

C. M. College (Arts & Commerce)

Darbhanga

NAAC TRACK ID: BRCOGN12251



The Annual Quality Assurance Report (AQAR)

2015-16

Submitted

to

National Accreditation and Assessment Council, Bangalore

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Part – A

1. Details of the Institution

1.1 Name of the Institution

C. M. College (Arts & Commerce)

1.2 Address Line 1

Kilaghat

Address Line 2

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City/Town

Darbhanga

State

Bihar

Pin Code

846004

Institution e-mail address

Primary email – cmcollegedbg@gmail.com
Secondary email – principal@cmclnmu.ac.in

Contact Nos.

06272-222320

Name of the Head of the Institution:

Dr. Mushtaque Ahmad

Tel. No. with STD Code:

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Mobile:

9431414586

Name of the IQAC Co-ordinator:

Md Zeya Haider

Mobile:

9955038455

IQAC e-mail address:

iqac@cmclnmu.ac.in

1.3 NAAC Track ID(For ex. MHCOGN 18879)

BRCOGN12251

1.4 NAAC Executive Committee No. & Date:

EC(SC)/07/RAR/04 dated 11.05.2015

1.5 Website address:

www.cmclnmu.ac.in

Web-link of the AQAR:

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B ⁺⁺	82.50	2005	2005-10
2	2 nd Cycle	B	2.84	2015	2015-20

1.7 Date of Establishment of IQAC:

01/04/2006

1.8 AQAR for the year

2015-16

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011))

1. AQAR 2014-15 submitted to NAAC on 31-10-2018.

1.10 Institutional Status

University

State Central Deemed Private

Affiliated College

Yes No

Constituent College

Yes No

Autonomous college of UGC

Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

1. Professional Course (BBA & BCA)
2. Vocational Add-On Course

1.12 Name of the Affiliating University (*for the Colleges*)

L. N. Mithila University, Darbhanga

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University No

University with Potential for Excellence No UGC-CPE No

DST Star Scheme No UGC-CE No

UGC-Special Assistance Programme No DST-FIST No

UGC-Innovative PG programmes No Any other (*Specify*) No

UGC-COP Programmes No

2. IQAC Composition and Activities

- 2.1 No. of Teachers
- 2.2 No. of Administrative/Technical staff
- 2.3 No. of students
- 2.4 No. of Management representatives
- 2.5 No. of Alumni
- 2.6 No. of any other stakeholder and community representatives
- 2.7 No. of Employers/ Industrialists
- 2.8 No. of other External Experts
- 2.9 Total No. of members
- 2.10 No. of IQAC meetings held
- 2.11 No. of meetings with various stakeholders: No. Faculty
Non-Teaching Staff Students Alumni Others
- 2.12 Has IQAC received any funding from UGC during the year? Yes No
- 2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

1. A
2. B
3. c

2.14 Significant Activities and contributions made by IQAC

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year.

Sl No	Criterion	Plan of Action	Achievements
1	Curricular Aspect	More emphasis on ICT	
2	Teaching, Learning and Evaluation	To formalize the Career Guidance and Placement Cell.	
3	Research, Consultancy and Extension	To initiate the process of industry- college linkage.	
4	Infrastructure and Learning Resources	To provide power back up facility to all the departments.	
5	Student Support and Progression	To evolve strategies to minimize the student absenteeism.	
6	Governance, Leadership and Management	To explore alternative source of funding for the institution.	
7	Innovations and Best Practices	To make campus differently abled (Divyangjan) friendly.	
		To prepare an army of "Green cadets"	

* Academic Calendar of the year 2014-15 attached as Annexure 1.

2.15 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken:

The College Advisory Committee approved the AQAR for the year 2015-16 with some valuable modifications and recommendations.

Part – B
Criterion – I
1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	01	NA	NA	NA
PG	10	NA	NA	NA
UG	15	NA	02	02
PG Diploma	-	-	-	-
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	02	-	02	02
Others	-	-	-	-
Total	28	01	04	04

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

Core & Elective Option

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	10
Trimester	-----
Annual	15+2*

**Certificate course of 6 months duration.*

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PEI)

**An analysis of the feedback is enclosed as Annexure 2.*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Syllabus at Post Graduate level was revised in accordance with the UGC Model syllabus.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

NA

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others

2.2 No. of permanent faculty with Ph.D.

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
-		-		-	-	-	-	-	-

2.4 No. of Guest and Visiting faculty and Temporary faculty

--	--	--

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	-		
Presented papers	-		
Resource Persons	-		

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- Adopted “Mentorship System” for slow and advanced learners.
- Started “Audio-Visual classes” for effective learning for students.
- Library automation.
- Preparation of “Lesson Plan”.

