SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

PATNA WOMEN'S COLLEGE

PATNA WOMENS COLLEGE, AVILA CONVENT, BAILEY ROAD, PATNA
800001, BIHAR
800001
www.patnawomenscollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Patna Women's College (Autonomous), the first college for women in Bihar is a premier institution of higher education run by the Catholic Religious Sisters of the Apostolic Carmel, an indigenous educational organization founded in 1870. The college was established under the guidance of the pioneers Bishop B.J. Sullivan S.J., Mother Josephine A.C. in the year 1940 to cater to the educational needs of young women. It is a constituent unit of Patna University. Patna Women's College whose hallmark has always been Quality and Excellence, has been accredited by NAAC with 'A' grade for three consecutive cycles. It was first accredited by NAAC in 2004 with an A Grade; and thereafter was re-accredited in 2010 and 2015 with CGPA 3.51/4 and 3.58/4 respectively. The college also has been accorded with the 'College with Potential for Excellence (CPE)' status from the UGC.

The University Grants Commission (UGC) conferred Autonomous status to Patna Women's College in January, 2018. Thereafter Patna University has notified the same in July, 2018. The college provides quality holistic education through 40 academic programmes; that include 25 UG Degree Programmes, 10 PG Degree Programmes, 4 PG Diploma Programmes and Bachelor of Education Programme. The curricula of all the programmes are designed on the basis of Outcome Based Education (OBE). In addition to the mainstream academic programmes, the college conducts 41 career-oriented Add-on Certificate Courses.

The institution trains students not only in academic subjects but also in quality research, entrepreneurship skill development, creative arts, social service, environmental awareness and personality development. The holistic approach towards development and progress has enabled the institution to go from strength to strength. The institution forges ahead to face the challenges of 21st century, explosion of information, management of knowledge, integration of ICT technology with education and curricular reforms. With the appropriate integration of multidisciplinary/ interdisciplinary approach, skill development and Indian Knowledge System, the NEP 2020 based curriculum is being introduced in the academic programmes at Patna Women's College.

Vision

Rooted in the life, vision, and teachings of Jesus Christ and inspired by Mother Veronica, the foundress of the Apostolic Carmel, Patna Women's College strives to become a center of academic excellence in higher education, social responsibility, and empowerment of women.

The Core Values of our Institution are:

- Faith in God
- Honesty /Moral Uprightness
- Love and Forgiveness towards all
- Social Responsibility/empowerment of the Marginalized
- Respect for Life and Creation
- Pursuit of Excellence
- Promotion of peace, harmony and brotherhood

We encourage our staff to be imbued with this same 'Vision and Mission' in the service of the glorious task of education to the youth of our time.

We urge parents/guardians, who entrust their children to us, to share our 'Vision and Mission' and to cooperate with us in making our students a powerful force for the transformation of society. Keeping all this in mind, the students are trained in the academic subjects by a group of highly committed teachers.

Mission

Patna Women's College, the first college for women in Bihar, is committed to the holistic development of women so as to make an effective contribution to the creation of a better society.

To this end, we strive

- To become a center of excellence in higher education for women in an atmosphere of autonomy.
- To excel in teaching-learning, research, and consultancy.
- To provide education that promotes capacity building and holistic development of a person.
- To offer subjects for competency building and motivate/animate a workforce imbued with human values.
- To promote patriotism, communal harmony and cultural integration to maintain a free and peaceful atmosphere on the campus.
- To train the students in creative arts, social service, critical thinking, and leadership in order to make an effective contribution to the creation of a new and value based society.
- To create women leaders and to make them agents of social change.
- To develop skill oriented and value based courses, for the all-round development of individuals.
- To promote academic exchange and academia-industry interface.
- To form young women who are 'always wise' and who will dare to 'go ahead and conquer knowledge' through, competence, commitment, delicate conscience, and compassion.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Holistic Education –** Value based holistic, learner- centered education
2. **Competitive Advantage** - First college for women in Bihar
3. **UGC Autonomy –** First degree college in Bihar to be conferred with autonomy
4. **Visionary leadership -** Inspirational leadership with participatory management and decentralization of responsibilities
5. **Institutional Policies –** Well-defined policies serving as guiding principles
6. **Choice Based Credit System** - First college to introduce **CBCS Syllabus** under Semester system for undergraduate students.
7. **Multi faculty Institution -** Arts, Science, Commerce, Management, and Education
8. **Outcome Based Education – OBE** based curricula in all 40 academic programmes
9. **Robust infrastructure –** Excellent academic and physical facilities
10. **Wide range of learning resources** –Labs, Equipment, tools, softwares
11. **Fully Automated Library** - With **SOUL 3.0 modules and RFID technology**

12. **IT integration and Blended learning –** ICT enabled classrooms, e-content development centre, institutional YouTube channels,
13. **Learning Management System** – Customized LMS **PWC-LINK**
14. **E-Governance –** Multiple Security enabled **ERP System** managing academic and administrative activities
15. **Veronica Auditorium** –An architectural masterpiece with a seating capacity of 2500
16. **Access to RUSA Fundings -** Only college in Bihar to receive **RUSA II** funding
17. **Quality Research –** Conducive environment and financial support for research and innovation
18. **Evaluation and Examination Reforms –** Double evaluation system, Question Bank
19. **Successful implementation of Govt. Schemes –** PARAMARSH, DBT Star College, PMSSS for Jammu & Kashmir and Ladakh, Ek Bharat Shrestha Bharat
20. **Collaborations and Linkages –** Functional MoUs with institutions and industry
21. **Staff Welfare Measures –** Medical Insurance, Gratuity, Provident fund, Paid Maternity Leave, Interest free soft loans
22. **Student support –** Scholarships/ Freeships, Mentoring, Career counselling
23. **Skill Development –** 41 career oriented Add-on Certificate courses
24. **Student progression –** Well placed alumni
25. **Institution Social Responsibility –** Outreach to the marginalized through a wide range of extension activities
26. **ISO 21001: 2018 Certification –** Attainment of globally acclaimed **ISO 21001: 2018** Certification
27. **Rewards and Recognitions –** Chancellor's Best Lady college Award, Skill Development Leadership Award by the World HRD Congress, Notable mention award by Internshala, Best Green Campus award
28. **Environment awareness - Green Audit** by NABCB, well maintained green campus

Institutional Weakness

1. **Doctoral Research Programmes** – Only university appointed aided faculty members are recognized as doctoral research supervisors
2. **Limited Publication in High Indexed Journals** – The number of publications by Faculty members in high indexed journal is limited.
3. **Consultancy** - The faculty members receive less opportunity to undertake paid consultancy assignments of high value.
4. **Research Projects** – The College is yet to optimize the opportunity of availing Industry sponsored research projects.
5. **Absence of Patents** – Faculty members do not have patents.
6. **Limited International visibility** – Recognition at global level is limited.

Institutional Opportunity

1. **Supportive Governments** - The support and encouragement from the State and Central Governments give opportunity for further development and expansion.
2. **Preparedness for NEP 2020** – The College is open to implement all the steps in adopting the provisions of **NEP 2020** as advised by the State Government.
3. **New academic programmes** – Autonomous status provides opportunity to introduce more need based academic programmes.
4. **Placement and Career Development opportunity** - The Placement Cell of Patna Women's College

invites companies for selection and to groom students ready for industry through continuous training on soft skill, special career updates, industry visits etc. and thus provide assistance in placement.

5. **Incubation support for Students Startup projects** – Students are encouraged to develop their startup projects under the aegis of Mother Veronica Excellence & Innovation Centre.
6. **Future plan for University Status** – The College shall explore the possibilities of becoming a University.
7. **Research Centre** - Establishment of well-equipped Research Centre is in place**.**
8. **Research Seed funding to Faculty** – The College has instituted Seed funding to faculty members to pursue their Research interest.
9. **Digital Transformation –** The College has adopted various means of Digital transformation in both academic and administrative affairs.

