



SELF STUDY REPORT
FOR
1st CYCLE OF ACCREDITATION

ZAKIA AFAQUE ISLAMIA COLLEGE, SIWAN

**AHMAD GHANI NAGAR ,NEAR SIWAN RAILWAY STATION.
841226**

zaic.co.in

Submitted To
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE

Executive Summary

Introduction:

Z.A. Islamia College – Introduction

Late M.N. Ahmad Ghani, a noted philanthropist established the A.G. M. Trust in the year 1971 in the fond memory of his father Late Maulvi Mohammad Abdul Ghani, ex-member of the Central Assembly, whose dream was emancipation of the downtrodden and underprivileged masses and who firmly believed that education was the most appropriate means for completing this gargantuan task.

Z. A. Islamia College, which started functioning as an affiliated college under the erstwhile Bihar University attained incredible heights towards fulfillment of dreams of its founding father. In no time, the college became

an important centre of learning for the people belonging to the region around Siwan, which predominantly comprised of uneducated and underprivileged masses. The basic aim of this institution was development of the

human resource of the region, which was economically backward and geographically isolated. One of the important objectives of this College was also spread of education amongst the minority communities.

In addition to the regular and traditional courses in the Science, Arts and Commerce streams till the UG level,

the College is the pioneer in the field of offering a wide gamut of vocational and career-oriented programmes/courses.

Z. A. Islamia College is a role model for not only for the institutions situated in this region but also on a larger

scale with its spacious campus having administrative building, hostels, well equipped and furnished laboratories, canteen, playground, etc. The facilities of library and book bank, scholarship, pure drinking water,

career guidance cell, health care and other support services offered are matchless.

The excellence of the faculty may be well ascertained on the basis of the very fact that teaching staff altogether

45 of them are Ph.D. holders. The College offers honours courses in the Arts, Commerce and Science streams

and in total, has nineteen departments. The outcome of the quality teaching is often manifested by brilliant result of the students in different University examinations. The college is also declared as authorized centre for

the promotion of Urdu language by the NCPUL under the Ministry of Human Resources Development.

Vision:

VISION STATEMENT: “To up bring and groom the youth into the ambassadors of socio-cultural change, by strengthening their faith in the Democratic Values and by enriching their personalities with the scientific outlook having local as well as global consciousness.”

Mission:

MISSION STATEMENT:

The institution is dedicated to the careful nurturing of the youth into the pillars of a vibrant democracy in India.

It also aims at enacting the role of a catalyst in the socio-cultural and economic changes by sensitizing the youths towards the regional, national and global issues.

SWOC

Institutional Strength :

Institutional Strength

Established in 1971, Z.A. Islamia College, Siwan is the premier and one of the oldest higher educational institutions of Bihar with distinct reputation for excellent teaching performance and good conduct of its students.

Reputed NCC unit with distinction of having only firing (Shooting range) in the whole Saran commissionary comprising three districts Gopalganj, Saran and Siwan itself, where all NCC cadets of three districts are being

imparted NCC firing (Shooting) training, College teachers are also imparted the same. The NCC cadets of this

college have performed exceedingly well outside Bihar.

Institutional Weakness :

Institutional Weakness

At present time, the Saran region have almost negligible Industrial growth, which resulted into narrow scope of

employment generation and Industry – Institution interaction, that's why despite all efforts we have not been able to attract too many companies for campus placements.

Inadequate communication and comprehension skill of students at entry level.

There is no sanctioned posts for faculty members in vocational / professional / skill oriented courses, it is difficult to maintain teaching quality and hands on experience by availing the service of part – time teaching faculty & resource persons.

Institutional Opportunity :

Institutional Opportunity

Since the college is located in a very influential region, from where several leaders of national repute emerged

and contributed immensely to the growth and development of state and the nation; it has still the scope and space for the same.

MHRD, Govt. of Bihar has selected this college to develop it as centre of Excellence in providing higher education in rural belt, if we get grant from the state govt. Several new courses of placement importance can be

launched and advanced infrastructure may be developed.

More skill oriented courses can be started in community college established in campus by MHRD. Govt. of India for the better placement opportunities of the local youths.

Agro based Research Centres can be established.

Possibility of collaboration with research institutes and institutions of National importance.

Institutional Challenge :

Institutional Challenge

Maintenance and upkeep of huge and sprawling college building and campus requires continuous flow of funds.

Modernization of science laboratories.

Some of the departments are facing acute shortage of regular teachers.

Some of the conventional courses such as philosophy, Sanskrit and Persian are becoming obsolete in the eyes of students because of scarcity of jobs in such discipline. We have the challenge to make those subjects vocationally vibrant and functional.

To organize more faculty training programs to empower and update the faculty members.

To train the permanent non-teaching staff to use modern ICT techniques to adopt for fast, accurate and scientific management of data and information.

To achieve academic excellence despite Adhoc enrolment of teachers.

Criteria wise Summary

Curricular Aspects :

Curricular Aspects

Z.A. Islamia College, Siwan is a premier and one of the oldest educational institution of learning on national level. It was founded in 1971 against the background of emerging Indian nationalism with its frantic quest for

an educational system incorporating the ethos of Indian culture and nationalism. In 1992 Jai Prakash University, Chapra was established and it came under the jurisdiction of J.P.U, Chapra. It is quite evident that the college is much older than Jai Prakash University, Chapra, and is the source of the entire postgraduate departments running at the university. . During the long history , the college has introduced a number of Undergraduate, Postgraduate programmes in different faculties, such as Humanities, Social Sciences, Science,

Commerce. Seminars and Symposia are organized at departmental levels along with popular lectures are arranged to enrich the faculties as well as students in order to achieve excellence in higher education.

Though the curriculum is designed by the University, the goals and objectives of the curriculum are transmitted

to the students with the efforts of the Faculty by teaching beyond classroom and curriculum. The Institution provides a wide range of courses/programmes in Arts, Commerce and Science studies at Graduation and Post-

Graduation levels. The College on a routine basis holds Workshops/Seminars on Communication Skills to sharpen their interpersonal skills. To realize its mission, the College is imparting value- based education to youth synthesized with concern for Environment, Societal Issues with special emphasis on Human Rights and

Gender Issues. To promote interdisciplinary skills among students, the College has introduced Career-Oriented

courses. Faculty members take initiative and contribute in designing the curriculum as members of the Board of Studies/ Syndicate/Senate, J.P.U, in different subjects. The College provides diverse and flexible programmes of study that enable the students to follow a self selected pathway to learning.

They can select any course they wish to pursue, and can opt for General or Honours course in B.A, B.Sc. and

B.Com, subject to the eligibility criteria set by the University. The College strives to offer the education and services through continual self-assessment, evaluation by students and seeking feedback from stakeholders.

Teaching-learning and Evaluation :

Z.A. Islamia College is a natural choice for students owing to its reputation in University, the college ensures the persistence of this publicity. This is evident through the increasing number of applications from students from all across the country over the years. The institution offers not only undergraduate and post graduate courses but also conducts part-time Certificate. The admissions to all these courses are made as per the official guidelines of the University through Admission Committee. The college has taken proactive steps to make the campus disabled friendly by constructing ramps and lifts. It has also made dedicated efforts to nurture and foster the cultural diversity by focusing on underserved sectors and communities of our society. To this end, it adheres to the inclusion policies as framed and designed by the Government of Bihar and the guidelines of the University, both in letter and in spirit. It deserves special mention that the college pioneered small committees of teachers to look into the interests of students from the north-eastern states and to ensure a conducive environment for its women students long before these became statutory. The positive impact of these steps is clearly reflected in the vast demographic profile/s of student admission which may also be seen in the yearly charts regarding the same for the last four years. The teaching modes are made highly interactive by encouraging discussions, raising questions and debating ideas. This learning process offers students space for developing independent thought and also for sharing and exchange of ideas with peers. The faculty performs the role of not just a teacher but also a mentor and a guide. The college has a Wi-Fi enabled campus with many ICT enabled classrooms. The institution has a well-equipped central library, online connection to the e-library of University of Bihar with separate study halls for the faculties and the students, all equipped with internet facility. In addition, there are separate departmental libraries for science courses.

Research, Innovations and Extension :

As regards research, consultancy and extension services, the college has a long tradition of promoting research work, to provide appropriate supportive measures to teachers and students engaged in research and project works. The college is the research centre of Jai Prakash University, Chapra for no less than a decade. We have 05 minor projects at hand and several minor research projects have been sent to UGC for grant.. We provide cost free consultancy to needy research scholars. Our two NSS volunteers has been honoured by president of India for their outstanding performances in succession for two years 2013 & 2014. The College promotes research by granting study leave under UGC Faculty Improvement Programme. Teachers have published research papers and have presented papers at various National and International Conferences/ Seminars. The students of UG and PG undertake projects and teachers take special interest in guiding their students. Faculty is also engaged in supervising the research projects of students from other universities. In the near future the College may initiate collaboration with other Institutions for research. The various extension activities provide the students with a rare consciousness that motivates them to reach out

to their fellow beings particularly the needy and the marginalized. Programmes of societal importance are carried out by the NSS units of the College. The teachers in-charge of NSS and other Societies along with the Dean, Student Welfare, plan and host activities for the whole year. Some of them are organized in close association with the NGOs. The students are encouraged to participate in these activities and those who excel in them are awarded prizes at the College Annual Prize Distribution function. The Placement Cell is striving hard by offering Job Fair and strengthening Industry Academic interface. Infrastructure and Learning Resources

Infrastructure and Learning Resources :

As for infrastructural and learning resource facilities we possess a huge and magnificent building structure spread over in 15.25 acres of land in an area which has become the epicenter of education. Total built up area is

5090.00 sq.mtr. We have 35 classrooms in the Science, Arts and Commerce blocks in the main building, a separate Community College, 01 Seminar hall, 19 laboratories, 02 botanical garden, 01 rich library, 01 language labs, 02 computer lab, 01 field for outdoor games and 01 indoor stadium, a unique gymnasium in whole Saran division, firing range for NCC cadets only in whole Siwan district and an environmental friendly

green campus. We have a boy's hostel on campus for 80 inmates, 01 large staff room, 02 separate common rooms for boys & girls. We have recreational and health care facilities, internet and wi-fi facilities in campus. The college ensures optimal allocation and utilization for available financial resources for maintenance and upkeep of available facilities and is always seeking to add new ones.

The sprawling lawns and vast playgrounds lend magnificence to the physical infrastructure, In recent years, a new examination hall (under construction). The Environment Society ensures that the campus remains pollution

free and green. To keep it healthy and eco-friendly, burning of dry leaves and polythene bags are prohibited on

the campus. A visiting doctor attends to the minor medical needs of the staff /students. In coordination with other academic support units on campus, the Library provides services that support the College's diverse curriculum in Arts, Commerce and Science. The impressive collection of books, journals and other library material provides resources to explore all areas of human knowledge within the framework of learning.

