SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

Y. S. N. M. COLLEGE,MEDININAGAR

Y S N M COLLEGE, MEDININAGAR, PALAMU
822101
www.ysnmcollege.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Yodh Singh Namdhari Mahila (YSNM) College, Daltonganj: A Legacy of Empowerment and Excellence

YSNM College holds the distinguished title of being the sole Women's Constituent College in the Palamu Division. While numerous colleges have sprung up across the district in recent times, this institution continues to attract students from every corner of the Palamu region, underscoring its enduring appeal and esteemed reputation.

Founded with a noble mission, YSNM College strives to provide higher education to girls hailing from rural, urban, semi-urban, tribal, and economically disadvantaged backgrounds within the Palamu region. The college is committed to delivering quality education within a secure environment, aiming to uplift the deprived girls of this underdeveloped district. It fervently believes in the holistic development of individuals, nurturing them into self-reliant and self-confident women.

As the only government womens' college in the region, YSNM College diligently addresses the needs of socially, economically, and educationally deprived girls, striving to integrate them into the mainstream of development. By offering a diverse array of courses and programs, the college ardently supports the cause of girl students, fostering awareness of their rights and duties. Women's empowerment stands as a cornerstone of the institution's educational mission, aspiring to create a vast pool of qualified women who will not only uphold and cherish traditional Indian values but also significantly contribute to the growth and development of the state and the nation.

YSNM College is a multifaceted, multidisciplinary institution where students pursue a variety of undergraduate courses in Humanities, Social Sciences, Sciences, and vocational courses such as Computer Science (Honors). Since 2015, the college has also introduced postgraduate courses in History, Political Science, Psychology, and Home Science, further broadening its academic horizons.

Our endeavor is to transcend the traditional boundaries of higher education, making it more job-oriented, market-relevant, and accessible to all segments of society. At YSNM College, we are dedicated to shaping a brighter, more inclusive future for our students, empowering them to soar to new heights of personal and professional excellence

Vision

Education: The Ultimate Catalyst for Societal Change

Education stands as one of the most powerful instruments for reducing poverty and inequality in society. Yodh Singh Namdhari Mahila (YSNM) College, Daltonganj, was established with the mission to fulfill the educational needs of semi-urban, poor, and rural women of Palamu district. Ensuring access to quality education for all women, regardless of caste, creed, or economic disparities, is central to the college's vision.

The college aspires to meet the unique needs of each student, recognizing that earlier, women's education was

seen as imperative for improving health and nutrition levels in the country. However, with the passage of time, the need for women's education has evolved. Today, the revolution of rising expectations and standards of living has made it essential for women to be gainfully employed.

YSNM College is dedicated to reforming the educational spectrum and revitalizing its spirit by providing quality education. This commitment results in the development of competent and conscientious human resources ready to face emerging global challenges.

Vision for a Better Society

YSNM College envisions transforming society for the betterment of humankind—a society where inclusive and collaborative research and learning are constant processes benefiting humanity on local, national, and global levels. The college believes in preserving democratic structures and cultural heritage while practicing innovative ways to synthesize the need for socio-cultural upliftment and the creation of an egalitarian society with the pursuit of academic excellence and freedom.

Embracing Our Motto: "Vidya Dadati Vinayam"

The institution stands firmly by its motto, "Vidya Dadati Vinayam," inscribed on its logo. This ancient Sanskrit phrase encapsulates a profound philosophy:

"True knowledge gives discipline, from discipline comes worthiness, from worthiness one gets wealth, from wealth (one does) good deeds, and from that (comes) joy."

Mission

Mission

1. **Empowerment through Knowledge:** Equip students and teachers with the resources necessary for knowledge creation, fostering self-reliance and independence.
2. **Innovative Learning Environments:** Facilitate a dynamic learning process that adapts to real-world changes, needs, and challenges, making education relevant and impactful.
3. **Cultivating Leaders:** Develop students with mature minds and compassionate hearts, capable of critical thinking, innovation, and experimentation, preparing them to be future leaders.
4. **Individuality and Diversity:** Inspire students to discover their unique identities, embrace creativity, and acknowledge the value of diversity.
5. **Career Development:** Strengthen students' employability skills, enabling them to build meaningful and successful careers.
6. **Commitment to Nature and Humanity:** Foster a deep connection with nature, fellow beings, and students' inner selves, promoting a holistic approach to personal and professional growth.
7. **Advancing Interdisciplinary Learning:** Ensure the advancement of education through interdisciplinary approaches, capacity-building programs, and world-class research facilities.
8. **Excellence in Teaching and Research:** Groom teachers to become leading academicians and outstanding researchers, contributing to the institution's academic prestige.

Global Competence: Prepare students to meet global challenges, equipping them with skills and knowledge that transcend geographical boundaries

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths of the College

The strengths of YSNM College are categorized under the following sub-headings:

Achieving Excellence

- **Punctual and Interactive Classes:** The college ensures classes and lectures are conducted with utmost punctuality. There is close interaction between students and teachers, with personal attention given to students who may be struggling.
- **Discipline and Meritocracy:** A strong sense of discipline is maintained among teachers, staff, and students. Admissions are based on merit and conducted transparently, adhering strictly to government norms.
- **Free Education:** No tuition fees are charged, providing free education to all students.
- **Holistic Development:** The college emphasizes the total personality development of students. This holistic approach is complemented by high-quality co-curricular programs and events organized throughout the year under the supervision of various committees.
- **State-of-the-Art Facilities:** The college boasts a fully automated library and lab facilities comparable to the best in the vicinity.
- **Clean and Hygienic Environment:** Special attention is given to maintaining a clean and hygienic campus, creating a conducive learning environment.
- **Architectural and Infrastructural Support:** The college features an elegant main building and well-equipped classrooms, enhancing academic efficiency.

Ensuring Social Justice

Contrary to the general belief that academic excellence and social justice are mutually exclusive, YSNM College demonstrates that both can be achieved simultaneously. The institution gives preferential weight to students from poor and backward communities during the admission and selection process. As the first women's college in the Palamu division, YSNM College takes pride in initiating and imparting higher education to girls and women.

Character Building: Crafting Distinguished Individuals

Character building at YSNM College is about nurturing virtues that form the bedrock of exemplary individuals. Students are encouraged to:

- **Exhibit Grace and Courtesy:** Embody politeness and respect in all interactions.
- **Embrace Discipline and Punctuality:** Uphold a strong sense of self-discipline and always be timely.
- **Stay Engaged and Curious:** Cultivate attentiveness and a thirst for knowledge.
- **Foster Harmonious Relationships:** Build and maintain positive, respectful connections with teachers and staff.
- **Think Critically and Express Freely:** Develop logical reasoning and the confidence to share ideas openly.

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- **Cultivate a Service-Oriented Mindset:** Nurture a genuine spirit of altruism and community service.

Institutional Weakness

Weaknesses of the College

Recognizing weaknesses is crucial in the pursuit of excellence. YSNM College acknowledges the following areas for improvement:

- **Limitation of Space:** As an old constituent college, YSNM College possesses only 3.5 acres of land, restricting further expansion for outdoor and indoor stadiums and a large auditorium.
- **Financial Dependency:** The college lacks financial autonomy, relying on the HRD Department of the State and the university for project funding, leading to delays.
- **Decreasing Faculty Numbers:** The number of faculty has dwindled over the years due to retirements and delays in new appointments, affecting academic and co-curricular activities. Additionally, there is a shortage of non-teaching staff, impacting daily operations.
- **Infrastructure Needs:** There is an urgent requirement for seminar halls, smart classrooms, large stadiums, an auditorium, a multipurpose examination hall, a research center with modern gadgets, a top-class ICT resource center, adequate faculty rooms, a modern canteen, and suitable vehicle parking.

Institutional Opportunity

Opportunities

- **Introducing New Courses:** There is a wide scope to start new vocational and job-oriented courses, as well as new postgraduate centers in science subjects, pending university approval.
- **Leveraging Government Schemes:** The college is preparing to benefit from various schemes offered by UGC, RUSA, and similar agencies for academic and infrastructural development.
- **Maintaining Premier Position:** As the first women's college in the Palamu division, the institution strives to maintain its premier status in providing quality education to girls and women.
- **Promoting Research:** The college aims to create an atmosphere that motivates students to engage in research work.
- **Enhancing Employability:** By establishing academia-industry linkages, the college seeks to increase employability in line with market demand.

Institutional Challenge

Navigating the Challenges: Forging Ahead with Resilience

Adapting to Rapid Changes: In a constantly evolving educational landscape, YSNM College is committed to staying ahead of the curve. This involves embracing innovative teaching methodologies, integrating cutting-edge technology, and continuously updating the curriculum to meet the demands of the modern world.

Sustaining Quality While Ensuring Access: Balancing the dual objectives of maintaining high educational standards and ensuring accessibility for all students, regardless of their socio-economic backgrounds, is a priority. The college is dedicated to providing an inclusive and equitable learning environment.

Empowering Marginalized Students: Providing resources and support to marginalized students is crucial. This includes financial assistance, mentorship programs, and tailored academic support to ensure that every student has the opportunity to succeed.