Institutional Challenge

1. **Catering to First Generation Learners** - It is a challenge for the College to fulfil the educational requirements of the first-generation learners who come from rural and poor background.
2. **International Collaborations** - The College is yet to form academic linkages and MoU with any foreign Institution.
3. **Low Demand of Admission from other States –** There is a decline in the admission of students belonging to other states.
4. **Poor Intake in Conventional Programmes –** Some of the conventional programmes like Urdu, Sanskrit, Philosophy and Home Science have poor demand for admission.
5. **Delayed and irregular appointment –** The appointment of faculty and staff members by the State government is very irregular and delayed.
6. **Lack of Industries in nearby regions -** The number of Industries situated in Bihar are very less, which creates problem for the students in terms of placement.
7. **Perception at National level –** The College suffers in perception at National Level as a result of generalization of the education standards persisting in Bihar.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution adopted **CBCS in 2018** bringing in structural changes in the pattern of curricula across **all programmes** to offer a meaningful blend of knowledge base, employable skills, entrepreneurship, human values and professional ethics.

- The curricula have been designed following the guidelines of UGC with a holistic approach to cater to the **Global, National, Regional,** and **Local** developmental needs.
- The academic programmes offered by the institution largely focus on employability, Entrepreneurship, and skill development.
- **944 new courses** were introduced during the assessment period making it to **99.16%** of the total courses.
- Aspects of **professional ethics** have been incorporated in **32** courses**, Human Values** in **21** courses, **Gender Issues** in **45** courses, and **Environmental Sustainability** in **28** courses respectively.
- **6448** Students have enrolled and successfully completed a total of **259** Value Added career-oriented

Courses/ / MOOC/ SWAYAM/ NPTEL courses.

- **34** academic programmes conducted in the college have components of **Field Projects/ Research Projects/ Internship** making it **85%** of the total number of programmes.
- **Structured Feedback** on the Curriculum is taken from the stakeholders – students, teachers, alumni, and employers.
- The **Feedback Analysis** and **Action Taken Feedback Report are submitted to appropriate bodies and** uploaded on the institutional website.

Teaching-learning and Evaluation

Student-centric teaching–learning methods and a fool proof evaluation system have been adopted at Patna Women's College.

- The **average enrolment percentage** against the sanction seats has been **98.06%** during the assessment period.
- The reservation policy of Govt. of Bihar is followed in the admission process, and the percentage of seats filled against reserved categories is **92.04**.
- The learning levels of the learners are identified through **academic assessment** and **teacher rating checklist**.
- **Remedial classes** are conducted for slow learners, and advanced learners are given opportunities to participate in various departmental activities and research work.
- The teacher-student ratio is **1:25.**
- **Participatory learning activities** include group discussions, debates, assignments, seminars, extempore, paper presentations, advertisement making, poster making, creative writing, quizzes, documentary making, and more.
- **Experiential learning** is ensured through industrial visits, field trips, internship assignments, and projects.
- ICT-enabled teaching-learning tools and online resources are used in every department.
- There is a systematic **Mentoring System** in the college**,** and **126** female teachers are providing mentorship to the students**.**
- **Academic Calendar** and **Teaching Plans** are prepared and adhered to.
- The percentage of full-time teachers against the sanctioned posts has been **91%** during the assessment period.
- In the current Academic session, a total of **118** teachers with Ph.D.s, and a total of **60.7%** of teachers during the last five years have Ph.D. degrees.
- The average teaching experience of full-time teachers during the current academic session is **10.55** years.
- The number of full-time teachers who worked in the institution throughout the last five years is **106,** and the percentage of full-time teachers working in the institution throughout the last five years is **68.83.**
- The average number of days between the last examination date and the result publication date is **19**.
- The percentage of student grievances regarding evaluation is **0.71%.**
- The **Examination Management System** has the latest **IT integration** including **ERP, PWC- LINK LMS,** and **Automated Question Bank Management System.**
- COs are mapped with POs for every programme for the attainment of learning outcomes and graduate attributes.
- The pass percentage of final-year students is **94.25%.**
- The total number of students on rolls during the latest completed academic year is **4840** and they are

being covered under the Students Satisfaction Survey.

Research, Innovations and Extension

Patna Women's College is committed to nurturing a research-oriented culture and has established adequate facilities for quality research and innovation.

- **A conducive research environment** is available through labs, a fully automated library, academic/ research software and an incubation centre.
- A sum of **21.76 Lakhs** was granted as **Research Seed Money** to the teachers during the assessment period.
- The total number of teachers receiving National/International Fellowship/ financial support from various agencies for advanced studies/ research during the last five years is **51**, which is **19.84%.**
- Total Grants Research funding received by the institution and its faculties through Government and Non-Government sources during the last five years is Rs **177.09 Lakhs.**
- The total number of teachers recognized as research guides during the latest completed academic year is 25**,** which is **13.09 percentage** of all the teachers.
- A total number of **52** Ph.D Research Scholars have been registered under recognized Ph.D. guides during the last five years.

- The **Incubation Centre** known as **Mother Veronica Excellence and Innovation Centre** is recognised by the Institution Innovation Council (IIC), Ministry of Education.
- It promotes entrepreneurship pursuits among the teachers and students.

- The institution has an **IPR Cell,** and **11** awareness programmes were conducted on IPR.
- The policies on **Research Ethics** are adequately communicated and strictly adhered to.
- Plagiarism check software is procured and applied to ensure research ethics.
- **459 articles in UGC CARE listed and Peer-Reviewed** journals, **127 books**, and **Chapters** have been published by the faculty members.
- A number of extension and outreach programmes conducted by the institution through organized forums including NSS/NCC with the involvement of the community during the last five years is **715.**
- The college has **220 functional MOUs and Linkages** with institutions and industry.

Infrastructure and Learning Resources

Spread over a green and well-maintained campus of 29.4 acres, Patna Women's College has sound infrastructure and physical facilities.

- There are **6 academic blocks.**
- The percentage of expenditure excluding salary, for infrastructure development and augmentation year-wise during the last five years is **35.57**
- The college has **118 ICT-enabled classrooms**, **25 subject-specific labs, 14 computer labs, 1 Central Research Laboratory** and **10 Seminar Halls.**
- There are **806 computers (desktops and laptops)** in the labs, departments, and offices.
- Student – computer ratio is **6.8:1.**
- The institution has developed its own **customised LMS PWC-LINK.**

- The entire college campus is **Wi-Fi enabled** with **800 Mbps** internet **bandwidth** and **73 Wi-Fi access points**.
- Subscription is procured for **12 licensed Zoom accounts** and several **academic/ research software.**
- **Integrated Library Management System** is practiced through **SOUL 3.0 modules and Middleware for RFID technology.**
- The Central Library is enriched with more than **100,000 books; a** subscription to **90 journals; 55 e-journals; and** access to **e-resources** through subscriptions to **N-List, DELNET, SAGE Publications,** and **NDLI.**
- The institution has spent **3.46** percent of the total expenditure (excluding salary) on the purchase of books/e-book and subscriptions to journals/e-journals during the last five years.
- There is an **Audio-visual Centre** with modern facilities and **software** for **Lecture Capturing System** and **e-content development**; and a dedicated **YouTube channel PWC e-content.**
- The college has a **Playground of 18000 sq. mts.** and **facilities for outdoor games, athletic events,** and **indoor games.**
- **A Study Hall, Gymnasium, Yoga Centre, and Cultural Corner** are available.
- **Business Incubation and Innovation Centre** is available for entrepreneurship development.
- **State of Art Veronica Auditorium** and an **open-air stage** are available for cultural activities.
- There is adequate **budgetary provision** for **the augmentation of infrastructure.**
- The **policies, organizational system,** and **AMCs** ensure the regular and timely maintenance of the infrastructural resources.
- Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years is **48.18.**

Student Support and Progression

Special efforts are taken at Patna Women's College to provide an effective support system for the holistic development and progression of its learners.

- The percentage of students who benefited from scholarships and freeships provided by the institution, government, and non-government bodies, industries, individuals, and philanthropists during the last five years is **64.85**
- **594** students have received Government Scholarships of **42.30 Lakhs**.
- **15279** students benefited from the Institutional Scholarships amounting to **487.07 Lakhs.**
- A total number of **218** students received an amount of **6.76 Lakhs** from scholarships given by non-government/ private/ other bodies.
- **Disha – Competitive Examination Guidance Cell** provides orientation, training, and guidance to the students for the preparation of various competitive examinations.
- **Career Counselling, Pre-Placement Talks,** and **Training Programmes** are organized regularly for the students.
- Soft skills, Language and communication skills, Life skills, and Awareness of trends in technology-related capacity development and skills enhancement activities are organised to improve students' capability.
- The Anti-Ragging Committee aims to prohibit, prevent, and eliminate ragging in the campus; and to take fast action when the need arises.
- There is an effective mechanism for addressing Grievance Redressal and Prevention of Sexual Harassment.
- **21.33** percent of students were placed or progressed to higher education during the assessment period.