Internet

facility is available for all library users. The use of ICT as a learning resource, which enables individualized instruction and collaborative learning, is being used by a couple of departments. ICT rich environment is being

further developed to encourage students to become more focused in their learning.

Student Support and Progression :

Students are the real wealth of a nation. They are the potential human resources for national development. Only

well groomed and nicely nurtured students with the dexterity of hand, head and heart can be fine human beings.

The college has fine fusion of the excellence of academics and extra - curricular activities. Various student support and progression activities bloom the hidden creative talent. The college practices multiple activities to

make the students enlightened citizens of the country. The rich roll of old distinguished students and their spectacular contribution to humanity is the real success of the college.

The college provides fee concessions stipends and scholarships to SC/ST/OBC and economically weaker sections under Bihar Govt. and Central government schemes. Many NGOs also help the economically disadvantaged students and the college accomplishes its mission and goal of upliftment of the weaker

sections

of the society. Students belonging to differently abled category are given specific physical and psychological boost so that they should be at par with their peers. For the progression of the students, best support mechanism

cum fine exposition plan is executed. Edutainment cum excursions keep the students well informed and sharply

awakened. Interaction with the experts and masterminds broaden their academic acumen and ignite their ingenuity and brilliance. Students carve their entrepreneurial skills. There is foolproof safety and security for the girls. NCC, NSS and different societies contribute profusely for the complete personality of the students. The distinguished Alumni of the college always provides for further support and progression of the students. The college has a rich roll of highly skilled academicians. Both formative and summative evaluation approaches to test the achievements are practiced. Remedial classes and special coaching classes are held for the weak students so that they can perform well. Students' Career & Counselling Cell keeps a vigilant eye on the progress of the students. NCC, NSS, Sports and different students societies bring out the multi-dimensional

development of the students.

Governance, Leadership and Management :

The governance of the college is democratic and participative. Various cells and committees have been delegated with adequate power and responsibility. Admission committees looks after the fair admission process, Proctorial Board looks after the discipline in the campus, college development committee makes planning and its implementations for the all round development of the college.

The teachers and the non-teaching staff works as a group. Meetings of the teachers and non-teaching staffs are

held regularly. Grooming of leadership is done at four levels – academic and research (among the teachers), curricular, extra-curricular (among students) and environmental (both students and others). Planning is done in

three categories: academic, infrastructure and administrative measures for quality improvement of the curricular

activities are regularly taken. The college maintains updated financial reports done by institutional and external

bodies. IQAC (Internal Quality Assurance Cell) of college reviews and audits the academic activities of the college.

Institutional Values and Best Practices :

Innovation in teaching is the greatest strength of Z.A. Islamia College. With adoption of modern and innovative

teaching methodology along with traditional teaching, college is giving phenomenal performance in academics. College is consistently producing University Gold Medalists in Arts, Commerce and Science streams. Heterogeneity of subjects being taught in the college is also a reason of strength as it encourages interdisciplinary thought process that is helping in getting funding for new schemes from the university.

Major

strength of college in maintaining the serene environment is because every stakeholder is involved. Students, teaching and non-teaching staff members work hand in glove to meet the environmental quality standards.

We are a very large establishment catering to more than 3000 students. At times this strength is also a challenge. We are forever alert to the differential needs of the vast student body to which we cater. We always

strive hard to improve upon the high standards our institution has set for itself. However, there are various opportunities in future where we can make a mark. With students from all across the country and their involvement in many active societies working towards social development at large, we are headed to be

leaders
of tomorrow in social, academic and environmental sectors.

Profile

BASIC INFORMATION

Name and Address of the College	
Name	ZAKIA AFAQUE ISLAMIA COLLEGE, SIWAN
Address	AHMAD GHANI NAGAR ,NEAR SIWAN RAILWAY STATION.
City	Siwan
State	Bihar
Pin	841226
Website	zaic.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Md. Equbal Jawaaid	06154-295090	9304726331	06154-2295090	siwanzaic@gmail.com
IQAC / CIQA coordinator	Md. Idris Alam	06154-227668	9934716670	06154-6154227668	zaislamiacollege@gmail.com

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution

If it is a recognized minority institution

Yes

[minority declaration.pdf](#)

If Yes, Specify minority status

Religious

Muslim

Linguistic

Any Other

Establishment Details

Date of establishment of the college

21-08-1971

University to which the college is affiliated/ or which governs the college (if it is a constituent college)**State****University name****Document**

Bihar

Jai Prakash Vishwavidyalaya

[View Document](#)**Details of UGC recognition****Under Section****Date****View Document**

2f of UGC

02-06-1994

[View Document](#)

12B of UGC

02-06-1994

[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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

No

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	AHMAD GHANI NAGAR ,NEAR SIWAN RAILWAY STATION.	Semi-urban	15.25	6020

ACADEMIC INFORMATION

Details of Programs Offered by the College (Give Data for Current Academic year)						
Program Level	Name of Program/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Urdu	36	INTERMEDIATE	English + Urdu	64	64
UG	BA,Hindi	36	INTERMEDIATE	English + Hindi	96	96
UG	BA,English	36	INTERMEDIATE	English + Hindi	96	96
UG	BA,Persian	36	INTERMEDIATE	Urdu,English + Urdu	96	0
UG	BA,Sanskrit	36	INTERMEDIATE	English,Sanskrit	96	0
UG	BA,Philosophy	36	INTERMEDIATE	English + Hindi	64	64
UG	BA,Political Science	36	INTERMEDIATE	English + Hindi	128	128
UG	BA,History	36	INTERMEDIATE	English + Hindi	128	128
UG	BA,Psychology	36	INTERMEDIATE	English + Hindi	128	128
UG	BA,Geography	36	INTERMEDIATE	English + Hindi	65	65
UG	BA,Economics	36	INTERMEDIATE	English + Hindi	128	128
UG	BSc,Physics	36	INTERMEDIATE	English + Hindi	96	96
UG	BSc,Chemistry	36	INTERMEDIATE	English + Hindi	96	96
UG	BSc,Mathematics	36	INTERMEDIATE	English + Bengali	96	96
UG	BSc,Botany	36	INTERMEDIATE	English + Hindi	48	48
UG	BSc,Zoology	36	INTERMEDIATE	English + Hindi	96	96
UG	BCom,Commerce	36	INTERMEDIATE	English + Hindi	96	0
PG	MA,Urdu	24	GRADUATION	English + Urdu	64	64
PG	MA,Hindi	24	GRADUATION	English + Hindi	64	64
PG	MA,Political Science	24	GRADUATION	English + Hindi	64	64
PG	MA,History	24	GRADUATION	English + Hindi	64	64
PG	MA,Psychology	24	GRADUATION	English + Hindi	64	64
PG	MA,Geography	24	GRADUATION	English + Hindi	48	0
PG	MA,Economics	24	GRADUATION	English + Hindi	64	0
PG	MSc,Physics	24	GRADUATION	English + Hindi	64	64

PG	MSc,Chemistry	24	GRADUATION	English + Hindi	64	0
PG	MSc,Botany	24	GRADUTION	English + Hindi	64	0
PG	MSc,Zoology	24	GRADUTION	English + Hindi	64	64
PG	MCom,Commerce	24	GRADUTION	English + Hindi	64	0

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				11				52			
Recruited	0	0	0	0	10	1	0	11	45	7	0	52
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				69
Recruited	47	4	0	51
Yet to Recruit				18
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff

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

Qualification Details of the Teaching Staff

Permanent Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	10	0	0	30	6	0	46
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	1	0	0	13	1	0	15

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Details of Visting/Guest Faculties

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

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

Program		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	144	0	0	0	144
	Female	604	0	0	0	604
	Others	0	0	0	0	0
UG	Male	443	0	0	0	443
	Female	982	0	0	0	982
	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	27	15	20	16

	Female	13	24	10	18
	Others	0	0	0	0
ST	Male	8	3	5	9
	Female	15	9	11	4
	Others	0	0	0	0
OBC	Male	169	165	170	168
	Female	329	311	327	316
	Others	0	0	0	0
General	Male	239	194	170	170
	Female	562	704	712	724
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1362	1425	1425	1425

Provide the Following Details

Number of Programs	Self-financed Programs offered	New Programs introduced during the last five years
	0	5

Provide the Following Details

Unit Cost of Education	Including Salary Component	Excluding Salary Component
28823.50	136536948	13348984

QIF
1. Curricular Aspects
1.1 Curricular Planning and Implementation
1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process
Answer:

For proper planing and effective implementations of the academic activites of the year, and academic calender is prepared by the college concil in the beginning of the academic year, in the tune with the academic calender issued by the Jai Prakash University, Chapra .

- All curricular activities such as internal assessment, assignments, results , tutorial work , entry level tests specially for courses , remedial and advanced coaching are counducted accordingly.
- Seprate time tables and charts are drawn out by HOD of the department for assiignments.
- A teachers dairy is maintained by each teacher which is a personal record of indivisual time tables, class change details , students acchievements, tutorial work , practical and lab works invigilation, evaluation and practical duties are undertaken
- the heads of the departments periodically verify the records which in tune are duly counter signed by the principal.

Teacher are encouraged to adopt innovative methods in presentations assignments , discussion , workshops , seminars , computer educations apart from traditional methods.

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Answer:

The evaluation procedure followed is explained in detail to the newly admitted students during the orientation programme organized at the start of the academic year. The complete evaluation system followed in the college with regard to theory and practical is explained by the Principal and staff to the

students of respective courses. Principal and the coordinator for Examination cell explain the procedure to

be followed and records to be maintained by the staff to all the staff in the staff meeting at the beginning of

the academic year. Internal evaluation is an important process attracting attention of both the faculty and

students. The evaluation process is transparent and the rules and criterion are clearly stated in the College

prospectus and field work manual.

The college prospectus, the college website, and the college notice boards are used as the medium to reach

up to the stakeholders. The announcements are also made from the Principal's Office to make the students

and teachers aware of the latest modifications and notifications. The College Prospectus and Website

furnish the following information regarding the evaluation process:

Minimum Pass percentage and eligibility of university.

Minimum attendance in each subject (75%) to be eligible to take final exams.

Minimum marks required to be eligible for re-appearing in a particular subject.

Rule of carry over papers etc.

File Description	Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

- 1. Academic council/BoS of Affiliating university***
- 2. Setting of question papers for UG/PG programs***
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses***
- 4. Assessment /evaluation process of the affiliating University***

Answer: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Answer: 83.33**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.****Answer:** 5

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years**Answer:** 0**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.****Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Answer:** 0**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years****Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	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****Answer:**

Z.A. Islamia College, Siwan has always actively responded to the momentous issues of our society and socio-political environment of the region. To integrate the cross cutting issues like gender, climate change, environment education, human rights, ICT etc. positively into the curriculum, the College has established Women's forum i.e. Yuvati Sabah, Grievance committee and National Service Scheme (NSS) and NCC.