2.7 Total No. of actual teaching days during this academic year

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Matter relates to the University.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

-	-	
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2.10 Average percentage of attendance of students

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2.11 Course/Programme wise distribution of pass percentage:

Sl. No.	Title of the Programme	Total no. of students appeared	Pass Percentage			
			Distinction %	I %	II %	Pass %
01	BA Hindi					
02	BA Pol Sc.					
03	BA Philosophy					
04	BA Sanskrit					
05	BA English					
06	BA Urdu					
07	BA Economics					
08	B.Com					
09	BA Psychology					
10	BA Maithili					
11	BA History					
12	BA Sociology					
13	BA Mathematics					
14	BBA					
15	MA Urdu					
16	MA English					

17	MA Maithili					
18	MA History					
19	MA Psychology					
20	MA Pol. Sc.					
21	MA Sociology					
22	MA Economics					
23	MA Hindi					
24	M Com.					
25	BCA					

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes.

1. A
2. B
3. c

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	-
Faculty exchange programme	-
Staff training conducted by the university	-
Staff training conducted by other institutions	-
Summer / Winter schools, Workshops, etc.	
Others	-

2.14 Details of Administrative and Technical staff

Category	No of Permanent Employees	No of Vacant Positions	No of permanent positions filled during the Year	No of positions filled temporarily
Administrative Staff			----	----
Technical Staff			----	----

Criterion – III
3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

1.

3.2 Details regarding major projects: **NA**

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.3 Details regarding minor projects (2014-15)

	Completed	Ongoing	Sanctioned	Submitted
Number	-			
Outlay in Rs. Lakhs	-			

3.4 Details on research publications

	International	National	Others
Peer Review Journals	-		
Non-Peer Review Journals	-		
e-Journals	-		
Conference proceedings	-		

3.5 Details on Impact factor of publications: **NA**

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organizations during 2014-15

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	NA	NA	NA	NA
Minor Projects:				
Dr. Md Mohsin	03/02 2015 (18 months)	UGC	250000.00	195000.00
Dr. Narayan Jha	03/02/2015 (18 months)	UGC	245000.00	177500.00
Dr. Divakar Jha	03/02/2015 (18 months)	UGC	210000.00	155000.00
TOTAL			705000.00	527500.00

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from: **NA**

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences /seminar organized by the Institution:

Level	International	National	State	University	College
Number	-	-	-		
Sponsoring agencies	-	-	-		

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs : NIL

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	NA
	Granted	NA
International	Applied	NA
	Granted	NA
Commercialised	Applied	NA
	Granted	NA

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year:

Total	International	National	State	University	Dist	College

3.18 No. of faculty from the Institution who are Ph. D. Guides

and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level	<input type="text"/>	State level	<input type="text"/>
National level	<input type="text"/>	International level	<input type="text" value="-"/>

3.22 No of students participated in NCC events:

University level	<input type="text"/>	State level	<input type="text"/>
National level	<input type="text"/>	International level	<input type="text" value="-"/>

3.23 No of Awards won in NSS:

University level	<input type="text"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

3.24 No of Awards won in NCC:

University level	<input type="text"/>	State level	<input type="text" value="-"/>	
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>	C Certificate <input type="text"/>

3.25 No. of Extension activities organized

University forum	<input type="text" value="-"/>	College forum	<input type="text"/>	
NCC	<input type="text"/>	NSS	<input type="text"/>	Any other <input type="text"/>

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

1.

Criterion – IV
4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	56292 sq mts	-	-	56292 sq mts
Class rooms	42	-	-	42
Laboratories	03	-	-	03
Seminar Halls	02	-	-	02
No. of important equipment purchased (\geq 1-0 lakh) during the current year.	-	-	-	-
Value of the equipment purchased during the year (Rs. in Lakhs)	-	-	-	-
Others	-	-	-	-

4.2 Computerization of administration and library:

1. INFLIBNET

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	106544	-	-	-	106544	-
Reference Books	823	-	-	-	823	-
e-Books	-	-	-	-	-	-
Journals	1326	-	-	-	1326	-
e-Journals	-	-	-	-	-	-
Digital Database	-	-	-	-	-	-
CD & Video	-	-	-	-	-	-
Others (specify)	-	-	-	-	-	-

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	115	02	02	04	01	06	13	00
Added								
Total								

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

One week training programme conducted by BCA for faculty members.

