



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHEODENI SAO COLLEGE

SDS COLLEGE, KALER, ARWAL

824127

www.sheodenisaocollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sheodeni Sao College, Kaler was established in the year 1963 by a great social worker, business man and education lover, Sri Sheo Deni Sao of village Sohsa. Late Sheo Deni Sao generously made financial contribution and organized local villagers and motivated them for contribution in cash or kind as per their ability, and thus succeeded in setting up a social movement for the establishment of this centre of higher education in this extreme socially and economically backward area of Kaler block which is situated on the Aurangabad – Patna National Highway No. -139, about 88 Km. from Patna and about 75 Km. from Gaya main town. It has got its first affiliation in 1964-65 in the Arts faculty only and in 1970 it got affiliation in science faculty upto Intermediate level. The degree standard in Science faculty was started in 1976. This college has been converted into constituent unit of Magadh University, Bodh-Gaya in the year 1980. This college has been established with real objective of providing quality higher education to the children of downtrodden and poor farmers who are mainly of backward & SC Categories of this far flung area of Magadh commissionerary. Presently the college runs Undergraduate programme in Bachelor of Arts viz, Hindi, English, Urdu, History, Political Science, Psychology, Philosophy, Economics and Bachelor of Science Programme in Physics, Chemistry, Botany, Zoology and Mathematics, in addition to Bachelor of Computer Applications and Bachelor of Business Administration. The main campus of the College is spread over an area of 5.3 Acres.

Vision

The Vision of Sheodeni Sao College, Kaler, is to provide quality education, while equipping students with knowledge and skills in their chosen stream, inculcate values, identify hidden talents, provide opportunities for students to realize their full potential and thus shape them into future leaders, entrepreneurs and above all good human beings. The endeavour of Sheodeni Sao College, Kaler is to provide good quality education as an essential tool for gaining the best knowledge and develop modernization in society. The College strive hard to ensure that, at the completion of the elementary education cycle, every student should imbibe basic life skills, scientific knowledge, and beginning levels of numeracy and literacy.

Mission

The mission of Sheodeni Sao College, Kaler is to promote the holistic development of each student by imparting quality education. The guiding framework of the college defines its goals and outcomes both at the macro and micro level with the desire for creativity, Spirit of tolerance and scientific tempo. The results of such education are visible in the form of a better and more prosperous life of the students who have studied in the College. This is mainly because of the well-structured education method which empowers students to become mindful of their liberties and obligations in a societal structure, which equip them with cognitive ability, physical growth, morals and ideas.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Sheodeni Sao College, Kaler is the only constituent college under Magadh University, Bodh-Gaya within a radius of 40 km. of Arwal district with modernized teaching facilities upto UG (Honours) level.

Being the College situated on National Highway No. 98 and is easy to approach from all the interiors of the four directions.

The College impart quality education of the rural youth in the area.

The biggest strength of Sheodeni Sao College, Kaler as an institution is its huge strength of learners particularly those belonging to the rural and weaker section of the society (SC/EBC/OBC/Minorities) Economically Backwards) which stands testimony to our social commitment.

The college has a dedicated teaching & non-teaching staff who is managing the Institution against all the odds.

It has well maintained campus with innovative practices, there is sufficient number of class-rooms, well maintained and automated library, well equipped laboratories and dense green campus with several types of flora and fauna.

ICT (Information & Communication Technology) facilities such as smart class, language lab, Wi-Fi in campus, Network Resource Centre is introduced for better and interesting knowledge transaction.

It has developed Soil Testing & PH value determination facility which is very much beneficial to the local farmers in doing their decisive cultivation.

The College has developed much enthusiasm in the students and the faculty to keep their mind and body healthy, and as a result a well-equipped state of the art Gymnasium has been set up in the college for the use of its stakeholders.

With the limited source of teaching faculty, and by outsourcing the expertise of retired teachers, the college has managed well to deliver good results in every quarter.

Institutional Weakness

1. Shortage of Teachers : - Acute shortage of permanent teaching and non-teaching staff against sanctioned post and it has been an herculean task for the college to achieve desired goals in both academic and extra-curricular activities with part-time or adhoc teachers.
2. Limited number of vocational course :- Due to non-availability of resources the college is not able to add more vocational courses.
3. Non availability of P.G. Courses - The college does not have any P.G. Courses till date.
4. Lack of Alumni Support - Presently the college does not have a registered Alumni Association and very few alumni are associated with the college in a very limited manner. Hence no such support is being received from the Alumni so far.

Institutional Opportunity

Being the college situated in the rural outskirts of the state, there is ample scope for Agro based vocational courses like Rural Reconstruction and Development management, Sericulture, Add-on course in Diary technology, regular as well as Ad-on course on Fish & Fisheries etc. to be started in the college so as to make it a better centre of learning with placement opportunities.

There are lot of opportunities in the field of sports and other extra co-curricular activities as the college has won several laurels in all such areas.

Ample scope for starting Post Graduate courses and to establish Agro based research centre.

Borderless knowledge scenario in the wake of liberalization and use of ICT to reach out to the global pool of knowledge.

Institutional Challenge

(a) To achieve academic excellence by utilizing part-time, adhoc and resource persons, since there are few permanent teachers remained in service.

(b) Limitations and constraint in government financial support as well as in utilizing revenue of internal resource for better management and resource mobilization for uplifting the academic and student's support facilities in college.

(c) To motivate the faculty and university officials to bring change as per the demand of job market in the courses of studies and progressive paradigms in Higher Studies.

(d) To make the Institution an entity of National Importance.

(e) Paucity of space and physical infrastructure.

(f) Even after the number of teachers are very less and do not fulfil the sanctioned strength, the college does not have the authority to make any appointment for permanent teachers.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sheodeni Sao College, Kaler offers 08 (Eight) U.G programmes in BA Honours, 05 (Five) in B.Sc Honours and 02 (Two) Self Financed Courses viz. BBA and BCA. All these courses are affiliated to Magadh University, Bodh-Gaya. The college provides ample opportunities to the students of reserved category and the other under privileged students by offering relevant courses which can develop their skills/ practical knowledge. Some students have achieved glorious results in their examinations. For self-development, the faculty members

attends various orientation / refresher courses and workshops on curriculum development / examination reforms / quality initiatives / management issues etc. Some of our faculty members are also a syndicate member of the university (Magadh University, Bodh-Gaya) and some teachers of this college are consulted on academic matters and curriculum design and development by the affiliating university by selecting them into academic bodies of UG & PG studies.

