



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

LANGTA BABA COLLEGE

**AT-BABA GRAM,PO-MIRZAGANJ,PS-JAMUA,DISTT-GIRIDIH
815315**

www.langtababacollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

There was needed of higher education for basic need of highly backward area. Where poverty due to education. Tribal, backward and SCHEDULE Tribes was in mass popularity and the Samadhi was situated of scholar person Langta Baba. All categories accepted them. Where some people interested on education, were together for development of higher education and take decision for establishment of Langta Baba College. The Headmaster of Langta Baba high school Mirzaganj Late Arjun Prasad Darad Late Deo Kumar Shastri and Sri Raghav Pandey stabled historical work.

It initial stage the college got affiliation from Ranchi University up to Degree level of Arts and commerce the year 1987-88 after that on 16th January 1988 got affiliation of Science department. After same period on 1992, after formation of V.B. university from Ranchi university Which is situated from distance of 130 km. from our college and other side it is situated at Mirzaganj under Jamua Block of district Giridih and near the area of Jharkhand and Bihar Working as provider of higher education on 2007, Jharkhand government provide affiliation and post sanctioned. College is registered to U.G.C New Delhi on 2008 under 2(F) and 12(B).

It is leading college of schedule tribes, Schedule Cast and Backward Cast with beauty systematic and greeny area and now it is go it on up to university level.

Mr. Hari Prasad Prilamia and Mr. B.N. Saha the Socialist provided fund for build room for new constructed college.

Sri Tilakdhari Prasad singh, Ex M.P Koderma Late Baldeo Hazara, Ex. M.L.A of Jamua Sukar Pasi, Babulal Marandi Ex.M.P Koderma and First chief minister of Jharkhand, Sri J.P.N Singh, and other leaders provided fund from their kota for building purpose.

Local socialist provided their laud property and work as stone of mil on in the field of education.

Those honorable and rich persons in there for the social and educational development they owner fully interest to make the society honest, disciplined and educational environment.

Vision

In the year 1910, this was a vision of one "Saint Langta Baba" and the inhabitant of Baba Gram to inculcate Higher Education for the most back ward, SC/ST And Tribal Students including Girls to bring them in to the lime light through higher education with affordable fee

Mission

The College was established on 5th September, in the year 1983. The Mission was to recruit teachers with academic resources and with high potential knowledge and zeal to serve the society. To bring the under graduates from the darkness to the light through their mentorship. To involve the students in different social

movements to empower them with social commitment and humanities. To produce Graduates with self confident and good moral character to serve the Nation

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Infrastructural facilities as per current requirement.
- Equipped Laboratories.
- Library enriched with Test and Reference Books.
- Satisfactory University Examination results.
- Publications of some faculty.
- Computer Laboratory.

Institutional Weakness

- Poor in research activities.
- All ready in the process to do MRP by receiving funds from different funding agencies which is not noticeable right now.
- Communicative skill of the under graduate students in English are poor.

Institutional Opportunity

- To attract funds for conducting State level and National level seminars.
- To open skill based programme.
- To enhance research activities by involving students.
- To sign institutional tie-up with reputed industries for entrepreneur skill.
- To provide a platform to the stakeholders to perform co-curricular, extracurricular and different extension activities.

Institutional Challenge

- To produce good graduate attributes.
- To complete NAAC accreditation for 2nd Cycle.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Langta Baba College, affiliated with Vinoba Bhave University, Hazaribag, is dedicated to delivering quality education aligned with its resources and institutional goals. The college offers programs in four major faculties: Humanities, Social Sciences, Science, and Commerce. To ensure effective academic delivery, a Master Routine and Academic Calendar are developed by the Internal Quality Assurance Cell (IQAC) before each session. These plans are approved and implemented across all departments, which further refine the schedules to meet

specific needs. The college handles internal examinations while the university oversees external assessments, with additional special classes organized during holidays to cover any lost instructional time.

To support student progress, the college conducts regular internal assessments at both undergraduate and postgraduate levels. The results are shared with students to help them understand their academic standing, and special classes are provided for those who need extra help. Faculty members utilize ICT tools, such as WhatsApp and YouTube, to enhance classroom learning, and the college offers audiovisual resources and internet facilities to both students and teachers. The adherence to a well-structured Academic Calendar ensures that all academic activities are carried out smoothly and on time.

While the college does not currently offer certificate or value-added courses, it enriches the curriculum by integrating professional ethics, gender equality, and environmental sustainability. Ethics are woven into various courses, and gender sensitivity is actively promoted through co-educational practices and specific curricular content. Environmental awareness is fostered through National Service Scheme (NSS) activities like tree planting, plastic-free initiatives, and waste management programs, with the college also conducting green audits.

In addition to academic learning, the college places a strong emphasis on human values and professional ethics. Through NSS activities and other programs, students are encouraged to develop qualities like national integrity, patriotism, and social responsibility. The college also organizes events and seminars to raise awareness on gender sensitivity and other key social issues.

A structured feedback system ensures that student and stakeholder input is regularly collected, analyzed, and acted upon, with the outcomes shared publicly to drive continuous improvement in the institution.

Teaching-learning and Evaluation

Langta Baba College, with an enrollment rate of 63.8%, is committed to providing inclusive education, adhering to reservation policies for SC, ST, and OBC categories in its admissions process. The college's curriculum follows the Choice Based Credit System (CBCS) under the National Education Policy (NEP) 2022, designed to enhance student learning through a well-rounded approach that includes subject-specific knowledge, communication skills, and multidisciplinary studies. The curriculum also incorporates value-based education, essential for personal and professional development.

The college employs various teaching methodologies to ensure a dynamic learning environment. These include traditional lectures, problem-solving sessions, participative learning through group discussions and seminars, and experiential learning via field trips and internships. These approaches help students not only grasp the core content but also develop critical thinking and social responsibility. The integration of ICT tools, such as Google Classroom and Google Meet, along with Wi-Fi-enabled campuses and well-equipped computer labs, supports both in-person and virtual learning.

Langta Baba College has maintained a consistent student-teacher ratio, ensuring personalized attention and effective instruction. The faculty is supported with modern teaching aids and internet infrastructure, which enhances their ability to deliver quality education. The college also emphasizes the importance of continuous internal evaluations, where students are regularly assessed through internal exams, open-book tests, and quizzes. Feedback is provided to help students track their progress, and a robust grievance redressal system is in place to address any concerns related to the evaluation process.

The curriculum at Langta Baba College is designed to meet both regional and national needs, focusing on holistic student development. Traditional subjects are taught with an emphasis on current issues, preparing students for higher education and enhancing their employability. Courses on environmental studies and digital education are also offered to raise awareness about sustainability and improve technological skills.

Over the past five years, the college has consistently maintained a strong pass percentage, reflecting its effectiveness in fostering academic excellence and ensuring student success. Through its comprehensive teaching-learning process and commitment to student development, Langta Baba College continues to be a vital institution in the region.

Research, Innovations and Extension

Langta Baba College has actively fostered a culture of research, innovation, and community engagement over recent years. The institution has successfully mobilized resources for research, receiving grants from both government and non-governmental agencies. These funds have supported various research projects and endowments, contributing to the academic growth and research capacity of the college.