Resource Generation and Infrastructure Modernization: Generating resources for the upgradation and modernization of existing infrastructure is a significant challenge. The college is exploring various funding avenues, including government grants, private donations, and partnerships with industry stakeholders.

Fostering Strategic Collaborations: Establishing collaborations with industries, research centers, laboratories, and other universities is vital for the college's growth. These partnerships can provide students with practical exposure, research opportunities, and a broader perspective on their academic pursuits.

Addressing Faculty Shortages: Tackling the issue of faculty shortages involves not only recruiting new faculty members but also retaining and nurturing existing ones. Professional development programs, competitive salaries, and a supportive work environment are key strategies in this regard.

Expanding Physical Infrastructure: With limited space available, expanding the college's physical infrastructure is a challenge. The institution is exploring innovative solutions, such as vertical expansion and optimizing existing space, to accommodate growing student needs.

YSNM College remains steadfast in its commitment to providing quality education and fostering the holistic development of its students, preparing them to contribute meaningfully to society.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Being a constituent college of Nilamber Pitamber University, YSNM College strictly implements the syllabus as is notified by the University.

- Every semester, timetables are prepared according to the workload specified in the UGC Regulations. Each department distributes the classes to the teachers, keeping in mind their specializations and expertise.

- Within the broad framework of the University's Annual Academic Calendar, College designs its

individual detailed Academic Calendar and timetables before the commencement of the session for smooth and effective functioning.

- The seamless execution of curriculum delivery is ensured through departmental meetings where detailed Lesson Plans are chalked out and appropriate pedagogy for each paper is identified.

- A system of mentor-mentee allocation and identification of advanced and slow learners has been designed by the College for promoting peer learning and developing a more personalised teacher student collaboration.

- Continuous Internal Evaluation of students is done by the faculty members through innovative teaching techniques.

- Some teachers of the College are a part of the curriculum design and paper setting committees of the University . The College departments regularly communicate to the University regarding the curriculum.

- Issues of professional ethics, gender, human values, environment and sustainability are weaved into the syllabus through Women Development Cell (WDC) and Eco Club.

- YSNM College also participated in NIRF
- The IQAC has designed and maintained a Continuous Feedback System for the stakeholders.

- During Covid all the classes are held in the online mode via the Microsoft Teams and google meet platforms.

- As a measure to improve curriculum planning and implementation, teachers participate in faculty enrichment programmes/workshops.

Teaching-learning and Evaluation

- At YSNM College, an interactive teaching-learning process has been a constant motivation that leads to academic enrichment. It is evident through the increasingly better performances of the students in the University exams, final placement outcomes and enrolment for the higher studies .
- The College enrolls students as per the approved sanctioned strength and reservation policies of the Government of Jharkhand pertaining to SC/ST/OBC/EWS and PwD applicants.
- The teachers experiment and employ varied inclusive approaches to cater to diverse learners. These approaches include mentor-mentee programmes, slow-advanced learner programmes, counseling sessions, classroom activities/interactions, remedial/tutorial sessions and peer learning.
- The teachers augment the conventional teaching method with ICT-based techniques. They are also integrated with innovative pedagogies like blended learning, real world applications,case discussions, role plays, micro-research projects.
- Special talks, conferences/seminars, workshops, projects and panel discussions are parallelly organized to provide experiential learning, exposure to practical aspects and advances in research.
- Internships, within and outside the College, are encouraged as a part of student-centric methods of curriculum delivery.
- Continuous Internal Evaluation of students is done through innovative techniques like presentations, debates/discussions, case studies, role play, field visits, projects and research papers.
- The compulsory Personality Development Course helps the students to groom their personality and extra-curricular activities facilitated by College societies to hone their organizational and leadership skills.
- The College has a high percentage of full-time teachers out of the total sanctioned posts.
- The academic faculties are well qualified with commendable teaching and research experience.
- The students provide feedback in every semester for curricular aspects and infrastructural facilities.

Research, Innovations and Extension

- The College supports the teachers to undertake doctoral/post doctoral studies and quality research publications.

- There has been a steady increase of publications in the past few years.

- All the departments of the College engage in conducting discipline specific and interdisciplinary seminars/conferences and workshops.

- Several teachers have completed Ph.D and other higher qualifications. Some teachers are supervising doctoral scholars.

- The Teaching Learning Centre has conducted programmes, both individually and in collaboration. Through these induction/orientation programmes, FDP(s),workshops/seminars/conferences, the College has trained their teachers.

- . In the light of the College's vision, outreach and extension activities form an integral component of the Annual Calendar. The Outreach Committee was constituted to promote education and awareness among underprivileged.

- The College has adopted six villages.

- The College supports the departments, centres, cells and societies to undertake social outreach programmes at regular intervals.

- The student volunteers of **National Service Scheme (NSS)** take the initiative to regularly organize extension activities, awareness campaigns on social issues and donation drives, especially to help people affected by natural calamities.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

- YSNM College campus is 3,45 acres of area. The built-up area is 3926.021 sqfeet. The rest is open space, including a playground, pathways, parking and gardens.

- The College has a newly constructed conference room- Maa Saraswati Kaksh .

- YSNM College has been constantly augmenting its infrastructure and physical facilities to enhance the quality of teaching-learning process.
- .
- The College Library is fully automated with open source Library Management System. The library subscribes to the N-List, and KINDLE, ebook reader, to students.

- Each cultural society has been allotted space within the campus to practise, conduct meetings and plan their programmes.

- The Staff Council constitutes a number of committees and subcommittees that oversee and supervise the utilization and maintenance of the support facilities.

- Students fill up a survey form related to IT and other infrastructure (library, sports, building, canteen), which is an important aspect for systematic assessment of existing facilities.

Student Support and Progression

Student Support and Progression

- YSNM College has instituted statutory and other mechanisms to support and cater to a large
- spectrum of students from different parts of the country and their well-being has been a central concern.

- The Admissions Committee (Grievances) addresses admission-related grievances of applicants. Anti-Ragging Committee ensures adequate awareness and immediate redressal of grievances, if any.

- Students can direct any disciplinary issue to the Discipline Committee. The entire campus is under continuous CCTV surveillance.

- The Internal Complaints Committee is vigilant regarding prevention of sexual harassment and provides a safe interface to the complainants.

- Students in SC/ST/OBC categories receive financial assistance from the government.

- Teachers support students in their academic endeavours through regular tutorials, remedial and doubt sessions, conducted in small groups (slow/advanced learners).
- Students are counselled and mentored regarding any personal issues and career choices (mentor-mentee programme).

- Soft skills, life skills, ICT skills and other co-curricular courses are periodically conducted by the College to enhance and enrich the learning outcomes.

- The Placement Cell is instrumental in providing internship and final placement opportunities to students. It also conducts a compulsory personality development course, career counselling sessions and job fairs in collaboration with other department.

- There has been a steady increase in the number of student internships and job placements.

Governance, Leadership and Management

The college management ardently pursue its vision, mission and stated objectives. With the help of faculties, in-charges of different committees and administrative as well as non-teaching staffs, the Principal transacts the stipulated policy. Monthly reports are received from departments and sections and the progress is reviewed. The corrections amendments and improvements suggested are then implemented. The function of departments function of which is better is appreciated in review meetings by the Principal. The college prepares long term and short term prospective plans and projects for its academic and infra-structure development. Priorities, needs and urgency are considered.

The college has developed explicit mechanism within the colleges administrative set-up which promptly listen to the grievances raised by either students or staffs of the college and they are resolved satisfactorily. This is done through student-teachers meet, "Womens' cell," Practical/Discipline Committee" and Grievance redressal committee."

IQAC was established in college in the year 2015 and this cell is striving for achieving academic and administrative excellence through quality enhancement and its sustenance.

The Staff Council, which is a statutory and the highest decision-making body of the College, constitutes a number of committees and subcommittees dedicatedly working towards realising the vision and mission of the College. The decisions regarding admission, time-table, examinations, extracurricular activities and sports and purchases are routed through the Staff Council.

- The teachers take decisions individually or collectively as a department/committee regarding academic programmes, research and extra-curricular activities.

- The broad policies of the College are based on the University policies. However, the institution has its own policies in place, wherever required.

- The College follows the Roster sanctioned by the Nilamber Pitamber University . The recruitment process is guided by the University Rules.

- Financial support and academic leave are provided to teachers for attending workshops/
- conferences/seminars.

- Due to the challenging circumstances created by Covid-induced lockdown, the institution strategically shifted all its meeting and classes to online mode.

- In the significant areas of operations, Student Admission and Examination, e-governance has been systematically introduced.

The existing State Government welfare schemes adopted by the UGC are applicable to the staff of YSNM College.

Institutional Values and Best Practices

Best Practice 1- Herbal Garden

Establishing a herbal garden on campus stands out as a best practice for promoting sustainability, health, and education. This green initiative not only enhances the campus environment but also provides students with hands-on learning opportunities in herbal medicine, botany, and environmental science. The garden can serve as a living laboratory where students engage in research and projects related to organic farming, biodiversity, and natural remedies. Additionally, the herbs grown can be used to support campus wellness programs, offering natural alternatives for health and wellbeing. Overall, a herbal garden fosters a deeper connection to nature, encourages sustainable practices, and enriches the educational experience.