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

Teaching-learning and Evaluation

The admission process of the college is very transparent and follows the reservation policy as per Bihar Government rules. The institution follows the broad framework of the curriculum for B.A., B.Sc, BBA and BCA (Honors) course under Magadh University, Bodh-Gaya. The college has adopted continuous monitoring and evaluation mechanism through sessional examination as well as seminars and group discussions. The Master Class routine is prepare by the college on the beginning of each academic session and each department prepare its own teaching plan for effective teaching- learning and completion of syllabus within stipulated time. The institution adopts various student centric methods to enhance the student involvement as a part of participative learning and problem solving methodologies such as group discussion, class room interaction, seminars, home assignments etc. The college has a well-equipped library with sufficient stock of books and digitalization have been done in the library alongwith barcoding of books. Free WiFi is available in the college for the use of its stake-holders. The students are encouraged to participate in community work through NSS, extra-curricular activities such as quiz competition, debating competition, essay competition etc.

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

Research, Innovations and Extension

Since the college offers only UG programmes, the research culture lacks in the college in its true essence. However, efforts are being taken by the college to develop a research culture within the campus. Being the college is situated in the rural outskirts, where the total economy depends on agriculture, there is ample opportunities to develop agricultural research Centre in the college. The College Research committee has been actively engaged in encouraging and managing research activities. Most of the teachers are engaged in research works, either as research scholars, or as research supervisions or as independent researchers taking up research projects.

Lack of grants from industrial and other agencies for developing research facilities is a major area of concern for the college. Only a few teachers were able to manage research publications recently. More teachers can be encouraged to publish in reputed journals. There is no policy for offering consultancy services in the college till yet. More teachers can be encouraged to take up research projects and apply for research guidship under the Magadh University, Bodh-Gaya under which this college is affiliated. Research culture can be extended to the students as well. More interdisciplinary research projects can be implemented.

The Extension Activities and Institutional Social Responsibility is streamlined by the NSS of the college several outreach activities/campus has been organized which is proved beneficial for both the institution and the students.

Infrastructure and Learning Resources

The college has adequate physical infrastructure, it is spread in 5.3 Acres of campus with 2349 Sq.mtr. built-up area with sufficient number of lecture theatres, Lab. Seminar complex, Sports space, Horticulture, Alternative power supply facility, clean drinking water and wash-room facility, Smart class, Language Lab. we also have canteen and health centre with small Medical/First – Aid facilities. We have also got solar plate under the unconventional power facilities.

Sheodeni Sao College, Kaler is committed towards its stakeholders in ensuring resourceful infrastructure for holistic growth of students and career progression of the faculty. The college provides adequate facilities for cultural activities, indoor and outdoor sports as well as other student and faculty support amenities. The college is prospered with a Playground to provide the students the opportunity to practice and hone their key skills including social, emotional, cognitive and physical. The Conference Hall of the college is ICT Enabled, well furnished and fully equipped. The Library of the college is a state of the art facility with 22203 Books and the library is fully Digitalized with barcoding of each books. This has resulted in contributing towards easy and hassle free access of its vast contents and maintenance of the records in a much professional manner. The laboratories of the college is Fully furnished and equipped with modern equipment. There are 10 ICT Enabled Smart Class Rooms and 44 computers are available for the Academic purposes. The college have a fully equipped Gymnasium and Common Rooms available for the students to organize and participate in co-curricular, recreational and cultural activities.

Student Support and Progression

At the start of academic session college publishes and provide aspirants an updated and user friendly college prospectus with all necessary information regarding rules & regulations, courses of studies and fee structure of

all the programmes run in the college. The college has also a meticulously planned to post all its latest information with regard to publication of results and examination schedules on its own website www.sheodenisaocollege.ac.in for convenience of students and their guardian. The college has the mission of providing value based quality education to its students, multifaceted development of the students coming to its portals being the prime goal of the college, institutional policies are drafted and activities are realized keeping students in centre. Students' progression and support is ensured by offering the students different kinds of help, academic, financial and ethical. This is realized through extra coaching to slow learners, counseling to depressed students Seminars and Debates, extension lectures, financial aid in terms of fee concession and scholarship to meritorious students, differently-abled students, outstanding players and economically and socially backward students. Ethical support is ensured through special training classes on self confidence and personality development, coaching classes for various competitive and eligibility exams, career counselling and guidance, information through interactive session, activities aiming at moral and spiritual developments.

The rate of growth in terms of admission, result, number of distinctions and ranks speak volumes for the efforts put in by the college. Numerous students of this college are placed in prestigious Banks, Management and IT company colleges and schools etc. The college has close nexus with Alumni Association.

The college caters to higher educational needs of a large number of students and welcomes diversity in its learning community. A majority of the students belong to General category while others fall under OBC, SC and ST categories. To enhance the quality of community life, the underprivileged are supported to seek higher education by providing them with freeships / fee concessions etc.

The college has a Grievance Redressal cell to look into the grievances and complaints of the students. The counseling cell establishes a communication channel between students and faculty, and helps them to deal with rising stress and to resolve tension. There are various clubs and societies that manage academic and cultural activities of the college. Students are encouraged to participate in co-curricular and extra-curricular activities at various levels and are given all opportunities to exhibit their innate talents. Many students have brought laurels to the college in academic cultural and university and state level. Each bonafide student of the college are issued an identity card, which not only establishes her identity particulars, but is also important in order to appear in the examinations, participate in any college activities and get books, issued from the library, open Bank Account.

Governance, Leadership and Management

Since this college is a constituent unit of Magadh University, Bodh-Gaya the major affairs regarding of policy, examination, course curriculum and personnels are managed by university. The College administration is assigned by the different committees, councils and board constituted by the head of the institution Principal/ Prof.-In-Charge as per the guide – line framed by university, govt., and UGC to maintain transparency in management. There is a Bursar appointed by the university who looks after the incoming and outgoing funds of the college.

Teamwork leads to the best practices of the institution. The participative/ democratic principle of the management propels all plans and policies and their implementation and effect, towards consultation with the committees and boards. IQAC looks after the quality in imparting education. Thus, empowerment through total decentralization of the administrative system promotes co-operation, sharing of knowledge and innovations. The development, supervised by the management, comprises extension of building, providing additional facilities, introduction of new courses, inclusion of new faculty, employing visiting teachers, etc. The democratic set-up is extensive with each unit having fullest freedom to innovate and plan its perspectives of development, maintaining the line of hierarchy to ensure harmony. Funds are allocated / grants are applied for as per UGC schemes for the building/development projects of the college. Income/expenditures are closely monitored by the Bursar and Accountant and overseen by the Principal. Judicious expenditure of funds involving proper procedure for purchases by the Purchase Committee with regular audit (Internal and external) of the budget indicates transparency in financial affairs.