To promote a vibrant research and innovation ecosystem, Langta Baba College has established research committees and organized numerous seminars, workshops, and conferences. These events cover diverse topics, including research methodology, Intellectual Property Rights (IPR), and entrepreneurship, providing valuable learning and networking opportunities for students and faculty. The college is also focused on infrastructure improvements, planning upgrades to its language lab, computer lab, and science laboratories, and modernizing ICT-enabled classrooms and seminar halls.

The college's extension activities demonstrate its commitment to community service and student development. In the 2018-19 academic year, the college conducted several outreach programs, including voter awareness campaigns, COVID-19 vaccination drives, and health promotion events such as bicycle rallies. These initiatives not only benefited the local community but also enhanced students' leadership, teamwork, and social responsibility. The impact of these activities was recognized nationally when five students received awards from the National Youth Integrated Centre, Odisha, during the 23rd Glory Fest for their contributions to social welfare and community service.

Langta Baba College also emphasizes collaboration with other institutions and industries. Over the past five years, the college has established functional Memoranda of Understanding (MoUs) and linkages for internships, project work, and faculty exchange. These collaborations enrich the educational experience by providing practical training and fostering professional growth.

Infrastructure and Learning Resources

Langta Baba College is equipped with robust infrastructure to support its academic and extracurricular activities. The institution offers seven spacious, well-ventilated classrooms designed to accommodate large student groups effectively. It provides specialized laboratories for disciplines such as physics, chemistry, biology, and computer science, ensuring students receive hands-on training with up-to-date equipment.

The college maintains advanced computing facilities with ten modern computers, complemented by high-speed internet and Wi-Fi connectivity across all computing labs. These resources support academic research and

online learning.

ICT-enabled facilities include a Learning Management System (LMS) and a smart classroom equipped with a projector, interactive whiteboard, and audio-visual systems. These tools enhance the learning experience by supporting dynamic and interactive teaching methods.

The library is a significant resource, utilizing SOUL 3.0, an Integrated Library Management System developed by INFLIBNET. This system automates various library functions, including cataloging, circulation, and acquisitions, and provides an Online Public Access Catalogue (OPAC) for easy resource search. The library is well-stocked with academic books, journals, and digital resources, facilitating comprehensive research and study.

Additionally, the college features a seminar hall with modern audio-visual equipment and a playground of 2.8 acres located 0.5 km from the campus, supporting sports and recreational activities.

Over the past five years, the college has invested significantly in infrastructure development, focusing on enhancing facilities and upgrading resources. In the latest academic year, the college provided ten computers for student use, reinforcing its commitment to supporting educational needs through technology.

Student Support and Progression

Langta Baba College is dedicated to the holistic development of its students, offering significant support through scholarships, capacity development programs, and career counseling. Over the past five years, a large number of students have benefited from scholarships and freeships provided by the institution, government, non-government bodies, industries, individuals, and philanthropists. These financial aids have played a crucial role in enabling students to pursue their education without the burden of financial constraints.

In terms of capacity development, the college organized a major skills enhancement program focused on Cyber Defense in 2022-23. This program, conducted by the CyberVidyapeeth Foundation, enrolled 1,477 students, equipping them with vital cybersecurity skills that are increasingly important in today's digital landscape.

The college has also been proactive in providing guidance for competitive examinations and career counseling, significantly benefiting students over the last five years. These efforts have enhanced students' readiness for both higher education and the job market, reflecting the institution's commitment to their long-term success.

Langta Baba College has established a robust system for addressing student grievances, including issues related to sexual harassment and ragging. This system ensures a safe and supportive environment, fostering a culture of respect and inclusivity on campus.

The institution has also seen a commendable percentage of its outgoing students securing placements in various industries or progressing to higher education. Additionally, the college has supported students in qualifying for state, national, and international level examinations.

In the realm of extracurricular activities, Langta Baba College students have earned numerous awards and medals for their outstanding performances in sports and cultural events at various levels. The college organizes a range of sports and cultural programs, promoting active student participation and fostering a vibrant campus life.

Finally, the college's registered Alumni Association plays a significant role in its development, providing financial and other support services, thereby contributing to the enrichment of resources and opportunities available to current students.

Governance, Leadership and Management

Langta Baba College is dedicated to providing equitable education, as reflected in its vision and mission statements. The institution ensures equal opportunities for all students, regardless of socio-economic background, gender, or physical abilities, through scholarships, financial aid, and supportive services. This commitment is integral to its governance practices, which emphasize inclusive education and are supported by various campus activities and forums, including NSS and cultural events.

The college employs a decentralized approach to management, involving faculty and staff in decision-making through regular meetings and committees. The administration supports this structure by providing financial assistance for organizing events such as workshops, sports, and cultural activities. Committees like the Anti-Ragging Cell, Grievance Redressal Cell, and Discipline Committee are essential in maintaining smooth academic and administrative operations.

Strategically, the college focuses on enhancing research, culture, and innovation. Plans include upgrading infrastructure, modernizing laboratories and classrooms, and increasing student participation in extracurricular activities. Faculty and staff development is prioritized, with plans for additional workshops and training programs. The institution also aims to conduct green and energy audits to promote sustainability.

E-governance is actively implemented in student admissions and examination processes to streamline operations. The college uses a self-appraisal system for faculty performance evaluation, where teachers submit detailed self-reports that are reviewed by the principal before being assessed by the management. This process ensures accountability and supports faculty development.

Financial management is overseen by an internal audit system involving a chartered accountant firm, ensuring transparency and adherence to budgetary norms. The college's funding primarily comes from state government grants and student fees, with additional charges for various activities and resources.

The Internal Quality Assurance Cell (IQAC), established in 2016, plays a critical role in maintaining academic and administrative quality. It conducts faculty development programs, collects and analyzes student feedback, and organizes Parents-Teachers Meetings. The college collaborates with institutions like IIT Kharagpur for entrepreneurship development and participates in NIRF rankings, maintaining a NAAC B grade as part of its quality assurance efforts.

Institutional Values and Best Practices

Langta Baba College is committed to ensuring a safe, inclusive, and environmentally responsible campus. Safety is prioritized through the installation of CCTV cameras and the establishment of the Women Grievance Cell and Anti-Sexual Harassment Cell, which effectively handle issues related to gender bias and harassment. Regular counseling sessions and workshops are organized to support students, particularly through the Career Development Centre (CDC). The campus features separate common rooms for boys and girls to ensure comfort and privacy.

The institution emphasizes sustainability with initiatives that include alternative energy sources, waste management, water conservation, and green campus practices. These efforts are complemented by external environmental activities to promote broader ecological awareness. Inclusivity is fostered through the celebration of diverse cultural and commemorative days, such as Women's Day and Independence Day, which encourage interaction among students from varied backgrounds. The college also supports activities like blood donation camps, welcoming participation regardless of caste or creed.

Langta Baba College undertakes educational programs to instill constitutional values in students, with Constitution Day and Independence Day events focusing on civic duties and national pride.

Best Practices:

1. Active Participation of NSS Unit: The NSS unit organizes various outreach programs, including cleanliness drives, health awareness campaigns, and vaccination drives. Collaborations with local NGOs and government bodies enhance the impact of these initiatives, involving students in meaningful community service activities.