The field work practicum is the major process to excel in addressing the various issues as per the need of communities.

Gender issue and sensitization: Women's forum, Yuvati Sabha, and grievance committee looks after the gender issues in the College. The committee consists of the Principal as chairperson, Co-ordinator for women affairs as convener, five teaching staff and one non-teaching staff as members. The girl students with problem can approach the Co-ordinator for women affairs who takes up the issue for discussion with the committee members. The committee suggests certain measures to be taken by the Principal and the Principal takes actions if needed. If the girl students need counseling, they are sent to a trained counselor. If the girl students undergo physical difficulties during the working hours, they are taken to the doctor immediately. If the students are facing problem related to their age, they are counseled and made aware of its implications in the future. Reported problems are examined and suitable remedies are taken. Women's day is celebrated in a grand scale to empower women with special seminars and lectures. Issue related to Gender, climate change, environmental education, Human Right, Health and Sanitation, Women Empowerment, child labor, mentally challenged, anemia etc. are introduced in the syllabus of BSW/ MSW. The second year students are having a subject on women studies in the fourth semester. Awareness on sexual harassment is conducted every year through the programs of Yuvati Sabha.

Environmental education: Environmental studies subject is taught as per the University syllabus. To bring awareness to the students, the students are doing practical observation and actions at field work activities. The impact of environment on the natural resources was imparted to the students. To create eco-friendly awareness among the students, Nature Club is created and it arranges special programmes by inviting the experts from outside. Students are encouraged and motivated to participate in eco-friendly activities by arranging environmental tour which is also a part of the curriculum. Nature Club creates an environment conscious among the students. It organizes seminars & lectures on contemporary environmental issues to increase the environmental awareness of the students; Organizes regular Poster Exhibition and Environmental & health awareness camp in collaboration with Governmental and Non Governmental Organizations; In field work villages to bring environment awareness in the community. Rally on environmental issues are conducted every year by the College with the help of NSS and NCC.

Human Rights: Students' Grievance and Appeal Committee is active in the College campus. Seminars on human rights, Voting rights, dowry problem and consumer protection act are conducted to lay stress on the importance of human rights.

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Answer: 0

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

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

Answer: 0

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

Answer: 0

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

1) Students

2) Teachers

3) Employers

4) Alumni

Answer: A. All of the above

1.4.2 Feedback process of the Institution may be classified as follows:

Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Answer: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

2. Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Answer: 100

2.1.1.1 Number of students admitted year-wise during last five years

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
4737	3601	1224	617	1150

2.1.1.2 Number of sanctioned seats year wise during last five years

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
4737	3601	1224	617	1150

File Description	Document
Institutional data in prescribed format	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Answer: 100

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1033	1033	1033	1033	1033

File Description	Document
Average percentage of seats filled against seats reserved	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Answer:

Based on the performance of entry level test and first internal test, the advanced learners are identified. They are constantly motivated and encouraged to use the facilities in the College library and to browse internet to get themselves acquainted with the latest trends and developments in social issues. They are encouraged to refer the previous years' university question papers and prepare answer for them. The staff members train them to secure university ranks. The advanced learners are encouraged to prepare power point on specific topics from the syllabus and present the same to peers with the help of faculty. Advanced learners are encouraged to participate in other College competition with the guidance of staff members with necessary materials. The advance learners are also encouraged to write articles for the magazines which are brought out by the College. The staff members are individually and collectively mentoring the students in individual and group conferences. The students under the guidance of their mentors are participating in various camps and programs. They represent the College successfully at every event at university level.

Based on the academic performance in class tet and first internal test the low achiever and slow learners are identified who are at the risk of failure in University yearly Examination. These studentss are provided individual coahing,the class hours are arranged as per their needs.Staff provides them easy learning materials and personally focuses on individual students. The staff helps the students to understand how to answer the previous year's question papers.All these special care and personal attention provided by the staff enable the students to prepare well for the examination and take University Examination with confidence. Management extnds financial support in the form of installment in concession belonging to socially and economically weaker section of the society. This helps the students to continue their studies in the college.

Slow learners and low achievers are identified and remedial mentoring sessions are conducted for them. For example, on noticing more failures in attedance,special attention towards student is given by his mentor where as the parents are called for the reporting the behavior of their child. Many students found it difficult to cope with English. Many students from UG first year failed in the subject. So special classes in English course were arranged for them and that resulted positively.

File Description	Document
Past link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Answer: 23.75

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

Answer:

Keeping in view the importance of the student centric learning, the college makes all its efforts to understand dimension of this concept. IQAC of the college also identifies the need to change the traditional mind, the challenges on the basis of feedback received from all stakeholders and proposes a comprehensive program thereof. The college provides a well stocked library which boasts of latest books and journals which the faculty

uses efficiently to provide comprehensive and latest information to the students. Students are also encouraged to use the library independently that enhances their knowledge. College is member of INFLIBNET and its teacher & students are given separate ID's to access different national & international database of journals and reports, this facility adds extra edge to students and faculty member in updating their knowledge base regarding any topic. NRC (Network Resource Centre) and Wi-Fi facility in college campus provides easy access to internet for latest informations. The conventional lecture method has been modified by dividing one lecture session in two parts first part will be of lecture of teacher on the topic and the second part will be of lecture-cum-question-answer session in which both components should have equal time frame. Thus, this shifts from monologue to dialogue has led to increase interest of the students into the classroom, class room seminars, debate and discussions as well as guest lecturers holds regularly in different departments by generating interest in them, offer the students the scope for active interactive participation.

File Description	Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Answer:

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional mode of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education

The following tools are used by the Institute ICT Tools:

1. Projectors- 15 projectors are available in different classrooms/labs
2. Desktop and Laptops- Arranged at Computer Lab and Faculty cabins all over the campus.
3. Printers- They are installed at Labs, HOD Cabins and all prominent places.

4. Photocopier machines - Printers are available at all prominent places in the institute. There are ten photostat machines available in campus. .

5. Scanners- Multifunction printers are available at all prominent places.

6. Seminar Rooms- Three seminar halls are equipped with all digital facilities.

7. Smart Board- Five smart board is installed in the campus.

8. CCTV is installed all over the campus with daily monitoring.

9. Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom)

10. Infilbnet is used by the students in library

11. MOOC Platform (NPTEL, Coursera, SAP, Udemy, Edx etc)

12. Digital Library resources (DEL NET, MYLOFT etc) Use of ICT By Faculty

A. PowerPoint presentations- Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors. They are also equipped by digital library, online search engines and websites to prepare effective presentations.

B. Online quiz- Faculties prepare online quiz for students after the completion of each unit with the help of GOOGLE FORMS.

C. Video Conferencing- Students are counseled with the help of Zoom / Google meet applications.

D. Video lecture- Recording of video lectures is made available to students for long term learning and future referencing.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Answer: 27.94

2.3.3.1 Number of mentors

Answer: 51

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Answer: 87.42

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document

2.4.2 Average percentage of full time teachers with 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)

Answer: 63.52

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
45	48	49	49	49

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Answer: 0.53

2.4.3.1 Total experience of full-time teachers

Answer: 32

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Answer:

In Z.A. Islamia College, the classroom with students and teachers constitutes a proximal zone of development and the belief is that we all learn and grow together. The interactive areas In Z.A. Islamia

College, the classroom with students and teachers constitutes a proximal zone of development and the

belief is that we all learn and grow together. The interactive areas between teachers and students and

among students themselves are sacrosanct zones and encouraged to the maximum. The progressive performance of students is manifest in these interactions and it is monitored through a series of continual

processes of internal assessments and of course, the yearly final examinations. Specific strategies

(like focus on small group interaction, group discussions, power point presentations, specialized resource persons are invited to give lectures and share their expertise and skills with the students, etc.) are followed by all departments. Continual evaluation helps the students to work upon their weak points and improve their performance.

File Description	Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Answer:

***** Continuous internal assessments and the final exam are integral in the evaluation of students' performance. However, focusing on overall development and intent on creating better human beings for the future, other indicators and registers too are important. Participation of students in various co-curricular and social ameliorative activities (which here have never been seen as extra or extension activities but as important as academics) plays an active role in the betterment of students' performance. They are far more in tune with their society and environment evolving as better human beings and performing better as academics too.

File Description	Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Answer:

Yes, the College has clearly stated learning outcomes for its programme. Each course in the programme has a specific objective which is stated on the Website of University. The College prepares manuals for field work and research for both Bachelors and Masters Courses. The Learning goals are to develop students into become a best Researcher, Social Worker, Group Worker, Community Organizer, H. R. Manager, Labour Welfare Officer, Personnel Officer/Manager, Social Activist, Programme Planner, Counselor & to enhance skills in human behavior and relationships with people. Learning goals for field work are clearly elaborated in the field work manual. Every year the calendar for research and field work is also included in the manual. The College makes sure that every student receives this manual. We

try our

level best to adhere to the calendar. Notices pertaining to these are also circulated in the concerned classes

as well as displayed on the notice board. The mission statement likewise aims to inculcate:

All the core and skill based subjects courses are aimed to achieve academic excellence in students.

Add on

courses are in tune with changing of the time. SS, Student Welfare Department which create social awareness and commitment among the students. Communicative/skill training course develops communicative and soft skills among the students. Remedial coaching classes help the academically

disadvantaged students to complete the programme successfully. Special camps conducted by NSS, Field

work activities programs, field visits, adopting villages, create moral, social and spiritual values for building self- reliant and responsible citizens.

File Description	Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Answer:

Attainment of the Course Outcomes

The course outcomes is measured through syllabus, completion of syllabus, continuous evaluation (internal evaluation), setting up of question paper, evaluation, and result.

At the Departmental level the Heads of the Department and the teachers who are engaged in any class strive to complete the courses in time and in some cases extra classes are conducted for the students who they identify as relatively average. The 75 percent of compulsory attendance to qualify for writing the examination of the courses is adhered to, to ensure students participation in the class. The attendance is also tied with marks. In the iUMS of the teacher complete data of the students who are taking that teacher's course is provided, so that the teacher can keep apprising the student about their progress. The continuous evaluation is done through tests, quizzes, written assignments, presentation of papers, oral presentations, field work and so on. The end semester examination of every course is based on written examination of three hours, the question paper of which is required to test the knowledge of the student from every unit prescribed for study.

Attainment of the Programme Specific Outcomes

The programme specific outcomes is measured by taking the aggregate result of all courses in a given programme of an individual student, and then the average performance of all the students in a given programme.

Attainment of the Programme Outcomes

At the Post Graduate level and Undergraduate levels, the attainment of programme outcomes is measured through students' progress to higher studies, in this institution or in any higher educational institution in India or abroad. Another, measurement of attainment is students' placement in companies and institutions.