Institutional Values and Best Practices

Since its inception in the year 1963, Sheodeni Sao College Kaler has seen the ratio of women enrolment for UG courses continuously increasing. Hence, the college has kept '**Promoting Girl Education in Remote Areas**' as its one of the best practices. The villages of the Arwal district are scattered and remotely located. But the availability of modern infrastructure, such as e-library, library, departmental library, sports, gymnasium, well-equipped laboratory, wi-fi connectivity, computers availability, smart-class, well-equipped conference hall for seminars and other cultural activities, NSS activity, hostel facilities, the beautiful and spacious college campus has attracted a large number of girl student to get admission in UG courses. The safe and secure ragging free co-education environment amidst all the chaos of Naxals affected Arwal district, the Sheodeni Sao college presents an example of a rendezvous point beyond caste, creed, religion, rich, poor, urban, rural where one can express his/her full potentialities in the academic field. The girl students have occupied this opportunity very well. The mixed efforts of college administration, teachers, students, and parents resulted in fruitful positive success in promoting girl education in this backward rural area.

The Second Best Practice being followed in the College is 'Promoting ICT Initiative'. ICT in education is the usage of information and communication technologies to impart quality education or to impart knowledge. It plays a vital role in developing the rural area in various sector, it has helped to develop the rural sector in tremendous way. It is used in rural area for the growth of various field like education, agriculture, and health and many more. ICT integration in the classroom enables students to learn more efficiently and better prepares them for the future. In education sector, computer technology is being used both for running and administering the Institution, and teaching the students. Activity based learning can make learning easy, fun and more effective. Keeping in view of above situations, Sheodeni Sao College, kaler (Arwal) has taken very important steps to fulfil the gap of digital divide. During five years, we have established a smart class where classes can be run through projector. Number of projectors has been increased up to 10. The student user of wi-fi has been increased manifolds as we have this facility uninterrupted due to installation of solar panel. A digital library will be operative very soon. The admission process and fee deposition are being made fully digitalised during assessment year. It also serves as instrument of awareness along rural students as a voice in nation's socio-economic, political and educational life. It contributes to qualitative and quantitative changes in rural life style.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHEODENI SAO COLLEGE
Address	SDS College, Kaler, Arwal
City	Kaler
State	Bihar
Pin	824127
Website	www.sheodenisaocollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anil Kumar	091-9430246901	7905852715	091-9430246901	sdscollegekaler@gmail.com
IQAC / CIQA coordinator	Ajay Kumar	091-8210526731	8210526731	091-8210526731	ajaykrsema@gmail.com

Status of the Institution	
Institution Status	Government , Grant-in-aid and Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Bihar	Magadh University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	16-06-1983	View Document
12B of UGC	16-06-1983	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	SDS College, Kaler, Arwal	Rural	5.3	3214

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,Hindi	36	INTERMEDIATE	Hindi,Hindi	169	169
UG	BA,English	36	INTERMEDIATE	English,English,Hindi,Hindi	75	61
UG	BA,Urdu	36	INTERMEDIATE	Hindi,Hindi,Urdu,Urdu	60	51
UG	BA,History	36	INTERMEDIATE	English,English,Hindi,Hindi	169	169
UG	BA,Political Science	36	INTERMEDIATE	English,Hindi,Hindi	150	150
UG	BA,Psychology	36	INTERMEDIATE	English,Hindi	166	166
UG	BA,Philosophy	36	INTERMEDIATE	English,Hindi	10	10
UG	BA,Economics	36	INTERMEDIATE	English,Hindi	161	161
UG	BSc,Physics	36	INTERMEDIATE	English,Hindi	152	152
UG	BSc,Chemistry	36	INTERMEDIATE	English,Hindi	156	156
UG	BSc,Botany	36	INTERMEDIATE	English,Hindi	153	153
UG	BSc,Zoology	36	INTERMEDIATE	English,Hindi	158	158
UG	BBA,Bba	36	INTERMEDIATE	English,Hindi	40	0
UG	BSc,Mathematics	36	INTERMEDIATE	English,Hindi	151	151
UG	BCA,Bca	36	INTERMEDIATE	English,Hindi	90	78

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				2				23			
Recruited	0	0	0	0	2	0	0	2	8	0	0	8
Yet to Recruit	0				0				15			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	3	0	0	3
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				15
Recruited	6	0	0	6
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	8	1	0	9
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	7	0	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	2	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	0	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	4		0		4

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	985	0	0	0	985
	Female	796	0	0	0	796
	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	134	140	213	197
	Female	69	65	123	132
	Others	0	0	0	0
ST	Male	12	11	17	14
	Female	2	5	10	12
	Others	0	0	0	0
OBC	Male	437	589	668	709
	Female	301	313	587	523
	Others	0	0	0	0
General	Male	93	128	186	121
	Female	60	80	192	96
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1108	1331	1996	1804

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The State of Bihar has not yet adopted the NEP and so the Magadh University. Sheodeni Sao College, Kaler is eagerly looking forward to implement the NEP which can offer a multidisciplinary flexible
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	<p>curriculum that enables multiple entry and exits. Since the NEP aims at promoting the exclusive potential of students through a holistic multidisciplinary or interdisciplinary mode of education, the college has to be well equipped to implement NEP regulations in its curriculum. Apart from the regular courses, efforts are also being made to incorporate more certificate courses and add on courses which can be offered to the students which can nourish their career prospects. The provision for the same would be implemented according to the directives of the state government. Proper guidelines in this regard is awaited from the concerned authorities. Once implemented, the teaching learning pedagogy will adopt amalgamation of intellectual, scientific, emotional, social and cultural development among its students.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Sheodeni Sao College, Kaler is awaiting the instructions and guidelines of the State Government and the University for adoption of NEP in the curriculum, since neither the State of Bihar or the Magadh University have adopted the NEP yet. On receipt of such instructions our college will register under the ABC which would permit its learners to avail the benefit of multiple entries and exit during the chosen programme, and to enable credit transfer. Undoubtedly, the initiative would be highly beneficial to the slow learners and provide flexibility to students to learn as per their ability and convenience. The proviso for the same would be implemented as per the directives of the state government and University. Accordingly, in the coming years, the college would also like to have MoUs with other institutions for collaborative ventures towards internationalization of education and joint degrees between Indian and foreign institutions. Active engagement of the Faculty will also be ensured in designing their own curricular and pedagogical approaches within the approved framework through Learning Management System. The Students will be encouraged to enroll and successfully complete the courses through online platforms which will enrich their learning experience.</p>
<p>3. Skill development:</p>	<p>It would be pertinent to mention that, the NEP has not yet adopted by the State or the University. Since, the college follows the State and University guidelines in the functioning of college, the same</p>