4.6 Amount spent on maintenance in lakhs

- i) ICT
 - ii) Campus Infrastructure and facilities
 - iii) Equipments
 - iv) Others
- Total :**

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

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5.2 Efforts made by the institution for tracking the progression

- | |
|---|
| <ol style="list-style-type: none"> 1. Student progression is analyzed by the respective departments both within term and between two term end-examinations. 2. To adjudge the progression within a term, midterm test is organized at the College level. 3. So far as student progression between two term end-examinations is concerned it is done, analyzing term end University examination result at the department level. |
|---|

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
3957	1807	93 Remark: Detailed category wise PhD data are maintained at the University level. Data quoted here do not form part of the main College data usually picturized at other platforms like DCF II etc.	Nil

(b) No. of students outside the state

Nil

(c) No. of international students

Nil

Men

No	%

Women

No	%

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
2149	859	--	2753	03	5764						

Demand ratio: 5.6:10

Dropouts: 6.2%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

NA

No. of students beneficiaries

5.5 No. of students qualified in these examinations:

NET SET/SLET GATE CAT
 IAS/IPS etc State PSC UPSC Others

5.6 Details of student counseling and career guidance:

Counseling and Career Guidance

No. of students benefitted

59

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed

5.8 Details of gender sensitization programmes

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government		
Financial support from other sources	-	-
Number of students who received International/ National recognitions	-	-

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: ___NA_____

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Our Vision

“Affirming and building upon its heritage, C M College commits to maintain high educational standards, to foster and inspire student success, to create diverse opportunities for lifelong learning. By attracting strong leadership and distinguished faculty to a college of excellence, we are committed to create an enriched learning environment that empowers students to transform their lives.”

Our Mission

“The mission of C M College is to educate and develop the whole person. Our students will be equipped to become leaders, living ethical, healthy, useful and fulfilling lives with a strong sense of personal accountability and civic responsibility. To provide a foundation for a lifetime of learning, we are dedicated to foster intellectual growth, aesthetic appreciation, and character development in our students. The C M College community thrives on the principle that knowledge is acquired through discipline, competence is established when knowledge is tempered by experience, and character is developed when competence is exercised for the benefit of others.”

6.2 Does the Institution has a management Information System

Management Information System is yet to be introduced in our University as well as College.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

In Bihar Colleges are not authorized to initiate curriculum development work at their own. This responsibility primarily lays with the University. At least one member from each of our academic departments participates in all such Curriculum development exercises carried out by the University.

6.3.2 Teaching and Learning

1. Timely effective implementation of the curriculum is ensured by our College Education Council. For which Curriculum prescribed for one term is broken up in different units which is to be completed by the concerned teacher within time frame.
2. Mid-term test is organised both at UG and PG level to gauge student progression.
3. Remedial/Tutorial Classes are organised to boost the performance of slow learners.

6.3.3 Examination and Evaluation

As mentioned above mid-term test is organised by the College both at PG and UG level. To conduct Term end examinations and evaluation is the responsibility of the University. Teachers of our College widely participate in each and every term end examinations and evaluations conducted by the University.

6.3.4 Research and Development

Research Cell of our College organised one day workshop on "Theory Building and Project Writing" in which two eminent scholar one from IIT, Patna and other from Patna University, Patna were participated as resource persons.

6.3.5 Library, ICT and physical infrastructure / instrumentation

1. Library automation with OPAC facilities.
2. Construction of three Smart Class Rooms
3. New Computer Lab equipped with language learning facilities

6.3.6 Human Resource Management

Matters relate to University

6.3.7 Faculty and Staff recruitment

Matters relate to University

6.3.8 Industry Interaction / Collaboration

BBA and BCA students interact with local leading industries and commercial establishments in order to meet their internship requirement. Some of the student go outside Darbhanga also.

6.3.9 Admission of Students

Matters relate to University

6.4 Welfare schemes for

Teaching	
Non teaching	
Students	Sc Stipend; BC/EBC Stipend; Handicapped Stipend; Minority Stipend and free-ship Scheme.