Best Practice 2- Fostering Civic Responsibility: YSNM College's Commitment to Voter Awareness

YSNM College is resolutely aligned with the government's aim to spread awareness among students about the "Right to Vote" and to increase voter turnout in tribal areas. Our dedication to this cause is reflected in various initiatives and practices that we have integrated into our daily routine and overall educational philosophy.

Community Outreach: Empowering Villagers with Knowledge

YSNM College actively engages in community outreach programs aimed at:

- **Voter Education Campaigns:** Organize workshops and seminars in villages to inform residents about their voting rights and the electoral process.
- **Interactive Sessions:** Facilitate discussions between students and villagers to address common misconceptions and answer questions regarding voting.

Distribution of Educational Materials: Provide brochures, pamphlets, and other educational materials that highlight the significance of voting and the impact it has on governance and development

Through these concerted efforts, YSNM College not only supports the government's aim to increase voter awareness and participation but also instills a strong sense of civic responsibility and empowerment in its students. By fostering an environment of discipline, gratitude, and self-confidence, the college ensures that its students are well-prepared to become active, informed, and responsible citizens, capable of contributing meaningfully to the democratic process and the betterment of society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Y. S. N. M. COLLEGE,MEDININAGAR
Address	Y S N M College, Medininagar, Palamu
City	Daltonganj
State	Jharkhand
Pin	822101
Website	www.ysnmcollege.co.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Mohini Gupta	70913-219210	9431555601	-	ysnmcollege@gmail.com
IQAC / CIQA coordinator	Mashrique Jahan	70913-219218	9973031386	-	mj.ismdhanbad@gmail.com

Status of the Institution	
Institution Status	Government and Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Jharkhand	Nilamber-Pitamber University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-01-1983	View Document
12B of UGC	01-01-1983	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	Y S N M College, Medininagar, Palamu	Urban	3.45	3926.021

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,English,	48	Intermediate	English	120	109
UG	BA,Hindi,	48	Intermediate	Hindi	280	207
UG	BA,History,	48	Intermediate	English,Hindi	320	352
UG	BA,Political Science,	48	Intermediate	English,Hindi	220	220
UG	BA,Economics,	48	Intermediate	English,Hindi	60	87
UG	BA,Philosophy,	48	Intermediate	English,Hindi	60	603
UG	BA,Psychology,	48	Intermediate	English,Hindi	60	79
UG	BA,Home Science,	48	Intermediate	English,Hindi	60	78
UG	BSc,Mathematics,	48	Intermediate	English,Hindi	60	8
UG	BSc,Zoology,	48	Intermediate	English,Hindi	60	82
UG	BSc,Botany,	48	Intermediate	English,Hindi	60	13
UG	BSc,Physics,	48	Intermediate	English,Hindi	60	3
UG	BSc,Chemistry,	48	Intermediate	English,Hindi	60	5
UG	BCA,Computer Application,	36	Intermediate	English,Hindi	50	18
PG	MA,History,	24	Intermediate	English,Hindi	120	77
PG	MA,Political Science,	24	Graduation	English,Hindi	120	62
PG	MA,Psychology,	24	Graduation	English,Hindi	60	14
PG	MA,Home Science,	24	Graduation	English,Hindi	60	13

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				26			
Recruited	0	0	0	0	0	0	0	0	5	14	0	19
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	2	1	0	3
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				35
Recruited	3	3	0	6
Yet to Recruit				29
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	12	0	17
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	5142	0	0	0	5142
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	441	0	0	0	441
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	256	372	204	217
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	400	453	274	272
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	915	1156	747	829
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	367	385	322	556
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1938	2366	1547	1874

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by our Institute. A discussion among the faculty members has been initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. The Institute is affiliated to Nilamber Pitamber University,Palamu where in Academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives and institute started offering these electives to students. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of program offered by the institution.
2. Academic bank of credits (ABC):	The examination department of the college is entrusted with maintaining the academic bank of credits for each student. After the implementation of NEP, the college, as a unit of NPU has registered on the ABC portal of the government of India and shall adhere to the guidelines for the same. In the coming future the college shall explore more possibility of collaborations with other institutes of eminence. Faculty is an invaluable resource for any organisation. They play a central role in designing curricula and creating academic resources. The teachers try their best to adopt various innovative methodologies of teaching - learning. Assessments are well planned and in align with outcomes. Continuous Internal assessment is followed for better outcomes. Courses contents and resources are made available to learners through online platforms and Departmental libraries in addition to the resources available at the Library.
3. Skill development:	Skill and knowledge are the motivating forces of growth and economic development of the country. Today industry is facing severe shortage of skilled Manpower. The accelerated growth has only increased the demand for skilled manpower. It has become the duty of our institution to keep a keen eye to inculcate skill with academics. Regarding this career guidance cell is working effectively in our college. Under the new education policy the focus

	has been on skill development, to implement this, a cell had been formed and working effectively. Students were taken on industrial tours and educational tours. These tours help to develop the physical and mental skills of the students through experiential learning. Hence industrial and educational tours were arranged by the college. Apart from this as per NEP 2020 field project/internship/ apprenticeship/ community engagement is mandatory for every student, which enhances the required skills. The New Education Policy 2020 has been implemented and vocational and skill development programmes are now an integral part of the curriculum. Most of the students of NEP 2020 have opted Personality Development as their vocational subjects. For their practical exams, they are being trained for email writing, SWOC analysis, time management, stress management, resume writing and communication skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Bilingual method is adopted for classroom teaching because a sizeable number of students come from rural backgrounds. This approach facilitates greater inclusiveness in the overall pedagogical objectives. In Science and Commerce the primary medium of instruction is English but care is taken to help students with language difficulties. English is used to enhance the learning levels of students from vernacular backgrounds. Students are allowed to write their exams in either English or Hindi. Y S.N.M College, is all set for organizing a workshop on NEP 2020 sponsored by HRD,Ranchi
5. Focus on Outcome based education (OBE):	With the implementation of the Choice Based Credit System in the year 2018, the college outlined the Programme Outcomes, Programme Specific Outcomes and Course Outcomes as suggested by UGC. The attainments PO and PSO are reflected in the progression of students to higher programmes and enhanced employability as seen in the rising number of placement offers on a yearly basis.
6. Distance education/online education:	YSNM College, Medininagar does not offer distance mode of learning. The college has adopted Team for online conduction of classes. It has cloud based LMS system for library. Various platforms are being utilized by the institution for the lesson plan, course contents, sharing of resources with students, assessments and evaluations

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	1. Yes. ELC Club was established in Yodh Singh Namdhari Mahila Mahavidyalaya in June 2023.
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?	To The DSW Nilamber-Pitamber University Medininagar Subject – Reformation of Electoral Literacy Club (ELC) of Y.S.N.M. College, Medininagar Dear Ma'am, As noted above, itis to inform you that our college has reconstituted the Electoral Literacy Club to raise awareness about election-related matters and has submitted the soft copy online. In this regard, the college is submitting the names of the members of the Electoral Literacy Club (ELC). Members of Electoral Literacy Club (ELC) Sr. No. Name of Professors Name of Students Department 1 Dr. Jenifar Guria, Assistant Professor (Nodal Officer) - Prerna Kumari Sem. - 5 Pol. Sci. 2 Dr. Mini Tudu, Assistant Professor (Coordinator) - MamtaKumari Sem.- 3 Home Science 3 Dr. Mashrique Jahan - Vedika Chandra Sem. - 3 English 4 Dr. Sangeeta Kujur -- IshaDubey Sem. - 3 History 5 Dr. LalitaBhagat - Anjali Tiwari Sem. - 3 Philosophy 6 Dr. Deepak Kr Pandit - Sneha Sinha Sem. - 3 Maths 7 Ms. Shalini Murmu - Shrishti Shreya Sem. - 5 Zoology 8 Dr. VikashKr Saw - Chemistry 9 Mr. P.S. Pathak - AasthaTiwariBSC BCA
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.	3. Because there were Lok Sabha elections in 2024, a voter awareness programme was conducted very well by the ELC Club formed in the college.Jharkhand Chief Electoral Officer Mr. K. Ravi Kumar also inspected the college in November 2023.From time to time, the college invited many eminent guests for voter awareness campaign to encourage the girl students. The most important work of the club was to make voter election identification cards while making the college students aware for maximum participation. Many programs were run under SWEEP.Form – 6 was distributed several times in the college by the officials of the Election Office in which the students of ELC Club played an important role. E-VIDYAVAHINI was downloaded and given to the college by the election office which was verified by the teachers through telephone

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.	4. Many types of competitions were also organized by the ELC club of the college to make the students aware and encourage them, such as drawing competition, quiz competition, speech competition, etc. Due to the election atmosphere, the DC of the Palamu was also invited to the college and he told the girl students many things related to voter awareness. As part of the voter awareness programme, A FETE was also organised by the Home Science Department& ELC in the college in which the students highlighted the importance of voting through posters/ Slogans.
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.	5. From time to time, the ELC nodal officer of the college, students of ELC club and officials from the election office give form - 6 to students of 18 years and above in the college for making voter ID. Students were also enrolled online to make voter ID for the 2024 general elections. Now, since Assembly elections are going to be held in the states, therefore, Form-6 is being given to the students who are about to turn 18 years of age and those who are above 18 years of age. Form - 6 is being distributed to the students by the nodal officer of the college and the officials from the election office.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4892	4905	5279	4227	4052

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

2 Teachers

2.1

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

Response: 22

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	16	15	14	14

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.48094	14.15898	41.27	56.8236	74.9

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Curriculum Planning and Implementation

Y.S.N.M.College is a constituent unit of Nilamber Pitamber University has a clearly defined curriculum that aligns with its mission, goals, and the broader educational objectives set by the governing body of the university. The curriculum design reflects current educational trends, industry demands, and academic standards. The curriculum is relevant to the needs of students, the community, and the professional world. It is regularly reviewed and updated to ensure it remains current and responsive to changing societal, technological, and economic dynamics. The curriculum of the college is well-defined scope and sequence, outlining the progression of knowledge and skills from foundational to advanced levels. It provides a coherent and logical pathway for students to achieve their academic and career goals.