2. Well-Maintained Administrative System: The college's efficient administrative system ensures smooth operations in admissions, examinations, and financial management. This robust framework supports the institution's academic goals and day-to-day activities.

Institutional Distinctiveness:

Langta Baba College has distinguished itself by forming the Sports Control Board (SCB) for 2022-23. The college hosted the Jeep Inter College Chess Tournament and is preparing to send its winning teams to the East Zone Inter-University Chess Tournament. The Principal's role in the SCB and the successful organization of these tournaments highlight the college's dedication to promoting sports and providing competitive opportunities for students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LANGTA BABA COLLEGE
Address	At-Baba Gram,Po-Mirzaganj,Ps-Jamua,Distt-Giridih
City	Giridih
State	Jharkhand
Pin	815315
Website	www.langtababacollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Kamal Nayan Singh	06554-291203	8521981231	-	lbcollegemrz1983@gmail.com
IQAC / CIQA coordinator	Shakil Akhtar	-	9304825596	-	shakilakhtar856@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Jharkhand	Vinoba Bhave University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	25-02-2008	View Document
12B of UGC	25-02-2008	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At-Baba Gram,Po-Mirzaganj,Ps-Jamua,Distt-Giridih	Rural	1.738101	784.62

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Anthropology,Hons.	48	Intermediate	Hindi	60	2
UG	BA,Economics,Hons.	48	Intermediate	Hindi	180	19
UG	BA,Geography,Hons.	48	Intermediate	Hindi	150	73
UG	BA,Hindi,Hons.	48	Intermediate	Hindi	275	170
UG	BA,History,Hons.	48	Intermediate	Hindi	420	414
UG	BA,Home Science,Hons.	48	Intermediate	Hindi	60	13
UG	BA,Philosophy,Hons.	48	Intermediate	Hindi	180	23
UG	BA,Political Science,Hons.	48	Intermediate	Hindi	280	245
UG	BA,Psychology,Hons.	48	Intermediate	Hindi	80	9
UG	BA,Sanskrit,Hons.	48	Intermediate	Sanskrit	80	6
UG	BA,Sociology,Hons.	48	Intermediate	Hindi	60	42
UG	BA,Urdu,Hons.	48	Intermediate	Hindi	120	9
UG	BCom,Commerce,Hons.	48	Intermediate	English	180	21
UG	BSc,Physics,Hons.	48	Intermediate	English	60	8
UG	BSc,Chemistry,Hons.	48	Intermediate	English	60	8

UG	BSc,Math,Hons.	48	Intermediate	English	120	7
UG	BA,English,Hons.	48	Intermediate	English	60	55
UG	BCom,General,Pass	36	Intermediate	Hindi	80	0
UG	BSc,General,Pass	36	Intermediate	Hindi	80	0
UG	BA,General,Pass	36	Intermediate	Hindi	80	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				25			
Recruited	0	0	0	0	0	0	0	0	17	1	0	18
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				9			
Recruited	0	0	0	0	0	0	0	0	6	3	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				46
Recruited	22	3	0	25
Yet to Recruit				21
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	1	0	0	1
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	16	1	0	17
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	3	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	494	5	0	0	499
	Female	620	5	0	0	625
	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	102	96	85	76
	Female	71	101	72	63
	Others	0	0	0	0
ST	Male	24	21	18	27
	Female	29	44	24	35
	Others	0	0	0	0
OBC	Male	306	317	285	345
	Female	398	362	332	427
	Others	0	0	0	0
General	Male	95	159	144	102
	Female	152	179	151	141
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1177	1279	1111	1216

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college has proactively adopted the new National Education Policy (NEP) curriculum, specifically the Four-Year Undergraduate Program (FYUGP), from the academic year 2023. This curriculum emphasizes a multidisciplinary and interdisciplinary approach to education, aligning with NEP's vision of holistic and flexible learning. Students now have the option to select elective courses from diverse disciplines, facilitating personalized education paths that align with their interests and career goals.
2. Academic bank of credits (ABC):	The college is actively preparing for the integration of the Academic Bank of Credits (ABC) as part of the National Education Policy (NEP) reforms. The ABC

	<p>system aims to enhance flexibility and mobility in higher education by allowing students to accumulate and transfer academic credits across institutions and programs as per V. B University. The college is following the curriculum of university in which courses and credits are compatible with the ABC guidelines.</p>
3. Skill development:	<p>In alignment with the NEP's focus on skill development, Vinoba Bhave University is conducting targeted activities, including training in newly introduced courses such as cyber security. Specifically, the institution has initiated cybersecurity training programs aimed at female students. This initiative reflects the university's commitment to equipping students with relevant and contemporary skills, enhancing their employability and preparing them for the demands of the modern workforce. The focus on cybersecurity underscores the institution's dedication to addressing current technological challenges and promoting gender inclusivity in emerging fields.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Vinoba Bhave University is committed to integrating the Indian Knowledge System (IKS) within its educational framework, reflecting the NEP's emphasis on preserving and promoting Indian languages, culture, and traditional knowledge while incorporating modern pedagogical methods which at last would be followed by the Institution Langta Baba College. The new Curricula offers courses and modules in various Indian languages to preserve and promote linguistic diversity by providing instruction in regional languages.</p>
5. Focus on Outcome based education (OBE):	<p>New Curricula are designed to align with the desired learning outcomes, ensuring that course content, teaching methods, and assessment strategies are all directed towards achieving these outcomes. This alignment helps in creating a cohesive educational experience where every component of the program contributes to the overall objectives. By focusing on Outcome-Based Education, Lanta Baba College aims to provide a high-quality, relevant education that equips students with the skills and knowledge required for success in their professional and personal lives.</p>
6. Distance education/online education:	<p>As during the COVID-19 pandemic, Langta Baba</p>

College swiftly adapted to the challenges posed by the crisis by enhancing its distance and online education capabilities. So any time as required by the curriculum of University the college is capable for online education with is ICT enabled facilities.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Langta Baba College has successfully established an Electoral Literacy Club (ELC) in collaboration with the NSS unit and Block Development Officer officials from the Government of Jharkhand. This initiative aims to foster electoral awareness and civic responsibility among students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes many Faculties and NSS wing students participated in the program to help the block officials for many activities like awareness programs, name changing in the voter id card, new enrolment, adhaar voter linkage etc.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Several programs were done that may include- Assisting students and community members in updating their voter ID cards by integrating Aadhaar card information. Facilitating corrections in voter ID details, including names, photos, and age, to ensure accuracy and inclusivity. Organizing comprehensive voter registration drives and awareness campaigns to educate and mobilize the student body and local communities.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Block Office of the Government of Jharkhand has partnered with Langta Baba College to conduct a series of awareness drives and initiatives. These include name corrections and Aadhaar-voter ID linking programs. These efforts are aimed at promoting democratic values and ensuring active participation in electoral processes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college has made significant strides in registering students above 18 years as voters. The ELC, along with college authorities, has implemented mechanisms to facilitate voter registration. These efforts have resulted in many new voters enrolling in the electoral list, demonstrating the college's

commitment to increasing electoral participation.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3566	3613	4044	4163	4119