6.5 Total corpus fund generated

NA

6.6 Whether annual financial audit has been done

Yes

No

6.7 Whether Academic and Administrative Audit (AAA) have been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Peer team	Yes	IQAC
Administrative			No	--

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes

Yes

No

For PG Programmes

Yes

No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

NA

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

NA

6.11 Activities and support from the Alumni Association

Formal constitution of Alumni Association is yet to be completed

6.12 Activities and support from the Parent – Teacher Association

Two parent-teacher meetings were organised in the College during the Year to get their feedback

6.13 Development programmes for support staff

6.14 Initiatives taken by the institution to make the campus eco-friendly

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution:.

1.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Mentioned at column 2.1.

IQAC functioned as the nodal agency to effectively facilitate action related plan of action.

7.3 Give two Best Practices of the institution:

1. Differentiated Teaching for Slow Learners.
2. Dress Code for Boys and Girls Student

**The details are attached as annexure 3.*

7.4 Contribution to environmental awareness / protection

1. Clean Campus drive of the College successfully undertaken by NSS volunteers.

7.5 Whether environmental audit was conducted? Yes No

7.6: SWOC Analysis

Our Strengths:

1. Being the oldest college of Mithilanchal Region, the College has a well-established and widely acknowledged reputation as the leading modern college of Bihar, surpassing many older institutions in the region.
2. The biggest strength of C M College, as an institution, is its highly qualified, experienced, and dedicated faculty who are highly involved in their professional works.
3. We have high quality academic programmes at the undergraduate and postgraduate levels.
4. Our Departments are strongly student centred and focused.
5. We have mentorship system in operation to support and encourage the students.
6. One of the most important sources of our strength lies with the huge strength of learners, particularly those belonging to the weaker sections of the society (SC/ST/OBC/Minorities/Economically Backward) which stands testimony to our social commitment and the important role this institution is playing in social transformation in this officially declared educationally backward area of Bihar.
7. The College is spread in an area of 13.91 acres, which reflects its huge future expansion potentiality.
8. The College has produced a galaxy of learned persons who have made their impact felt in different fields—teaching, civil services, professional services, politics and others. In near future, this may prove to be an important source of support for the institution, as we are set to form an Alumni Association here.
9. The College has a very rich library with number of books totalling almost 1.25 lakh and equipped with *INFLIBNET Facility. Morning to evening* reading facility in the attached Reading Room.

Our Weaknesses:

1. Lack of competitive culture, due mainly to highly bureaucratic approach of the University as well as the State Government.
2. Little academic and financial autonomy to the College.
3. Most of our courses are of traditional nature. In recent days, some of them are gradually losing their charms.
4. Our curricula and course structure are quite rigid and do not carry much in-built flexibility. It lacks a credit accumulation and transfer system to enable students to pursue opportunities for life-long learning and skill development.
5. High student numbers makes it difficult to connect with students and retain our student centred focus. Moreover, high student numbers means a diverse student body with diverse needs and insufficient resources to address students at both ends of the ability continuum.
6. Traditional class rooms compound our difficulty more. We are still using chalkboards as a definitive component of the classrooms, as a result we face chalk dust filling classrooms and chalk residue on our figure and in our eyes.
7. Laboratories are ill equipped to support such a large number of students in a meaningful way. Besides, apparatuses need to be updated so that students may have an exposure of up-to-date facilities.

8. As no fresh appointment of teachers has been made since last 10 years, hence the College is facing acute shortage of teachers.
9. Average age of our faculty is almost 50 years. Aging while adds experience; it also generates a knowledge gap. In this computer age almost 90 percent of our teachers have no computer literacy. For their updation, facilities need to be created urgently.
10. Supporting staffs lack proper training and motivation. They need proper training to operate modern office equipments and to orient them towards modern office management techniques.
11. Offices need to be equipped with computer networking and other modern office equipments.
12. Our library is though quite rich, but most of our books are of old edition. Visualising the ever growing number of enrolments in the College even these old books are proving insufficient.
13. We lack proper student support system in the College. We don't have any Counseling Centre in the campus to motivate and direct the students to choose a right track; our Health Centre is not equipped to provide more than first-aid facilities; the College as well as the University is totally unaware of the very concept of some of the popular student support practices like, Student Advocate, Career Centre, Campus Ministry and others.