Every semester, the Timetable Committee of the College devises Department and class-wise master time-tables, **according to the workload specified in the UGC Regulations 2018**, which are sent to each Department with guidelines regarding the allotment of classes.Top of Form

Each Department distributes the classes to the teachers, keeping in mind specialisations and

expertise. The individual and class timetables are then sent back to the Timetable Committee for

approval and finalisation. The Committee then officially notifies the timetable to each teacher and formally **displays it on the College Website**. The process is completed before the commencement of each semester.

Conventional chalk and board method is **integrated** with ICT-based methods of flipped classroom and blended learning.

Departments regularly assess and evaluate the percentage of syllabus covered and discuss any

problems encountered by the students and teachers.

An **Ability Enhancement Compulsory Course on English/ Hindi Communication** helps the

students to improve their verbal, non-verbal and written language skills.

Furthermore, **a system of allocation of mentor-mentee and identification of Advanced and Slow learners** has been designed by the College for promoting peer learning and developing a more personalised teacher - student collaboration. This is enhanced by a continuous evaluation

mechanism in the form of presentations, group discussions, assignments and tests to assess students' learning and identify the gaps in their preparedness before the Final

Examination.

The Internal Quality Assurance Cell (IQAC) of the College maintains a Feedback System. **Periodic internal assessments are carried out by the IQAC**. All the relevant documents are systematically maintained and evaluated during IQAC meeting.

As a measure to improve curriculum planning and implementation, teachers participate in **faculty enrichment programmes/workshops**.

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

1.2 Academic Flexibility

1.2.1

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

Response: 0

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

1.2.2

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Y.S.N.M. College has institutionalised mechanisms to sensitize students regarding professional

ethics, human values, gender and environment sustainability through its various academic and

extracurricular activities. In the classroom, teachers engage with students using an **inclusive**

approach pertaining to important socio-cultural issues. The College also offers a **compulsory**

paper on Environmental Sciences for students of all the courses.

In order to integrate cross-cutting issues such as gender, environment and sustainability, human values and professional ethics, institute has incorporated a variety of courses into curriculum.

1. Professional ethics- Students are offered course on professional ethics to equip them with necessary soft skills for perspective future profession.

2. Gender Sensitivity – There are numerous hand -on gender sensitivity activities that allows students to interact with real-life circumstances such as field work community outreach and gender sensitization

Activities under internal complaints committee.

3. Human values- Working with NGOs, organizing blood donation camps, health checkup camps, hygiene and health workshops, cleanliness drives, workshop on social concern, feeding and taking care of street dogs etc. are some of the examples of social development activities taken up students and faculty member.

4. Environment studies- All ug programmes contain a course on environment studies a variety of activities, such as seminar, workshop, guest lecture, tree plantation and field exercise where schedule for students of all programmes to raise awareness about environment and sustainability issues like, water day, swachh Bharat day, National mental health day, Drug abuse day,

Tree plantation, Teacher's day etc.

5. The student volunteers of the National Service Scheme (NSS) have been actively involved in community services. Anti-drug addiction campaigns and programmes for disaster management, senior citizens welfare, adult education, personality development, environment and health awareness, are some of the activities conducted by the NSS and the Outreach Committee

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

1.3.2

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

Response: 7.13

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

Response: 349

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 89.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1938	2366	1547	1874	1964

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

2022-23	2021-22	2020-21	2019-20	2018-19
2590	2590	1890	1890	1890

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

2.1.2

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

Response: 82.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
945	945	945	945	945

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

2022-23	2021-22	2020-21	2019-20	2018-19
1372	1372	1001	1001	1001

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 222.36

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Nestled in a vibrant rural and tribal expanse, Y S N M College stands as a beacon of hope and progress for its predominantly underprivileged and socio-economically challenged student body. The task of sensitizing these students is formidable, yet the college rises to the challenge with unwavering dedication. Through its passionate team and the dynamic National Service Scheme (NSS) unit, the institution spearheads a plethora of community-based outreach programs that resonate deeply with the local populace.

From AIDS awareness campaigns and promoting female literacy to initiatives on personal hygiene and the Swachh Bharat Abhiyan, the college engages wholeheartedly with the community. Their campaigns against tobacco and alcohol consumption and the fervent support for the Beti Bachao Beti Padhao initiative underscore their commitment to societal betterment. Equally impactful is their Electoral Literacy Campaign, where both faculty and students immerse themselves in grassroots efforts to educate and empower rural villagers about their democratic rights.

In recognition of their exceptional contributions, Miss Gargi was honored with the prestigious state-level NSS award by the Department of Higher Education for her remarkable work during 2018-19. Her legacy of excellence continued with another award for the NSS activities bestowed in 2019-20, acknowledging the relentless spirit of our students and their profound impact on the community.

A standout example of their engagement is the Electoral Literacy Program. Professors and students joined forces with local administration, traversing nearby villages to enlighten residents on the power and responsibility of voting. The students brought the campaign to life through vibrant nukkad nataks (street plays), compelling speeches, spirited rallies, and artistic expressions like poster-making and rangoli. They even demystified the use of Electronic Voting Machines (EVMs), making the voting process accessible and understandable.

These outreach efforts are not one-time endeavors; the college is committed to organizing such transformative practices annually. Each year, the institution amplifies its efforts, weaving the ethos of community service into the fabric of its educational mission. The college envisions a future where every campaign not only brings immediate change but also inspires a lasting culture of awareness and empowerment.

In addition to these commendable initiatives, Y S N M College continuously seeks to broaden its impact. Plans are underway to introduce more innovative community programs, including digital literacy workshops to bridge the technological gap and sustainable agriculture projects to empower local farmers. The college also aims to establish mentorship networks, pairing students with community leaders and professionals to foster a deeper connection and understanding of social responsibilities.

Y S N M College is more than an educational institution; it is a catalyst for change, driving progress and nurturing a spirit of resilience and community among its students and the broader rural area it serves.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 62.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

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

Response: 85.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	14	12	12	12

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college has developed a transparent and robust students grievance redressal mechanism by ensuring active involvement of the Controller of examinations, academic departmental HODs and faculty members. The evaluated CIE answer scripts are displayed to the students and discussed by teachers. The students are encouraged to bring before any doubts regarding evaluation. A student can exercise the option of reviewing her Internal examination answer books after seeking proper official permission. Re-tests are conducted for the students who have missed their Internal examination due to valid reasons. Answer scripts are retained in the examination department. In case of any dis-satisfaction regarding grades and marks in the final grade sheet, the application of the students is forwarded to the University Examination Department for scrutiny process. The progress reports of students are discussed with their parents in the Parents teachers meeting.

Grievance may be there due to error in question, incomplete question or question being out of syllabus. If any such grievance is reported at the examination hall then appropriate action is taken by the controller of examinations. The grievance is at first verified with the respective department then at the time of answer book evaluation the concerned examiners are directed eitherto give full marks allotted to that question or justified marks to the students who have attempted that particular question. The mid semester examination answer books are displayed to students by concerned teacher. So any grievance related to marks by the student is immediately clarified by the subject teacher and rectified if necessary. After this the mid semester marks are finally published by the department**.**

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

As a constituent institution of the University of N.P, Y.S.N.M .College follows the guidelines and norms of the University with respect to offered programmes and course curriculum/syllabus.

1. The University of N.P, under the Choice Based Credit System (CBCS), has revised the syllabus/course curriculum with targeted learning outcomes for each course/subject, based on the

UGC- Learning Outcomes based Curriculum Framework (LOCF). The learning outcome of each paper is mentioned in the syllabus and is available on the University Website.

2. The syllabus, the course outcomes and the credits allotted to each paper are communicated during the Orientation Programme of the first year students. Each individual teacher apprises the students of the learning outcomes of the specific paper at the beginning and conclusion of the semester. The entire pedagogy is geared towards achieving the stated learning outcome of the paper.

4. The students are made familiar with programme outcomes through workshops, student induction programmes, parent-teacher interaction and industry interaction.