- The percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years is **2.46.**
- The students have participated in university/ state/ national level sports and cultural events and have received prizes.
- **133** awards/ medals have been won by the students in sports/ cultural events.
- An active **Student Council** assists the college management in conducting different co-curricular, extra-curricular, and sports activities.
- The council members have adequate representation in important committees and cells of the institution.
- The institution conducts/organizes regular activities related to Sports competitions & events, Cultural competitions & events, and technical fest/Academic fest through Active clubs and forums.
- Patna Women's college has an **Alumni Association (PWCAA)** registered on **15th April 2021** under the **Societies Registration Act 21, 1860.**
- The alumni contribute significantly through financial and non-financial resources.
- The alumni contributed a total amount of **58.90 Lakhs** during the assessment period.

Governance, Leadership and Management

Democratic governance and effective leadership are the hallmarks of PWC management.

- The **vision, mission, and core values** of the institution are well communicated.
- The institution follows **decentralization and participatory functioning** under **dynamic leadership**.
- The **Governing Body**, **Academic Council,** and **Boards of Studies** are effectively functional.
- **Ten-year Perspective Plan** focussing on **11 thrust areas** is articulated and implemented through **27 various policies**.
- Institution implements e-governance in its operations, and e-governance is implemented covering the areas of operations for Administration including complaint management, Finance and Accounts, Student Admission and support, and Examinations.
- **The Service Rules** and **Performance Appraisal System** are well-spelt.
- The welfare measures include **Employees Provident Fund, Medical Insurance, Monetary Incentives, Awards and Recognition**, **Medical and Maternity Leaves.**
- Career development is promoted through **Faculty/ Staff Development Programmes, Research Seed Money, a conducive research environment, financial support for participation in seminars/ conferences, etc.**
- The percentage of teachers provided with financial support to attend conferences/workshops and towards membership fees of professional bodies during the last five years is **52.16.**
- The total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last completed academic year is **147**, and the percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years is **57.99**.
- The institution receives **developmental funds** from government bodies like UGC, RUSA, AICTE, IIC, DST, DBT, etc.
- The Finance Committee under the guidance of the Principal monitors the **resource mobilization** and **optimum utilization of funds.**
- The institution received a total grant of **200 Lakhs** from Government bodies, Non-Government bodies, and philanthropists during the last five years.
- **Internal and External Audits** are regularly conducted and duly documented.

- IQAC takes quality initiatives for the incremental improvement of the academic standards of the institution.
- IQAC ensured the designing and implementation of curricula of all academic programmes based on **Outcome Based Education.**
- **Digital transformation** has been ushered in the institutional functioning.
- IQAC conducts **Academic and Administrative Audit by External Agency, External Reviews by Experts,** and **Internal Audits** at regular basis**.**
- The college has been participating in **NIRF** since 2021.
- The institution has undertaken the process of **ISO 21001:2018 Certification** in 2023.

Institutional Values and Best Practices

The institution has effectively manifested its values and distinctiveness through social responsibility, environmental consciousness, and holistic empowerment.

- **Gender Audit** is conducted, and various programmes are organized on **Gender Equity** and **Gender Sensitization**.
- The institution has an effective **waste segregation** and **waste disposal** system.
- **E-waste** is disposed of through an **authorised agency**, **Karo Sambhav.**
- **Pedestrian-friendly pathway** on the campus restricts the entry of vehicles.
- Complying with the **plastic ban** policy of the Government of Bihar, the usage of single-use plastic is banned on campus.
- **Policies and protocols** are followed **for safe handling/ disposal** of hazardous chemicals.
- The Institution has facilities for alternate sources of energy and energy conservation measures.
- Adequate water conservation facilities are available on the campus.
- A good number of Canopy, fruits and timber trees, hundreds of shrubs, medicinal plants, and herbs are part of the beautifully landscaped green campus.
- Quality audits on the environment and energy are regularly undertaken by the institution. The institutional environment and energy initiatives are confirmed through **Green audit / Environmental audit, Energy audit, Clean and green campus, and recognitions/ awards.**
- Beyond the campus environmental promotion and sustainability activities are conducted.
- The institution has a **Divyangjan-friendly, barrier-free environment** with ramps, handrails, elevators, tactile strips on staircases, spacious corridors, and special washrooms.
- The **days of national importance** are observed and programmes on **constitutional obligations** are organized.
- The college served as the nodal institution for the Central Government's cultural exchange scheme **AKAM-Ek Bharat Shreshta Bharat.**
- Students of Jammu & Kashmir are admitted to the college under the Prime Minister's Special Scholarship Scheme for the Students of Jammu & Kashmir and Ladakh.
- The institution undertakes its ISR under the banner of **PWC-PRAYAS (Promotion of Responsible Action for Youth and Society)** through social outreach programmes for the marginalized sections of society.
- **Carmel Community College** conducts employability-oriented courses for deprived women and/or school/college dropouts.
- **A holistic approach to Women Empowerment** is ensured through a wide range of multi-faculty academic programmes, co-curricular/ extra-curricular activities, and community outreach services.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PATNA WOMEN'S COLLEGE
Address	Patna Womens College, Avila Convent, Bailey Road, Patna 800001, BIHAR
City	Patna
State	Bihar
Pin	800001
Website	www.patnawomenscollege.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sister M. Rashmi A.c.	0612-2531186	9473027965	0612-2531196	info@patnawomens college.in
IQAC / CIQA coordinator	Amrita Chowdhury	0612-2524388	9835643898	-	iqac@patnawomen scollege.in

Status of the Institution	
Institution Status	Government and Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority_Ins.pdf
If Yes, Specify minority status	
Religious	Christian Missionary Institution
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-07-1940
Date of grant of 'Autonomy' to the College by UGC	02-01-2018

University to which the college is affiliated		
State	**University name**	**Document**
Bihar	Patna University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	05-11-1956	View Document
12B of UGC	05-11-1956	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
AICTE	View Document	03-07-2022	12	
NCTE	View Document	29-05-2015	240	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	13-09-2004
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	Patna Womens College, Avila Convent, Bailey Road, Patna 800001, BIHAR	Urban	29.4	119020

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, Hons.	36	XII th	English	60	54
UG	BA,Economics,Hons.	36	XII th	English,Hindi	80	77
UG	BA,Sanskrit, Hons.	36	XII th	Hindi,Sanskrit	5	3
UG	BA,Urdu,Hons.	36	XII th	Urdu	5	0
UG	BA,Geography,Hons.	36	XII th	English + Hindi	70	69
UG	BA,Hindi,Hons.	36	XII th	Hindi	30	27
UG	BA,Home Science,Hons.	36	XII th	English + Hindi	20	13
UG	BA,Philosophy,Hons.	36	XII th	English + Hindi	30	10
UG	BA,History, Hons.	36	XII th	English + Hindi	110	107
UG	BA,Political Science,Hons.	36	XII th	English + Hindi	125	125
UG	BA,Psychology,Hons.	36	XII th	English + Hindi	50	47
UG	BA,Sociology,Hons.	36	XII th	English + Hindi	90	90
UG	BA,Mass Communication,Hons.	36	XII th	English	50	44
UG	BSc,Zoology,Hons.	36	XII th	English	60	56
UG	BSc,Botany, Hons.	36	XII th	English	50	32

UG	BSc,Physics, Hons.	36	XII th	English	50	39
UG	BSc,Chemistry,Hons.	36	XII th	English	50	30
UG	BSc,Mathematics,Hons.	36	XII th	English	55	54
UG	BSc,Microbiology,Hons.	36	XII th	English	45	41
UG	BSc,Statistics,Hons.	36	XII th	English	20	5
UG	BCom,Commerce,Hons.	36	XII th	English + Hindi	300	274
UG	BBA,Business Administration,Hons.	36	XII th	English	95	92
UG	BCom,Advertising And Marketing Management,Hons.	36	XII th	English	30	27
UG	BEd,Education,	24	Graduation	English + Hindi	100	100
UG	BSc,Computer Applications,Hons.	36	XII th	English	90	88
UG	BA,Communicative English And Media Studies,Hons.	36	XII th	English	20	8
PG	MA,English,	24	Graduation	English	30	30
PG	MA,Geography,	24	Graduation	English + Hindi	30	28
PG	MA,Home Science,	24	Graduation	English + Hindi	24	9
PG	MA,Political Science,	24	Graduation	English + Hindi	30	19