Opportunities Visualised:

1. We have the opportunity to use our reputation for quality programming and our geographic location to develop new programming opportunities and new modes of delivery.
2. Changing demographics in the region and a growing population afford opportunities for us in the form of assured large-scale demand for our different programmes of learning.
3. On the supply side, recent changes in the attitude of the State Government regarding liberal funding to the universities and colleges of Bihar, and the approach of the UGC as well as the Central Government to fund the institutions of higher learning under **RUSA** appear to provide us an opportunity to restructure, strengthen and modernise our institutional facilities and manpower.
4. **Vocationalisation of education** is the need of the day, if we want to lessen the demand-supply mismatch of our higher education system. We, in C M College, were feeling its need since long. It's quite heartening that the newly framed RUSA has underlined such need and formulated a well designed approach to implement it at higher education level. We feel it as an opportunity to realise our dream.
5. If proper updation facilities are put in place, our faculty has definite potential to excel both in teaching and research.
6. Being a premier college of Mithilanchal region the quality of students it gets is far better than other institutions of the region. They can cope with better and tougher courses. If properly fed, they can compete with students of any corner of India.

Threats Envisioned:

1. Changing composition of our job market has reduced the number of students wishing to pursue general education making it difficult to find students for certain areas. Our exclusive preference for traditional subjects is gradually eroding our relevance and attractions. We seem to focus on education and don't spend much time worrying about whether or not our students are prepared for a career. Our curriculum no longer reflects

the need of the industry. If vocationalisation is not adhered to, we are bound to be rendered redundant.

2. Even in the case of most of the traditional subjects that we teach today, courses have not changed for years. Shut off from revision and upgradation, up against recently revised and expanded school syllabi, these antique courses are pushing students into a time warp. At the end of the college education, a cynical, disinterested, and completely disinterested youth emerges. This sense of indifference on the part of university officials is imperilling the education system as well as the society at large.
3. Today, a vicious circle has come to prevail in the higher education field. Teachers set straight and conventional questions for university examinations that a student can guess well in advance, they, therefore, need to learn only selected five to seven questions instead of the whole syllabus, and with such preparation they appear in examinations and usually get good scores also. Teachers are happy as they now need to teach selectively, students are happy as the need to prepare only selected questions, university officials and state government are happy as examinations are held peacefully and results have been declared timely. But, in all these (mis-) deeds the very meaning of higher education is being sacrificed, for which no one seems to be ready to give a serious thought. In such a situation, students feel no need to attend their classes, as they can score well even devoting a month time for such examinations. There is nothing challenging in most of the university examinations. An honest comparison of the question papers of CBSE +2 examinations and any of the university examinations of Bihar can depict that even +2 questions demand more ingenuity, intelligence and intensive study than our university papers!
4. The story does not end here. Recently the State Government has devised a new formula to fund affiliated colleges of Bihar. They will get their fund on the basis of results of their respective college. As a result, when they are brought to evaluate papers, they seem have a tacit agreement among themselves to mark liberally in general, so that, they or their fellow teachers can get larger and larger fund. Hence, for their sheer survival they are again sacrificing the very cause of the education in Bihar.
5. Bihar has recently formulated Private University Act, opening the scope for private players' entrance in the field of higher education. These universities will have their own course-structure and fee-structure. If proper functional and financial autonomy is not granted to us, in near future it will surely amplify our problems related to our aging facility and will threaten our competitiveness to maintain cutting edge research and deliver quality programmes.
6. We have been primarily a teaching institution. Research has got low priority in our scheme of things. But, funding pattern and reward system of our higher education system is highly skewed towards research orientation. This mismatch is posing serious threat to our professional progression and fund-raising capacity of the institution.
7. Politically motivated decisions about introduction of new courses and enrolment capacity therein, without keeping the required infrastructural facilities and strength of the faculty in view, is proving a threat to the high quality of our programmes and is negatively impacting our reputation as the premier institution of the region as well.
8. Acute shortage of teachers is again jeopardizing our endeavour to impart quality education. In 1982, total number of teachers working in our college was 102 and today we have 43 teachers; while the enrolment has increased from 4000 in 1982 to 6000 today. Some of the departments are finding very hard to cope with the situation. For example, in History we have 1100 students against 3 teachers, in Hindi we have 3550 students against 4 teachers, in Commerce there are 2300 students against 9 teachers! Barring a few, in most of the other popular subjects the situation is more or less the same.