File Description	Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years**Answer:** 77.94**2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years****Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
296	264	262	281	356

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

2020-21	2019-20	2018-19	2017-18	2016-17
371	351	387	323	445

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Paste link for the annual report	View Document

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

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

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, Chairs in the institution during the last five years (INR in Lakhs)****Answer:** 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)****Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**Answer:** 36.67**3.1.2.1 Number of teachers recognized as research guides****Answer:** 22**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years****Answer:** 0**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years****Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3.2 Number of departments offering academic programmes**Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
29	24	24	24	24

File Description	Document
List of research projects and funding details	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****Answer:**

DEI has created an ecosystem for Research and Innovation by (i) recruiting and developing desirable human resource, (ii) taking initiative for creation and dissemination of knowledge and (iii) establishing state of the art infrastructure: 1. Human Resource Development At the entry level, DEI recruits meritorious, dynamic and enterprising young faculty through an elaborate selection process that involves careful scrutiny of applications, testing of knowledge and teaching skills through seminars and selection interviews. The annual performance appraisal system encourages faculty to enhance their teaching, research and administrative skills, as well as social services to the desired level of promotion. Faculty members are encouraged to undergo professional development programmes and organize and participate in Conferences, Seminars and Workshops. Leave is granted and financial support is provided to participate in India and abroad. Teaching and non-teaching staff are encouraged to enhance their qualifications and pursue part-time PhD programs. The institute has a well-defined and published research promotion policy. Faculty members are encouraged and financially supported to guide research. A good number of students have registered for M Phil and Ph D programs and the numbers are increasing every year. Research Fair is organized in the campus where all research scholars across the institute demonstrate their research work. The Institute has identified Nine Broad Research Divisions with several sub-divisions. The main

objectives of these research divisions are to contribute to the society through their research. The research may not lead to publications but the research output will definitely help the society. DEI is engaged in research for solutions. Some of the products developed after rigorous research used for the community are listed below: Use of RFID techniques for Dairy Cattle Use of IoT devices for Vehicle Tracking Production of several dairy products Food Processing State of the Art Waste Management Techniques Development of Bio-Diversity Parks Innovation in Teaching using Tablets Apparel Manufacturing Deployment of Radio Network in Remote Villages Young faculty across the institute are encouraged to do research in multi-disciplinary and inter disciplinary areas. Young Faculty members are financially supported upto Rs. 30 Lacs by the Institute for their research Research scholars, the UG and PG students are being funded for their research/projects, Paper publication and travel grants for national and international travels

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

Answer: 0

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Answer: 0.32

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Answer: 7

3.3.1.2 Number of teachers recognized as guides during the last five years

Answer: 22

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Answer: 0

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/international conference proceedings per teacher during last five years

Answer: 0.03

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
01	1	0	0	0

File Description	Document
List books and chapters edited volumes/ books published	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.

Answer:

The college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The college runs effectively National Service Scheme and National Cadet Corps Units. Through these units, the college undertakes various extension activities in the neighbourhood community. NSS organizes a residential seven day camp in nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness , tree plantation ,water conservation through construction of Bandhara,road construction, Shramdan,Social interaction, Group discussion Eradication of superstition, Beti Bacho Beti Padhao, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check up camp, Veterinary guidance ,Farmers meet, Awareness about farmer's suicide etc. The NCC unit of the college comes under company 5/7 Z.A Islamia college. It aims at developing qualities of leadership, patriotism, maintaining discipline, character building, spirit of adventure and the ideal of self service. The NCC unit of the college organizes various extension activities as tree plantation, Road safety awareness,Ekta daud for health, Save fuel save country programme,Swachhta Abhiyan ,National equality awareness. Other than NSS and NCC units, the various departments of the college is conscious about its responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic eradication, No vehicle day,Jananisuraksha,Programme on female foeticide,organizing visit to Orphanages and Anganwadi,Voters awareness, Blood group detection ,Health check -up camps, Blood donation camps,Dental checkup camp, etc. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Answer: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document

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

Answer: 0

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Answer: 0

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
---------	---------	---------	---------	---------

0 0 0 0 0

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Answer: 0

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer:

2020-21 2019-20 2018-19 2017-18 2016-17
0 0 0 0 0

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Answer: 5

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer:

2020-21 2019-20 2018-19 2017-18 2016-17
1 1 1 1 1

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document

4. Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Answer:

The college has adequate physical facilities for teaching-learning activities. College premises is located at prime location on south of siwan railway station and on the north bus stand is located. Its lush green and eco-friendly campus which creates good learning environment. The infrastructure facilities are adequate according to the requirement of students. The college has following facilities for teaching-learning and equipment.

Facilities for Teaching Learning Activities:

1. 5.2 acres green campus.
 2. Garden with variety of trees and plants in surrounding.
 3. 6 classrooms with optimum facilities. Out of the 4 class rooms are fitted with LCD projector.
 4. Computer Lab for B.Com. Practical, having 20 computers with LAN connectivity, printers.
 5. Principal Chamber with computer & internet connection, telephone facility.
 6. IQAC Cell having computers, LAN facility.
 7. Separate Common Room & wash rooms for girls.
 8. Quarter for Peon-cum-watchman.
 9. Separate wash rooms for students and staff members.
 10. Fire extinguisher.
 11. Clean drinking water facility.
 12. Suggestion Box/Complaint Boxes
 13. Inverter/UPS facility for office.
 14. Library having reference books, encyclopaedia and newspapers with reading rooms for students and staff.
 15. American encyclopaedias are available for students and researchers.
 16. First Aid Facility.
 17. Adequate number of Ph.D. theses for research centre and other facilities such as computers, internet, Printer, photocopy machine, projector etc.
 18. Office automation software for administration and library.
 19. Wi-Fi facility in office and library. Facilities for Extra-Curricular activities:
1. Separate office for NSS and required equipment.
 2. Separate physical education office with sports grounds

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Answer:

Our college having a well maintained campus spread over 10 acres of serene green land. Our Management believes in the all-round development of our students. There is a lots of encouragement for the students to participate in sports and culture activities simultaneously and thus they are awarded and rewarded accordingly. We have a spacious and well equipped Sports room, where pupils can play In door games like table tennis, chess, caroms etc., We have a Yoga Class room where students and faculty members do meditate and even practice yoga. Qualified Physical Directors are been appointed to take care of day to day games and sports activities of the college. College teams are formed to take part in state level and University level competitions and other intercollegiate competitions. Sports event competitions are

conducted in the interdepartmental level in an academic year and the winners are awarded and rewarded accordingly. The outdoor games such as shuttle badminton, volley ball, throw ball, cricket, football, kabaddi, hand ball, kho-kho etc., are well practiced and played by the students. Cultural Activities: Students are very much encouraged to participate in the cultural events held in the college like Technical fests, Freshers, Annual Sports Day, Annual Day, Farewell etc., to exhibit cultural talents. Students are even sent to other colleges for intercollegiate competitions like dances, skits, mimicries etc.,

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Answer: 2.5

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Answer: 2

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Answer: 47.8

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
00	432948	1403981	1842532	5111365

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Answer:

The college has central library and one departmental library. There is an Open Access Catalogue for students and staff. The reading room is well furnished to accommodate students at a time and provides favorable environment for study. Exclusive reference section is available in the library. A visitor's book is maintained for students and staff. New arrivals of books and journals are displayed on separate stands and racks. Each student gets 3 to 5 text books for 15 days period on renewal basis. We are providing book bank facilities to the students for each semester. Security of resources is ensured through a system of checking at the exit point for all resources borrowed by the users. Visitors are also required to sign noting the time of entry and exit. CCTV cameras are installed in the library for strict surveillance. Library Management Software is followed for the affective management of library in-terms of accessibility, security and reference of text books, journals and reports

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer: D. Any 1 of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e- journals during the last five years (INR in Lakhs)

Answer: 448526.6

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1092550	128783	395975	297029	328296

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Answer: 2.27

4.2.4.1 Number of teachers and students using library per day over last one year

Answer: 109

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Answer:

Extensive infrastructure has been setup during the last five years:

1. IP based Surveillance System

4. Cadence Design Software The infrastructure includes:

- Desktops (Xeon, Intel i3, Dual Core, AMD processor based with 4 to 32 GB RAM and 500 GB to 8TB HDD)
- Laptops (i7, i5- 6th generation, Core2 Duo based 2.4 GHz with 4 to 8 GB RAM)
- Total number of systems =60
- 1 tower servers (Xeon 4.2 GHz, 32 GB RAM)

The IP Surveillance system and phone system was established in 2016 with the following configuration:

- IP camera (1.2 to 12 MP, sony, vivitek, Axis , canon, cp-plus) = 135
- NVR with 4 TB of storage and 3 DVR with 12 tb storage
- 6 Cisco Switches
- 600 mrt of Fiber Optic Cable. The additional Fiber Optic Cable laid in 2018 also connects various units of DEI such as the International Guest House and Seminar Hall Complex.

WIFI facility was installed with jio wi-fi . All buildings, Seminar halls, conference rooms and common areas in the campus are now wi-fi enabled. More than 65 desktops have been added to create new laboratories and to replace legacy systems. These systems range from Intel i3 to i7 based systems. Desktop Computers and Displays have also been purchased for Information Centers.

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

Answer: 17.38

4.3.3 Bandwidth of internet connection in the Institution

Answer: D. 05 MBPS – 10 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Answer: 7.83

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
00	79290	464899	118196	831760

File Description	Document

Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
---	-------------------------------

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Answer:

The books and journals are maintained against disfiguring. Book binding is carried out on regular basis for damaged books to avoid further damage. Stock verification is done as a part of regular monitoring and control. Pest control is done on regular basis for maintaining books safe from termites. Library Committee has been constituted for co-ordination in respect of learning resources.

Procurement of new books & renewal of journals and recommendation for additional books

Updating and maintaining of all library records

Addressing issues and grievances of users

Update and upgrade the library contents, periodically as per updates in curriculum Computers: The institute has an adequate number of computers with internet connections and utility softwares.

Computer systems, UPS, Softwares and Servers are maintained by outsourced technicians, Lab Assistants and Lab-In Charges

Classrooms, Conference Hall: Classrooms and International Conference hall are provided with enough seating capacity and LCD projectors. Cleanliness of class rooms and International Conference hall is maintained on regular basis. Working condition of audio system, LCD projectors etc. is done on regular basis. Laboratory: Laboratories are regularly maintained by the Laboratory attendant. Records of equipments are maintained in Dead-stock Register (DSR) as per the process. Equipments are maintained properly, calibrated and serviced periodically. Major breakdown maintenance if required, is carried out by external agencies. Maintenance of other support systems:

Housekeeping for regular cleanliness of corridors, washrooms, classrooms, laboratories and premises is done by external agencies. Sanitizing of washrooms is done on regular basis.

Greenery is maintained by the gardeners of external agencies.

Solar Panels and power backup facilities like Generators are maintained by Internal Electrical maintenance department.

Clean and hygienic drinking water is available in the Institute. Water coolers are maintained and cleaned on regular basis. Overhead water tanks and water coolers are cleaned periodically. Quality of drinking water is checked by measures pH and Hardness.