5. Under the CBCS system of the University, the undergraduate programme is divided into various components, comprising Core papers, Generic Elective papers, Ability Enhancement

Compulsory papers, Skill Enhancement papers and Discipline Specific Elective papers. Each of

these components in themselves have specific learning outcomes, which give a better

understanding as to how and why the specific subject/topic is being taught. Course Outcomes as

well as Learning Outcomes depend upon the nature of course and the subject concerned. The

choices that the students make, based on the specified learning outcomes, help in a holistic

understanding of the course, thereby enriching the teaching-learning process.

7. The students are encouraged, guided to learn and imbibe the course outcomes. The students are not only communicated the course outcome in the classroom, but also made to experience them through participation and organizing of co-curricular and extra-curricular activities. Every department plans and conducts all activities in light of the programme outcomes and course outcomes.

The curricula of the courses offered by the college strive to address the needs of the society, and the regional & national developmental requirements. All the courses aim at the overall development of the students with specific importance to employability.ICT has been made available to foster employment opportunities at all levels. Even the topics prescribed in the curriculum of subjects like English, Political Science, History, Psychology and Economics to create more awareness on the current issues among the students. The course content in traditional subjects is designed in such a way that UG students can opt for higher studies either in the same subject or in allied subjects. The environmental studies prescribed under the Ability Enhancement Course create awareness about issues like pollution, global warming, sustainable development & conservation of natural resources among the Student Community. In addition to the academic curriculum, the active wings of NSS, NCC,and Sports tend to impart holistic education to mould the students to become good citizens.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

All programmes under UG aim at imparting knowledge of the subject to the students so as to develop competency at the state, national and global level. The outcome is evaluated in three steps: 1. Interacting with student at the individual level. 2. Through midsemester examinations and assignments. 3. Through end semester examinations. These have helped in the identification of three different categories of learners: 1. Slow 2. Average 3. Advanced. The observations and inferences are placed in the IQAC which suggests remedial measures for better outcomes. The teachers are committed to take up the slow learners with special care by engaging remedial classes and assignment work so by the time as the students reach their final semester/s they are able to develop competencies to compete at the national level which can be testified by their selection for higher programmes in nationally reputed institutions.Employability is the targeted outcome of vocational and selffinanced programme. The college is making steady progress in this direction but realizes that more needs to be done in this regard.

1.The institutional priority is in the academic development of the teachers and students. The courses and syllabus are designed by the respective Department of the University of Delhi. **The**

Programme Outcomes (POs) and Course Outcomes (COs) are intrinsic within the design of

the Programme/Course. The Department philosophy and policy are reflected within the POs and

COs.

2. The teachers actively participate in seminars, FDPs, **workshops and curriculum meetings**,

regularly organized by the respective Departments at the University level to discuss the POs and

COs.

3. The College periodically keeps track of academic course completion and co-curricular events

taking place within the Institution. The conduct of classes is planned at the beginning of each

semester in departmental meetings, wherein TICs establish a time frame for preparation of course outline and Lesson Plans for each subject in tune with the academic calendar. Updates are regularly collected and processed by TIC till the end of semester.

4. The **teachers employ different mechanisms and strategies**, like tutorial classes, special remedial classes, mentor-mentee system, to assist the slow and advanced learners to better achieve the Pos and COs.

5. The College collects online feedback from students every semester regarding the teaching-learning process and infrastructural facilities. Analysis of the data collected is carried out by the Feedback Committee of the College. Ideas and suggestions are addressed to concerned personnel for required implementation. This also ensures smooth and effective fulfilment of POs and COs.

6. The IQAC reviews the POs and COs on a regular basis through Self-Evaluation Documents (SEDs) as part of the process of internal and external academic audits. The IQAC guides the teachers to map the

objective to the outcomes to analyse and document their attainment.

7. The focus of the POs and COs have been maintained even when the classes have transited to the online mode. Talks, discussions, webinars, e-resources, quizzes and online evaluation process, on a single platform ensured efficient functioning of the

institution in the same direction.

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

2.6.3

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

Response: 81.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
668	1157	765	1285	1020

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

2022-23	2021-22	2020-21	2019-20	2018-19
905	1314	1037	1436	1294

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.09

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has meticulously cultivated an innovative ecosystem, fostering an environment where creativity and knowledge flourish among students and faculty. By spearheading initiatives aligned with the National Education Policy (NEP) 2020, the college has forged a dynamic network that brings together stakeholders from diverse fields, including Science, Arts, government sectors, and society at large. This collaborative effort drives field projects and community engagement grounded in the rich tapestry of Indian knowledge systems.

Beyond conventional textbooks and lectures, the institution provides an enriching platform where students engage with industry experts through training programs and group discussions. These interactions spark new ideas, nurturing students' creativity and stimulating their intuitive minds. The exposure to expert insights and real-world experiences fuels their enthusiasm for further research and exploration.

Through its Intellectual Property Rights (IPR) cell, the faculty actively shares their research journeys,

success stories, and scholarly publications, inspiring students and instilling a deep awareness of intellectual property. Students are encouraged to explore a wealth of online study materials and register on the Learning Management System (LMS) platform provided by the Department of Higher Education in Ranchi, ensuring they stay updated with cutting-edge skill development courses.

The institution prides itself on a faculty that includes registered research guides affiliated with the university. It fosters a conducive research environment, equipped with advanced infrastructure and IT resources, such as a well-stocked library, high-speed optical fiber internet, and subscriptions to E-journals. To further champion knowledge creation and innovation, the college actively supports its professors through a dedicated research committee, encouraging participation in conferences and seminars, and the publication of quality research papers in UGC-CARE-listed journals.

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

3.2.2

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

Response: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	5	2	3

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	1	1	2

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 0.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	1	5

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

The centers/societies of the College involve students in outreach and extension activities for their holistic development. These are an integral part of the College Calendar.

Extension activities gives a new and valuable dimension to higher education system and bring academic institutions closer to the society. Foremost emphasis is given on student engagement, service orientation and holistic development of students contributing to the well-being of the young individuals and to the development of the society at large. The students imbibe the spirit of volunteering work, get aware of the societal needs and become a part of social transformation. When students conduct awareness programs/campaigns, not only do they create awareness in the general public but they too are sensitized indirectly on the specific issue working with diverse cross-section of people enabling them to witness the challenges of the underprivileged people and also equip them communicate, negotiate and unite people of all background. Moreover, students witness change in their attitude/approach, develop new social and professional skills equipping them face the outside world as responsible young women. During Covid NSS unit of YSNM College displayed their sense of responsibility toward society by stretching hand on support to the needy.

The College ensures active participation in various extension activities and outreach programs through its three active wings dedicated for the purpose. The volunteers of the College NSS usually take out processions and various kinds of awareness programmes in the village regarding social issues such as: adult literacy, girl child's education, against childhood marriages of girls, health and hygiene, cleanliness, campaign against use of plastic, and other ecological issues. The volunteers engage the villagers' attention through songs and slogans and nukkad dramas conducted annually seven days camp organized in the adopted village - Baria

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

3.4.2

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

Response:

Nestled in a vibrant rural and tribal expanse, Y S N M College stands as a beacon of hope and progress for its predominantly underprivileged and socio-economically challenged student body. The task of sensitizing these students is formidable, yet the college rises to the challenge with unwavering dedication. Through its passionate team and the dynamic National Service Scheme (NSS) unit, the institution spearheads a plethora of community-based outreach programs that resonate deeply with the local populace.

From AIDS awareness campaigns and promoting female literacy to initiatives on personal hygiene and the Swachh Bharat Abhiyan, the college engages wholeheartedly with the community. Their campaigns against tobacco and alcohol consumption and the fervent support for the Beti Bachao Beti Padhao initiative underscore their commitment to societal betterment. Equally impactful is their Electoral Literacy Campaign, where both faculty and students immerse themselves in grassroots efforts to educate and empower rural villagers about their democratic rights.

In recognition of their exceptional contributions, Miss Gargi was honored with the prestigious state-level NSS award by the Department of Higher Education for her remarkable work during 2018-19. Her legacy of excellence continued with another award for the NSS activities bestowed in 2019-20, acknowledging the relentless spirit of our students and their profound impact on the community.

A standout example of their engagement is the Electoral Literacy Program. Professors and students joined forces with local administration, traversing nearby villages to enlighten residents on the power and responsibility of voting. The students brought the campaign to life through vibrant nukkad nataks (street plays), compelling speeches, spirited rallies, and artistic expressions like poster-making and rangoli. They even demystified the use of Electronic Voting Machines (EVMs), making the voting process accessible and understandable.

These outreach efforts are not one-time endeavors; the college is committed to organizing such transformative practices annually. Each year, the institution amplifies its efforts, weaving the ethos of community service into the fabric of its educational mission. The college envisions a future where every campaign not only brings immediate change but also inspires a lasting culture of awareness and empowerment.

In addition to these commendable initiatives, Y S N M College continuously seeks to broaden its impact. Plans are underway to introduce more innovative community programs, including digital literacy workshops to bridge the technological gap and sustainable agriculture projects to empower local farmers. The college also aims to establish mentorship networks, pairing students with community leaders and professionals to foster a deeper connection and understanding of social responsibilities.

Y S N M College is more than an educational institution; it is a catalyst for change, driving progress and nurturing a spirit of resilience and community among its students and the broader rural area it serves.