Strategic Action Plan for Institutional Development Based on SWOC Analysis:

On the basis of SWOT Analysis Report of the College, we envision following **core challenges** that we plan to meet in the coming four to five years:

1. Upgradation of Faculty through specifically designed Development Support Programmes
2. Enhance Institution Management Capabilities
3. Make our Teaching and Learning Process more effective
4. Gradual shift to more and more Vocationalisation of Education
5. Expansion and Modernisation of our Infrastructural Facilities
6. Enhance Interaction with Industries

8. Plans of institution for AY 2015-16

Sl.No	Criterion	Plan of the Institution
1	Curricular Aspect	
2	Teaching-learning and Evaluation	
3	Research, Consultancy and Extension	
4	Infrastructure and Learning Resources	
5	Student Support and Progression	
6	Governance, Leadership and Management	
7	Innovations and Best Practices	

Name: MD ZEYA HAIDER



Signature of the Coordinator, IQAC

Name: DR MUSHTAQUE AHMAD



Signature of the Chairperson, IQAC


LALIT NARAYAN MITHILA UNIVERSITY

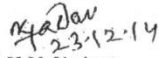
KAMESHWARANAGAR, DARBHANGA

(Examination Department)

Proposed Examination Calendar for the Academic Session: 2014-15

Sl. No.	Name of Examination	Session	Exam. Year	Proposed Date for conducting the Examination	Expected Date of Result Declaration	Remarks
1	2	3	4	5	7	6
1	1 st B.D.S.	2014-18	2015(I)	05.05.2015	20.07.2015	
2	2 nd B.D.S.	2013-17	2015(I)	03.05.2015	20.07.2015	
3	3 rd B.D.S.	2012-16	2015(I)	05.05.2015	20.07.2015	
4	Final B.D.S.	2011-15	2015(I)	03.05.2015	30.07.2015	
5	B. Tech. (1 st Sem)	2014-18	Dec. 2014	07.01.2015	05.03.2015	
6	B. Tech. (2 nd Sem)	2014-18	April 2015	04.05.2015	02.07.2015	
7	B. Tech. (3 rd Sem)	2014-18	Dec. 2015	02.11.2015	01.02.2016	
8	B. Tech. (3 rd Sem)	2013-17	Dec. 2014	20.02.2015	15.04.2015	
9	B. Tech. (4 th Sem)	2013-17	April 2015	24.07.2015	20.09.2015	
10	B. Tech. (5 th Sem)	2012-16	Dec. 2014	11.03.2015	10.05.2015	
11	B. Tech. (5 th Sem)	2013-17	Dec. 2015	11.12.2015	10.02.2016	
12	B. Tech. (6 th Sem)	2012-16	April 2015	05.08.2015	01.10.2015	
13	B. Tech. (7 th Sem)	2011-15	Dec. 2014	16.01.2015	10.03.2015	
14	B. Tech. (8 th Sem)	2011-15	April 2015	25.04.2015	20.06.2015	
15	B.A./B.Sc./B.Com/ Part-III (Hons./Voc./Gen)	2012-15	2015	10.04.2015	15.07.2015	
16	B.A./B.Sc./B.Com/ Part-I (Hons./Voc./Gen)	2014-17	2015	25.06.2015	25.09.2015	
17	B.A./B.Sc./B.Com/ Part-II (Hons./Voc./Gen)	2013-16	2015	15.05.2015	15.08.2015	
18	B.B.A. (H) Part- I	2014-17	2015	21.06.2015	15.08.2015	
19	B.B.A. (H) Part- II	2013-16	2015	25.07.2015	25.09.2015	
20	B.B.A. (H) Part- III	2012-15	2015	25.08.2015	25.10.2015	
21	B.Ed.	2014-15	2015	21.05.2015	15.08.2015	
22	B.Lib. & Info. Sc.	2014-15	2015	15.06.2015	15.08.2015	
23	Career Oriented Programme (Certificate Course)	2014-15	2015	10.09.2015	20.11.2015	