Sports facilities are maintained by the sports committee and the menial staff. The below mentioned points are inspected before start of every semester.

1. Classroom facilities such as lights and fans, LCD projector and sound system, availability of internet connections are inspected before start of every semester.
2. Working condition of computers, devices, and equipments is ensured.
3. Working condition of machines in the workshop is ensured.
4. Stock checking activity is done prior to start of new semester.
5. House-keeping committee of the institute inspects the facilities like toilets, classrooms, corridors.
6. Food committee supervises the cleanliness and hygiene in the canteen and monitors the food quality.

7. Library committee collects specific needs of the students and staff.

8. Sports committee ensures the availability of sports equipments and monitors the usage of the ground, courts and indoor games facilities.

5. Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Answer: 109.45

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1816	1756	1519	1290	1460

File Description	Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Answer: 91.8

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1333	1305	1075	1305	1096

File Description	Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 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: B. 3 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Answer: 0

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

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

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

Answer: C. 2 of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Answer: 0

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
---------	---------	---------	---------	---------

0 0 0 0 0

File Description	Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Answer: 0

5.2.2.1 Number of outgoing student progression to higher education during last five years

Answer: 0

File Description	Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Answer: 0

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

Answer:

2020-21 2019-20 2018-19 2017-18 2016-17
0 0 0 0 0

5.2.3.2 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

Answer:

2020-21 2019-20 2018-19 2017-18 2016-17
0 0 0 0 0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

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

Answer: 3

5.3.1.1 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) year-wise during the last five years.

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	2	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level during the last five year	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Answer:

There is a statutory provision for students union in all the colleges and university. Due to certain legal wrangles, election of students union could not be conducted. Now the legal bottle-neck has been overcome, and election for students union in the colleges and university is in the pipeline. Meanwhile, in each class we get nominated representative of students as "Class Representative (CR)". In order to provide teeth to students union, the university has allocated a separate fund which is utilized for various union activities. opportunities to participate in the various academic and administrative bodies. The details of academic and administrative having students' representation is as under: The college believes in decentralization of the power and giving the equal opportunity to the students in supporting the college administration and the college faculty in running the affairs of the college. For this the college endeavors to provide them with

Editorial Board: The Editorial Board comprises of Chief Editors, Editor and Students Editors. The Board

invites writings from students and teachers and publishes them in the form of magazine annually.

Cultural Society: This Committee is comprised of students to promote the cultural activities among them.

Culturally talented students are spotted by Committee members and the efforts are made to develop their

skills and talents by encouragement, right training and performances. The committee consists of 5 members, three teachers and two students.

Library Advisory Committee: This committee consists of 9

members. Six are from the teaching faculty. The Librarian and two students are a part of it. This Committee is constituted under the headship of the Faculty members who are in charge of the library. The

Committee is responsible for the maintenance of library books and journals, easy access of the students to

the library facilities, students' facilities in the library such as reading rooms, drinking water, uninterrupted

power supply, opening and closing times of library, availability of daily newspapers and the

maintenance

of library records. Suggestions are invited from the students and faculty readers for making atmosphere of the library congenial.

The direct participation of students may be found in the following bodies.

NCC, (b) NSS, (c) Debating Society, (d) Cultural Society, (e) Games and Sports Committee.

Students

often voice their grievances through the chosen representatives in the select bodies.

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

Answer: 0

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions) (Data Template)	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

Answer:

The College has registered Alumni Association. Alumni Registration No. is S000702 (S171187)

While rejuvenating the memories of the college, a network of old students was achieved. Today, it is the backbone of the institution. The institution rests on the rich history of the student's success and glory. Association regularly meets and interacts with the management. It is the flag bearer of the developments in the institution.

The Alumni organizes lectures on personality development. Over the years it has been helping in holding interactive sessions to motivate students regarding social adjustments and career seeking. The alumni also help the institution by influencing industries and other agencies in getting placements fests for the institution. The alumni has expanded and strengthened it with new enrolments.

The alumni appear for various activities and their suggestions are taken into account. Alumni day is celebrated and their achievements are recognized. The successful alumni are selected as guests of honor for awards. The Institution has a social networking page and a separate link in the website where the Alumni can register and connect to share their ideas. Alumni Benefits for Students:

Personality Development Program, Career Advising, Industry Institute Interaction, Mentoring, Placement assistance, Sponsorship, Project Assistance, for final year students,

Arranging seminar for TE/BE students Alumni Objectives:

1. To bring together students of ZAIC youth in every area to act as their representative and coordinate, synchronize and promote their interest in all matters.
2. To promote and provide for education, educational scholarships and medical relief useful to poor and the needy students of ZAIC.
3. To promote sports education, culture & knowledge by arranging seminars of past students of ZAIC.
4. To arrange seminars and to develop activities for healthy environment, and to avoid pollution developed the habit of tree plantation; cultivate horticulture gardens and agriculture plants in selected areas.
5. To bring about better living condition, mutual co-operation amongst the past students of ZAIC by implementing recreational facilities. To develop the library and other necessary activities for past students of ZAIC.
6. To arrange, conduct and hold seminars, conferences, discussions, symposia etc for past students.
7. To assist past students who are preparing for, entering upon or, engaged in any profession, trade, occupation or services by outright gifts or payments for instruction.
8. To promote, social, educational, cultural activities for general education for past students.
9. To promotion, encouragement, and advancement of any training and/or physical efficiency of the past students includes that of sports and games in all their branches.

Committee Members:

1. Dr. M.d Equbal Jawaid (Chairperson)
2. Prof Md Hasan (Member)
- 3 Dr. Ashok Kumar pandey (Member)
4. Dr B.K Tiwari (Member)
- 5,. Dr R.P Sahi (Member)
- 6 Dr Abul Hayat (Convenor)
7. Mr Md. Shamsuddin Ahmad (Member)
8. Dr Surendra Kumar (Member)
9. Dr T.M Khan (Member)
10. Dr B.K Sinha (Member)
11. Dr Shaukat Ali Khan (Member)

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Answer: D. 1 Lakhs - 3 Lakhs

File Description	Document
Upload any additional information	View Document

6. Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 *The governance of the institution is reflective of and in tune with the vision and mission of the institution*

Answer:

VISION STATEMENT: “To up bring and groom the youth into the ambassadors of socio-cultural change, by strengthening their faith in the Democratic Values and by enriching their personalities with the scientific outlook having local as well as global consciousness.”

MISSION STATEMENT:

The institution is dedicated to the careful nurturing of the youth into the pillars of a vibrant democracy in India. It also aims at enacting the role of a catalyst in the socio-cultural and economic changes by sensitizing the youths towards the regional, national and global issues.

OBJECTIVES:

To impart quality education to the students.

To enrich the mental and physical faculties of the students.

To create a conducive atmosphere for Information communication Technology (I.C.T) based teaching – learning process.

To inculcate awareness amongst students about socio-economic and cultural issues.

To nurture innovativeness amongst students so as to transform them into ‘budding researchers’ in the socio-cultural fields.

To imbibe global competencies amongst the students for meeting out challenges in their lives.

To promote scientific temperament amongst all the stake-holders of Higher Education.

To strengthen students’ faith in Democratic Values.

To make the students aware of the distinctive feature of the Indian Culture – Unity in Diversity.

To pursue the goal of transforming the students into considerate Social Workers.

The vision, mission and objectives are communicated to various stakeholders through College blog, website, notice board and banner College calendar. The vision and

mission statements and the College motto are displayed at prominent places on College campus.

The

Principal clearly explains the vision, mission and objectives of the College to the students in the orientation

programme conducted at the beginning of the academic year.

The Principal encourages the staff to dedicate themselves to the mission, vision and objectives of the

College in the general staff meeting convened on the reopening day. The Principal and the faculty coordinators of various committees explain the vision, mission and objectives to the parents in the Parent-

Teachers Meeting convened every year. The staff members also explain the vision, mission and objectives

to the students during the class hours.

6.1.2 *The effective leadership is visible in various institutional practices such as decentralization and participative management*

Answer:

A number of committee has been constituted by the Principal to run the college properly and

smoothly.

The senior members of the faculty are heading the respective committee. The Principal is the ex-officio chairman of all the committee. The teachers and the staff have been involved in the process of decision making and its implementation. The committees enjoy operational autonomy and do their works under the rules and regulations of the University.

In this way the principal with help of all the heads of the committee and the faculty members performs the work of the institution.

Extra-curricular, student support activities like NSS, NCC and co-curricular activities like sports etc, the In-charge of such activities have operational autonomy to some extend.

Our college believes strongly in participative management. This is one of the axes of our success. For

example, at the departmental level there is a departmental council where decisions are taken to implement

academic calendar without hustle. The council decides as to how the development work will progress, how

and where the excursion of students trip will go and who will accompany the students in the trip.

Similarly,

the select committees decide how and where the chosen students will participate in sports and games. The

selection of such students is done by the committee members purely on the basis of merit.

Likewise all the

committees in the college function and contribute their best in achieving excellence. The Principal being

the head of the institution makes a team of the experienced faculty members who function as heads of

respective departments. The responsibility for all kinds of departmental activities is shouldered by the

Head. Each department had departmental council for taking collective decision regarding the department.

In consultation with the Principal, all Heads of the departments put in their best to achieve the goals as per

the calendar. There are many extra curricular activities that are implemented through select committees

with faculty members as their conveners. Each vocational course has a coordinator to run it.

Management

committee exists in each vocational departments to take policy

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Answer:

Over the past 50 years the college has shown tremendous growth. If this is to be sustained, strategies must be formulated, communicated and implemented effectively. Only then is the institution “Built to Last”. Both perspective and strategic plan documents are available in the institution. The following plans are projected after a discussion on the basis of analysis, assessment and estimates. Keeping in mind, the short term, medium term and long term development plans, the college always adopts a bottom-up approach with a strategic directive given from the top administration management.

Strategic Plan

- Planned to introduce job oriented courses
- Extension activities were carried out through NSS
- Staff Development Programmes were conducted to enhance the skill and knowledge of the teaching and non-teaching staff
- More students from the socially deprived society were admitted with nominal fee, merit scholarship Strategic Plan 2018-2023
- The college established functional Memorandum of Understanding with various organizations for skill development training
- To raise funds for various centres of excellence through various funding organizations
- To conduct skill oriented training programmes like plumbing, welding, AC mechanic etc. for school dropouts through various centres of excellence in the second campus
- To identify and train the youth from rural areas in sports activities in the second campus
- Motivate all the pass out student to qualify NET /SLET.
- To Improve the employability skills of the students
- To encourage the students participating in co-curricular/ extracurricular activities
- To encourage the Faculty for Paper publishing & UGC approved national and international journal Publishing

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Answer:

The Principal holds regular meetings of Academic Council and other committees to discuss the ways and means to implement the decisions taken. He also convenes the meetings of different department to ensure the effective implementation of department calendar within the prescribed time. The required instructions are conveyed through regular notices. As Principal being the executive Head, he oversees and monitors the process of implementation. He also constitutes committees as per the requirement and regularly convenes the meetings of convenors of the committees. He acts as facilitator to his subordinate staff so that formulated action plan is accomplished with the spirit of co-operation, co-ordination, mutual trust and dignity. All the activities are duly monitored, analyzed and assessed by IQAC at the end of each academic session for further improvement. Requisite feedback is obtained from all the stakeholders like parents, alumni, students, faculty, researcher and the efficacy of evaluation of policy is done accordingly.