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 29

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	26	26	25

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
19.33384	5.43929	2.10663	2.09169	5.91978

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institution adopts the curriculum provided by the Vinoba Bhave University, Hazaribag. Depending on our resource potentiality, institutional goals and concern towards the students, we impart quality education. The College runs four conventional faculties (Humanities, Social Science, Humanities, Science, and Commerce) A Master Routine and Academic Calendar are prepared well before the onset of the Academic session and are approved by the competent body – IQAC, and subsequently it is implemented. Master Routine is further micro-planned by each department and the classes are run accordingly after approval of the College Administration. The Examination Department of the college manages the Internal Examination and University manage External examinations. Department special classes are organized during holidays and vacations to compensate for the losses of classes due to different examinations and other unforeseen situations. To evaluate the progress of the curriculum and performance of the students at least one Internal test in each semester has been implemented at the UG as well as PG level. The evaluated answer sheets of the internal examination are shown to students. It helps students to assess their progress. For slow learners, the departments organize special classes. ICT tools (WhatsApp and YouTube Tutorials) are used by the faculty members for effective teaching in the classroom. Audiovisual devices and Internet facilities are made available to students and teachers. The College prepares its Academic Calendar, by the IQAC, at the onset of every academic session and is shared among all departmental Heads and faculty members in staff council meetings. The academic calendar is put on the notice board, and website of the College and is shared with the local print and electronic media. The College adheres to the Academic Calendar prepared according to the calendar provided by Vinoba Bhave University, Hazaribag.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

the last five years)

Response: 0

File Description	Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Professional Ethics: Professional ethics are instilled through specific modules and courses across different disciplines. Subjects like business ethics and Corporate Social Responsibility (CSR) are embedded in the curriculum to provide students with a strong ethical foundation. The institution also emphasizes the importance of integrity, responsibility, and ethical decision-making in various professional scenarios.

Gender: Co-education is offered in our institution. Boys and Girls have equal rights and opportunities in all areas concerning sustainable development to be achieved. Gender equality is nurtured at every step of policy and activities, to avoid reproducing discrimination on the grounds of gender to promote equality between men and women. B.A., B.Sc. & B.Com. The curriculum addresses Gender issues through

particular Essays, Magazines, and Newsletters and the institution insists on teaching gender issues through curriculum amongst students.

Environmental and Sustainability: NSS promotes ecological awareness through tree plantation, water conservation, blood donation, plastic-free drives, etc. The college also makes efforts for a plastic-free campus. The college has taken initiatives in solid waste, and liquid waste management. The college conducts green audits from external experts.

Gender sensitivity: The college organizes various gender sensitivity programs such as Poster Making Competition on Women's Empowerment Celebration of International Women's Day, personality development, yoga training, etc. The college organizes various activities such as workshops, seminars, and expert lectures on gender sensitivity.

Human Values and Professional Ethics: The curriculum has been constructed in such a way that it will inculcate self-belief among the students. This will prepare them to feel adequate and capable of handling himself/herself in society. The college organizes various extension activities through NSS values like national integrity, patriotism, equality, peace, brotherhood, etc. Blood donation camps are periodically organized.

1.3.2

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

Response: 0.25

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

Response: 9

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 63.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
1170	1279	1117	1217	1710

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2425	2425	2400	1217	1710

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 59.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
545	593	491	973	1322

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

2022-23	2021-22	2020-21	2019-20	2018-19
1452	1452	1437	973	1322

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 132.07

2.3 Teaching- Learning Process

2.3.1

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

Response:

The present CBCS curricula under NEP, FYUGP 2022 onwards have dawned to prove beneficial towards imparting focused learning of a subject through major paper, good communicative skills through Ability Enhancement Courses, knowledge in multidisciplinary subjects through Multidisciplinary Courses, Skills learning through Skills Courses and understanding values through Value Addition Course are a prerequisite nowadays for upward mobility in a career and the same is mandatory for all students. The college adopts various methodologies of Problem Solving, Participative Learning, and Experiential Learning: The Lecture Method facilitates the teacher to interpret, explain, and revise the content of a text for a comprehensive explanation of course content and easier comprehension of the subject. The students get ample time and space to engage in classroom discussions following the end of the lessons. Interactive methods of teaching such as quizzes, classroom discussions, group discussions class / departmental seminars, and presentations are conducted regularly to help hone these skills in the students. Through Participative Learning, the students gain a deeper understanding of the subject along with social and civic responsibilities to expand their knowledge domain. Experiential Learning through field - trips and industry visits in collaboration with renowned companies /firms conducted every year as part of the academic framework enable students to gain additional knowledge by undergoing a mandatory internship/ on the job training in order to achieve Project-based Learning. ICT-enabled teaching aids have been made available in the college. The academic premises are wi-fi. The teachers get facilities for using desktops with adequate configuration with printers and scanners. Webcam facilities are there in the computer labs for arranging virtual classes and official meetings. Internet Infrastructure: In addition to Wi-Fi, the college has installed high-speed fiber optic cable connections and a LAN facility. Software and Applications: The Department of Computer Applications and the library have discipline-specific software. The college has subscribed to G Suite access for the use of different Google services such as Google Meet, Google Classroom, YouTube, etc. for academic purposes. Learning Management System: The teaching Learning and evaluation process is also supported by Google as per need for creating virtual classrooms/ lectures, content sharing, online tests, and learning beyond class hours.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality**2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 99.24**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
28	27	26	26	25

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

2.4.2

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

Response: 0

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

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

File Description	Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college ensures in all manners the smooth functioning of examinations with strict discipline under the semester system at the undergraduate level, for which, the college runs a full-time examination department that plans, executes, and evaluates the mechanisms of examination and publication of internal and external results in cohesion with the University. The academic calendar for conduct of academic (external) examinations is prepared and notified by the University. However, the college prepares an academic calendar of its own, which in no case can be contrary to the date sheet provided by the University. The date sheet of the internal examination is notified and published at least one week in

advance and made available on the college notice boards and academic online platforms. The question paper is prepared by the faculty members in accordance with the university examination syllabus /format. The answer scripts are evaluated and due weightage is given to a student's attendance in academic and co-curricular activities. The scores obtained in the Internal Examination are submitted to the university examination department to be included in the final grades of the students. In addition, as part of CIE(continuous internal evaluation), teachers also conduct model examinations, open-book tests, quizzes, case studies, etc..