24	Career Oriented Programme (Diploma Course)	2014-15	2015	11.09.2015	20.11.2015	
25	Career Oriented Programme (Advance Diploma Course)	2014-15	2015	12.09.2015	20.11.2015	
26	LL.B. Part- I	2014-15	2015	15.07.2015	30.09.2015	
27	LL.B. Part- II	2013-15	2015	16.08.2015	30.10.2015	
28	LL.B. Part- III	2012-15	2015	12.09.2015	10.11.2015	
29	M.A./M.Sc./M.Com. 3 rd Semester	2013-15	2015	12.03.2015	15.05.2015	
30	M.A./M.Sc./M.Com. 4 th Semester	2013-15	2015	25.07.2015	25.09.2015	
31	M.A./M.Sc./M.Com. 1 st Semester	2014-16	Dec. 2014	21.02.2015	05.04.2015	
32	M.A./M.Sc./M.Com. 2 nd Semester	2014-16	Jun. 2015	04.07.2015	25.09.2015	
33	M.B.A. (1 st Sem.)	2014-16	Dec. 2014	25.01.2015	10.03.2015	
34	M.B.A. (2 nd Sem.)	2014-16	April 2015	25.07.2015	21.09.2015	
35	M.B.A. (3 rd Sem.)	2013-15	Dec. 2014	25.03.2015	01.05.2015	
36	M.B.A. (4 th Sem)	2013-15	April 2015	25.07.2015	21.09.2015	
37	M.Ed.	2014-15	2015	10.06.2015	10.08.2015	
38	M.Sc. Biotechnology (1 st Sem)	2014-16	Dec. 2014	10.01.2015	05.03.2015	
39	M.Sc. Biotechnology (2 nd Sem)	2014-16	May 2015	02.06.2015	16.08.2015	
40	M.Sc. Biotechnology (3 rd Sem)	2013-15	Jan. 2015	20.01.2015	15.03.2015	
41	M.Sc. Biotechnology (4 th Sem)	2013-15	May 2015	17.06.2015	30.07.2015	
42	P.G. Diploma in Geriatrics Care	2013-14	May 2014	15.06.2015	10.08.2015	
43	MCA 1 st Sem.	2012-15	Dec. 2014	05.01.2015	03.03.2015	Affiliation granted on 19.09.2014
44	MCA 2 nd Sem.	2012-15	Jun.-2013	11.05.2015	10.07.2015	
45	MCA 3 rd Sem.	2012-15	Dec.-2013	05.11.2015	04.01.2016	


 (Dr. K.N. Yadav)
 Controller of Examinations

C.M. COLLEGE, DARBHANGA

Summary of Feedback Received From Faculty Members (N=35)

A. ACADEMIC

SL. NO	Item	Maximum score	Score obtained	REMARKS
1	The faculty members have a say in designing & updating the syllabus.	5	2.7	Scoring key : 0-1- V. Poor 1-2 - Poor 2-3 - Satisfactory 3-4 - Good 4-5 - V. Good
2	The college is able to attract meritorious students.	5	4.6	
3	Student centered learning resources are available.	5	4.2	
4	Classes are engaged as per schedule.	5	4.7	
5	The faculty keeps updating their knowledge and skills.	5	3.8	
6	The library is utilized by the faculty, research scholars and students.	5	2.9	
7	The College subscribes to research journals for all subjects.	5	2.4	
8	The teachers are encouraged to carry out research.	5	4.8	
9	The teachers are encouraged to organize seminars/conferences/ workshops.	5	4.1	
10	The teachers are encouraged to participate in seminars/conferences/workshops.	5	4.2	
11	The College conducts Internal Exams.	5	4.9	
12	The teachers are encouraged to undertake extension service programmes.	5	4.6	
13	The teachers are encouraged to take-up consultancy services.	5	2.3	
14	The teachers are encouraged to explore link-up with industry.	5	1.9	
	TOTAL	5	3.7	Good

B. INFRASTRUCTURE

SL.NO	Item	Maximum score	Score obtained	REMARKS
1	Class-rooms and furniture are adequate	5	2.9	Scoring key : 0-1- V. Poor 1-2 - Poor 2-3 - Satisfactory 3-4 - Good 4-5 - V. Good
2	The laboratories are well-equipped.	5	3.1	
3	Toilets are sufficient for teachers and students	5	2.1	
4	The seminar Hall is up to mark.	5	3.9	
5	Safe drinking water is available.	5	2.6	
6	Sports infrastructure is adequate.	5	2.9	
7	Hostel-facilities are available	5	2.1	
8	Parking facilities are available.	5	3.2	
9	Auditorium is adequate and functional.	5	3.1	
10	The campus is equipped with wi-fi facility	5	2.9	
11	Greenery on the campus is maintained.	5	3.8	
TOTAL		5	2.9	Satisfactory

C. ADMINISTRATIVE

SL.No.	Item	Maximum score	Score obtained	REMARKS
1	The administration is constantly making efforts for the development of the College.	5	3.8	Scoring key : 0-1- V. Poor 1-2 - Poor 2-3 - Satisfactory 3-4 - Good 4-5 - V. Good
2	The IQAC is carrying on well to ensure quality in the College.	5	4.1	
3	The faculties are free to express their opinion.	5	3.6	
4	The College administration is accessible to faculty members.	5	3.6	
5	Decisions are taken in a democratic manner.	5	3.1	
TOTAL		5	3.6	Good