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

3.4.3

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

Response: 69

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	14	18	13

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

3.5 Collaboration

3.5.1

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

Response: 10

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college has a building committee which functions for creation and enhancement of infrastructure to facilitate effective teaching and learning. The college prepare proposals alongwith Detailed Project Reports (DPRs) in consultation with engineer and architect and submit the same to the university for procurement of funds, as per the direction of the university. Further, the purchase committee approves and sanction orders for purchase of computers, devices, furniture and other items required for effective teaching.

1. College has eleven class room , which include seven ICT facility and aground, Botanical garden, gym and clubs.

2. Utilities include safe drinking water (Kent) and power generator

3. Laboratories are equipped with apparatuses and devices as prescribed in NPU syllabus and also as per UGC guideline.

4. The institute continuously strive to create and enhance infrastructure both in term of building and other facilities to provide a good teaching learning environment.

5. A new conference hall was constructed named "saraswati Devi Kaksha". The conference hall is very beneficial and became our motivational gateway to conduct cocarricular and extra carricular activities**.**

6. The College has provided separate rooms and space for the various Cells and Societies, engaged in **interdisciplinary and multidisciplinary field activities** and co-scholastic programs.

7. The fully air-conditioned and **IT enabled Library** has separate reading rooms for the students and teachers. The library is well stocked and subscribes to various e-resources. The library provides e-reader KINDLE to the students to access e-books. The College is linked to the inflibnet.

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

4.1.2

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

Response: 52.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.08	0.99	11.52	12.01	72.5

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college's library is a treasure trove of knowledge, boasting a robust collection of 13,345 books that cater to a diverse range of academic and competitive needs. This expansive repository includes syllabus-based texts, comprehensive reference materials, and resources for competitive exams. To keep the community informed and engaged, the library subscribes to daily newspapers, Employment News, and a variety of magazines.

Books are meticulously organized in separate racks, compactors, and cupboards, each clearly marked with extension numbers, ensuring easy and efficient access for students and faculty. To further support the intellectual pursuits of postgraduate students and faculty members, the college has established dedicated departmental libraries for various Post Graduate departments. Each departmental library is managed by a designated Professor Incharge who oversees the issuance of books and facilitates a seamless reading experience within their own subject departments.

To enrich the academic environment, the library provides access to the "Economic and Political Weekly" e-journal, a valuable resource for both students and professors. Moreover, under a government scheme, scheduled caste and scheduled tribe students receive free books and stationery, fostering an inclusive and supportive learning atmosphere.

In the academic year 2022-23, the college made significant additions to its collection, further enhancing its educational resources. Embracing modern technology, the library is in the process of automating its services. It is partially automated, with book titles and details uploaded to the Library Software System, streamlining the cataloging and retrieval process. Additionally, the library is equipped with a high-speed fiber internet connection, facilitating access to a world of digital knowledge.

With its state-of-the-art e-library software and a commitment to continual improvement, the library is on a path to becoming fully automated, ensuring that students and faculty can navigate and utilize its resources with ease and efficiency. The library not only serves as a hub of traditional learning but also stands as a modern, accessible portal to a vast expanse of knowledge.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The IQAC committee diligently oversees and provides innovative recommendations for enhancing our IT

infrastructure. We have a comprehensive IT maintenance policy in place. Our institution is equipped with state-of-the-art computers, high-performance printers, and robust internet facilities. Faculty members leverage these resources to enrich their lectures with PowerPoint presentations, pertinent online resources, and YouTube videos for deeper subject comprehension.

We continuously upgrade and expand our IT capabilities, recently transitioning to high-speed optical fiber connectivity and a dedicated lease line delivering 30 MBPS internet speed via our JIO provider. A centrally positioned router ensures seamless Wi-Fi access for both faculty and students. The college boasts 6 projectors distributed across various departments and 5 smart classrooms, alongside 5 multifunction printers and a photocopier strategically placed for optimal convenience.

Sustainability is also a priority; our campus is partly powered by solar energy. To further enhance connectivity, we have installed 2 Wi-Fi access points for students and teachers. Administrative processes such as fee collection, scholarship distribution, admissions, and examination form submissions are streamlined through online platforms provided by the higher education department and our affiliating university.

Security and monitoring are top-notch with a CCTV surveillance system, which streams real-time footage to a monitor in the Principal's office, ensuring a secure and well-supervised campus environment.

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

4.3.2

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

Response: 157.81

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

Response: 31

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 6.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.40000	2.4000	2.4000	2.4000	2.4000

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 12.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
941	877	359	320	336

File Description	Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 0.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	28

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

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 23.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
273	208	200	236	346

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

2022-23	2021-22	2020-21	2019-20	2018-19
1157	765	1285	1020	1157

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 0.02

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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*

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

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

5.3.2

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

Response: 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	02	01

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

5.4 Alumni Engagement

5.4.1

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

Response:

The College has a fully functional and active **Alumni Cell,** Alumni, who are presently employed in the College, form the **core committee** of the Alumni Association. Two faculty members of the College liaison with them for updating information and status of the alumni. The College has always looked forward to a meaningful and valuable association with its alumni. The alumni are invited for all important College events and programs. To sustain this spirit, almost all the departments of the College organize **alumni get-together**. Interactive meetings with the alumni are organized by the departments, who counsel the present students regarding career options and future choices pertaining to academic pursuit or vocational engagement. The alumni, who are **well-placed in the industry** are able to use their network to facilitate opportunities for the students in career advancement and placements. The main objective of the Alumni Association is to reach out to the alumni to create and strengthen the bond between them and the institution. In the past few years, the Association has collected detailed contact information of the College alumni. The Association, in collaboration with the College faculty, has conducted periodic surveys to gather information regarding academic progression, current job profile, and other information from the alumni. A proper record of all the data is maintained.The College honors its distinguished alumni in special programmes and on the Annual Day.The alumni continue to stay connected with the College also through the **cultural clubs** and extend their expert guidance. They are invited for various workshops and training sessions conducted by the club in association with college.Some **alumni have joined the College as teaching and non-teaching staff** and their interaction with the students have always been special. There is a dedicated space in the College building for the office of the Association

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

"To pioneer, innovate, and excel in the realm of global higher education."

Mission:

"To empower our youth to confront global challenges, excel in their chosen fields, and embrace social responsibility through comprehensive education and advanced research."

Administrative Framework:

Our institution thrives on an inclusive governance model, where power is distributed among diverse committees and bodies. These groups, comprising members from academia and industry, along with teachers, students, and alumni, play pivotal roles in planning and executing policies that drive our vision and mission forward.

Governing Body: The cornerstone of our decision-making process, this body oversees crucial aspects of finance, education, and research. It meticulously reviews the strategic plan, research policies, recruitment, and other academic and administrative proposals, ensuring alignment with our long-term objectives.

Purchase and Building Committee: This committee scrutinizes expenditure proposals, recommending approval when they align with the institution's strategic goals.

Internal Quality Assurance Cell (IQAC): At the heart of our commitment to excellence, the IQAC ensures high standards across all academic activities. It continuously refines quality parameters in teaching, learning, and evaluation processes.

Principal & Committees: Acting as catalysts, the Principal and committee members transform the ideas generated by statutory and non-statutory bodies into actionable initiatives. They rigorously monitor the academic and administrative functions to uphold quality. Annually, in collaboration with faculty members, the Principal evaluates the institution's achievements and sets new goals for the upcoming year.

Heads of Departments (HODs): Assisting the Principal and Coordinators, the HODs are instrumental in planning and executing institutional responsibilities. They, along with faculty members, adapt strategies to meet global challenges, ensuring our approach remains dynamic and responsive.

Regular meetings with the Principal provide faculty members with a platform to engage in goal-setting, analyze strengths, weaknesses, opportunities, and challenges (SWOC), and introduce innovative ideas and practices. Faculty members also lead various clubs and associations, guiding students to become socially responsible citizens.

Perspective Plan:

In collaboration with the IQAC, our strategic plan focuses on key areas to propel us forward:

- **Curriculum Enrichment**: Developing a curriculum that meets global standards.
- **Research and Development**: Fostering a robust environment for research and innovation.
- **ICT-Based Learning Environment**: Enhancing learning through advanced technology and digital tools.
- **Continuous Student Monitoring**: Providing ongoing support and evaluation for student development.
- **Social Responsibility**: Promoting community engagement and social responsibility through extension activities.

This holistic approach ensures that we not only meet current educational demands but also anticipate and prepare for future challenges, maintaining our place at the forefront of higher education globally.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

STUDENT CENTRIC TEACHING AND LEARNING

YSNM College has always focused on student centric teaching and learning needs abilities, and learning abilities of students. Student - centric learning SCL is a teaching method that focuses on creating connections with students ' interests and the things they learn in college. Our college does that by framing lessons in terms of their interests thus encouraging them to engage more in the material and therefore learn better. Students take leadership in classroom, present their work and facilitate groups. Student-centric learning offers greater flexibility for small groups of students or virtual learning. Students take ownership of their reading, writing and learning to develop, test and refine their thinking.