PG	MA,Psychology,Applied Psychology	24	Graduation	English + Hindi	24	11
PG	MSc,Zoology,	24	Graduation	English	25	25
PG	MSc,Physics,	24	Graduation	English	24	3
PG	MA,Social Work,	24	Graduation	English + Hindi	25	13
PG	MSc,Biotechnology,	24	Graduation	English	25	25
PG	MCA,Computer Applications,	24	Graduation	English	60	56
PG Diploma recognised by statutory authority including university	PG Diploma,Mass Communication,Journalism and Mass Communication	12	Graduation	English	15	5
PG Diploma recognised by statutory authority including university	PG Diploma, Advertising And Marketing Management,	12	Graduation	English	10	4
PG Diploma recognised by statutory authority including university	PG Diploma, Computer Applications,	12	Graduation	English	10	7
PG Diploma recognised by statutory authority including university	PG Diploma, Fashion Designing,	12	Graduation	English	15	10

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	3				12				26			
Recruited	0	1	0	1	0	7	0	7	7	19	0	26
Yet to Recruit	2				5				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				161			
Recruited	0	0	0	0	0	0	0	0	27	130	0	157
Yet to Recruit	0				0				4			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				14
Recruited	10	4	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				96
Recruited	38	44	0	82
Yet to Recruit				14

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	7	0	21	89	0	118
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	12	59	0	71
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	4217	129	0	0	4346
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	472	0	0	0	472
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	22	0	0	0	22
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	121	140	116	121
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	8	9	10	10
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	264	312	322	339
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	895	1025	1078	1071
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	309	403	425	514
	Others	0	0	0	0
Total		1597	1889	1951	2055

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Advertising And Marketing Management	[View Document](#)
Biotechnology	[View Document](#)
Botany	[View Document](#)
Business Administration	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Communicative English And Media Studies	[View Document](#)

Computer Applications	[View Document](#)
Economics	[View Document](#)
Education	[View Document](#)
English	[View Document](#)
Fashion Designing	[View Document](#)
Geography	[View Document](#)
Hindi	[View Document](#)
History	[View Document](#)
Home Science	[View Document](#)
Mass Communication	[View Document](#)
Mathematics	[View Document](#)
Microbiology	[View Document](#)
Philosophy	[View Document](#)
Physics	[View Document](#)
Political Science	[View Document](#)
Psychology	[View Document](#)
Sanskrit	[View Document](#)
Social Work	[View Document](#)
Sociology	[View Document](#)
Statistics	[View Document](#)
Urdu	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Patna Women's College is a multi-faculty college imparting quality higher education in the faculties of Arts, Science, Commerce, Education and Management at Graduation and Post-Graduation levels. Mandatory Multidisciplinary courses are included in all UG Programmes. There are options for selecting Minor courses from subjects outside the parent Subject. A wide range of interdisciplinary

	courses is offered to the students across the academic programmes, such as Modern Indian Languages, Environmental Science, Disaster Management, Human Values & Professional Ethics, Constitutional Values and Rights, etc.
2. Academic bank of credits (ABC):	The institution has initiated the registration process on ABC-NAD portal.
3. Skill development:	Every UG programme conducts two special discipline specific Skill Development courses aiding the students in employability prospects. Courses on Entrepreneurship Skill Development and Soft Skills are offered to the UG students. The students of all PG programmes have one Ability Enhancement Course on Professional Skills. It is mandatory for the UG students to undertake minimum of 1 career-oriented Add-on Vocational Certificate course. Several programmes are conducted by the departments on Career Development, IPR and Placement Preparedness. Mother Veronica Excellence and Innovation Centre (MVEIC) is the career hub and incubation centre of the college that promotes the entrepreneurship skills of the students. Several start-up ventures and training programmes are taken up under the aegis of MVEIC. Mother Veronica Development Foundation (MVDF) provides skill development assistance to meritorious but economically backward students. Carmel Community College offers 3 skill-oriented courses Health Care, Beauty Care and Tailoring.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college runs UG Honours programmes in Hindi and Sanskrit; two prominent classical languages belonging to the Indian knowledge family. The curricula of these programmes integrate the growth and development of traditional Indian learning in depth. The ancient knowledge about civilizations, evolution of art and cultures and teachings of traditional faiths of Buddhism, Jainism, Sufism, and Bhakti traditions are integrated in the UG History Honours programme. The philosophical principles and ethics are integrated in Philosophy; while understanding of Indian social systems has been included in Sociology programmes. The UG students have an option to select a Value-Added course on 'Indian Knowledge System'. Add-on courses on 'Knowledge of India' and 'Applied Yoga' are conducted.

5. Focus on Outcome based education (OBE):	The curricula of all the mainstream programmes and career-oriented Add-on courses are designed on the basis of the Outcome Based Education and Revised Blooms Taxonomy. The learning outcomes are well spelled out through the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). The POs/PSOs/COs are effectively communicated to the students. COs are mapped with POs for every programme for the attainment of learning outcomes and graduate attributes.
6. Distance education/online education:	Online, blended and hybrid learning practices are largely promoted and adopted. The institution has developed its customised learning management system PWC-LINK for the effective conduct of online teaching – learning – evaluation. All the career-oriented Add-on courses are conducted in blended mode. Many academic and developmental programmes – seminars, webinars, conferences, workshops, etc. are conducted online for the teachers, staff and students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Rooted in the vision of inculcating integrated civic culture, voter's education and electoral participation, the Patna Women's College has been consistently working to create awareness and enable critical thinking among students on issues related to elections, rights, democratic and non-democratic electoral systems and its processes. For realization of this goal an Electoral Literacy Club (ELC) has been set up with the due assistance from the Election Commission of the state.
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?	The activities and initiatives associated with Electoral Literacy in the campus are made functional with the coordinating faculty members and student representatives.
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	The Electoral Literacy Club members engage in closed or open group sessions on relevant topics with the targeted groups to create voting awareness by conducting mock parliaments, debated, elocutions, essay writing and other progammes and activities. The basic objectives of the Club are to • educate the

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.	targeted population about voter registration, electoral process and related matters through hand on experiences. • familiarize the targeted population with EVM and VVPAT and to educate them about the robustness of EVM and integrity of the electoral procedures using EVMs. • help the target students understand the value of their vote to ensure that they exercise their right to suffrage in a confident, comfortable and ethical manner. • harness the potential of the members of the ELC in carrying out electoral literacy in communities • facilitate voter registration for its eligible members who are yet not registered • develop a culture of electoral participation and maximize the informal and ethical voting and follow the principle- 'Every vote counts' and 'No voter to be left behind'.
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.	For the purpose of enhancing electoral literacy and constitutional values of the democratic nation, several activities and awareness programmes are conducted in the campus for the students. These include research projects, speech contest, poster making, debate, quiz, seminar presentation and skit on various aspects related to Indian democracy, constitutional values and rights, features of Indian electoral system, electoral reforms, etc.
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.	Several awareness programmes and promotional campaigns are being organized in the campus by the institution and also by the State Election Commission from time to time. Theses programmes aim at getting all eligible students registered in the voting list. Efforts are also being made to aware the students about their voting rights and promote them to exercise their franchise.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4840	5647	5304	4651	4370

File Description	Document
Provide Links for any other relevant document	[View Document]()
Institutional data in the prescribed format (data	[View Document]()

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1703	1802	1611	1392	1427

File Description	Document
Provide Links for any other relevant document	[View Document]()
Institutional data in the prescribed format (data	[View Document]()

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
189	173	165	158	149

File Description	Document
Provide Links for any other relevant document	[View Document]()
Institutional data in the prescribed format	[View Document]()
Certified list of full time teachers	[View Document]()

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 254

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1593.26	673.45	641.53	722.51	697.28

File Description	Document
Provide Links for any other relevant document	[View Document](#)

Other Upload Files	
1	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The curricula have been designed following the guidelines proposed by the UGC and Patna University with a holistic approach to cater to the global, national, regional and local (GNRL) developmental needs. The programmes and their courses aim at the UN Sustainable Developmental Goals (SDGs) of inclusive and equitable quality education and promotion of lifelong learning opportunities; gender equality and empowerment of women; and productive employment. The following SDGs are reflected in the COs of these courses:

Improved nutrition:

