-teaching staff and students for overall management of the various operations of the college, such as, admission, academic coordination, conduct of examinations, promotion of research and extension activities, development of infrastructure-facilities, appointment of staff, maintenance of service records, encouraging cultural activities, implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility.

The Principal is ably supported by the Teachers-in-Charge who help in executing the strategic and perspective plans through their department members. The college mobilizes funds for enhancement of infrastructure, laboratory, library and office equipment, apart from creating environment friendly campus/premise.

6.2 Strategy Development and Deployment

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

Response:

The College follows the practice of decentralisation in its true sense, in all the three important pillars of the institution, viz. academics, administration and extra curricular activities. The practice of decentralisation and participatory management is reflected in all the activities of the College through a strong and efficient

Organogram of Committees/Societies which includes the IQAC, the Staff Council and various Cultural Societies. All the major stakeholders of the College including the Principal, Teaching and Non-Teaching Staff, Parents and Students work in a democratic way of governance following the tacit rules of accountability in execution of their duties and responsibilities. The primary objective of decentralisation with regard to this particular cultural event is to reorient organisational culture, thin out the official hierarchy, extend opportunities for teachers as well as students to contribute profoundly, enrich the decision-making process, and nurture greater democratic professionalism, together with proficient event management. Decentralisation of administration in Montage refers primarily to a process, in which students are given a free hand to take decisions about the judicious use of resources, financial management, execution of programmes, security arrangements, and so on. This sort of decentralisation allows the students to be more responsible, responsive, sensitive and proactive to exercise their own discretion for planning and execution in a participatory and democratic environment. The Teaching and Non-Teaching staff are privileged with Leave Benefits as per the University rules. Duty leaves are provided to attend various Orientation/Refresher/ Seminar/ workshops/Training Programs as per the Government rules. Faculty Enhancement programmes for skill up-gradation and training are organized for both teaching and non-teaching staff. Permission is readily granted to participate in Refresher Courses/ Orientation Programmes/ Short- Term Courses to the teaching staff for professional development. Computer Training Courses are provided for teachers to help them hone their e-skills and the non-teaching staff is sent to attend computer training courses organized by the University. ICT Facilities-The College is fully Wi-Fi enabled. Computer facilities are provided in the library and staff room.

6.2.2 Implementation of e-governance in areas of operation

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

Response: D. Any 1 of the above

6.3 Faculty Empowerment Strategies

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

Response:

Teacher's Self Appraisal: This provides an insight into one's own assessment of effectiveness of the teaching style and its impact on the students. It highlights how the teacher handles different situations that affect the learning progress of the students. It also makes known the involvement of the teacher in both academic and administrative activities.

The performance appraisal is used for Career Advancement of the teachers who are updated about their performance at each level. If there is a scope for improvement on the part of the teacher, they are advised to upgrade themselves. The whole system is carried out in a confidential manner.

Non-Teaching Appraisal: Each employee submits the Annual Performance Appraisal Report (APAR)

which is Certified by the respective Reporting Officer of the employee and further certified by Reviewing Officer. A constructive feedback is given to the employee so that they can further enhance their performance level and efficiency.

Teacher's Evaluation by Students: Students are given the opportunity to provide their feedback of the teachers. As per the procedures outlined by the IQAC, the feedback forms are available online on college website and the Teacher-in-Charge (TIC) ensures that the students of the department fill the feedback questionnaire.

These forms are then evaluated by the Principal of the institution with the help of IQAC who analyses all the reports and meets with teachers with constructive feedback and corrective measures.