INCREASING CO-CURRICLAR AND EXTRA CURRICULAR ENGAGEMENT OF STUDENTS

YSNM College has always focused on academics as well as co-curricular and extra - curricular activities. Students are encouraged to take part in co- curricular and extracurricular activities. The College has NCC and NSS units as well as various clubs which offers immense varieties of options to students for their learning, personal growth and well being.

FOCUSING ON HEALTH & WELL BEING

Health and well being are crucial to students' academic and personal success. Academic success also requires equal emphasis on well being and health of students. YSNM College focuses not only on physical health but on mental health as well. Our college is making efforts for developing effective, impactful ways to strengthen student health and well being during college and to teach skills that will help students remain resilient in their future careers.

INCREASING STUDENT EMPLOYIIBILITY

PROMOTING RESEARCH

YSNM College focuses to encourage research initiative in the college and also to promote them amongst students. Our college also encourages students to learn the skill of good academic writing.

IMBIBING VALUES & RESPONSIBILITIES

The goals of YSNM College also include incorporation of ethical and moral values into education. Our college is committed to ensure that students will have the knowledge as well as skills that are needed to be successful in their careers.

File Description	Document
Institutional perspective Plan and deployment documents on the website	<u>View Document</u>
Provide Link for Additional information	<u>View Document</u>

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Y S N M College implements several policies that support the welfare of teaching and nonteaching staff.

Leave benefits - As per the government rules casual leave and optional leaves are provided to both teaching and non-teaching staff. Female teaching and non-teaching staff can avail a maternity leave. Male teaching and non-teaching staff can avail paternity leave. Special Casual Leave may also availed by female faculty.

NOC - for Induction programme, Refresher course, Seminar, Conference , etc.

Retirement benefits - As per government rules, general provident fund (GPF) and departmental provident fund (DPF) is deducted from all the employees, who are appointed before 2005, for their emergency use.

Pension is also provided under superannuation to teaching and non-teaching staff.

Medical benefits - leave on the medical ground and reimbursement of expenses incurred on availed medical treatment.

Recreational Activities for staff- For physical and emotional wellbeing of teaching and non-teaching staff, Badminton, table tennis, outdoor game activities are organized within the college. The staff performs yoga. Group yoga activities are done on special days.

Birthdays and farewells of staff members are celebrated together. For the benefit of students and staff members, as a precautionary measure from Covid -19, vaccination drives were organised in the college campus. The College follows performance appraisal procedures as per the norms of Department of higher education. Subsequently, each employee has to fill an Annual Performance Appraisal Report (APAR) or Confidential Report (CR) form and submit it to the appropriate authority. The appraisal report is based on the annual performance of the employees on the basis of their academics, research and other extracurricular activities during the year. Information filled in the prescribed format is assessed by IQAC to evaluate the attitudinal / behavioural / professional aspects of the faculty concerned.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 6.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	2	3	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The College is a constituent unit of Nilamber Pitamber University, Daltongang, follows the rules and regulations laid down by the UGC and Department of higher education, Ranchi. Mostly the College receives funds from the fees paid by the students and utilised in the favour of students by Head of the institute and. Higher education Department, Ranchi, also provide funds under

various schemes for academic and infrastructural growth which is handled by the Head of the institution.

Under various scheme the college has received funds and equipments which are

installed in the campus, also, the college is provided with modern furniture for classrooms, Compacters for Library along with latest computers, and equipments for laboratories.

Policy for utilization of funds:

• Requirement from IQAC and all Departments.

• Proposal and Resolution of Budget.

• Scrutiny by Purchase Committee

• Verification and final order by Principal and purchase committee

Transparent working procedure of the purchasing –

Initially the demands and requisites are received by the office. Then the principal marks those demands and requisites to the committees. The purchase committee holds its meetings as and when required. The convener notifies the time and date of the meeting to all the members to discuss and decide about the demands received. On a fixed date and time the meeting is called. Full transparency is taken in all the procedures undertaken. All the members sign the comparative statement and quotations called, and then the order is placed to the lowest bidder. After the order is duly completed, then the online payment is made to the supplier. The college conducts regular internal and external financial audits as per the directions of higher education department. The Principal of the college invites application from professor, further university appoints one amongst them as a Bursar, who works as an internal auditor. The accountant of the college prepare the annual income and expenditure statements along with the balance sheet of the college. The accountant meticulously deals the finance related documents for all transactions. Every effort is put in, to maintain transparency in the financial records. The external auditor verifies all the vouchers with reference to the cashbook and prepares the balance sheet. No major audit objections were found during the last five years

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

At the heart of our Internal Quality Assurance Cell (IQAC) lies a steadfast commitment to elevate the educational experience by fostering an environment where quality and innovation thrive. Through meticulous planning and strategic recommendations, the IQAC strives to ensure a dynamic and enriching teaching-learning process that aligns with the college's vision and mission. Each year, we admit students in strict adherence to the standards set by the higher education department, ensuring equal opportunities and a supportive learning atmosphere for all.

The IQAC plays a pivotal role in guiding departments toward self-evaluation and setting ambitious goals to meet emerging challenges. By gathering and analyzing feedback from students, parents, staff, and alumni, we continually refine our educational practices. This feedback loop not only enhances the faculty's teaching skills but also strengthens their rapport with students, broadening the latter's understanding and appreciation of course content.

In response to evolving needs, the IQAC introduces new initiatives annually. The COVID-19 pandemic, for instance, opened new horizons in online education, prompting us to bolster our digital infrastructure. Classrooms are now equipped with LCD projectors and computers, and teachers are encouraged to integrate ICT tools into their lectures through videos and PowerPoint presentations. This transition has enriched the teaching-learning process with quality e-resources, even as we gradually resumed in-person classes.

Regular reviews and meetings ensure that our teaching methodologies remain effective and responsive to the needs of our students. Through these efforts, the IQAC has cultivated a proactive system for continuous improvement in educational practices, processes, and outcomes. We support remedial teaching for students who need extra help and pay special attention to slow learners. Additionally, our mentor-mentee groups address both academic and stress-related concerns, while career counseling provides valuable guidance.

To achieve our Program Outcomes, Program Specific Outcomes, and Course Outcomes, the IQAC advocates for innovative pedagogical approaches, including PowerPoint presentations, projects, field trips, and workshops. These methods complement the traditional curriculum, ensuring a comprehensive and engaging educational experience for all students.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

At Y S N M College, we are deeply committed to eradicating the entrenched gender discrimination in our tribal belt. One of our primary goals is to promote gender equity by empowering tribal area girls with the knowledge of their rights and duties, and to eliminate the ingrained mindset of gender discrimination. To support this, we waive the tuition fees for female students in accordance with government regulations. Our dedication to gender equity can be seen through the following initiatives:

a) **Safety and Security of Students:** Ensuring the safety of our students is of paramount importance to the principal. The college campus is fortified to be a safe and secure environment for all.

- Entry for outsiders is strictly prohibited, with electronic surveillance through strategically placed CCTV cameras.
- Random identity card checks by teachers and the sports officer prevent unauthorized access.
- The Anti-Ragging Committee and Discipline Committee, which include student representatives, are in place to support and protect the students.
- The college maintains zero tolerance for any form of eve-teasing or indecency towards female staff and students. Additionally, we conduct self-defense training camps for girls to empower them with skills for their personal safety.

b) **Counseling:** We recognize that counseling services are crucial for helping students reach their full potential by boosting their confidence. Our counseling programs are designed to support students in overcoming challenges and achieving their academic and personal goals.

- Mentor-Mentee Groups have been formed wherein a small number of students are placed under one faculty member who develops a meaningful relationship with them. Students feel free to discuss their problems with their mentors.
- Motivational sessions are conducted during the morning assembly to encourage students to participate in activities according to their comfort and interest.
- Periodic counseling sessions address issues like anxiety, stress, and academic worries through collaborative efforts for the wellbeing of the students.

c) **Common Room:** A spacious girls' common room has been established to facilitate female students. The room has been designed to enable the girls to socialize, discuss, and interact in an informal space. It includes an attached washroom, a sanitary pad vending machine, and a pad incinerator for their comfort.

To further promote gender equity within our institution, various programs are conducted throughout the year by the Women's Cell. These include women empowerment workshops, counseling sessions, and self-defense workshops. As a girls' college, Y S N M College epitomizes the principles of gender equity through the following practices:

- The national anthem is sung collectively by the college staff and students during daily assemblies.
- The college celebrates and organizes various national and international commemorative days, events, and festivals.
- Self-defense camps are held regularly every year.
- The Women's Cell addresses and attempts to resolve the specific problems faced by tribal area girls.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

At Y S N M College, we strive to help each student recognize her unique worth and potential as a competent and valued member of our diverse community. Through a variety of cultural events and competitions organized throughout the year, we aim to build confidence in our tribal area students, enabling them to compete with the modern world. Here are some of the regular events organized by our college staff to foster an inclusive environment, instill a spirit of equality, and promote responsibility towards society:

Commemorative Days:

1. Republic Day and Independence Day
2. Constitution Day
3. Gandhi Jayanti
4. International Yoga Day
5. Swami Vivekananda Jayanti
6. Voter's Day
7. Women's Day
8. Hindi Divas
9. Staff Birthdays and Farewells

10. National Sports Day

Programs for Providing Exposure to Tribal Area Students:

1. Induction Program
2. Yuva Utsav
3. Various Sports Events
4. AIDS Awareness Program
5. Personality Development Programs
6. Programs under "Azadi Ka Amrit Mahotsav"

Camps Organized:

1. N.S.S Camps at Nearby Villages
2. Self-Defense Camp
3. COVID Vaccination Camp and "Yuva Shakti Corona Mukti Abhiyan"

The college takes great care to sensitize students and staff towards constitutional obligations, values, rights, duties, and responsibilities of citizens. Programs on Constitution Day aim to raise awareness about constitutional values, rights, duties, and the responsibilities of citizens. On this day, staff and students take an oath to uphold constitutional values. The principal and senior professors deliver lectures emphasizing the importance of our constitution, human dignity, equality, social justice, human rights, freedom, rule of law, and the respect and superiority of the constitution in national life.