	<p>would only be adopted after the Govt. issues directions in this regard. Being, Sheodeni Sao College, situated in the rural outskirts of the state, students' skills will be augmented by interactions with available industry experts and other resources available in the area. The endeavour of the college has always been to offer opportunities for students to develop their skills in tandem with changing needs. Efforts are being done to incorporate Add-on courses at the earliest, which would align the curriculum with relevant industries to make them job ready by the time they graduate.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Since its inception, Sheodeni Sao College, Kaler has always upheld the value of Indian Knowledge system, Indian culture and its heritage. The college commemorates the national days such as Hindi Divas, Mother tongue day, Tourism Day, Independence Day, Republic Day, Shikshak Divas, Yoga Day, etc., as an act of reverence towards Indian languages and culture. Faculty members are free to provide the classroom delivery in bilingual mode as students tend to understand better if taught in their mother tongue. The graduate students are to study the Hindi language compulsorily during the first two years of the bachelor's program. The promotion of Indian languages are also facilitated through Bachelor Honours in Hindi and Urdu. In order to stay connected with the rich Indian culture and heritage, the students are encouraged to participate in various competitions such as essay writing, poetry, speech competition, folk song, folk dance and skit etc.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Learning Outcome Curriculum Framework syllabi will be prepared as per the directions of the University, once the NEP is adopted by the State, with the final outcome expected of students of a particular course at the end of the programme. The outcomes will be delineated clearly, and the teaching plans outlined accordingly. This will enhance the quality of education being imparted to them and help align pedagogy to the desired outcomes. Presently, the Outcome of the courses being provided by the college is limited to Critical Thinking, Effective Communication, Effective Citizenship, Environment and Sustainability, Ethical Living, Social Interaction, Problem Solving and Analytical Skills etc., which are being taught in the classrooms by the teacher through the present curriculum.</p>

6. Distance education/online education:	Sheodeni Sao College, Kaler offers courses in the regular mode as sanctioned by the UGC. Online tools and blending learning are used to augment and enhance pedagogy. Online classes and Open Book Exams were held as per directives of the University only during the lockdown necessitated by the pandemic. Distance Education is being provided in the College by the IGNOU (Indira Gandhi National Open University) in four BA Under Graduate Programme (Hindi, History, English & Sociology) and five Certificate Courses (Functional English, Consumer Protection, Disaster management, Human Rights and Rural Development).
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club was available in the College since 2017-18. This was done on the directions of Magadh University, Bodh-Gaya. Elections were conducted as per the university guidelines and members were selected through the election. However, After 2018, no elections were carried out in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Electoral Literacy Club was available in the College since 2017-18. This was done on the directions of Magadh University, Bodh-Gaya. Elections were conducted as per the university guidelines and members were selected through the election. However, After 2018, no elections were carried out in the college.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Electoral Literacy Club was available in the College since 2017-18. This was done on the directions of Magadh University, Bodh-Gaya. Elections were conducted as per the university guidelines and members were selected through the election. However, After 2018, no elections were carried out in the college.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research	Electoral Literacy Club was available in the College since 2017-18. This was done on the directions of

<p>projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Magadh University, Bodh-Gaya. Elections were conducted as per the university guidelines and members were selected through the election. However, After 2018, no elections were carried out in the college.</p>
<p>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.</p>	<p>Electoral Literacy Club was available in the College since 2017-18. This was done on the directions of Magadh University, Bodh-Gaya. Elections were conducted as per the university guidelines and members were selected through the election. However, After 2018, no elections were carried out in the college.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3455	5381	4533	3449	3222
File Description		Document		
Institutional data in the prescribed format		View Document		

2 Teachers

2.1

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

Response: 20

File Description	Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	15	16	14	14

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
439.26	134.45	175.54	328.74	118.65

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:

Sheodeni Sao College, Kaler follows the academic calendar issued by Magadh University where the dates for academic and non-academic activities are mentioned. For every Degree program there are one Honors paper and two subsidiary paper and one language paper or combination of two language papers as prescribed in the syllabus offered by the Magadh University. At the beginning of each academic session the college publishes a prospectus including all necessary information about the college. To ensure effective implementation and timely completion of syllabus offered by Magadh University, the head of each department prepares class routine accordingly and allocates classes to the teachers for smooth functioning of the classes. The college conducts unit test and sessional examination to evaluate student's performance on regular basis. Every department arranges seminars, group discussions, viva-voce and gives home assignments to the students as a part of internal assessment. The teachers are instructed to maintain the teaching plan and are advised to complete the prescribed syllabus on time. for every academic session. The various departments of the college teach the students issues connected with Women, Human values, Environment and sustainable development, etc. as an extracurricular activity. The Career Counseling Cell organizes career-oriented programs for the students to provide better job opportunities to them. This Institution is a Constituent college of Magadh University. This College follows a pre- determined syllabus set by the parent University. Periodical innovations are made within these established academic structures, committed to providing complete development for its students in all respect. Extensive support is being provided to our teachers regularly to update their knowledge and continuous growth, through active involvement in Research and Faculty Development Programmes. Technologically enabled infrastructure is ensured for everyone, with special assistance for the students with incapability, which makes it possible for all our students to engage in an appropriate teaching- learning process. This College prioritizes the incorporation of academic and mental health of our students through the mentor-ward system where each student is assigned a faculty mentor for academic and extra-academic guidance. Academic and other discussions are individualized by creating smaller groups of students. Through focused interactions and guidance offered by the teachers, students are able to have their academic and other issues suitably addressed, thus complementing the pursuit of effective curriculum transaction for a strong tutorial and mentor- ward system. The endeavor of this college has always been to raise the consciousness about gender-based inequalities, negligence of environmental concerns and lack of ethics which subsequently allows them to contribute to the society as responsible human beings.