C.M. COLLEGE, DARBHANGA

Summary of Feedback Received By Students (N=240)

Ratings		Maximum score	Score obtained	REMARKS
Sl.No.	Item			
1	Regularity of classes	5	4.1	Scoring key : 0-1- V. Poor 1-2 - Poor 2-3 - Satisfactory 3-4 - Good 4-5 - V. Good
2	Extent of coverage of the course (30 to 50%-1 50 to 60%-2 60 to 70%-3 70 to 80%-4 80% & above-5)	5	4	
3	Extent of benefitting from the course.	5	3.5	
4	Organization of internal exam (class test) Seminars, Debates, Group-discussion, Quiz etc by the Dept.	5	4.2	
5	Student's Teacher relationship in the dept.	5	4.1	
6	Attitude of teachers towards extending extra help for students.	5	3.8	
7	Overall concern for students.	5	3.9	
	TOTAL	5	3.9	

C.M. COLLEGE, DARBHANGA

Summary of Feedback Received From Alumni (N=17)

SL.NO	Item	Maximum score	Score obtained	REMARKS
1	I am proud to be an alumnus of this College.	5	4.8	Scoring key : 0-1- V. Poor 1-2 - Poor 2-3 - Satisfactory 3-4 - Good 4-5 - V. Good
2	Whatever I learnt here helped a lot in my career.	5	4.1	
3	I see lots of positive developments in the College in recent years.	5	4.3	
4	The Library of this College is rich and informative.	5	3.8	
5	The environment of this College is helpful for learning.	5	4.7	
6	The alumni have a role in financially strengthening the College.	5	2.6	
7	The College administration takes initiative in enrolling and strengthening the Alumni Association.	5	3.9	
	TOTAL	5	4.02	V. Good

Best Practice I

1. Title of the Practice: Differentiated Teaching for Slow Learners
2. Goal: To address the expectation gap and the achievement gap among our Students particularly from disadvantaged section of the Society
3. The Context: Of late we have observed some learning and achievement gaps among our students. Such gaps have been noticed at two different levels: first, many of our students are achieving less than they should at both UG & PG levels; second, there is a performance gap between students of upper class and lower class SC and minority students. Clearly, while former is a problem of expectation gap, later is related with achievement gap. We intend to minimise both of these gaps by increasing our students learning and achievement.
4. The Practice: In the beginning of every academic session the first few classes for the new entrants (i.e. Bachelor 1st year and Master 1st semester) are held with a view and in a manner to locate the advanced and slow learners among our Students. This is done primarily through classroom discussions and home assignments. Once identified properly we try to make up the gap felt by our slow learners through organising special classes for them keeping in view their preparedness level. We also try to make the composition of class, assignments differentiated- one, for advance learners and another for slow learners. In order to save them from being stigmatized as slow learners among their fellow students we usually spell out both type of assignments before them and give a choice to choose as they like.
5. Evidence of Success: The efforts have recently earned good results in the form of improvement in success rate and performance level of our students in University Exams. In addition to this we have noticed remarkable improvement in class room engagement of our students and their level and quality of response.
6. Problems Encountered and Resources Required: Acute shortage of faculty has been the prime handicap for us. Besides shortage of classrooms has also been a bottleneck. Financial constraints have inhibited us from hiring Guest Teachers to feel the faculty gap and deficiency of classrooms.

Best Practice II

1. Title of the Practice: Dress Code for Boys and Girls Student
2. Goal: To identify students of the College and to weed out outsiders from the College Campus.
3. The Context: Recently we have noticed that people from the peripheral locality often come to our Campus and create indiscipline and try to damage the cohesive atmosphere of our College To check them we have strictly enforced Dress Code and Digitalized I Card for our students.
4. The Practice: Our prospectus clearly mentions the requirement of Dress Code and its strict adherence. Our 4th Grade employee deputed at the main entrance of our Teaching Block are told not to permit entry of any students who are not in required Dress and have proper I Card.
5. Evidence of Success: This has effectively checked the new sense elements from entering and infiltrating in our College Campus. It has substantially reduced number of cases involving those outside elements.
7. Problems Encountered and Resources Required: Our cent percent students have been following dress code and digitalized I Card practices.

The End