HSC CC102: Food and Nutrition

HSC CC409: Nutrition: A Life Cycle Approach

HSC CC613: Public Nutrition

Good health and well-being:

HSC CC408: Human Development II: Development in Adolescence and Adulthood

HSC GE101: Care and Well Being

HSC GE202: Current Concern in Public Health

PSY GE202: Youth, Gender and Identity

PSY GE303: Psychology for Health and Well-being

PSY SE402: Personality Development (Life Skills and Soft Skills)

MAPSY GE404: Self and Personal Growth

Combat climate change and its impact:

GEOG GE303: Climate Change: Vulnerability and Adaptation,

GEOG DSE604: Geography of Health and Wellbeing

Conservation of resources for sustainable development:

MAECC 101: Environmental Sustainability

EVS AEC202: Environmental Science

Peace, justice and strong institutions:

PHILSEC301: Inter-Religious Studies

MAECC302: Human values and professional Ethics & Gender Sensitization

Some of the thrust areas of the programmes reflecting GNRL developmental needs are mentioned in the POs:

- Provide solutions to societal and environmental concerns and sustainable development.
- Acquire proficiency in business communication and soft skills.
- Apply scientific knowledge to assess social issues related to health, safety, etc.
- Integrate academic curriculum with other co-curricular goals and interdisciplinary learning.
- Engage in critical thinking by analyzing problems and selecting viable solutions.
- Practise analytical skills in research and innovation.
- Demonstrate skills such as effective communication and problem solving.

PSOs addressing GNRL needs are:

- Sensitization towards the marginalized on the basis of gender, class, caste, race and ethnicity through literary texts and critical theories. **(M.A. English)**
- Apply geospatial tools and statistical knowledge to recognize real-world problems. **(M.A. Geography)**
- Use Nutrition Care Process to identify nutrition-related problems and nutrition interventions.
- Foster healthy growth and development of various age groups.
- Promote social justice, gender sensitization, human rights and environmental consciousness. **(M.A. Home Science)**
- Effectively manage social, emotional and behavioural problems. **(M.A. Psychology)**
- Build capacity for developmental and therapeutic work.
- Facilitate community participatory process.
- Disaster intervention and role of social workers in building community resilience. **(MSW)**
- Understand sustainability and Environmental Economics. **(B.A. Economics)**

- Build competencies in Biotechnology for the development of society.
- Sustainable solutions in mushroom cultivation and small scale biofertilizer production. **(M.Sc. Biotechnology)**
- Software development to solve problems in industry domain areas. **(MCA)**
- Enhance skills in medical diagnostics.
- Wildlife conservation and management. **(M.Sc. Zoology)**
- Use applications in development of genetically engineered crops. **(B.Sc. Botany)**
- Apply mathematical concepts to fields like Bio-Mathematics, Mathematical Finance, Mathematical Economics, Actuarial Science, Medical Sciences, etc. **(B.Sc. Mathematics)**

- Apply financial management and fundamentals of investment and their applicability in business. **(B.Com.)**
- Apply ethical principles and norms of teaching practice and promote safe, responsible and ethical use of ICT in learning and teaching. **(B.Ed.)**

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

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The institution adopted CBCS in 2018 bringing in structural changes in the pattern of curricula across all programmes to offer a meaningful blend of theoretical knowledge, employable skills and human values to align higher education outcomes with the challenges of globalization. The focus of these changes was to bridge the gap between knowledge acquisition and employability. Hence, the thrust of the curricula based on OBE is on boosting employment potential by equipping the students with relevant, updated knowledge and practical skills, so that they are not only industry ready but also well equipped for startups and other entrepreneurship ventures. Curricula are also oriented towards union/state civil services and positions in government as well as IT, media, banking, management, advertising, teaching, content writing, fashion and social sectors.

Some of the POs across faculties/departments that specifically mention the outcomes that lead to Employability, Entrepreneurship and Skill Development are:

- Apply ethical principles and develop commitment to **professional ethics** and **responsibilities.**
- Attain **comprehensive knowledge** of major concepts, theoretical principles and **experimental findings** in pure sciences such as Physics, Chemistry, Botany, Zoology, Mathematics, etc
- Acquire **skills** in handling scientific instruments, planning and **performing laboratory**

experiments and **drawing logical inferences from scientific experiments.**

- Engage in **critical thinking** by analyzing problems and selecting viable solutions.
- Demonstrate **skills** such as effective **communication,** decision making and **problem solving** in day-to-day affairs.
- Assess financial statement and **create marketing strategies to start entrepreneurial activities.**
- Demonstrate **skills** for higher education**, professional development** and **employability.**
- **Apply** the principles, procedures and **research methods of different disciplines** for **solving problems** related to **teaching learning.**

14 programmes like **B.A. CEMS, B.Sc. Microbiology, B.Sc. Computer Applications, B.Com. AMM, B.B.A., B.Ed., MCA, M.A. Social Work, M.Sc. Biotechnology, B.A. Mass Communication, PGDCA, PGDAMM, PGDFD and PGDJMC** are essentially employment centric. All 944 courses are characterized by **updated** and **relevant content**, **interdisciplinary approach**, **specialised knowledge**, and **ability** and **skill enhancement**. It is complemented by **application of knowledge** in **solving problems** through **dissertation, research project, practical** and **industry exposure** which enhance employability and entrepreneurship skills substantially.

- **34 courses** have the component of **Project/Dissertation/Internship**
- **14** courses focus on **Communication** and **IT skills**

The institution has also signed **MOUs** with several educational institutions and corporate bodies to provide opportunities and exposure to students through exchange programmes and collaborative activities.

To keep pace with the changing requirements of the industry/ job market, the course syllabi of most of the programmes are revised and updated regularly in consultation with industry experts. Many new courses have been introduced to enhance employability by providing updated theoretical and practical knowledge to the students. Keeping the same in mind, **B.Com Professional** has been introduced from the new session beginning in 2023.

Number of courses **introduced** to cater to contemporary requirements:

Year	new courses started
2018-19	643
2019-20	87
2020-21	85
2021-22	104
2022-23	25

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 90.97

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 866

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :**

Response: 952

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Institutional core values of Faith in God, Honesty /Moral Uprightness; Love and Forgiveness towards all;

Social Responsibility/Empowerment of the Marginalized; Respect for Life and Creation; Pursuit of Excellence; and Promotion of peace, harmony and brotherhood are reflected in the curriculum. Issues of gender, human values, and human rights are encompassed in the value of empowerment of the marginalized while environment and sustainability and linked with Respect for life and Creation. Issues of professional ethics come under Moral Uprightness and Pursuit of Excellence.

Professional Ethics:

Aspects of professional ethics have been incorporated in **32 courses** across all academic programmes conducted in the college. All the **PG Programmes** have a compulsory course on Human Values, **Professional Ethics** and Gender Sensitization. The courses associated with the aspect of Professional Ethics deal with values of justice and law, moral values, social responsibility and good governance. The values like honesty, integrity and quality have also found a place in these courses. The aspects of professional ethics in terms of confidentiality and privacy are incorporated as well.

Gender:

All together **45 courses** deal with issues related to gender sensitization and women's rights. All the **PG Programmes** have a compulsory course on Human Values, Professional Ethics and **Gender Sensitization**. These courses have included various aspects coming under the broad subject matter of 'Gender'; such as the status of women, gender roles, their socio-economic concerns, women empowerment, health issues, etc. At the same time details regarding awareness and sensitization of gender issues are also included in some of the courses. Emphasis has been given on challenges faced by women, crimes and other such issues.

Human Values and Rights:

21 courses across all programmes incorporate the aspects of **Human Values and Rights**. All the **PG Programmes** have a compulsory course on **Human Values**, Professional Ethics and Gender Sensitization. The courses in general deal with different kinds of human values, morality and other human qualities. The courses include topics related to the values of dignity, equality, self-respect, morality, tolerance, empathy, peace, compassion and love. The aspects of nationalism, human rights, appreciation of culture and inclusivity are also being involved.

Environment and sustainability:

The curriculum is designed to highlight the importance of conserving the environment and promote goals of sustainability through **28 courses**. All the students of UG study **1 course** on **Environmental Science** and all PG students study **I course** on **Environmental Sustainability and Swachha Bharat Abhiyan** as Ability Enhancement Course. The other environmental themes and issues included in the courses are eco-consciousness, environmental conservation, waste management, health and environment, environmental governance and solutions to environmental problems.