1.2 Academic Flexibility

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

Response: 0

File Description	Document
Institutional data in the prescribed format	View Document

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

Response: 0

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

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

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

Sheodeni Sao College, Kaler believes in the holistic development of students who are not only intellectually ready to face the world but are also empathetic human beings striving for a democratic and sustainable society. The curriculum prescribed by University of Delhi reflects sensitivity to issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and has integrated them into the curriculum in order to sensitize students to such issues ensuring students' growth as sensitive and sensitized citizens of the country. Academically, Generic Electives, Skill Enhancement Courses and Ability Enhancement Compulsory Courses are offered within and across departments, to help students critically examine issues related to gender, environment and ethics. So as to contribute towards the values like compassion and commitment to development of self and society, the college regularly organizes socially relevant events and outreach programmes so that students learn to engage with socio-cultural issues in a constructive manner. As a part of rigorous implementation of professional ethics, proper awareness is given to the students regarding the significance of appropriate referencing in assignments, intellectual property rights issues and consequently discouraging any kind of plagiarism. The infrastructure of this is ensured so as to prioritize conservation of the environment. There has been a conscious effort to preserve rock base to a large extent. The building is well provisioned for students with disability.

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**Response:** 0**1.3.2.1 Number of students undertaking project work/field work / internships**

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)****Response:** Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 90.65

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1781	1804	1996	1331	1108

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1820	1819	2004	1674	1530

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

Response: 91.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
893	868	983	691	634

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

2021-22	2020-21	2019-20	2018-19	2017-18
915	911	1003	837	766

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

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

Response: 191.94

2.3 Teaching- Learning Process

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

Response:

Sheodeni Sao College, Kaler is committed to the holistic development of students by engaging them in experiential learning, participative learning and problem-solving methodologies to enhance learning experiences. Students are encouraged to expand their learning horizons beyond the curriculum and classrooms to outreach programmes via hands on experiences with the community at large. The College makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society. Some of the methods employed by the college in this process are, Rural/undeveloped area visits are

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

2.4 Teacher Profile and Quality

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

Response: 53.1

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

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

File Description	Document
Upload supporting document	View Document

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

Response: 83.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	13	11	11

File Description	Document
Institutional data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

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

Response:

Sheodeni Sao College, Kaler follows the guidelines laid down by the Magadh University in both letter and spirit. New students are informed about the class tests and attendance both in the college orientation programme as well as the department orientation programme. Furthermore, this is also highlighted in the Prospectus of the college as well as clearly stated on the college website. Faculty inform students about the assignment and test schedule well in advance. The class tests are usually conducted just after the mid semester break giving them ample time to prepare for the same. Each test is discussed in the class and the rationale for the marks given is discussed. Faculty give detailed comments and are available for further

discussion. The faculty looks into cases where students fall short of attendance because of medical issues. For practical, a record of the students' progress is maintained and duly informed to the students. Students who participate in Sports NSS activities are given additional chances for class tests if they miss it on account of participation in college linked activities. At the end of each academic year Examinations and Evaluations are conducted by the Magadh University.

2.6 Student Performance and Learning Outcomes

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

Response:

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

File Description	Document
Provide Link for Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 89.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	794	1012	1003	1015

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	877	1099	1210	1082

File Description	Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.37

File Description	Document
Upload database of all students on roll	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, Chairs in the institution during the last five years (INR in Lakhs)

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

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 and has initiatives for creation and transfer of knowledge

Response:

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

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: 7

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

last five years

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

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response: 1****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	4	1	2

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response: 0.4****3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

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

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

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

Response:

Sheodeni Sao College, Kaler has always been a smooth harbor for creative programmes. The teachers in different departments have been working extensively towards the cause and have contributed immensely towards the extension activities of the college. Being the college situated in the rural outskirts of the State, the extension activities being carried out by the college has been wholeheartedly accepted by the students and the local public. Efforts have been made by the NSS to reach every nook and corner of the Society to study their problems and to serve their contribution for the solutions for their problems. Since, there is no provision of consultancy facility in this college, the faculty members of the college strive hard for the extension activities, but such activities are undertaken chiefly by unit of the NSS. Every year the unit conducts more than five programmes on the issue of high social relevance ie rural sanitation, health awareness, plantation etc. The college offers several extension activities wherein the students and faculty are engaged in promoting institution-community network thereby sensitizing students to social issues. The college regularly conducts various activities in the college such as, "Swachhata Pakhwara", "Swachhata Abhiyan", Republic Day Parade, One Day Seminar during the Gandhi Jayanthi and Lal Bahadur Jayanthi, Komi Integration Program, Swami Vivekananda's birth anniversary celebrations, Special program on country's integrity and unity, cleanliness drive, Seminar organized on World Environment Day, International Yoga Day Celebration, World Yoga Day Program 75th Amrit Mahotsav of Independence etc.

File Description	Document
Provide Link for Additional information	View Document

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

Response:

Sheodeni Sao College, Kaler is located in the extremely rural outskirts of the State and due to non availability of recourses, the extension outreach programmes are limited to the local area only. Hence, the college does not had an opportunity to achieve any awards and recognition from the government or recognised bodies other than the kind hearted local public who have been benefitted by the outreach programmes by the college.

3.4.3 Number of extension and outreach programs conducted by the institution through

NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 28

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	8	7	6

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.5 Collaboration

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

Response: 0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Sheodeni Sao College, Kaler is committed towards its stakeholders in ensuring resourceful infrastructure for holistic growth of students and career progression of the faculty. The college provides adequate facilities for cultural activities, indoor and outdoor sports as well as other student and faculty support amenities. The college is prospered with a Playground to provide the students the opportunity to practice and hone their key skills including social, emotional, cognitive and physical. The Conference Hall of the college is ICT Enabled, well furnished and fully equipped. The Library of the college is a state of the art facility with 22203 Books and the library is fully Digitalized with barcoding of each books. This has resulted in contributing towards easy and hassle free access of its vast contents and maintenance of the records in a much professional manner. The laboratories of the college is Fully furnished and equipped with modern equipment. There are 10 ICT Enabled Smart Class Rooms and 44 computers are available for the Academic purposes. The college have a fully equipped Gymnasium and Common Rooms available for the students to organize and participate in co-curricular, recreational and cultural activities.