The college has developed a transparent and robust student grievance redressal mechanism by ensuring the active involvement of the Controller of examinations, academic departmental HODs, and faculty members. The valued CIE answer scripts are distributed and discussed by teachers. The students are encouraged to clarify doubts regarding evaluation. A student can exercise the option of reviewing her/his Internal examination report after seeking proper official permission. Re-tests are conducted for the students who have missed their Internal examination due to valid reasons. Answer scripts are retained in the examination department. The progress reports of students are discussed with their parents in the Parents teachers meeting. Fairness of faculty is ensured through Teachers' evaluation by students too, in such PTMs. The installation of CCTV cameras in rooms/ halls ensures minimal malpractices. Furthermore, following UGC's mandate students' grievance redressal cell is active in our college.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The present curriculum of the courses offered by the college address the needs of the society, and the regional & national developmental needs. All the courses aim at ensuring holistic development of the students with specific importance to employability. ICT has been made available to foster employment opportunities at all levels. Some traditional subjects make the students more aware of local, regional & national issues. Even the topics prescribed in the curriculum of subjects like English, Political Science, History, Psychology, and Economics create more awareness of the current issues among the students. The course content in traditional subjects is designed in such a way that UG students can opt for higher studies either in the same subject or in allied subjects. The environmental studies under the Value Added Course create awareness about issues like pollution, global warming, sustainable development & conservation of natural resources and Understanding India paper tends to in still valued by Students. The Digital Education paper under the Skills Course aims at fostering computer related skills in Students. In addition, the active wings of NSS, Rotaract, and Creativity dept. and Sports tend to boost the holistic

education of the students.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

All programmes under UG aim at imparting knowledge of the subject to the students so as to develop competency at the state, national and global level. The outcome is evaluated in three steps:

1. Interacting with students at the individual level.
2. Through mid-semester examinations and assignments.
3. Through end-semester examinations. These have helped in the identification of three different categories of learners:
 - a. Slow
 - b. Moderate
 - c. Advanced

The observations and inferences are placed in the IQAC which suggests remedial measures for better outcomes. The teachers are committed to taking up the slow learners with special care by engaging remedial classes and assignment work so by the time as the students reach their final semester/s they are able to develop competencies to compete at the national level which can be testified by their selection for higher programmes in nationally reputed institutions. Employability is the targeted outcome of vocational and self-financed programmes. The college is making steady progress in this direction but realizes that more needs to be done in this regard.

2.6.3

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

Response: 87.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
636	887	911	731	879

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

2022-23	2021-22	2020-21	2019-20	2018-19
787	1048	1027	848	936

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.47

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution plans to promote research, culture, and innovation through research committees. Research papers, Publications, and participation in innovation-based activities. The institution organizes Seminars, Workshops, and Conferences, through various departments. We are strengthening the infrastructure. The Institution plans to renovate and develop a student parking stand and modernize the existing Language Lab, Computer lab, libraries, and other science laboratories such as Physics and chemistry. It plans to modify ICT-enabled classrooms, Seminar Hall, Fire Extinguisher, etc. The Institution plans to increase the participation of students in cultural and sports activities for the development of the students. Increasing Faculty / Staff Development Program, The Institution proposes to increase Faculty as well as Staff development programs such as Workshops, Seminars, Conferences, Computer Training, etc. Conducting green and energy audit of college campus Institution plans to conduct Green Audit, Energy Audit of the College Campus. video conferencing, YouTube learning, experiential learning, Seminars, Workshop Group discussion, Mentor mentee program, Use of Language Lab, Industrial Visits, Excursions, Entrepreneurship development program, etc.

3.2.2

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

Response: 1

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

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

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.24

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

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response:

During the academic year 2018-19, Langta Baba College, Giridh, Jharkhand actively engaged in various extension activities aimed at fostering community development and sensitizing students to social issues. These initiatives were instrumental in shaping the holistic development of students by exposing them to real-world challenges, instilling values of social responsibility, and encouraging active participation in societal transformation.

Overview of Extension Activities

The college undertook several outreach programs in the neighborhood community focusing on key areas such as:

1. **Convincing for voting to villagers on National Voters Day**
2. **Camp conducted for COVID-19 vaccination**
3. **BiCycle rally awareness to public for health on World Cycle Day**
4. **Difference Programms conducted in nearby Villages on 75th Indipendence Day of Amrit Mahotsav, Har Ghar Tiranga Rally, Swachta Abhiyan, World Aids Day**
5. **Provided Flag to villagers of Jamua & Mirzaganj**

Impact on Students

The extension activities had a profound impact on the participating students. Key outcomes include:

1. **Social Awareness and Sensitivity**
2. **Leadership and Teamwork**
3. **Holistic Development**
4. **Recognition and Awards**

Thus the extension activities carried out by the students of Langta Baba College in 2018-19 not only created a positive impact in the community but also played a crucial role in sensitizing the students to social issues. By engaging in these activities, students gained invaluable life lessons, developed a strong sense of social responsibility, and contributed to the betterment of society. The recognition received in the form of awards further motivated them to continue their journey toward creating meaningful change.

3.4.2

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

Response:

In recognition of the outstanding contributions to social welfare and community service, 5 students from Langta Baba College, Giridh, Jharkhand, were awarded by the National Youth Integrated Centre, Odisha during the 23rd Glory Fest 2018. The 23rd Glory Fest, organized by the National Youth Integrated Centre, Odisha, is a prestigious event that honors individuals and institutions for their contributions to societal development and youth empowerment. The recognition of the 5 students from Langta Baba College is a testament to their commitment to making a difference in their community. These awards highlight the students' dedication to extension activities aimed at improving the lives of the underprivileged and promoting social awareness in the community. The extension activities undertaken by the students of Langta Baba College have consistently focused on addressing various societal challenges such as education, health and hygiene, COVID-19 vaccination, and environmental

sustainability. The active involvement of these students in community-oriented projects has not only benefitted the local population but has also contributed to their personal and academic growth.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1

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

Response: 1

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution is well-equipped with the necessary infrastructure and facilities to support effective teaching and learning. The following resources are available:

1. Classrooms:

- The institution has spacious and well-ventilated 7 classrooms that provide a conducive environment for learning. These classrooms are designed to accommodate large batches of students while ensuring clear visibility and audibility for all.

2. Laboratories:

- The institution offers well-equipped laboratories for practical learning across various disciplines such as science, computer science, and engineering. These labs are regularly updated with the latest equipment and software to meet the evolving curriculum requirements.

- Specialized Laboratories: Dedicated labs for specialized subjects such as physics, chemistry, biology, and computer laboratory provide hands-on training and enhance students' technical skills.

3. Computing Equipment:

- The institution has advanced computing facilities with modern hardware and software systems, available in computer labs and with 10 computers for students. These systems are regularly maintained and upgraded to support academic requirements and research activities.

- High-Speed Internet and Wi-Fi Connectivity: All computing labs and other designated areas have high-speed internet connectivity, ensuring smooth access to online resources and academic platforms.

4. ICT-Enabled Facilities:

- Learning Management System (LMS): The institution has adopted an LMS to facilitate a smart class system.

- Smart Classrooms: One hall is equipped with a projector, interactive whiteboard, and audio-visual systems, which support blended learning approaches and allow for dynamic teaching methods.

5. Library Resources:

- The library is well-stocked with academic books, reference materials, journals, and digital resources. It also uses ILMS software SOUL 3.0 developed by INFLIBNET.

6. Other Facilities:

- Seminar Halls: These are equipped with modern audio-visual systems for conducting seminars, workshops, and guest lectures. The smart classroom is used for the Seminar hall.

- Playground: The college has a playground of 2.8 acre which is ½ km away from the College.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Integrated Library Management System (ILMS) software used by Langta Baba College, Giridih, Jharkhand is the Software for University Libraries (SOUL 3.0) developed by the INFLIBNET (Information and Library Network) Centre and installed in October 2023. This software is specifically tailored to meet the library management needs of colleges and universities, ensuring effective and streamlined operations in handling library resources. INFLIBNET also trained our Librarian in the use of software.