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

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 39

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 85

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 34

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 40

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)	

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 95.74

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
1757	2055	1951	1889	1597

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

2022-23	2021-22	2020-21	2019-20	2018-19
2037	2055	1951	1889	1729

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[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: 45.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
395	470	448	461	393

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
1019	1028	916	976	815

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the 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 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The students in an institution have diversified learning ability. The assessment of the varied learning

levels of the students is crucial for the accomplishment of objectives of an ideal teaching learning process.

Identification of Diversity in Learning Level:

- Patna Women's College has developed a learning level identification mechanism through academic assessment and teachers rating. The academic assessment is based on the performance of students in mid-term and assessment of response of the students in class through a teacher rating checklist. Both are culminated to ascertain the diversity in the learning levels of the students.
- With this process the students are filtered into three major diversified levels viz.- **Advanced, Average and Slow Learners.** Following the identification of learning levels, the students are allocated to the groups of advance learners, average learners, and slow learners respectively. This identification mechanism has been adopted by each department. Such lists are prepared only after interaction with the students and it is also based on their respective performance in class.

Programmes catering to the Slow and Averaged Learners:

- Every department organises **Remedial Classes** for slow learners to cater to the needs of each student in order to address their individual problems and issues related to learning and understanding.
- The remedial classes are intended to improve the results of students by observing the deviation in the performance of the learners. Remedial teaching has served as an effective solution in the present system of education to improvise the learning ability of the students in class as well as to boost their morale and confidence.
- In addition to remedial classes, teachers give **extra time and personal care** to these students through various ways, such as by providing study material, giving a framework for writing answers and correcting the notes prepared by them. In tutorial and practical classes group-based practice sessions are conducted.
- The teachers checklist is based on the observation of teachers regarding each student in class in terms of their efficiency in academic task, inquisition for updated knowledge, discipline, class attentiveness, sincerity, firmness to follow class instructions, team spirit, responsiveness to classmates, respect to teachers, adherence to code of conduct, attendance, etc.

Programmes For Advanced Learners:

- The departments identify the students as advanced learners on the basis of their academic assessment and teachers' observation based on teacher rating checklist. Advance learners actively participate in various developmental activities; such as participation in conferences, seminar presentations, research publication, undertaking MOOC Courses, and participating in co-curricular activities.
- The advanced learners are made group leaders and under their guidance and support the other students do their work to complete the given assignments.
- The advanced learners are given opportunity to participate in national level students' exchange programmes.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

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

Response: 25.61

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution promotes a healthy and effective teaching and learning mechanism that ensures the holistic development of its students. Students are empowered through experiential learning approaches, participative learning techniques and problem-solving methods that enable learners to apply theoretical knowledge to practical endeavours in a multitude of settings. The institution places great importance on utilizing ICT tools to promote effective teaching-learning practices, which has been a significant factor in the holistic development of students. The faculty creatively use ICT tools, from course plan preparation to assessment for every course.

The student-centric teaching-learning methods adopted:

- **Participatory learning activities** are implemented with impetus on student-centric and constructivist pedagogy, which includes group discussions, debates, assignments, seminars, extempore, paper presentations, advertisement making, poster making, creative writing, quiz,

documentary making, and more.

- **Experiential learning** is ensured through industrial visits, field trips, internships and projects. This allows students to gain hands-on training in the concerned subjects.
- The institution promotes cultural activities such as dance, drama, anchoring, street play, mono act, role play, poetry recitation, singing competition, and more, which are held on different occasions.
- Students actively participate in environment clubs '*Srishti*' and '*Eco Task Force*'; theatre club '*Dakhal*' and debating club '*Tark*'.
- Students of Home Science undertake research on new food development through the analysis of various diets.
- Students of CEMS and Mass Communication capture the campus life through the Youtube channel *PWC News*. They also get the experience of Mobile Journalism.
- The institution has developed its own customized LMS (Learning Management System) – *PWC-LINK*, which all faculty members use to provide 360° learning experiences.
- The Audio-Video Studio is used for the purpose of recording and preparing educational videos on topics from the curricula. The College has its own Youtube Channel '*PWC E-Content*', where teachers regularly upload their video lectures. The College blog page *PWC Blogs* is utilized to encourage teachers to share their insights and knowledge on recent topics and their respective subject areas.
- The Central Library has **subscriptions to reputed e-libraries** like INFLIBNET and DELNET, which provides access to a wide range of valuable e-resources.
- For smooth and effective ICT-based teaching-learning, an uninterrupted 155 MBPS WiFi internet connectivity has been provided in the campus. The college has also paid subscriptions to 12 zoom platform accounts to enhance the online teaching-learning mode.

Patna Women's College emphasis on utilizing ICT tools and providing experiential learning opportunities has been instrumental in promoting effective teaching-learning practices. The participative learning techniques and problem-solving methods have enabled students to apply their theoretical knowledge to practical situations, and the institution's various programs and societies have helped students develop their cultural and social awareness. Additionally, the institution's customized LMS, Audio-Video Studio, and subscriptions to e-libraries have provided students and faculty with access to valuable resources, while the WiFi connectivity and zoom platform subscriptions have facilitated smooth and effective ICT-based teaching-learning.

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

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Patna Women's College has adopted a Mentorship programme for the students under 3Cs of Mentor-Mentee relationship, i.e. **Clarity, Communication and Commitment**. The programme is aimed towards providing guidance, support and motivation to the students and enable them to prosper in academics as well as holistic development.

The Objectives of Mentor-Mentee Scheme:

The basic objectives of the Mentorship scheme are:

- To inspire the students to perform well in their academics

- To motivate the students for higher studies and competitive examinations
- To guide them in their preparation for career advancement
- To provide moral, emotional and psychological support whenever required

Mentoring Procedure:

- A Structured mentoring is provided to students four times a year, i.e twice in each semester.
- For each programme, Head of the Department allots mentees to full time female faculty members. The mentees are preferably attached to the same mentor for the entire duration of the programme.
- The mentor-mentee ratio is 1:30**.**
- A mentoring form is given to mentees to fill details such as personal profile, family profile, social profile, economic profile, and academic profile and this is given to the mentors to maintain the proceedings of their meetings with their respective mentees.
- After every formal session, the details about each mentee are recorded and periodically updated.
- The views of parents about behavioral modifications of their wards are also discussed during parent-teacher meetings.
- Besides the structured mentoring, the mentee students are encouraged to contact their respective mentors for guidance and support whenever required.

Outcome of the Programme:

- The programme helps mentees to take ownership for their own personal growth by setting own milestones, identifying action steps, regularly sharing progress towards goals with the mentor and periodically reflecting on progress and lessons learned.
- The mentor identifies the students who are performing well in curricular or co-curricular activities and reports the same to the head of the institution/department for providing further motivation to these advance learners.
- The advance learners are motivated to achieve excellent results in their final examinations; and are encouraged to participate in various competitions and programmes at inter-college, state and national levels.
- Guidance is provided to them for participating in seminars/ workshops, presenting research seminars and writing research papers.
- The mentees whose performance is below par, the mentor interacts with the student and try to find out the cause of the problem.
- Remedial classes and counselling sessions are conducted for the slow learners.

- Students are given previous years question papers and answer writing practice sessions are conducted.
- The mentor also observes and monitors the attendance, academic performances of the mentee in continuous internal assessment, performance in mid-term and end-term examinations; and helps the mentee through counselling or by arranging remedial teaching, if necessary.
- These initiatives and regular mentoring sessions help the mentees to receive valuable suggestions and advice from their mentor.
- That boosts their confidence level and gives them a sense of belongingness.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The institution prepares the academic calendar annually incorporating all major events/ programmes those are planned for the current academic year.

Academic Calendar:

- The annual academic calendar is prepared by the IQAC of the college.
- It is circulated at the commencement of the academic session every year and is uploaded on the institutional website for wider circulation.
- The Annual Academic Calendar of Patna Women's College is prepared in the form of a Year Planner that marks the important dates/days for the whole year.
- The list and brief account of programmes for each month are shown in the calendar; such as Student Induction Programmes, schedules for the Mid Semester/ End Semester Examinations, Student Council Election, Alumni Meet, etc.
- It also presents the various activities envisaged for the year like- student council election, parent-teacher meet, alumni meet, training programmes, exhibitions and visits, and observing days of national and international importance.
- Departmental/ inter-departmental/ inter-collegiate competitions are planned and accordingly presented in the year planner.
- Holidays and vacations are clearly marked in the academic calendar.
- Adherence to the academic calendar is given priority unless some avoidable/ untoward circumstance takes place.