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

Response: 58.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
353.86	37.88	60.01	209.81	35.65

File Description

Document

Institutional data in the prescribed format

[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Sheodeni Sao College, Kaler have ensured setting up of a state of the Art infrastructure and digitalization of the Library for the easy access of its stakeholders. The library is enriched with 22203 books and these books are done with proper barcoding and shelving. The Library Digitalization has helped the college in achieving the following :-

- 1.Growth of documents
- 2.Availability of new techniques and technologies
3. Availability of space
- 4.To save the time of the reader
- 5.To have better control over collection
- 6.To avoid duplication of work
- 7.For greater efficiency in various activities and services
- 8.To maintain accuracy and promptness

Library Digitalization has also contributed immensely towards:

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

4.3 IT Infrastructure

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

Response:

It always has been an endeavour of Sheodeni Sao College, kaler provide quality education and ensure all round development of the students in order to create awareness and responsibility. The institution has a well maintained, user friendly and resilient infrastructure conducive to teaching, learning and comprehensive development of students. The entire admission process and other fee collection process are being done through official online portal of the college, so as to ensure a transparent and accurate documentation. The Teaching Block has well-appointed and spacious classrooms, tutorial rooms, department rooms and Laboratories. The college have adequate Smart Classes for the quality teaching-learning experience for both the students and the teachers. There are classrooms equipped with projectors so that ICT can be used for strengthening academic discourse. There is a computer lab available for the students with adequate computer equipment, internet connectivity and projectors to support practical sessions. The campus is Wi-Fi enabled for the benefit of students and faculty. The College Library is well stocked with 22203 text books and the library is fully automated with barcoding of books. This, has resulted in a hassle-free maintenance of the Library and easy access of its contents. The library automation has helped the students to save their time in searching of the books and helped the management in maintaining the library in a much professional manner. The college has a Conference hall, Health Centre and a Gymnasium inside the campus area.

4.3.2 Student – Computer ratio (Data for the latest completed academic year)**Response:** 76.78**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 45**4.4 Maintenance of Campus Infrastructure****4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)****Response:** 16.2**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
86.26	18.88	21.64	37.22	29.81

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 26

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

2021-22	2020-21	2019-20	2018-19	2017-18
1155	1066	1281	753	956

File Description

Institutional data in the prescribed format

Document

[View Document](#)

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

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

Response: E. None of the above

File Description

Institutional data in the prescribed format

Document

[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

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

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

File Description	Document
Institutional data in the prescribed format	View Document

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

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

Response: D. Any 1 of the above

5.2 Student Progression

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

Response: 0

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

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	877	1099	1210	1082

File Description	Document
Institutional data in the prescribed format	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

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

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

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

File Description	Document
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Institutional data in the prescribed format	View Document
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5.3 Student Participation and Activities

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

Response: 5

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

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

File Description	Document
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Institutional data in the prescribed format	View Document
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5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	5	00	0

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:

Sheodeni Sao College, Kaler does not have a Registered Alumni Association presently. However, efforts have always been made to associate the Alumni of the college who have done well in the past in every quarter. The college is also planning for a Registered Alumni Association in the College with prominent members being at the leading positions who can guide the budding youth of our college to be good human being and be a part of the development of the state and the country in particular. The college do have a lot of passed out students and retired teachers to its credit who often visit the college and share their valuable time with the students.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Vision and Mission of Sheodeni Sao College, Kaler are reviewed and redefined time-to-time in view of the changing national and global trends in education. Goals are set to attain the objectives enshrined in national policy for higher education. Being the college situated in the rural outskirts of the state of Bihar, it has always been an endeavour of the college to provide quality education for the students who hail from the poor financial and educational backgrounds. Also, it is evident from the strength of the students that the college promotes gender equality and women empowerment to a certain extent defeating the odds according to the area where the college is situated. The institution's Vision and Mission reflect the distinctive characteristics of the institution. The College caters to the educational, social, cultural and economic needs of the society. All these characteristics are reflected in its policies. High quality educational programmes and healthy practices are being implemented keeping in mind the policy of uncompromising adherence to the values and principles of inclusion, responsibility and social accountability. The Principal forms various committees under the convenorship of a teacher or a non-teaching staff with members from teaching staff, non-teaching staff and students for overall management of the various operations of the college, such as, admission, academic coordination, conduct of examinations, promotion of research and extension activities, development of infrastructure-facilities, appointment of staff, maintenance of service records, encouraging cultural activities, implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility. The Principal is ably supported by the Teachers-in-Charge who help in executing the strategic and perspective plans through their department members. The college mobilizes funds for enhancement of infrastructure, laboratory, library and office equipment, apart from creating environment friendly campus/premise.

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Sheodeni Sao College, Kaler follows the practice of decentralisation in its true sense, in all the three important pillars of the institution, viz. academics, administration and extra curricular activities. The

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: D. Any 1 of the above

6.3 Faculty Empowerment Strategies

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

Response:

Teacher's Self Appraisal: This provides an insight into one's own assessment of effectiveness of the teaching style and its impact on the students. It highlights how the teacher handles different situations that affect the learning progress of the students. It also makes known the involvement of the teacher in both academic and administrative activities. The performance appraisal is used for Career Advancement of the teachers who are updated about their performance at each level. If there is a scope for improvement on the part of the teacher, they are advised to upgrade themselves. The whole system is carried out in a confidential manner.

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

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

Teacher's Evaluation by Students: Students are given the opportunity to provide their feedback of the teachers. As per the procedures outlined by the IQAC, the feedback forms are available online on college website and the Teacher-in-Charge (TIC) ensures that the students of the department fill the feedback questionnaire. These forms are then evaluated by the Principal with the help of IQAC who analyses all the reports and meets with teachers with constructive feedback and corrective measures.

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

Response: 7.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	7	2	3	0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

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

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell was set up on 16 Apr 2012 as a NAAC initiative well before the NAAC Cycle 1 Accreditation. Since then, the IQAC have contributed immensely towards the holistic growth of the College in the Academic and infrastructure development of the college. The entire process of

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

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

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

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

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

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

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

IQAC achieves this through mainly two practices, viz.,

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

2. Collecting feedback from stakeholders like students and teachers to facilitate teaching-learning reforms.

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

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

File Description	Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

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

Response: D. Any 1 of the above

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Sheodeni Sao College, Kaler under the aegis of women cell, organizes awareness programmes on women quality, dowry, domestic violence, female feticide etc. aiming at women empowerment. The Government too has supported the cause by providing free education to all girls up to graduation. The college is committed to ensure a safe and secure environment for girls and over the past five years, several measures and initiatives have been undertaken to promote gender equity and empowerment of women as per the Gender Sensitization Action Plan. Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. This college strictly ensures full and effective participation of female students thus providing equal opportunities in leadership at all levels of planning, decision making, character development etc. This helps these students to excel as an independent and successful human being in the present cultural society. To achieve this feat, many seminars and workshops are being conducted at the college at regular intervals. The Internal Complaint Committee has been following due protocol in redressal of complaints and worked proactively towards increasing gender sensitization by organising lectures by Lawyers and other experts. It has also sought periodic feedback from students and is committed to ensuring a safe environment for girls within the college. So as to ensure safety of the girls students in the college CCTV has been installed at prominent places wherever required. The college also organizes various programmes on Human Rights like Freedom of speech, Right to vote, Child Labour, Freedom from Bonded Labour etc. with the help of Legal Literacy Cell and District Legal Services Authority from time to time.