1. Purpose and Functionality:

The SOUL software at Langta Baba College is designed to automate and manage various library functions, making maintaining a comprehensive and well-organized collection of books, journals, and other learning resources easier. It supports library operations like cataloging, circulation, acquisitions, serials management, and more.

2. Key Features of SOUL Software:

- User-Friendly Interface: The software provides a simple, easy-to-navigate interface that allows both library staff and users to efficiently access and manage resources.
- Modules: SOUL consists of several modules including:
 - Acquisition: Manages the purchase of books and other materials.
 - Cataloguing: Facilitates systematic arrangement and cataloging of library resources.

- Circulation: Handles issue, return, and renewal processes, along with fines and member management.
- Serial Control: Manages journals, magazines, and other periodicals.
- OPAC (Online Public Access Catalogue): Allows users to search for books, journals, and other resources available in the library.
- Customization: The software is adaptable to meet the specific needs of the college, allowing for customization based on local requirements and user preferences.

3. Role of INFLIBNET:

The INFLIBNET Centre, an initiative under the University Grants Commission (UGC), developed SOUL to enhance the efficiency of academic libraries. SOUL is widely adopted across various educational institutions due to its robustness and ability to manage large databases. Langta Baba College, recognizing the importance of efficient library management, has adopted this solution to enhance resource availability and provide better services to its students and faculty.

4. Benefits for the College:

- Efficient Resource Management: SOUL helps the library manage and track resources systematically, reducing manual work and errors.
- Enhanced Accessibility: Students and faculty can easily search for resources using the OPAC module, improving access to learning materials.
- Automation: By automating routine tasks like cataloging and circulation, the software reduces the workload on library staff, allowing them to focus on more critical functions.
- Data Management: The software provides detailed reports and analytics, enabling better decision-making regarding library acquisitions and operations.

5. Implementation and Support:

The implementation of SOUL 3.0 at Langta Baba College includes training for library staff to effectively operate the system. Regular updates and support are provided by the INFLIBNET Centre to ensure smooth functioning and to incorporate new features as per technological advancements and user feedback.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution is committed to providing up-to-date IT facilities and ensuring reliable internet connectivity for both academic and administrative purposes. Regular upgrades are undertaken to enhance digital infrastructure, keep pace with evolving technological needs, and deliver a seamless teaching-learning experience.

IT Facilities Overview

1. Computer Lab:

- The institution has one computer lab of 10 computers with an internet facility of 100 Mbps for the students.

2. Wi-Fi Connectivity:

- The entire campus is Wi-Fi enabled, offering uninterrupted internet access to students, faculty, and administrative staff. The Wi-Fi network covers classrooms, laboratories, the library, seminar halls, and common areas, providing both wired and wireless connectivity.

- Recent Upgrades: In January 2023, the Wi-Fi infrastructure was updated with the installation of advanced routers to improve signal strength across the campus.

3. Internet Bandwidth:

- The institution currently provides an internet bandwidth of 100 Mbps, ensuring high-speed connectivity for academic research, online classes, video conferencing, and access to e-resources. This bandwidth is shared across all departments, providing seamless online access even during peak hours.

- Recent Upgrades: In January 2023, the internet bandwidth was increased with fibre optical connection from BSNL.

4. Learning Management System (LMS):

- The institution uses an LMS to manage digital content, assignments, online assessments, and academic interactions. The LMS is integrated with cloud storage and accessible via mobile devices, ensuring flexibility in learning.

- Recent Upgrades: In July 2023, the LMS was updated with new features like enhanced data analytics,

improved user interface, and additional collaborative tools to facilitate interactive learning.

5. Smart Classroom:

One hall is equipped with a projector, interactive whiteboard, and audio-visual systems, which support blended learning approaches and allow for dynamic teaching methods.

- Recent Upgrades: In January 2023, new digital projectors were installed, and existing systems were updated to include high-definition displays and faster processing units for smoother operations.

6. Library Digital Resources:

- The library is well-stocked with academic books, reference materials, journals, and digital resources. It also uses ILMS software SOUL 3.0 developed by INFLIBNET.

- Recent Upgrades: In October 2023, the library's digital section was enhanced with ILMS Software.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 356.6

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

Response: 10

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 19.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.36935	0.25490	1.29578	1.59944	1.22370

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 33.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
1307	1320	1170	1400	1276

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: D. 1 of the above

File Description	Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: C. 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 1.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	21	12	13	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
636	887	911	731	879

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.2.2

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

Response: 0.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	1	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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

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

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 0

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement**5.4.1**

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

Response:

Alumni association was established in the year 2016 with a view that the Alumnus will contribute in the progression of the college. The memorandum of the alumni association of the college is with the following objectives: To guide the students' in their personality development. They provide inputs and share their experiences regarding skills, recent technologies & trends in corporate world, application of knowledge and corporate working culture. To establish a healthy relationship between the students, alumni and all academic fraternities of the College. To help alma mater in organising Seminars, Symposium, Workshop and other activities in shaping the personality and career of fellow students. To help in academic, infrastructure and development programmes. To help in career counselling and placement. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development. A tradition of inviting alumni for Annual Alumni Meet "Convergence". In this meet the alumni get chance to reconnect with the Alma mater and old friends. This is the best platform for networking and sharing new trends and current happenings in the corporate world. These inputs are helpful to academicians for molding the aspiring students.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The vision and mission statement of the institution are categorical in putting emphasis on its commitment to equality for all and the provision of equitable education. The institution's Governance decisions are centered on providing equal educational opportunities for all students, irrespective of their socio-economic background, gender or physical abilities. This includes scholarships, financial aid and support services aimed at leveling the playing field. Through various for a such as NSS, Cultural activities, games and sports, youth festival, workshops and seminars, the teachers have played a major role in bringing about the desired change. Such Governance practices are pivotal in realising the institution's vision of equitable education that frightens none and benefits all.

This college is manifested in various institutional practices, specifically focusing on decentralisation and participative management. Faculty and staff are actively engaged in decision making processes through regular meetings, committees and feedback mechanisms. The college management has always supported the college by providing financial assistance for organising the events like workshops, sports and cultural activities. A number of efficient committees of college teaching and non-teaching staff members were formed and they were given responsibility along with enough latitude and authority to accomplish the task.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution plan to promote research, culture and innovation through research committee, Research papers, Publications and participations in innovation based activities. The institution organize Seminars, Workshops and Conferences, through various departments. Strengthening the infrastructure Institution plans to renovate and develop parking stand for students, modernize existing Language Lab, Computer lab, Library and other science laboratories such as Physics, Chemistry. It plans to modify ICT enabled classrooms and Seminar Hall, Fire Extinguisher, etc. Strengthening skill development activities

Institution plans to increase participation of students in cultural and sports activities for the development of the students. Increasing Faculty / Staff development programme Institution proposes to increase Faculty as well as Staff development programmes such as Workshops, Seminars, Conferences, Computer Training, etc. Conducting green and energy audit of college campus Institution plans to conduct Green Audit, Energy Audit of the College Campus. video conferencing , YouTube learning, experiential learning, Seminars, Workshop Group discussion, Mentor mentee programme, Use of Language Lab, Industrial Visits, Excursion, etc.