Teaching Plan:

- At the beginning of the academic year, the head of each department interacts with the faculty for allocation of the topics of each subject semester-wise and for compilation of their respective workload.
- The course-wise lesson plan is drawn up comprising unit-wise topics to be covered as per schedule in hours, teaching methods, method of evaluation and assessment.
- For each semester, a plan is formulated and documented regarding the syllabus distribution, allotment of topics to individual teachers, topics of student projects to be conducted, and assignments to be assigned.
- The method of teaching involves chalk & talk, Power Point Presentations, audio-visual, contents developed by teachers using ICT tools.
- The method of evaluation includes tests, assignments, quiz, seminar presentations, etc.
- In the teaching plan, the method of teaching is emphasized based on the need of the hour.
- The use of ICT tools in teaching methods has become more prevalent in recent years.

Adherence to the Teaching Plan:

- The heads of all the departments ensure monthly progression regarding the completion of syllabus, adherence to lesson plans and student's attendance.
- The performance of students in internal assessment are reviewed. The aims, plan and achievements of the programme are reviewed. The required corrective action is considered, if any.
- Each department ensures that the teaching-learning process is successfully implemented for the accomplishment of qualitative level.
- Apart from this all departments also prepare a time-table for the classes that is displayed on the departmental notice board.
- The teaching plan is reviewed to assess the attainment of learning outcomes of the students.
- The departments adhere to the teaching plan for the successful conduct of classes following the correct way of teaching pedagogy.
- The teaching pedagogy is adopted as per the requirement of the topics of different subjects to cater to the development of students' learning ability.

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

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 87

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
203	198	196	185	172

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[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 Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 61.42

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

Response: 156

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 9.5

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1796

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 100

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 149

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 19

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
10	18	14	12	41

File Description	Document
Result Sheet with date of publication	[View Document]()
Policy document on Declaration of results (if any)	[View Document]()
Institutional data in the prescribed format (data template)	[View Document]()
Exam timetable released by the Controller of Examination	[View Document]()
Provide Links for any other relevant document to support the claim (if any)	[View Document]()

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.71

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
30	35	45	20	10

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4820	5142	5017	3316	1532

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

The Examination Management System (EMS) has been improved with the latest IT integration to conduct all examination procedures pertaining to Continuous Internal Assessment (CIA) and End Semester Examination (ESE). It includes: **a) ERP b) PWC LINK LMS c)** Automatic **Question Bank Management System (QBMS)** based on Bloom's Taxonomy. The technology integration in examination process is outlined below:

Examination Preparation:

- Systematic planning and scheduling of ESE is done through the **ERP**. Examination fee remittance is processed through electronic fund transfer and the details are furnished through the ERP. Students fill their examination forms online through the ERP portal and generate their admit-card automatically.
- Automatic question papers from Question Bank are generated for all the courses according to the cognitive levels. Online Moderation of the generated question papers are done by the concerned Departments. High speed and zero error printing is ensured through dedicated digital printing machinery.
- The integrated ERP enables the generation of marks cards where SGPA/ CGPA is calculated after every semester/yearly and the consolidated marks card is generated at the completion of the programme. The results of ESE are furnished through the ERP, viewable only by the individual student. The marks card of UG and PG programmes have **multiple security features**.
- The ERP has an integrated e-portal which accommodates online document verification requests by students, employers and institutions in a time-efficient manner with **QR code** printed on Marks Card. The EMS with security features requires authentication and authorization at each level.

- Closed-circuit cameras monitor every activity in the examination office and the valuation unit. Recorded back-up is maintained by the COE.

Continuous Internal Assessment and IT Integration:

The components of CIA include one mid-term examination, three assignments (seminar presentation, activity-based learning, quiz, etc.) and attendance. Through the PWC LINK LMS, teachers can create and deliver assessments, such as quizzes, tests, and exams, for grading the CIA of students.

Reforms in the examination procedure:

The office of examinations assesses the latest developments in the educational sector and endeavours to enhance and sustain the quality of evaluation at the institution through examination reforms.

- **Attendance:** PWC LINK LMS has been upgraded with the automation of attendance and calculation of corresponding marks for CIA.
- **QR Code:** ERP has been upgraded with a QR Code system for marks card validation.
- **Online Class Tests and Assignment Evaluation:** Time-bound MCQ tests have been introduced and Formative assessments are conducted through the PWC LINK LMS.
- **Activity Based Evaluation:** Diverse activities such as business plan presentation, exhibition, prototype creation, survey, article and book review, video creation, simulation, app development, quiz, case study, role-play and debate are being encouraged for Learner-Centric Evaluation.
- **Transparency:** The online application, evaluation and announcement of results have made the examination process transparent. The students are able to access their performance in CIA and ESE.
- **Adoption of 360° evaluation:** The institution envisages to provide holistic education to the students. Hence, the EMS has been revamped to integrate a 360° evaluation of the students.
- **OBE:** Question papers are set according to outcome-based education patterns.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The vision and mission of the college are reflected in each programme offered by the organisation. The curricula of all the academic programmes offered in the institution are designed on the basis of Outcome Based Education (OBE) including Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). The COs act as a road map with clear objectives and overarching competencies for students enrolled in current courses should be able to do upon completion of their studies.

1. **Graduate attributes:-** After successfully completing the programme, the institution's graduates will be able to learn, understand, develop skills, and competencies and utilize their learning in domain-specific and other scientific advancements.

2. **Formulation of POs, PSOs, and COs:-**

- Faculty members were given in-depth training on outcome-based education to assist them in identifying, designing, and developing relevant POs, PSOs, and COs for inclusion in the curriculum of all programmes.
- Lectures and workshops on POs, PSOs and COs were provided by the experts. For constructing/ designing these outcomes, the terminologies prescribed in the revised Bloom's Taxonomy of Higher Order Thinking Skills were used.
- POs, PSOs, and COs are approved by the Board of Studies and Academic Council.

3. **Communication of POs, PSOs, and COs:-**

- POs, PSOs, and COs are provided in the curriculum manual. The manual is available for use as a reference at the department for faculty and is provided to all students.
- The same is clearly displayed on the institutional website also to communicate the outcomes to the stakeholders and the public.
- The orientation programme organised by the college for the first-year student acts as a channel for informing the student about the same.

4. **Attainment:-** An organised and structured mechanism of Outcome Based Education (OBE) is followed with a complete emphasis on
measuring student performance through outcomes.

- **Components of Assessment:-** Every course has two components of assessment, namely, formative assessment and summative assessment. Each course is assessed in two ways:

a) **Formative assessment through Continuous Internal Assessment (CIA) –** It carries 30% weightage under the OBE framework and
assessed by the topic teachers.

b) **Summative assessment through an End Semester:-** It carries a weightage of 70% of the

total assessment.

- **Evaluation of CO, PO/PSO Attainment:-**

  a) CO Attainment:- The benchmarks for the COs are used to determine the degrees of attainment. The CO attainment benchmark for PG

  programmes are that 50% of students are required to score 55% marks, whereas, the CO attainment benchmark for UG programmes is

  that 50% of students are required to score 50% marks.

  b) PO/PSO Attainment:- The CO attainment benchmark for PG and UG programmes is that all PSOs of PG and UG are required to attain

  the benchmark of 60%.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 94.25

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 1605

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / 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: 3.76

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Patna Women's College is committed to nurture a research-oriented culture in the institution. In pursuit of this goal, the Research Advisory Committee of the institution endorses to promote an inter and multidisciplinary research environment among teachers and students for a holistic development of the institution as a whole.

Promotion of Research and Research Facilities:

- Patna Women's College has established sound infrastructure and support facilities for the promotion of research among its teachers and students.
- The college has **well equipped subject specific laboratories** with modern tools and equipment; and **computer labs** with supporting academic softwares for conducting quality research.
- In order to facilitate interdisciplinary research and to provide access to advanced research equipment, the Institution has a **Central Research Laboratory (CRL)**.
- The Central Library has good collection of books and **subscription to e-libraries INFLIBNET and N-List.**
- Patna Women's College publishes one interdisciplinary peer reviewed annual research journal **Explore** and one science journal **IRIS** to inspire the teachers and students to undertake quality research and publication.