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

Response: 0.99

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

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

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 61 | 61 | 61 | 61 | 61 |

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6.4 Financial Management and Resource Mobilization

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

Response:

Internal Audit: Internal audit is a continuous process which ensues after each and every financial transaction, whereby the college itself carries out the initial stage of the internal audit. In the initial stage, the officer in-charge scrutinizes and verifies the financial data. This is again scrutinized by the Administrative Officer and the Principal for clarity, authenticity, transparency and financial accuracy. Income/Expenditure is closely monitored by the Bursar and the Principal. Proper procedure for purchases is adopted. Quotations are called for and prices are compared. The audit wing of the UGC visits the college periodically and inspects all the files pertaining to the financial matters that the college has availed of and all the receipts and payments in the college. For the grants received from the UGC, utilization certificates are prepared according to the allowed expenditure under various heads. The Utilisation Grant Certificates are annually submitted to UGC. The external audit takes place annually after the completion of every financial year. The Chartered Accountant, who works as an auditor is appointed by the College. The bills and vouchers of the revenue expenditure are checked. The vouchers and proper record with the concerned Department of the capital expenditure is also checked and verified. The Utilisation Grant Certificates are audited by the external auditor.

The audit objections/compliance, if any, is handled by the Accounts Department.

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 was set up on 28 June 2012 as an NAAC initiative well before the

NAAC Cycle 1 Accreditation. Since then the IQAC have contributed immensely towards the holistic growth of the College in the Academic and infrastructural development of the college. The entire process of assessment and accreditation gives the institution a bird's eye view of its growth as well as areas and opportunities for improvement. The IQAC works closely with departments and strategizes to improve policies, processes, and pedagogy to impart quality education to our students. IQAC has mandated many guidelines and benchmarks for every Departments and Committees of the college. The College has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. Some of the initiatives of IQAC are appended below:

IQAC conducts FDPs and other seminars to bring the knowledge of the teachers at par with the latest developments in their respective disciplines.

IQAC organizes ICT workshops to enable teachers to intersperse technology in curriculum to make the art of classroom pedagogy more relevant and interesting for students.

IQAC takes care of the needs of the administrative staff to improve their work atmosphere, both at the professional and emotional fronts.

The IQAC proposes a number of best practices in various aspects of functioning of the administrative branch.

IQAC believes in establishing a democratic pattern of administration. The Management along with the Principal ensures that equal opportunities are given to staff members who are best suited for a particular department and also, they are provided with opportunities to hone their skills.

It has been one of the primary concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching learning process. This plays an instrumental role in enhancing the quality of the academic and cocurricular endeavours of the College in keeping with its vision and mission.

IQAC achieves this through mainly two practices, viz.,

1. Conducting Academic Audits annually wherein departments are made to do a SWOC Analysis of their performance based on results, research projects, effective curriculum implementation and use of ICT-related pedagogical methodologies. Based on the audit, the IQAC gives constructive feedback to the Departments suggesting measures for internal quality enhancement. It makes recommendations for the Departments to do self-evaluation and to set higher goals to meet new challenges.

2. Collecting feedback from stakeholders like students and teachers to facilitate teaching-learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. A careful analysis of the feedback received is done and communicated to the teachers to enable them to enhance their teaching skills and their relationship with the students.

Based on the information received, IQAC, post accreditation, has been able to develop a system for conscious, consistent and catalytic action to bring about reforms in teaching-learning process, structure, methodologies and learning outcomes.

6.5.2 Quality assurance initiatives of the institution include:

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

Response: D. Any 1 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college is committed to ensure a safe and secure environment for girls and over the past five years, several measures and initiatives have been undertaken to promote gender equity and empowerment of women as per the Gender Sensitization Action Plan. Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. This college strictly ensures full and effective participation of female students thus providing equal opportunities in leadership at all levels of planning, decision making, character development etc. This helps these students to excel as an independent and successful human being in the present cultural society. To achieve this feat, many seminars and workshops are being conducted at the college at regular intervals. The Internal Complaint Committee has been following due protocol in redressal of complaints and worked proactively towards increasing gender sensitization by organising lectures by Lawyers and other experts. It has also sought periodic feedback from students and is committed to ensuring a safe environment for girls within the college. So as to ensure safety of the girls students in the college CCTV has been installed at prominent places wherever required.

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: D.1 of the above

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

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

Response: E. None of the above

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

responsibilities of citizens (Within 500 words)**Response:**

The sprawling College campus accommodates Undergraduates Departments, Playground, Seminar hall and a big Library. The campus provides an adequate infrastructure that consists of well furnished Laboratories, Library, hostel and spacious Classrooms. As an Institution of learning, College has a commanding presence in the University. The College while maintaining its exemplary records in university examinations students are encouraged extensively to take part in various cultural and sports activities and competitions at various levels. The Institution celebrates important religious and important festivals to promote secular and religious tolerance in the society. The institution celebrates observance days of National importance such as Independence day, Republic Day, Gandhi Jayanti, Teachers Day, World AIDS Day, World Environment Day, etc.