The internal organisational structure of Zakia Afaque Islamia College Siwan is very strong and it has developed efficient internal co-ordinating and monitoring mechanisms. The organisation of Teaching Staff, Non-teaching, Library staff and different sub-committees play significant role along with the Principal to monitor the progress and carry out the decision making process. Wherever required, the information, expertise and advice from external agencies are sought. Some proposals are forwarded to the university for final approval. After the approval of the university, Principal executes the decisions and they are implemented thereafter.

6.2.3 Implementation of e-governance in areas of operation

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

Answer: A. All of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Answer:

The institution has effective welfare measures for teaching and non-teaching staff. In our Institution Staff welfare is given foremost importance. In connection with this, Existing welfare measure for teaching and non-teaching staff are itemized below:

Health insurance.

Medical Leave & Maternity leave for eligible staff members

Faculty members are eligible for Earned Leave

Advances for the college fee & festivals

Employee gets fees concession for their ward.

As Institution has a multicultural environment in the campus, the management ensures the celebration of all the festivals together.

In and around campus, various food centers has been established which are accessible by staff during the working and extended hours.

Internet and free Wi-Fi facilities are also available in campus for staff

Teaching and Non-Teaching Staff Club organizes tour, and sports activities for the staff.

Faculty members are provided with Individual cabin and system to facilitate good ambience

30 days - Summer and Winter Vacations for faculty members

Faculty development programs(FDP) for faculty members on regular basis

Skill development courses are organized for non- teaching staff to enhance their skills in work environment.

Automation of attendance and leave using biometric system.

All the faculty members who upgrade their research work through quality publications during the academic year are honored by management and institute through research incentive scheme every year.

Gratuity for the employees of the institution..

Worker Engagement is a key perspective which helps to comprehend and portray, both subjectively and quantitatively, the nature of the connection between an association and its representatives.

Motivation through counseling is also available for staff members to create a healthy working environment. This not only increases the work life balance of the employee, it also helps us in increasing the productivity and allows our staff to work effectively with complete satisfaction.

Women Empowerment Cell is established for creating venues for women members to flourish and gain momentum. In a nutshell, the Institution strives hard to keep our staff happy and healthy.

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

Answer: 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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Answer: 1.2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	1	1	1

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Answer: 6.39

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	4	6	17

File Description	Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Answer:

The achievements of faculty members are monitored and maintained through performance appraisal system. The IQAC cell of the college has worked out a procedure for the based on UGC guidelines which is Academic Performance Indicator (API) based on performance Based Appraisal System (PBAS). The IQAC cell invites the API from the faculty and reviews the same. The appraisal report of faculty is made on the basis of his/her yearly achievements, discipline, equality etc. and is then submitted to the Principal. Student Feedback form on staff also indicates the teachers quality. All the students from each and every class fill this form to help the institutions assess the staff performance and take necessary measures. The identities of students are no revealed. Secrecy of this exercise is fully maintained. The feedback form has a well defined set of questions that help the students to evaluate the teachers on the basis of knowledge, communication skills and interest generated by the teachers. The Principal analyzes the students feedback and share it individually with the staff to help them to judge their performance and overcome the lacunae. Special seminars are organised based on the feedback received from the students. Counselling is provided to staff in order to help them improve their professional capabilities. The Principal uses this format to encourage, and to point out the strengths and weakness of the faculty for further improvements.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Answer:

The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is conducted half yearly by the internal financial committee of the institution. The committee thoroughly verifies the income and expenditure details and the compliance report of internal audit is submitted to the management of the institution through principal. External audit is conducted once in every year by an external agency. The mechanisms used to monitor effective and efficient use of financial resources are as below:

Before the commencement of every financial year, principal submits a proposal on budget allocation, by considering the recommendations made by the heads of all the departments, to the management.

College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non – recurring expenses like lab equipment purchases, furniture and other development expenses.

The expenses will be monitored by the accounts department as per the budget allocated by the management.

The depreciation costs of various things purchased in the preceding years are also worked out. Process of the internal audit: All vouchers are audited by an internal financial committee on half yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. The same process is being followed for the last five years. Process of the external audit: The accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly

authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. The institution did not come across with any major audit objection during the preceding years. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Answer: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Answer:

Zakia Afaque Islamia College mobilises its funds received mainly from State government and University Grants Commission (UGC) on various Heads of Expenditures of the College. Funds received from State government are spent on payment of salary of teaching and non-teaching staff of the College. Each and every amount of fund received from State government and UGC are at par with budget allocation. Budget of the College is prepared keeping in mind developmental criteria of the University; accordingly provisions are made in the Budget, which is prepared by a team of experts under direct supervision of Financial Adviser of the College viz. Finance Committee, and then fund is sanctioned, which is deployed on different Heads of Expenditures in accordance with approval of various statutory committees constituted by the College time to time for efficient use of funds/grants received from government. The College follows cent percent transparency in use of funds. Further, grants received from UGC are mainly earmarked for infrastructural related growth and developmental work of the College. Works department of the College usually takes care of utilisation of UGC grants which are to be spent on different Plan periods under fixed schedule, target and time. UGC grants are spent after approval from Building committee, Sales and Purchase committee, Finance committee and other statutory committees of the College. All these committees are chaired by the Vice Chancellor. The College also mobilizes its resources from funds generated from Self-financing and Vocational courses run by the College. All expenses of contingent nature are spent from this fund after getting approval from financial authorities of the College,

Resource mobilization is also carried out by following means:

Students fees

Interest on corpus fund

Overhead charges from the research grants received from various government and nongovernment agencies.

Funding from alumni donors Fund generated from above are principally used for maintenance and development of University. To facilitate the above initiatives, the University provides space on lease to various commercial utility facilities for students, faculty members and officials of the University such as banks (Allahabd Bank PU branch), Post Office, Railway Reservation Counter, etc.,

Optimum utilization of funds is ensured through:-

Adequate funds are allocated for effective teaching-learning practices that include Orientation Programmes, Workshops, Inter-disciplinary activities, training programmes, Refresher Courses that ensures quality education.

Budget is utilized to meet day to day operational and administrative expenses and maintenance of fixed assets.

Enhancement of library facilities needs to augment learning practices and accordingly requisite funds are utilized every year. Adequate funds are utilized for development and maintenance of infrastructure of the University.

Some funds are allocated for social service activities as part of social responsibilities through NSS and NCC. Main motto of resource mobilisation and optimal utilisation of resources is to put Patna University on bench mark in tune with quality teaching and unique growth of students.

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

Answer:

DEI attempts to chisel out the total quality person through a persistent focus on imparting quality education, through its innovative, comprehensive and flexible education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning.

The IQAC at DEI was constituted on 06 August 2014. Since then, it has been performing the following tasks on a regular basis:

1. Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students.
2. Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.
3. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak. Students and staff give their feedback and suggestions on teaching and administrative performance through the Suggestion Box located in the DEI Computer Centre, or through email to the Coordinator, IQAC at iqaczaic@gmail.com. The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels. The Institute IQAC regularly meets every three or two months.

The Institute IQAC prepares, evaluates and recommends the following for approval by the relevant Institute and Govt. statutory authorities

(b) Self-Study Reports of various accreditation bodies (UGC 12b, NAAC)

(c) Performance Based Appraisal System (PBAS) for Career Advancement Scheme (CAS)

- (d) Stakeholder's feedback
- (e) Process Performance & Conformity
- (f) Action Taken Reports
- (g) New Programmes as per National Missions and Govt.

Policies The two examples of practices institutionalized as a result of IQAC initiatives are as follows:
IQAC led the efforts to acquire the ISO Certifications in the last five years.

(a) The Institute IQAC planned, organized and executed the necessary steps that included the preparation of detailed quality manuals, identification of key performance indicators and mapping the various processes across the entire functioning of the Institute, which finally led to the successful award of the ISO 9001:2008 and ISO 9001:2015 certifications in 2015 and 2017 respectively. The process for receiving ISO:2100 certification has already been initiated.

(b) The IQAC led efforts to the successful implementation of modern technology in the Institute's administrative functioning through ICT and alternative sources of energy, especially enhancement of solar power by 140 kW in the last five years. Automation of admission, financial and examination processes, upgradation of Wifi and LAN facilities, have significantly contributed to an enhanced quality of teaching-learning experience.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

(For first cycle - Incremental improvements made for the preceding five years with regard to quality

For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Answer:

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.

The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed

. Admission to various programmes, summer, winter and mid-term vacations, examination schedule and declaration of results are notified in the Academic Calendar.

All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teachinglearning process, the system of continuous evaluation, compulsory core courses, various cocurricular activities, discipline and culture of the Institute. All students are also given a guided tour of the campus and the various facilities.

All students are provided with the Student Diary at the time of admission that provides all details relevant for students.

Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences.

Important announcements are made at the time of attendance and conduct of classes are monitored by the HODs and teachers of different classes.

The Principal and the Discipline Committee members make random visits to ensure smooth functioning of classes.

Class Committees are regularly conducted with students to take feedback and appropriate steps are taken to enhance the teaching-learning process.

Feedback from students is also taken individually by teachers for their respective courses, by Proctors, AAAC and directly through IQAC. Students are also free to approach the Director of the Institute for feedback and suggestions.

Feedback is properly analyzed and shared with the Director, Principal, HODs and individual faculty members. The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations. The major initiatives taken over the last five years include the following:

- Introduction of Daily Home Assignments
- Automation of Admission Processes
- Automation of Examination Processes
- Introduction of B.Voc. programmes
- Green initiatives in Campus – tree plantation.
- Student manufactured products and Student managed outlets: Institute Uniforms and Dairy Products
- Application of ISO In addition to IQAC and AAAC, the Institute also considers the recommendations of the Advisory Committee on Education, Our Institution, a think tank comprising Retired eminent and renowned teachers of the University, which regularly reviews the progress and makes necessary recommendations in an advisory capacity.

6.5.3 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)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Answer: C. 2 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document

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 during the last five years.

Answer:

Executive Summary

The concept of gender equity refers to “fairness of treatment for both women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities” (International Labour Office [ILO],

2000). Education deals with formation of habits of human beings. If so, we need education seriously to focus on promoting the equal participation of women and men in making decisions; reducing enrolment gap between women's and men's access; giving equality in learning process, educational outcomes and external results; and providing equal benefits for both sexes. Gender equity in education means that males and females have equal opportunities in terms of economic, social, cultural, and political developments. If gender equity is exactly achieved this will contribute to future of girls and boys more than approaches men-centered, and girls will get benefits from public and domestic life as much as boy.