The NSS Unit of Sheodeni Sao College, Kaler regularly visits surrounding areas and villages where people are provided awareness on various social, moral, ethical principles and ways of life. The College, with the help of NSS Unit celebrates various days of National and Cultural importance like Republic Day, Independence Day, Teachers' Day, Yoga Day, Swachh Bharat Abhiyan, Swami Vivekanand Jayanti (National Youth Day), Martyr Day (23rd March), Earth Day, Gandhi Jayanti, National Legal Services Day, World Aids Day, Human Rights Day, Women Day etc. enabling them to inculcate moral and ethical values.

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: E. None of the above

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

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

Response: E. None of the above

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

Response:

Sheodeni Sao College, Kaler is committed to provide an inclusive environment for holistic growth which promotes evolution as sensitive and sensitized citizens of the country. Several measures and initiatives are adopted on an ongoing basis to enhance their understanding and appreciation of cultural, regional, linguistic, communal socioeconomic and other diversities.

The college also works towards enhancing appreciation of Indian cultural heritage via performances, workshops etc. This is a humble initiative to cherish and celebrate the rich cultural heritage of our country India, to be able to preserve and propagate its history, traditions and values. The Cultural initiatives by the college, aims to provide a wider platform to the students to display the essence of their region culturally, academically and through other modes and thereby, continue with its endeavour to sensitise the people of the Indian mainland about the oblivious Northeast.

As an initiative by the NSS Unit of Sheodeni Sao College, Kaler, the Students engage in community outreach activities throughout the year which foster greater cultural understanding and Community harmony. The College takes immense pride in its initiatives to provide for its students, ample opportunities for a nuanced understanding of different cultures and communities.

Equal Opportunity Cell works to foster inclusivity and enhance awareness of issues linked to persons with disability.

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:

Title of the Practice – Promoting Girl Education in Remote Areas.

The objective of the Practice: Education can help one to uplift the standards of living. Higher education provides opportunities for women to show their potential and contribute their best to the welfare and building of a progressive family, society, and nation. Bringing gender equality, economic stability in society, development with improved living standards, more informed about health and medical issues of themselves and family, assisting women empowerment through digital learning in education, making girl students access to new knowledge, and adopting and implementing better technology and practices into their betterment of life, and provide inexpensive learning resources from their comfort are the main objective of the practice.

The Context: The living area has a very low density with a small settlement of villages. There is a slower rate of social change and migrated labor work and agriculture is a major occupation. There are many cultural and economic reasons why girls are not receiving the same treatment in social, emotional, and educational attention and medical and health facilities as their male counterparts. This gender discrimination intensifies the problems of rural girls in their journey toward higher education. The above context results in a low literacy rate especially in higher education among women in rural areas.

The Practice: Since the establishment of the college the ratio of women enrolment for UG courses is continuously increasing in comparison to the male students. The safe and secure ragging free co-education environment amidst all the chaos of Naxals affected Arwal district, the Sheodeni Sao college presents an example of a rendezvous point beyond caste, creed, religion, rich, poor, urban, rural where one can express his/her full potentialities in the academic field.

Evidence of Success: The mixed efforts of college administration, teachers, students, and parents resulted in fruitful positive success in promoting girl education in this backward rural area. The enthusiasm of females toward higher education can be observed through the following data on admission. In 2017-18 the total strength of female students in UG courses was 39.23%, while in 2021-22 it jumped to 45.34%. The trend can be seen in different other fields also. Female library visitors and users increased. In sports, they participated in inter-college handball competitions. They actively participated in different indoor and outdoor games also. In seminars, debates, NSS programs, cultural events, etc. their presence is commendable and enthusiastic.

Problems Encountered and Resources Required: The first and foremost obstacle is the problem of transportation of the girl students from their homes to college and from college to their homes. The diffidence of the girl's family is another obstacle in higher education. The reason behind the diffidence to higher education for females is social, economic, and to some extent their personal experiences. Unfortunately, our college has no female teachers or staff. Thus, we urgently need an empowered network of transportation facilities for female students and female teachers and staff for the support of these students.

Title of the Practices –Promoting ICT Initiative.

Objective of the Practice:

ICT in education is the usage of information and communication technologies to impart quality education or to impart knowledge. It plays a vital role in developing the rural area in various sector, it has helped to develop the rural sector in tremendous way. It is used in rural area for the growth of various field like education, agriculture, and health and many more. ICT integration in the classroom enables students to learn more efficiently and better prepares them for the future. In education sector, computer technology is

being used both for running and administering the Institution, and teaching the students. Activity based learning can make learning easy, fun and more effective.

The Context:

National Education policy (NEP) 2020 suggests blended mode of teaching and learning .This is a milestone step towards promotion of inclusive education. There is a dire need to take strong step to promote ICT Initiative in any educational Institution like Sheodeni Sao College, kaler (Arwal).

The location of the Sheodeni Sao College, kaler (Arwal) is rural and also previously naxal affected area and approx. 24 km away from district headquarter, Arwal. This area has agriculture based economy and majority of work force is agricultural labourers. The low literacy and socio-economical conditions of this area is also main obstacle in growth of higher education.

The Practice:

Keeping in view of above situations, Sheodeni Sao College, kaler (Arwal) has taken very important steps to fulfil the gap of digital divide. During five years, we have established a smart class where classes can be run through projector. Number of projectors has been increased up to 10. The student user of wi-fi has been increased manifolds as we have this facility uninterrupted due to installation of solar panel. A digital library will be operative very soon. The admission process and fee deposition are being made fully digitalised during assessment year. It also serves as instrument of awareness along rural students as a voice in nation's socio-economic, political and educational life. It contributes to qualitative and quantitative changes in rural life style. Being a single NAAC accredited constituent college in this area, Sheodeni Sao College, kaler (Arwal) has taken these responsibilities in very positive manner.

Evidence of Success:

The admission process along with online fee depositions are being implemented smoothly. From the last four assessment years all the admissions in the college are being processed digitally. The number of Wi-Fi user increased approximately five times from last 2017-18 session. Uses of smart class for seminar, debate, quiz, and classes' purposes increased. For the help and benefits of students different whatsapp groups run by college administration are very helpful to remote and rural students.