Governing Body has decided to form the following Committees for smooth running of the Academic and Administrative works such as Anti Ragging Cell, Grievance Red resale Cell for SC/ST, Library Committee Sports Committee, R&D Committee, Women's Grievance Cell, Discipline Committee, etc. Wi-Fi campus and committed faculty members who are young, dynamic and quality conscious. In-house placement and training programs, career guidance for students in getting good placements in industries. Challenges: Emerging competition from local, global area and others. Suggestion by the governing body members. Student's assessment and feedback should be taken into consideration. Feedback from students has to be maintained. To present the investments in R&D Cell. To identify the probable date for applying NAAC. To constitute all statutory committees as per the guidelines of University & UGC. To maintain records of all necessary committees. Maintaining good track record of placements especially for core jobs.

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

This report provides an overview of this college's performance appraisal system, focusing on its role in

faculty and staff empowerment. The college follows a self-appraisal system of teachers through specific format made available from the University. The self appraisal forms are submitted by the teachers at the end of every academic session individually. The forms are studied and verified by the principal from the records available in the college office. Meetings on a one-on-one level are organised between the principal and the concerned teacher, before the principal submits his confidential report to the college management. The self-appraisal record explains the absence of the teacher, the number of classes organised, assessment and evaluation done through various internal tests and projects and the percentage of curriculum delivered. The confidential records of the principal includes a self-appraisal report submitted by the concerned teacher and also the details of the one-on-one meeting between the concerned teacher and the principal. The college management represented by the President, the Secretary and one more member goes through the details submitted by the principal and a final confidential report is prepared on that basis.

6.3.2

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

6.3.3

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

Response: 10.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	4	9	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	28	29	30	30

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college had adopted a mechanism of internal audit which has been functional. A firm of Chartered accountants have been engaged as the internal auditors of the college. The finance and Accounts department of the college is headed by a Bursar along with an Accountant clerk for assistance. The internal auditors are engaged in order to streamline the accounting system of the college, so that total transparency can be maintained. The firm of chartered Accountants engaged as internal auditors do their internal audit Yearly on quarterly basis. Finally at the end of the financial year i.e 31st March every year, an annual report of audit is submitted by the firm of Chartered Accountants certifying that the college has adopted the right procedure for receipt and expenditure of funds. Also, if there is any discrepancy observed anywhere in the system, they point it out in their report for taking corrective measures. The internal auditors also prepare a balance sheet of the college with depreciation of assets notified as per rules. They also verify that the college authorities have made expenses only in accordance with the rules and budgetary provisions made.

During the last twenty years of the college, institutional strategies have evolved gradually for mobilisation of funds. The institution being a deficit grant college, receives money from the state government and tuition fees of the students, which is a meagre amount. But the college is at liberty to take charges for various activities and resources such as library, NSS, sports and games, cultural

activities etc. from the students as annual fees at the time of admission every year. The college receives money primarily from the following sources:

1. From the state government by way of Deficit Grant for payment of salaries to the teachers and staff.
2. From the students at the time of admission.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC plays a pivotal role in ensuring that the institution maintain high standards of academic and administrative excellence. The Internal Quality Assurance System of the college was started in May 2016 by a resolution of the college governing council. Since then, the IQAC has functioned as the nerve centre for most of the quality initiatives and academic activities of the college. In its very first meeting, it was resolved to take quality initiatives for making our students more employable. IQAC initiates faculty development programs, workshops and seminar to enhance teaching methodologies, research capabilities and pedagogical skills. These initiatives have positively impacted faculty performance, contributing to improved teaching and learning outcomes.

The cell has introduced robust mechanism for collecting and analysing student feedback. This data informs curriculum revisions, teaching quality and student support services, ultimately leading to increased student satisfaction and retention. The Internal Quality Assurance Cell at this College has made significant contributes to quality assurance stragies and processes.

A resolution was taken in the meeting of IQAC to regularly conduct a Parents-Teachers Meeting. In these meetings, the parents as well as the students are invited to the college. These meetings are organised department-wise. Along with interactive sessions, feedback forms are given to both parents and students during the meetings and they are encouraged to record their honest opinion. All the teachers of the department and even the principal make it a point to be available during these meetings which are organised generally on Sunday or public holidays keeping in view the convenience of the parents.

The feedback from the parents and students are collected and analysed by the committee who prepare reports and same is submitted to principal to be presented in the IQAC meeting and finally to G. B. for review. If there is any suggestion from the parents regarding the teaching learning process, structures and methodologies of operations, those are discussed at length and genuine efforts are made to implement those.

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

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

a) Safety and Security: Precautions have been taken in the Campus, Library, Common Room area to monitor the movement of students and ensure safety of the students. Closed circuit cameras have been installed at various points to record the activities of the people moving in the campus. The institution has Women Grievances Cell. Women Grievance Cell and Anti-Sexual Harassment Cell is capable of dealing cases very confidently with its team of Principal, Head of the Cell and women faculty members. The Cell conducts various activities to encourage women to fight against any kind of injustice resulting from gender bias. The institution of Anti- Sexual harassment of women students are nil due to the discipline in the campus.

b) Counseling : Women Grievance Cell and Anti- Sexual Harassment Cell carries out regular counseling to the female students in groups and at individual level. We organize workshops for stress free life by the selected resource persons. Faculty counselors are always available to counsel the girl students. Counseling facility is also provided from Career Development Centre (CDC). This is initiated by the recommendation of any of the faculty or parents of the students. Common Room :- Separate common rooms for Boys and Girls.

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

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

Response:

Different Activities of the College: The College provides an inclusive environment with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Various cultural and sports activities are organized in the College to promote harmony towards each other. Commemorative days like Women's Day, Aids Day, Yoga Day, Holi, Eid, Gurupurnima, Karma, Sarhul etc. are celebrated in the College. All these celebrations promote interaction among people of different cultural backgrounds. In the cultural programs organized in the college all students take an active part irrespective of their cultural and communal backgrounds. In Blood Donation Camps besides students, parents are also invited for donation of blood without any discrimination of caste, creed or culture. There are Students Grievance Cell, Women's Grievance Redressal Cell and AntiHarassment Cell of the college address the issues related to students and staff.

Langta Baba College, Mirzaganj undertakes initiatives by organizing various activities to sensitize its students and employees to the constitutional obligations: values, rights, duties and responsibilities of the citizens. Constitution day was celebrated by the Department of Political Science and NSS unit of the college Dept. of Political Science organised the programme. He narrated the fundamental rights, Duties, Values and responsibilities of citizens as stated in Constitution of India. He appealed to all students to remember the struggle of freedom and respect the National Flag and National Anthem. Our constitution provides for human dignity, equality, social justice, Human rights and freedom, Rule of law, equity and respect and superiority of constitution in the national life. The whole country is government on the basis of the rights and duties enshrined in the Constitution of India. Every year Republic day is Celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Similarly constitution day also would be celebrated on 26th Nov every year. Independence day is also celebrated every year to highlight struggle of freedom and importance of Indian constitution.