1. Safety and security Safety of girls is a top priority at every college campus. Nowadays, safe and supportive campus community is both an obligation and a challenge for college administrators and students. Institute should provide a comprehensive range of security amenities especially for girls within the premises, through a dedicated team of security personnel. It is a common phenomenon that most of the outstation students enrolling for different courses come out of their homes and cities for the first time in their life. It is therefore of utmost importance for institutions to provide them a comfortable and safe ambience of 'feel at home' within the campus. Women safety at any college campus is a serious concern now. According to a poll, 86% of parents believe that the safety of the campus is one of the most important factors in choosing one institution over the other. This problem can only be solved through awareness and prevention programs, dialogue and action. Students should be given regular lessons about sexual assault and its prevention from the school level itself so that they become more aware and alert and do not hesitate in taking preventive and safety actions in case such disdainful circumstances are encountered in future. So, following actions have been taken to ensure safety of the girl students

1.1 CCTV

Camera 24 hour CCTV surveillance is maintained in the college. It helps to keep a check on antisocial activities. Students and other employees in the college too remain cautious about the surveillance. Discipline is also maintained and it also provides a sense of security to the students and even their guardians. Students wear identity cards at all times to ensure their identity. The institution takes good care of the students in every aspect.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1. Solar energy***
- 2. Biogas plant***
- 3. Wheeling to the Grid***
- 4. Sensor-based energy conservation***
- 5. Use of LED bulbs/ power efficient equipment***

Answer: D. 1 of the above

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management***
- Liquid waste management***
- Biomedical waste management***
- E-waste management***
- Waste recycling system***
- Hazardous chemicals and radioactive waste management***

Answer:

Answers:

ZAKIA AFAQUE ISLAMIA COLLEGE, SIWAN, BIHAR is committed to "zero waste" and reducing the environmental impact of its activities through its philosophy of "reduce-reuse-recycle". A prudent budgeting approach is adopted in what we purchase as a first step towards reducing waste. Over the years, the College recycling scheme has included office stationery and furnitures.

- **Solid waste:** The entire plantation of on the campus is organically nurtured from the Solid waste management produced from the bio waste from the College campus.

- **Liquid waste:** The College adheres to a strict protocol of liquid waste disposal in its laboratories. Any glassware used in the laboratory is rinsed with minimum water and placed in the liquid waste container.

- **E-waste:** The College has optimized its inventory of all computers through reassembling, modification and up gradation by the College own team of Administrator, faculty members and students of College. Instead of buying a new machine buyback option is taken for technology up gradation.

- **Solid Liquid Management**

The waste water from the RO plant is discharged back into the environment which is effectively utilized to water the lawns sapling and trees into College by sprinkling irrigation.

E-Waste:

The College has optimized its inventory of all computers through reassembling, modification and up gradation by the College own team of Administrator, faculty members and students of the College. The e-waste generated from hardware which cannot be reused or recycled is being disposed off.

- **HAZARDOUS CHEMICAL WASTE DISPOSAL:**

Environmental Health and Safety provides a chemical waste disposal service to the Invertis community. Disposal of chemical waste is free of charge to internal departments, provided the waste is presented properly. Due to the nature of this material, respecting all disposal procedures is mandatory in order to collect and dispose of chemical waste safely and efficiently.

- **Chemical Waste Containers:**

Chemical waste containers are provided free of charge to Invertis labs, studios, and workshops.

- **Chemical Waste Storage Areas:**

Chemical waste containers should be stored separately from laboratory stock, at a designated waste station. For ease of pickup, it's preferable to locate the waste station not too far from the exit door. All waste containers must be properly closed when not in use. For liquid waste, the secondary containment must be large enough to hold the total volume of the waste container.

- **Chemical Waste Labels:**

Chemical waste labels are available at the Central Chemical Store.

- **Filling Out Chemical Waste Labels:**

All chemical waste containers must be fully identified at all times, including when they are only partially filled. Mandatory information is as follows:

- Chemical names:

- Percentages:

For mixed waste, the amount of each chemical added to the container should be tracked so that final percentages can be provided. This includes percentages of non-hazardous components such as water.

- Laboratory information: Fill out the lab number, contact phone number, and the date the container was filled and sealed

File Description	Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Answer: A. Any 4 or all of the above

File Description	Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. landscaping with trees and plants

Answer: Any 4 or All of the above

File Description	Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Answer: D.1 of the above

File Description	Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts

- 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Answer: D.1 of the above

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Answer:

Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities We believe in unity in diversity that's why our students respect the different religion, language and culture. We feel the college is our second home and all faculties like a family member. We greet and wish each other at different festivals and invite them to have a feast to get introduced with ones culture to have amicable relations and to maintain the religious, social and communal harmony. Similarly our students also celebrate the different festivals with joy and enthusiasm which help them to implant the social and religious harmony. The diversity in India is unique. Being a large country with large population. India presents endless varieties of physical features and cultural patterns. It is the land of many languages it is only in India people professes all the major religions of the world. To represent our Indian culture, on the eve of our college annual gathering we organize a traditional dress competition and fashion show. In this competition students wore the different attire representing the different states, religions and cultures. Through this activity students get acquainted with the different culture of our nation and help to develop the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. This also creates the inclusive environment in the college and society.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Answer:

Our institution takes all possible initiatives in organizing various events and programmes for moulding the students and staff to become responsible citizens of the country by sensitizing them to the constitution of the country. As responsible citizens of the country the students are motivated to take part in various activities of the college. The college encourages the students to take part in blood donation camps, study tours for them that make them understand the importance of protecting the cultural heritage of the country. The college has also conducted special lectures on Move towards constitution where subject experts enlightened the students about importance of the Indian constitution and how we must work in the direction of saving our constitution, .Dr Advash narrated the fundamental rights, Duties, Values and responsibilities of citizens as mentioned in Constitution of India. He appealed to all the staff and students to remember the struggle of freedom and respect the National Flag and National Anthem The special lectures also focus on enlightening the students about their rights and duties being the responsible citizens of the country. Singing of national anthem in the campus every day so as to bring a feeling of patriotism among all is practiced. The students also being the responsible citizens take many community services and provide services to mankind and society. The students have taken up many cleanliness drives both inside the campus and nearby villages considering it as a responsibility of every citizen. The students have also taken up Plantation drives to provide a clean and green environment for all. Swachh Bharat Abhiyan has also been an important initiative taken up by the college where we have organized an awareness rally for the students and took a tour in entire town to create awareness among all. The college has also conducted a Voter awareness programme for all the students and were sensitized about their constitutional powers of voting. Our students across all UG courses study constitution of India as a compulsory paper which sensitizes the students about constitutional obligations. Every year Republic day is Celebrated on 26th Jan

by organizing activities highlighting the importance of Indian Constitution.. Independence day is also celebrated each year to highlight the struggle of freedom and the importance of Indian constitution.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Answer: A. All of the above

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Answer:

To maintain harmony and healthy work atmosphere and to make the learners aware of the national pride and rich cultural heritage, the National/International commemorative days are regularly being celebrated and observed in ZAIC campus.

- Every year the College celebrates National Festivals i.e. Independence Day on 15th August and Republic Day on 26th January with pomp and gaiety by hoisting the national tricolour in the main Campus . After unfurling the flag, students sing the National Anthem and other patriotic songs. On these occasions, the Secretary of the College also delivers Independence/Republic day messages.
- ZAKIA AFAQUE ISLAMIA COLLEGE organizes the Teachers' Day every year on September 5 in memory of Dr. S. Radha Krishnan, former President of India. Eminent educationists and teachers are invited to deliver the Teachers' Day.
- In the month of December every year birth anniversary of Maulana Mazharul Haque is celebrated. Various literary, cultural and sports competitions are held during this Day celebrations. Noted personalities and educationists are invited for inaugural and valedictory functions.

7.2 Best Practices

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

Answer:

Best Practice 1 Title of the Practice: Faculty Development Objectives of the Practice: When faculty are motivated, energized, and capable, they can enhance the learning of the student and support his personal development. They are responsible for shaping the careers of the students. The underlying principles of faculty development are to motivate, energize and update faculty. The College shares with faculty about the changes in educational philosophy, new patterns of student behaviour, use of technology in the teaching-learning process, recent developments in subject knowledge, and emerging research horizons.

The objectives of faculty development are to:

- Bring out an awareness among the faculty about the global trends in higher education

- Adapt to new technology in the teaching-learning process
 - Inculcate research skills and aptitude among faculty
 - Explicate student behaviour for improving the quality of teaching
 - Transform a teacher into a competent facilitator
- The Context:** A well-groomed teacher can perform successfully and exceed the expectations of students. The learner centric philosophy of education and requirements of unexperienced faculty member who is yet to explore own teaching abilities often mismatch. Teachers for primary schools and for non-professional institutes undergo rigorous training; however, the same is not available for the professional education teacher, as it is desired to be tailor-made. Faculty development is a must to acquaint the faculty to institutional practices, to orient them to student centricity, to enrich the content, and to explore the research avenues. The training by experts provides them with an insight into the nuances of various processes; hence, faculty development is essential.
- The Practice:** The very purpose of faculty development is to prepare the teacher to meet the institutional requirements – academic and administrative, to enhance their stature on professional fronts, to adhere to the standardized practices in the learning-teaching activities, and to achieve the societal good. The various steps of the practice are as under:

Step 1: The training needs for faculty members were identified on the basis of the discussions and deliberations done through the Center for Quality Assurance and Academic Development (CQAAD) meetings at the College level with all Heads of the Institute and Internal Quality Assurance Cell (IQAC) at institute level. A survey is carried out to explore expectations from the faculty for classroom delivery. In addition, guidelines by regulatory authorities are also vetted.

Step 2: Faculty development programmes (FDPs) are developed based on the understanding of requirements of different professional fields in addition to the identified areas for improvement. The FDPs are designed to meet the faculty needs at different times of the career span. The programmes carried out by College are: Induction training, Orientation programme in the initial phase of the teaching career, discipline-specific training on regular interval to update the trends in the discipline, and research orientation programme. The faculty member is offered a blend of several modules, e.g., knowledge enrichment, student engagement, time management, communication, mentoring, leadership in classroom, team activities, articulation, presentation, research writing, etc.

Step 3: Programme schedule is designed based on the areas that require improvement.

Step 4: After finalizing the programme schedule, different experts from across the country are invited.

Step 5: During the training programme, the faculty are guided by experts in various areas. In induction training and orientation programmes, the faculty are mentored based on the classroom delivery and learning of general and discipline-specific skills. They are motivated and oriented to become a life-long learner. The faculty members introspect on the course content, course delivery methods, teaching-learning strategies, pattern of evaluation, and map each component to recognize the flaws, if any. **Step 6:** All the programmes have a feedback mechanism to know whether they have met the expectations and delivered as per the defined programmed outcomes, wherein the participants describe course effectiveness; achievement of learning outcomes, and feedback for the improvement.