Problems Encountered and Recourses Required:

We required more smart classes for benefit for all stakeholders i.e. students as well as faculties of the college. As we are located in remote area, we are facing acute problem of power cut and this is essential requirement of any ICT initiatives. Apart from other factors, rural student acceptance for the ICTs application is a major challenge. It is often taken for granted that any technology transfer to the rural would be accepted but we have to consider their own established cultural and traditional ways of doing thing.

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:

Sheodeni Sao College, Kaler was established in the year 1963 by a great social worker, business man and education lover, Sri Sheo Deni Sao of village Sohsa. Late Sheo Deni Sao generously made financial contribution and organized local villagers and motivated them for contribution in cash or kind as per their ability, and thus succeeded in setting up a social movement for the establishment of this centre of higher education in this extreme socially and economically backward area of Kaler block which is situated on the Aurangabad – Patna National Highway No. -139, about 88 Km. from Patna and about 75 Km. from Gaya main town. It has got its first affiliation in 1964-65 in the Arts faculty only and in 1970 it got affiliation in science faculty upto Intermediate level. The degree standard in Science faculty was started in 1976. This college has been converted into constituent unit of Magadh University, Bodh-Gaya in the year 1980. This college has been established with real objective of providing quality higher education to the children of downtrodden and poor farmers who are mainly of backward & SC Categories of this far flung area of Magadh commissionerary. Presently the college runs Undergraduate programme in Bachelor of Arts viz, Hindi, English, Urdu, History, Political Science, Psychology, Philosophy, Economics and Bachelor of Science Programme in Physics, Chemistry, Botany, Zoology and Mathematics, in addition to Bachelor of Computer Applications and Bachelor of Business Administration. The main campus of the College is spread over an area of 5.3 Acres.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Lack of manpower in both teaching and non-teaching are a major area of concern for Sheodeni Sao College, Kaler. The available staff strive hard to meet the required standard of the institution fighting all the odds. Participative Management through Delegation of Powers and Eco Volunteers are best practices adopted by the institution. Head of the institution has to spend lot of time for discharge of administrative and academic duties. Division of duties and participative management relieves him of excess administrative burden and thus provides ample time for planning, execution, inspection and maintenance of transparency as well. The college suffers acute shortage of supporting staff to look after the lawns, watering the plants, planting new saplings, training and pruning the old trees and shrubs etc. Also college doesn't have sufficient funds to hire labour for all these works. To avoid the process of drying up of trees, herbs, shrubs, plants and lawns for lack of care and beautification of the campus a group of Eco Volunteers has been raised in the institution.

Concluding Remarks :

Being located in the rural outskirts of the state of Bihar, Sheodeni Sao College, Kaler always keeps its vision and mission in mind, it is also aware that these are organic and must reflect changing times. An institution must evolve with changing needs and aspirations of students. It is always a work in progress and cannot rest on its past laurels. The college is working towards preparedness for the implementation of NEP 2020. The same will be adopted by the institution as and when the State of Bihar and Magadh University issues guidelines for the same. Changes in pedagogy to incorporate vibrant digital platforms are the need of the hour and the College has continuously worked to ensure that both faculty and students benefit from this interface. While academics is at the forefront, we are conscious of our duty and responsibility to give society a responsible and sensitized citizenry. All efforts are made to make them aware of their duties towards nation building and the community at large. Enhanced awareness of their rich cultural heritage, sensitization to issues of marginalized communities and our efforts to bridge the gap are also foregrounded. Innovation and research, development of hard skills and soft skills go hand in hand, likewise physical fitness and mental and emotional balance are equally important. Sheodeni Sao College, Kaler is committed to excellence in imparting quality higher education and will continue to work towards it.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1781</td> <td>1804</td> <td>1996</td> <td>1331</td> <td>1108</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1781</td> <td>1804</td> <td>1996</td> <td>1331</td> <td>1108</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1781	1804	1996	1331	1108	2021-22	2020-21	2019-20	2018-19	2017-18	1781	1804	1996	1331	1108	2021-22	2020-21	2019-20	2018-19	2017-18															
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2.1.2	<p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1577</td> <td>1587</td> <td>1618</td> <td>1123</td> <td>955</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>893</td> <td>868</td> <td>983</td> <td>691</td> <td>634</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1577</td> <td>1587</td> <td>1618</td> <td>1123</td> <td>955</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1577	1587	1618	1123	955	2021-22	2020-21	2019-20	2018-19	2017-18	893	868	983	691	634	2021-22	2020-21	2019-20	2018-19	2017-18	1577	1587	1618	1123	955	2021-22	2020-21	2019-20	2018-19	2017-18					
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915	911	1003	837	766
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Remark : Input is edited from data template.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	14	13	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	13	11	11

Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification:

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

8	5	4	5	5
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	4	1	2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
267.15	25.92	39.87	78.32	25.93

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
353.86	37.88	60.01	209.81	35.65

Remark : Input is edited from clarification documents.

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 : 44

Answer after DVV Verification: 45

Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1007	974	1142	614	578

Answer After DVV Verification :

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

1155	1066	1281	753	956
------	------	------	-----	-----

Remark : Inputis edited from clarification documents.

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

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

Answer before DVV Verification : D. 1 of the above

Answer After DVV Verification: E. None of the above

Remark : the data provided by HEI is mismatching

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	794	1012	1003	1015

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	877	1099	1210	1082

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	877	1099	1210	1082

Remark : As the HEI has not provided the supporting data input is edited according to it.

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

5.3.2.1. **Number of sports and cultural programs in which students of the Institution**

participated year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	5	42	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	5	00	0

Remark : from data template 5 programs may be considered for 19-20 but the clarification documents programs have been provided in 5.3.1

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 13 Answer after DVV Verification : 20</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>13</td> <td>14</td> <td>14</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>15</td> <td>16</td> <td>14</td> <td>14</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	17	13	14	14	13	2021-22	2020-21	2019-20	2018-19	2017-18	18	15	16	14	14
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17	13	14	14	13																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
18	15	16	14	14																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>448.08</td> <td>134.45</td> <td>175.54</td> <td>328.74</td> <td>118.65</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>439.26</td> <td>134.45</td> <td>175.54</td> <td>328.74</td> <td>118.65</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	448.08	134.45	175.54	328.74	118.65	2021-22	2020-21	2019-20	2018-19	2017-18	439.26	134.45	175.54	328.74	118.65
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