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:**

Best Practice 1 : Title of the practice: Automation of Admission Process through Online Admission Portal.

Objectives of practice:

- a) Transparent process for Admission of students.
- b) Merit Based Admission.
- c) Automatic check for available seats.
- d) Hassle free admission process with Online Support for Students.

Context:

Every year, students in thousands stand in queues for collecting admission / application forms and then again for submitting the admission / application forms. This leads to problems in - managing the applications, handle queries, & distribution of forms, collection of forms and then short-listing the candidates resulting in annoyed parents and students alike. In addition to this, the admission process is not transparent, leading to possibility for widespread malpractice. The goal of '**Online Admission Portal**' is to computerize the admission management system structure, its related operation, and functionality to rectify these weaknesses. Also, the purpose is to provide support to the administration and admission seeking candidates by providing a faster, transparent, and easy way of maintaining records and utilize them for reference and further proceedings. Online Admission Portal is a web portal of admission for computerization of all pre and post admission activities of an Institution.

The practice:

The portal supports various modern technologies such as – Online Payment Gateway, auto SMS, and auto Email for student admission application and confirmation of admission. It is a fully integrated multi-user system with full protection against unauthorized access. It provides secured, accurate, & timely information to users at all levels for better decision making.

Evidence of success:

1. Students have expressed their satisfaction with the system
2. The number of pending complaints from students at the time of admission has gone down to negligible.
3. Merit based admission
4. Timely Admission
5. Online Payment Process
6. Transparent Admission Process

Problems encountered:

1. Lack of awareness
2. All students may not have internet connection and access at home

Resources required:

(a) More Technical Qualified Staff at the College.

Best Practice : 2

Title of the practice: Women Education.

Context that required the initiation of the practice: Our College is situated in the Rural outskirts of Bihar wherein Girls education is not encouraged upto the required level. The purpose of the initiative is for the empowerment of women through Higher education. The college was to provide quality education to every class of females barring their economic status, caste, and creed. However, the female students required an extra thrust to make their stride with the fast pacing society.

Objectives: The contemporary issues of health-awareness, legal literacy, human rights, self-protection, women's right, dowry act, government policies etc were required to be dispersed to the young girls to help them become self-reliant and confident. The secondary objective was also to develop employability and entrepreneurship skills in the students for financial independence, career advancement and a bright future.

The practice:

The college organizes self-defense training to help the students become fearless, confident and independent. Self defense has become need of our which is very necessary for all girls in the present scenario along with academic inputs. Several Workshops are organized to open up debates regarding women's right, dowry practice, educational and career opportunities, role of women in the contemporary global scenario, to make students aware about women legal rights. Classes on Legal Literacy, health and

hygiene, sanitation and environmental issues are conducted to help the students make the best use of their potential for themselves and for the society at large

Obstacles faced and strategies adopted The major obstacles faced in the organization of the training programmes and events were attitudinal behavior of both participants and their guardians. The students were hesitant and shy to recognize, understand or share their problems due to social or peer pressures. To handle these issues, the students were repeatedly monitored closely and were encouraged to open up to their teachers and mentors. Counselors, Psychologists and Specialists were invited to look into the specific nature of the problems with the young students and to resolve their different emotional, physical and mental issues. Repeated exposure through different sessions, rallies, film screenings were helpful in washing away the stigma of certain issues and the students were able to approach their problems in a more immediate manner.

Impact

While the impact of the initiative of the college cannot be quantified in numerical digits, the continuous effort has helped several students to resolve their personal, academic and career issues in a more effective way. Issues concerning sexual harassment and domestic violence were reported with more responsibility and help was sought by the students from the authorities.

Female Candidates were able to recognize their own social situations and thus address them better, with more understanding and maturity. The hidden and latent potential of several candidates were revealed during the interactive and/or counseling sessions as a result making them healthier, smarter and more adept at social skills.