Step 7: Faculty are continuously evaluated. Further, at the end of the programme, they take the test of learning. Finally, they are assigned to a mentor wherein they have to complete the assigned work for which they are evaluated by the mentor.

Evidence of Success: Faculty vitality is the main ingredient to enhance the professional education and competence of students. Enriching the faculty vitality in key domains of teaching, assessing, research, professionalism, and administration is well-known to significantly improve the educational environment and to increase the academic performance of learners. FDPs have been considered as a significant intervention for fostering the knowledge and professional skills of faculty. New Education Policy 2020 also emphasizes the role of faculty development in improving the quality of education. Prime Minister Shri ND Modi has rightly said: “Acche shikshak acchchi shiksha.” The well-planned FDPs at this College have been conducted since the very beginning. However, we have conducted them systematically in the

last five year.. Faculty feedback indicates their enhanced level of confidence. The training programmes have shown smooth floating of a novice teacher in his classroom handling, approach to guiding students, improved personal communication, and inclination to research. The same is reflected in students performance. In a unique case of paradigm shift in the mode of teaching from offline to online during the Covid-19 pandemic, Faculty Development Programmes were conducted to equip the faculty with all the desired skills that are required for increasing the effectiveness of online teaching. The result of this intervention was visible in the performance of faculty as well as students.

Problems Encountered and Resources Required: Faculty development programmes are for the benefit of both the faculty and the institution. The content of training interventions varies on many aspects and the major constraint experienced is resource faculty availability. The faculty need to invest time in evolving various techniques for subject-specific delivery. Though the practice has a lot of merits, there are certain challenges in developing faculty: 1. To bring the faculty members at the same level through the training modules.

2. To have experienced and qualified trainers.

3. To assess the learning and to evaluate training programme effectiveness.

Best Practice 2

Title of the Practice: Adopting Outcome Based Education for the effective teaching-learning process

Objectives of the Practice: The objectives of the OBE are as follows:

a. To define outcomes of learning accurately and precisely.

b. To organize the curriculum, instruction, and assessment right from the beginning to make sure that the learning outcomes are achieved.

c. To develop a culture of continuous improvement.

Outcome based education (OBE) is a student-centric instructional model that focuses on measuring student performance through outcomes. At the College, we use Revised Bloom's Taxonomy for implementing the OBE. Its focus is on evaluation of outcomes of the programme by stating the knowledge, skill and behaviour a graduate is expected to attain upon completion of a programme. In the OBE model, the required knowledge and skill sets for a particular programme is predetermined and the students are evaluated for all the required outcomes during the course of the programme. We adopted this approach way back in 2013 and now it has matured

. At the College, the teaching-learning and assessment methods are learner-centric and all the outcomes are defined and are made tangible. Instruction is given and learning outcomes are measured. If there are any lacunas, corrective actions are taken; thus, ensuring Continuous Quality Improvement (CQI).

The Context

Traditionally, higher education in India has been examination-oriented. The students were expected to pass examinations and get a degree. There was a poor link between education and employability. As a result, a large number of graduates had poor employability. Students would mug up information delivered in a course without acquiring skills to apply it in a real-life setting. Grades were more important than learning. Students thus focussed on grades, not learning.

Input-based model of education focussed on delivery of information, infrastructure, and resources. Accordingly, higher education institutions depended on institutional activities and faculty behaviour. Students were seen as empty vessels to be filled with information. It did not help students and they were dissatisfied with education. Student centricity was conspicuous by its absence.

Outcome based education (OBE) questions the traditional model of education and puts the student at the heart of all educational activities. It emphasis on what students do in the classroom and what they would

be able to do after undergoing a programme. The teacher is a facilitator who supports each student to achieve his learning outcomes. Consequently, all educational activities – curriculum, delivery, assessment, and co-curricular activities – have undergone a 180- degree change. In the OBE, the focus of education is on dealing with real-life problems and student support.

The development of programme learning outcomes is the first step in outcome-based education. It decides curricular, co-curricular, and extra-curricular activities. It also decides the choice of the courses and the syllabus of each course. In the same vein, assessment activities are related to course learning outcomes, hence to programme learning outcomes. Another important feature of the OBE is continuous improvement through Assurance of Learning.

The Practice: As a part of the OBE implementation, graduate attributes programme objectives and programme outcomes are determined for a programme. Further, every course in a programme has course learning outcomes. Each course helps achieve one or two programme learning outcomes. Rubrics for different assessment components are prepared in advance. They are shared with students to apprise them about the nature of assessment for a course..

We use both direct and indirect methods of Assurance of Learning (AoL). The direct methods of the AoL are: End-Semester Examination, Multiple Choice Questions, Lab Exam, Class Presentations, Assignments, Projects / Group Activities, and Simulation / Animations / Model / Chart Making, Case Study, etc. Besides, indirect assessment methods are also deployed. These are: Student Exit Survey, Student Satisfaction Survey, and Employer Survey. Assessment Rubric is formed for each course for the AOL wherein the course outcome attainment level, in terms of percentage and grading, is predefined. At the end of the semester, the same is confirmed by closing the loop. At the end of the completion of the programme, programme attainment level is also determined.

Evidence of Success: As a part of the implementation of the OBE, programme design, delivery, and assessment have been changed. Any teaching-learning method is as effective as the faculty member using it. In other words, a teacher should not only focus on what to teach but also on how to teach it. All teachers are familiarised with the OBE approach. Various constituent institutes conduct short and long faculty development programmes, focusing on the different facets of the OBE. Nine programmes under this College are accredited by the National Board of Accreditation (NBA) in the last 5 years that itself indicates success in the implementation of the OBE at the College. Problems Encountered and Resources Required: The problems faced by the College in the OBE implementation are as under: a. It is difficult to evaluate the attainment of soft skills in students. b. Student engagement for outcome-oriented learning in the classroom is a challenging task. c. Collecting the data for indirect assessment methods, like Student Exit Survey, Student Satisfaction Survey, and Employer Survey is time consuming.

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

Answer:

The Top-management of Zakia Afaque islamia College siwan is a stimulating and motivational apex body that inspires the staff to inculcate innovative vision and incorporate the same in existing and future plans and programmes of the institution. Two genral meeting of the managing committee are help in an acardemic session. The meeting are chaired by the president. The principal and two elected members from teaching faculty represent the staff in the meeting. The principal prepares the detailed agenda on the basis of feedback from all sources. It is discussed in the managing committee meetings. Proposals for academic excellence are accepted postitively. Teacher are allowed to praticipate in research, refresher and orientation courses. All the Appoinment of the faculty positions are made in which top managment is always present. The president, the genral secretary and other office berers take keen intrest in the proceedings. The managing committee always makes positive and constructive contribution in improving

the academic environment. Issues and proposals advanced in the interest of faculty members are discussed and decided unconditionally.

File Description	Document
Link for appropriate web in the Institutional website	View Document

Extended Profile

Program

Number of courses offered by the Institution across all programs during the last five years

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
29	24	24	24	24

File Description	Document
Institutional data prescribed format	View Document

Number of programs offered year-wise for last five years

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	5	5	5

Students

Number of students year-wise during last five years

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1425	1340	1425	1425	1425

File Description	Document
Institutional data in prescribed format	View Document

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

Answer:

2020-21	2019-20	2018-19	2017-18	2016-17
1033	1033	1033	1033	1033

File Description	Document
Institutional data in prescribed format	View Document

Number of outgoing / final year students year-wise during last five years**Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
320	216	231	262	312

File Description	Document
Institutional data in prescribed format	View Document

Teachers***Number of full time teachers year-wise during the last five years*****Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
60	62	89	89	89

File Description	Document
Institutional data in prescribed format	View Document

Number of sanctioned posts year-wise during last five years**Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
89	89	89	89	89

File Description	Document
Institutional data in prescribed format	View Document

Institution***Total number of classrooms and seminar halls*****Answer:** 80***Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)*****Answer:**

2020-21	2019-20	2018-19	2017-18	2016-17
13348984	4567800	4627430	3601500	3452650

Number of Computers**Answer:** 82**Conclusion*****Additional Information :***

Additional Information :

a

Concluding Remarks :

Developing the college into a Centre of Education with Potential of Excellence.

To establish Agro based Research Centre.

To construct an auditorium with state-of-the art seating, sound and light system so that National & International

level Seminars / Conferences / Symposia are organized from time to time.

To make the admission process online from the next academic session.

To develop a good sports complex because the college still holds the national record in Javelin throw.

To start Statutory Professional Regulatory Council's recognized courses such as B.Ed, MCA, MBA, etc.

Efforts to create consciousness and management of solid and bio disposable wastes.

To develop swimming pool in such a way that aquatic events can be organized. A proposal of this effect has already been forwarded to UGC.

To enhance the Alumni inputs and supports towards finance, academics and personal presence.

Concluding Remarks:**Concluding Remarks :**

Developing the college into a Centre of Education with Potential of Excellence.

To establish Agro based Research Centre.

To construct an auditorium with state-of-the art seating, sound and light system so that National & International

level Seminars / Conferences / Symposia are organized from time to time.

To make the admission process online from the next academic session.

To develop a good sports complex because the college still holds the national record in Javelin throw.

To start Statutory Professional Regulatory Council's recognized courses such as B.Ed, MCA, MBA, etc.

Efforts to create consciousness and management of solid and bio disposable wastes.

To develop swimming pool in such a way that aquatic events can be organized. A proposal of this effect has already been forwarded to UGC.

To enhance the Alumni inputs and supports towards finance, academics and personal presence.

EXCLUDED METRICES**List of Excluded Metrices****3 Research, Innovations and Extension : Weightage (120)****3.4 Extension Activities : Weightage (50)**

Ref No	Details of Metric	weightage	Metric Performance
3.4.2	Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years (Metric Type : Derived , Question Type : QN , Evaluation : By DVV , Nature : Value)	10	0

5 Student Support and Progression : Weightage (130)**5.2 Student Progression : Weightage (25)**

Ref No	Details of Metric	weightage	Metric Performance
5.2.1	Average percentage of placement of outgoing students during the last five years (Metric Type : Derived , Question Type : QN , Evaluation : By DVV , Nature : Value)	10	0

6 Governance, Leadership and Management : Weightage (100)**6.4 Financial Management and Resource Mobilization : Weightage (20)**

Ref No	Details of Metric	weightage	Metric Performance
6.4.2	Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III) (Metric Type : Derived , Question Type : QN , Evaluation : By DVV , Nature : Value)	8	0

ANNEXURE**Terms and Conditions**

- ☐ I hereby declare that the above mentioned information are true and correct to the best of my knowledge and belief.
- ☐ I hereby declare that the mentioned metrics are excluded in my knowledge.
- ☐ I hereby declare that 60% students details for initiate Students Survey are uploaded to the best of my knowledge.