Students are continually reminded to uphold fundamental rights and duties during morning assemblies and national days. Each year, National Days (Independence Day and Republic Day) are celebrated by unfurling the Indian National Flag in the college garden, followed by the collective singing of the national anthem by staff and students.

To reinforce our democratic values, we organize numerous programs, such as voter awareness initiatives. These include rallies, oaths, competitions, and more, encouraging all eligible students to participate in voting. The NSS unit of the college celebrates National Voter's Day every year, fostering a culture of active citizenship and democratic participation.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICES 2022 - 2023

Best Practices -1

1. **Title of the Practice**

VOTING AWARENESS PROGRAMME

1. **Objectives of the Practice**

Since General Assembly Elections are going to be held in 2023, voter awareness program was run in the college throughout this year. Many students had come to the college who had taken new admission and were going to vote for the first time. And there were some students who were totally unaware of voting in the elections. Therefore, the effort was made by the ELC Club of the college to run a voter awareness program among the girl students.

1. **The Context**

This college has been specially established for theGirls students. Palamu area is a backward area in terms of literacy of girl students. Since the students come from both urban and rural areas, the effort was to inform them about the election programme in a simple medium.

1. **The Practice**

Many types of programs were conducted to make the girl students aware about voting in the elections. For instance –

- Distribution of Form - 6 for making election identity card
- Election Commission Palamu representatives conducting voter awareness program among girl students
- Running voter awareness programs through various competitions from time to time by the ELC club formed in the college
- Helping students online and offline to make election ID card

1. **Evidence of Success**

- Maximum number of girl students should participate in the elections
- Newly enrolled students should receive election identity card before the election
-

1. **Problems Encountered and Resources Required**

- Non-availability of correct documents for making election identity card for female students
- Most of the students' mobile numbers are not correct or not recharged due to which they cannot be contacted
- Lack of support from family

1. **Notes (Optional)**

Although Palamu is a remote area from the sight of education, yet here one gets to see the heat of politics during election time. Female students still do not know how to use their discretion at the time of election and they are more influenced by the male members of the family. Hence the effort of the college was to encourage the students to participate in the elections as per their own discretion.

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:

Our college campus, situated in the tribal area, is dedicated to addressing the unique needs of all our students, particularly those from the tribal belt. Most of our students come from very backward and remote areas that lack basic human necessities. Our primary objective is to integrate these students into the mainstream by empowering them academically and through extracurricular activities.

At our college, we provide a common platform for both curricular and extracurricular activities, fostering holistic development. Events such as Yuva Utsav celebrations, the annual function, career guidance programs, NSS, Red Cross, and sports activities contribute significantly to their overall growth, enabling them to compete with students from urban areas. Additionally, we regularly organize district-level sports tournaments on campus to give tribal area students exposure and opportunities.

Our dedicated teaching and non-teaching staff work tirelessly to nurture these students in a multifaceted environment. We emphasize classroom teaching and offer extra classes to strengthen their academic foundation, preparing them for competitive exams.

During the pandemic, our college conducted online classes, ensuring continuous learning. Students also participated in online programs broadcasted by the Department of Higher Education, Ranchi, which helped them stay connected with technology. The Internal Quality Assurance Cell organized online lectures on various practical subjects under the World Bank project, with a lecture series running from December 2020 to January 2021. These lectures, delivered by professors from all faculties, were beneficial for both undergraduate and postgraduate students of Arts, Commerce, and Science.

Moreover, we organized national and international webinars on various topics under IQAC. As part of our COVID-19 awareness program, we conducted vaccination drives on campus for the safety of students and staff. We educated students about precautionary measures, distributed masks among tribal students, and regularly sanitized the campus. Sanitizer stations were set up at the college gates, office, and classrooms.

The college staff continually strives to fulfill our vision and mission by catering to the needs of tribal area students with dedication and authenticity.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college has been functioning as a teaching oriented educational unit at NPU catering to the

aspirations of tribal and weaker sections of the society. The college follows the motto of 'higher education to the poor' and 'reach the unreached' in terms of extending the required support for education of the rural mass in all possible ways. The college is fortunate to get a conference hall. This will be beneficial to hold seminar and workshop inside the college premises which will directly benefit the students. Although the college is located in a remote area, still we are not letting any stone unturned to add the facilities for the tribal belt students. In this accord the construction of open gym keeping the thought, "Healthy mind in a healthy body" this year. It is the proud moment that, the students of YSNM College, brought accolade to the college by

achieving Positions at University For the better ICT facilities in the college premises an internet line has been established with speed of 30 mpbs for the faculty, staff members and students to remain updated.

Concluding Remarks :

The dedicated and continuous efforts of the college staff and faculty are thoughtfully structured to:

- Create an ideal learning environment that enhances students' academic experiences.
- Provide equal opportunities for students to express themselves confidently.
- Foster a supportive atmosphere free from any form of inferiority complex.
- Address both academic and non-academic concerns during students' time on campus.
- Offer ample opportunities for effective training and successful placement.
- Guide students in their holistic personality development, encompassing social ethics, behavior, attitude, commitment to the nation and humanity, social values, interpersonal relationships, and proper etiquette.

The majority of the student body hails from rural and tribal regions, particularly from the Palamu area. YSNM College, Medininagar, is situated in a rural/tribal region, and a significant portion of its students are underprivileged and socio-economically disadvantaged. Sensitizing these students presents a unique challenge. To address this, the college team, along with the NSS unit, has undertaken various community-based outreach programs in surrounding villages. These programs include AIDS awareness, female literacy initiatives, personal hygiene education, the Swachhata Abhiyan, campaigns against tobacco and alcohol consumption, the Beti Bachao Beti Padhao campaign, and electoral awareness drives.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 1 Answer After DVV Verification :0
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 349 Answer after DVV Verification: 349
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1938	2366	1547	1874	1964

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1938	2366	1547	1874	1964

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2010	2010	2010	1874	1964

Answer After DVV Verification :

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

2590	2590	1890	1890	1890

Remark : HEI has produced an e-copy of the letter reference no. 911/A/2021, wherein the registrar has approved the additional seats for the AY2021-22.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1571	1981	1225	1352	1464

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
945	945	945	945	945

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:

2022-23	2021-22	2020-21	2019-20	2018-19
1571	1981	1225	1352	1464

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1372	1372	1001	1001	1001

Remark : ST – 26%, SC – 10%, OBC – 14%, Others/Pwd - 3%, Total 53% seats are reserved.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26

| 2.4.2 | *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	20	15	17	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	14	12	12	12

| 2.6.3 | **Pass percentage of Students during last five years (excluding backlog students)** |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1157	765	1285	1020	1576

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
668	1157	765	1285	1020

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1314	1037	1436	1294	1681

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
905	1314	1037	1436	1294

| 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:

2022-23	2021-22	2020-21	2019-20	2018-19
10	5	5	2	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	5	2	3

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:

2022-23	2021-22	2020-21	2019-20	2018-19
3	08	1	3	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	1	1	2

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:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	1	5

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

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	28	25	26	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	14	18	13

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : 11 Answer After DVV Verification :10
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>7.08094</td><td>34.37423</td><td>38.87183</td><td>44.45526</td><td>72.50000</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>7.08</td><td>0.99</td><td>11.52</td><td>12.01</td><td>72.5</td></tr></table> Remark : The remark against the EP3.1 may be read again.
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 : 47 Answer after DVV Verification: 31
5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years* 5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists**

during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1390	1365	1038	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
941	877	359	320	336

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

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

Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: C. 2 of the above

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	0	0	0	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	28

5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above

5.2.1	**Percentage of placement of outgoing students and students progressing to higher education**

during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
273	208	200	236	346

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
273	208	200	236	346

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	01	0	0	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	12	8	10	6

Answer After DVV Verification :

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

02	02	02	02	01

6.2.2	*Institution implements e-governance in its operations*
	1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	3	6	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	2	3	0	0

6.3.3.2. **Number of non-teaching staff year wise during the last five years**
Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

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

	agencies such as NAAC, NBA etc. Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : Revised as per the available documents.
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** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 25 Answer after DVV Verification : 22
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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24	25	19	21	21 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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22	16	15	14	14	
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12.48094	14.15898	41.27183	56.8236	74.9

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12.48094	14.15898	41.27	56.8236	74.9