Resources required The Events of college for the cause needed infrastructural facilities, financial aids as well as expert resource person for organizing the film screening, seminars, workshops, rallies, etc. The seminar/workshops/screenings/counseling sessions require more financial support.

| 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:

Sukdeo Mahto Janta Mahavidyalaya is an affiliated unit of Lalit Narayan Mithila University, Darbhanga, Bihar. The college is located in the extremely rural outskirts of the state of Bihar, located in 16km east from Jaynagar, 16km west from Khutauna & 7km south from Indo Nepal border. The college is entrusted with the task of imparting quality education to the students from extremely poor background in financially as well as educationally. The college assesses the knowledge and competence levels of the students at the

time of their entry into the undergraduate programme so that the instructor could be geared to their needs and capabilities and necessary remedial measures are adopted for the benefit of the slow learner. Besides, in almost every department, after the advanced learners are indentified, special activities and programmes are designed and given to them for their progress. Regular mentoring and counselling of students with professional experts enhances their mental and emotional balance. This helps students deal with issues of low selfesteem, anxiety, and stress management. Increasing diversity in student intake has also led to greater heterogeneity in classrooms. Students coming from different state boards with differing language competencies has been a challenge to classroom teaching. While some programmes have an inbuilt mechanism to take into account the differing needs of students, others have a different mechanism to augment the needs of slow learners and advanced learners. Sukdeo Mahto Janta Mahavidyalaya is committed to the holistic development of students by engaging them in experiential learning, participative learning and problem-solving methodologies to enhance learning experiences. Students are encouraged to expand their learning horizons beyond the curriculum and classrooms to outreach programmes via hands on experiences with the community at large. The endeavour of the college has always been to nurture the young and budding children to a responsible and well behaved human being who will serve the society and the nation in the coming years. With the limited resources and financial support, the college has lived up to the expectation of the local public and the students, in particular. This feat was achieved because of the extensive support of the teachers and the students of the college.

| File Description | Document |
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| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

College Website: All relevant information is available on the college website. It has helped the students especially during admission.

Computerization of the administrative work: This has helped to optimize the use of man power. All relevant documents can be preserved and tracked readily.

Feedback system: Feedback on the college, departments and the performance of teachers is taken from regular third year outgoing honors students. Analysis of data is used for improvement as well as encouragement. This helps to understand both the strengths and the weaknesses of the faculty.

ICT enabled teaching and learning: A student-friendly curriculum delivery is ensured through the adoption of modern trends in teaching-learning process using computers and audio-visual aids parallel to the classical system of lecturing using chalk and board method. For this, the departments are provided with desktop and laptop computers with internet facilities. Some departments use specific software as required by the curriculum.

Renovation of infrastructure and computerization of library and other improvements: The library has been renovated and reorganized for maximum utilization of space. Computerization of library has done to ensure computerized transactions and access to open-access e-journals etc. The College has organized compulsory computer literacy program within college hours for students to impart knowledge of basic computer skills.

There is complete transparency and openness in the institution's financial, academic, administrative and auxiliary functions, as the status and dignity of the institution depends primarily on it. There is total transparency in admission and examination as well. Admission procedure strictly follows the government reservation policies and the seat reservation process is thus equally transparent. There is also a transparent accomplishment of the Examination process, and results are displayed in the College notice board and result related grievances are met transparently by the authority. Administrative functioning is adhered as per the government rules and impartiality in its execution is strictly maintained. Financial transparency is maintained by adopting Government audit, appointing internal auditor or Chartered accountant duly appointed by the authority.

Concluding Remarks :

Shukdeo Mahto Janta Mahavidyalaya is established in 1981 and celebrating its 42 years of the successful journey in the year 2023. From the inception, The chief objective of Shukdeo Mahto Janta Mahavidyalaya is to shape the young mind with the argue for creativity, Spirit of tolerance and scientific tempo. This College imparts education in Arts, Science and Commerce at Degree level with the entire satisfaction to Students, Parents and Guardians. The college is marching towards achieving its goal of excellence in teaching-learning and co-curricular activities under Lalit Narayan Mithila University, Darbhanga.