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Active Participation of NSS Unit in Extension Outreach Programs

The NSS unit of Langta Baba College conducts regular activities, including cleanliness drives, health awareness camps, tree plantation drives, blood donation camps, and educational support programs, vaccination camps etc.. The unit collaborates with local NGOs, government bodies, and other educational institutions to maximize the impact of these initiatives. Students are encouraged to participate in these activities.

- i. Convicing for voting to villagers on National Voters Day
- ii. Camp conducted for COVID-19 vaccination
- iii. BiCycle rally awareness to public for health on World Cycle Day
- iv. Difference Programms conducted in nearby Villages on 75th Indipendence Day of Amrit Mahotsav, Har Ghar Tiranga Rally, Swachta Abhiyan, World Aids Day
- v. Provided Flag to villagers of Jamua & Mirzaganj

Best Practice 2: Well-Maintained Library

Langta Baba College boasts a well-maintained library that serves as a vital resource center for students and faculty alike. The library meticulously maintains all records, including books, journals, and magazines, as well as essential registers such as Accession Registers and Student/Teacher Book Issue Registers. In a significant upgrade, the library has recently implemented the SOUL 3.0 library management software provided by INFLIBNET. This update, which was installed in October 2023, has been accompanied by the training of library staff in June 2024, ensuring the efficient and effective management of library resources. This modernization effort enhances the accessibility and organization of the library's extensive collection, further supporting the academic pursuits of the college community..

7.3 Institutional Distinctiveness

7.3.1

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

1000 words

Response:

FORMATION OF SPORTS CONTROL BOARD-2022-23

Sports Control Board-2023-24 organized by Vinoba Bhave University, Hazaribagh on 28.06.2023 Principal Prof. Kamal Nayan Singh was present as a member of Sports Control Board-2023-24. On 21,22,23 December-2023, Jeep Inter College Chess Tournament was organized at Langa Baba College campus. First of all, Vidhan Sabha Hazaribagh appointed the Principal of the college as a member of the Annual Sports Control Board. The college students felt proud on being appointed as members of ASC at the university level.

In the ASCB-23-24 meeting of the University held on 28.06.2023, he was given the responsibility of organizing University level Inter College Chess Tournament. Which was successfully conducted under the leadership of the Principal and the champion team (M/W) went to University of Science & Technology, Meghalaya Goja to open the East Zone Inter University Chess Tournament. Vinoba Bhave University, Hazaribagh became proud. Langta Baba College is organize an "Inter College Chess (M&W) Tournament in college premises and prepare the University Team", that will participate in the East Zone Inter University (M/W) Tournament from 3rd, 6th January for Women & 8th to 11th Jan. 2024 Men at University of Science & Technology, Meghalaya.

5. CONCLUSION

Additional Information :

Langta Baba College has steadily grown, earning recognition from the University Grants Commission (UGC) under sections 2(f) and 12(b) in 2008, which allowed it to receive government grants and further develop its infrastructure and academic programs. The college has been supported by various local leaders and philanthropists who contributed funds and resources for the construction of new buildings and facilities.

The college is well-regarded for its commitment to the education of marginalized groups and has established itself as a key institution for higher learning in the region. It offers a variety of undergraduate programs and has plans to expand its offerings to include skill-based programs and research opportunities. The lush green campus, well-equipped laboratories, and a resource-rich library contribute to a conducive learning environment.

Concluding Remarks :

Langta Baba College has emerged as a beacon of hope and transformation in a region that once faced significant educational challenges. Founded to address the dire need for higher education among the tribal, backward, and socially marginalized communities, the college has made remarkable strides in fulfilling its mission of providing accessible and quality education to all.

From its humble beginnings in 1983, the college has grown steadily, gaining affiliation with Ranchi University and later V.B. University. This growth has allowed the college to offer a diverse range of programs in arts, commerce, and science, catering to the academic aspirations of students in the region. The support from local leaders, philanthropists, and the broader community has been crucial in the development of the college's infrastructure, including well-equipped laboratories, a rich library, and a computer lab.

The college's vision, inspired by Saint Langta Baba, was to uplift the most marginalized sections of society through education. Today, that vision continues to guide the institution as it works to create graduates who are not only academically proficient but also socially responsible and morally grounded. The college's mission to recruit knowledgeable and dedicated teachers, foster social commitment among students, and provide affordable education remains at the core of its operations.

However, challenges persist, particularly in the areas of research development and improving students' English communication skills. The college recognizes these areas of improvement and is actively working towards securing funds for research, opening skill-based programs, and fostering institutional ties with industries to enhance students' entrepreneurial skills.

As Langta Baba College moves forward, its commitment to serving the educational needs of the region remains unwavering. With continued community support and a focus on overcoming its challenges, the college is well-positioned to further its impact, helping to build a brighter, more educated future for the region's youth.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>946</td> <td>969</td> <td>822</td> <td>973</td> <td>1322</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>545</td> <td>593</td> <td>491</td> <td>973</td> <td>1322</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1452</td> <td>1452</td> <td>1437</td> <td>973</td> <td>1322</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1452</td> <td>1452</td> <td>1437</td> <td>973</td> <td>1322</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and number of the students admitted should not be more than the number of the seats sanctioned, more seats be considered as General Merit, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	946	969	822	973	1322	2022-23	2021-22	2020-21	2019-20	2018-19	545	593	491	973	1322	2022-23	2021-22	2020-21	2019-20	2018-19	1452	1452	1437	973	1322	2022-23	2021-22	2020-21	2019-20	2018-19	1452	1452	1437	973	1322
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
1452	1452	1437	973	1322																																					
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>27</td> <td>26</td> <td>26</td> <td>25</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	25	25	25	25	25	2022-23	2021-22	2020-21	2019-20	2018-19	28	27	26	26	25																				
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25	25	25	25	25																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
28	27	26	26	25																																					

Remark : As per clarification received from HEI, and thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
584	680	804	564	708

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
636	887	911	731	879

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
790	1049	1027	848	936

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
787	1048	1027	848	936

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	6	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	0	0	0	0

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.97412	0.05487	0	1.041771	1.458422

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and values for the Expenditure for infrastructure development and augmentation, excluding salary are not provided, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per supporting documents provided, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	21	12	13	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	21	12	13	14

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
584	680	804	564	708

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
636	887	911	731	879

Remark : As per supporting documents provided, and data for the metric id 5.2.1.2 should be same as the 2.6.3.1, thus DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	4	9	11

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	28	29	30	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	28	29	30	30

Remark : As per supporting documents provided, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1170</td> <td>1279</td> <td>1117</td> <td>1217</td> <td>1710</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3566</td> <td>3613</td> <td>4044</td> <td>4163</td> <td>4119</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1170	1279	1117	1217	1710	2022-23	2021-22	2020-21	2019-20	2018-19	3566	3613	4044	4163	4119
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2022-23	2021-22	2020-21	2019-20	2018-19																	
3566	3613	4044	4163	4119																	

2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 27 Answer after DVV Verification : 29</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 432 986 544"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>26</td> <td>26</td> <td>25</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 622 986 734"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>27</td> <td>26</td> <td>26</td> <td>25</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	27	26	26	25	25	2022-23	2021-22	2020-21	2019-20	2018-19	27	27	26	26	25
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