The College aims at all round development of the students. Accepting the innumerable challenges, it has been able to meet the expectation of the people of the locality, by uplifting its motto and promoting Women education in this rural locality. The College has a commendable contribution in nurturing the students, from extremely rural and financially deprived backgrounds, and making them become self-sufficient and self-dependent.

Keeping in view the various changes introduced in the realm of Higher education, the institution has been trying to develop its infrastructure, technology and other related conditions. But due to lack of fund the college has not achieve this growth till date.

The college has applied for the 2nd cycle of accreditation under NAAC, and preparation of SSR in the process, has helped much in making us aware of putting into use our assets in a better way, along with the potential developments that can be made in the days to come.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.4.1 | <p>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1555</td> <td>1242</td> <td>1661</td> <td>1779</td> <td>1750</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1555</td> <td>1242</td> <td>1661</td> <td>1779</td> <td>1750</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1555 | 1242 | 1661 | 1779 | 1750 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1555 | 1242 | 1661 | 1779 | 1750 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1555 | 1242 | 1661 | 1779 | 1750 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1555 | 1242 | 1661 | 1779 | 1750 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1540</td> <td>1239</td> <td>1661</td> <td>1648</td> <td>1167</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>778</td> <td>621</td> <td>831</td> <td>890</td> <td>875</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1540 | 1239 | 1661 | 1648 | 1167 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 778 | 621 | 831 | 890 | 875 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1540 | 1239 | 1661 | 1648 | 1167 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 778 | 621 | 831 | 890 | 875 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|------|------|------|------|------|
| 1540 | 1239 | 1661 | 1648 | 1167 |
|------|------|------|------|------|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 778 | 621 | 831 | 890 | 875 |

Remark : DVV input as per 50% reservation policy. Note: The seats admitted not to exceed the seats earmarked . The excess of seat to count in GM

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 78 | 78 | 78 | 78 | 78 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 78 | 78 | 78 | 78 | 78 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 13 | 13 | 11 | 10 | 10 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 13 | 13 | 11 | 10 | 10 |

2.6.2 Pass percentage of Students during last five years

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

Answer before DVV Verification:

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 908 | 944 | 1044 | 1241 | 1287 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 908 | 944 | 1044 | 1241 | 1287 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1327 | 1315 | 1326 | 1501 | 1557 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1327 | 1315 | 1326 | 1501 | 1557 |

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV input as per data template

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 9 | 10 | 1 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 6 | 8 | 1 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 47.35 | 54.61 | 24.87 | 62.77 | 97.80 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 19.5 | 32.03 | .59 | 11.18 | 12.2 |

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

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

Answer before DVV Verification : 32

Answer after DVV Verification: 25

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 27.85 | 22.57 | 24.28 | 61.65 | 85.59 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 27.85 | 22 | 24 | 51 | 85 |

Remark : DVV input at par with EP 3.1. The expenditure excluding salary for metrics 4.1.2 and 4.4.1 can not be 100% as the HEI has to spend on library etc.

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

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

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 79 | 1 | 1 | 1 | 5 |

Answer After DVV Verification :

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 61 | 61 | 61 | 61 | 61 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 61 | 61 | 61 | 61 | 61 |

Remark : DVV input as per attached supporting documents

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

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

Answer before DVV Verification : D. Any 1 of the above

| | |
|-------|--|
| | Answer After DVV Verification: D. Any 1 of the above |
| 7.1.2 | <p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : D.1 of the above Answer After DVV Verification: D.1 of the above Remark : DVV input as per HEI clarification</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 1.1 | <p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1555</td> <td>1242</td> <td>1661</td> <td>1779</td> <td>1750</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3191</td> <td>4264</td> <td>4998</td> <td>5180</td> <td>6057</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1555 | 1242 | 1661 | 1779 | 1750 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 3191 | 4264 | 4998 | 5180 | 6057 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 1555 | 1242 | 1661 | 1779 | 1750 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 3191 | 4264 | 4998 | 5180 | 6057 | | | | | | | | | | | | | | | | | |