Research Promotion Policy:

The college has a well-defined Research Promotion Policy that is uploaded on the institutional website. The **Research Promotion Policy** is reviewed and updated regularly by the **Research Advisory Committee as per the UGC guidelines** from time to time.

The basic objectives of the policy are:

- To create and promote a culture of research among the faculty, staff and students of Patna Women's College
- To identify research areas and specific research topics of academic, practical, scientific and social relevance
- To organize seminars/ webinars/ conferences/ workshops/ training programmes on significant and time referent themes and methodologies
- To ensure quality, integrity and ethics in research
- To create and administer a research fund (seed money) for supporting research initiatives and

projects
- To develop rules and guidelines for granting research support, instituting research awards and supporting other research activities
- To encourage the faculty members for the publication of research papers in reputed journals

Implementation of the Research Policy:

- The institution provides **Research Seed Money** to facilitate productive and innovative research among teachers every financial year ranging from Rs 25,000 – Rs 1,50,000.
- In order to inculcate research among students, selected students are given **Research Scholarship** to undertake research activities, with a sum ranging between 1,000 to 5,000 per student.
- Every year **Best Researcher Award** is awarded to teachers from the different faculties for exemplary research work and publication.
- Every year one team of students from each department is awarded **Best Research Project/ Presentation Award**.
- Teachers are encouraged and supported for publication of their research work in UGC CARE/ Scopus indexed journals.
- The institution has established an incubation centre known as '**Mother Veronica Excellence and Innovation Centre**' with the mission to inspire innovative ideas and start-ups among the teachers and students.
- Financial assistance is provided to teachers to encourage participation in National and International Seminars, Conferences and Workshops.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 12.55

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	12.55	0	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 0.39

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 01

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 177.09

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.2

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 52

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
Copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 13.23

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 25

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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:

Patna Women's College has created an ecosystem for innovation, creation and transfer of knowledge/ technology; that is supported and enhanced through various centres and cells. The outcomes of the same is evident.

Ecosystem for Innovation:

- College has an active and dedicated **Research and Development Cell** that sees to the promotion of research activities, conduct of short-term research projects with the support of seed money and research publications.
- Well equipped Central Research Laboratory, GIS Lab, Language Lab, computer labs and other subject specific labs create and transfer knowledge.
- The Central Library has good collection of books and **subscription to e-libraries INFLIBNET and N-List.**
- The **Audio-Visual Centre** has adequate facilities for audio-video recording and creation of e-content.
- An **Annual Workshop on Selling and Marketing Skills** is organized by the Department of Advertising and Marketing Management.
- The Placement and Career Counselling Cell explores the employment opportunities for the students and conducts professional training programmes.

Indian Knowledge System:

- The departments of Education, English, Hindi, Philosophy, Sociology, History and Political

science have dedicated components related to the Indian Knowledge system in the fields of Indian classical languages, Yoga, Philosophical tradition, etc,

- An **Add-on Certificate Course on Indian Knowledge System** is conducted by the Department of Education.

Awareness about IPR:

- The institution has an **IPR Cell** and several awareness programmes are being conducted for the students and teachers on different aspects of Intellectual Property Rights.
- The college has procured a functional plagiarism check software that is updated at regular intervals.

Incubation Centre and Innovation:

- **Mother Veronica Excellence and Innovation Centre (MVEIC)** established under the aegis of Institution's Innovation Council (IIC), Ministry of Education Innovation Cell, Govt. of India and set up under Career Hub Scheme of RUSA, is the **Incubation Centre** of the college.
- It promotes the entrepreneurship pursuits among the teachers and students.
- A group of teachers and students of the Dept. of Computer Application designed and developed the customized institutional **LMS - PWC link** as a start-up**.**
- Several awareness programmes, webinars and workshops, handholding activities and leadership summits are organized MVEIC for the promotion of **skill development** of the stakeholders.
- **PRARAMBH** a lecture series on Career Development for students is organised annually.

Other Initiatives for creation and transfer of knowledge/ technology:

- The institution has an **e-content Development Centre** and the video contents of the teachers are uploaded on the college YouTube channel **PWC E-Content.**

- Under the Institutional Social Responsibility, the student volunteers and teachers of the college undertake literacy campaigns, remedial teaching sessions, computer literacy programmes and many other developmental activities for the marginalized sections of the society including slum children, members of transgender community, inmates of remand homes and underprivileged school children.
- Under the **School Mentorship Programme,** students provide classroom teaching every Saturday in the 20 govt. schools of the city adopted by the institution.
- Under **Manthan Project**, student volunteers impart remedial teaching to the underprivileged school children at a NGO, Manthan.

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 2.08

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 52

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

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

Response: 0.37

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

Response: 94

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	[View Document](#)
Links to the paper published in journals listed in UGC CARE list	[View Document](#)

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.31

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 79

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 3.5

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 6

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 20.8

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.31	0.90	2.52	15.06	0.01

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	[View Document](#)
Letter from the beneficiary of the consultancy along with details of the consultancy fee	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
CA certified copy of statement of accounts as attested by head of the institution	[View Document](#)
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Patna Women's College has undertaken its **ISR (Institutional Social Responsibility)** very seriously

through its various outreach and extension programmes. At the same time community extension services are rendered through students bodies like NSS and NCC; and also as departmental initiatives.

Four Case Studies

1. School Mentorship Programme

Patna Women's College runs a mentorship programme in the 20 government secondary schools of Patna. Under this programme different departments have been assigned with mentee schools. The students under the guidance of ISR Coordinators provide classroom teaching, mentoring, career guidance, personality development training and support in other co-curricular/ extra-curricular activities. The Programme was started in 2021 and is aimed towards empowering socially and economically disadvantaged students of the government schools through quality education weekly provided by the college students. The students also work closely with an NGO Manthan to conduct remedial classes for the underprivileged children studying in government run schools in Khagaul/ Danapur. It is a two -way learning process wherein the school children get benefitted through the mentoring by college students and the college students get a community orientation towards social responsibility.

2. Carmel Community College

Carmel Community College, functioning in the campus of Patna Women's College is the first of its kind in Bihar. Its sole principle is to impart employability-oriented education to those women of our society who are either deprived from the conventional college education or are school/college drop-outs. Carmel Community College offers 3 skill-oriented courses namely (i) **Health Care, (ii) Beauty Care and (iii) Tailoring.** The minimum educational qualification required for undertaking these courses are Higher Secondary/ Matriculation. While Health Care and Tailoring are 6-months courses; the duration of Beauty Care course is of 3 months. The trainee women passing out from the Carmel Community College have gained self-confidence and competency to work in the competitive world of employment.

3. Inter College Women's Association (ICWA)

ICWA is an Inter-college initiative for the upliftment of children and women belonging to marginalized sections of our society. ICWA volunteers of the college under the guidance of teachers undertake literacy campaigns and social upliftment programmes in the neighbourhood areas for the slum children and women. ICWA involves:

 a. Literacy Project: 'Each One Teach One' coaching imparted to the underprivileged school children by the student volunteers of the college in the college campus from 3:00 to 5:00 PM.

b. Remand Home Project: Aiding two remand homes of the city run for Women and Boys with services related to health, sanitation and rehabilitation

4. IT Skill classes for transgenders at Garima Grih, Khagaul: An IT Cell has been furnished by the college with computers and other necessities at Garima Grih, a hostel for the transgender community. The student volunteers along with faculty members visit the aforesaid hostel on Saturdays to conduct IT classes for the transgender friends providing them with the basic IT knowledge. This noble initiative has

given a moral boost and sense of confidence to the transgender community in Patna.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

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

Response: 250

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	46	21	69	41

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

3.7 Collaboration

3.7.1

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: 28

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	[View Document](#)
List of year wise activities and exchange should be provided	[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 (data template)	[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

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

Spread in an area of 29.4 acres, Patna Women's College is very rich in infrastructure and physical facilities. There are 6 academic blocks in the campus:

1. Main block
2. Science Block
3. MCA Block
4. BCA Block
5. B.Ed. Block A
6. B.Ed. Block B

1. **Teaching- learning infrastructure**

- **Classrooms:** There are spacious and well-ventilated **118 classrooms** available for teaching-learning purpose. ICT facilities are available in all the classrooms.
- **Laboratories:** There are **23 subject specific labs** equipped with modern apparatuses and tools. **14 computer labs** are functional with adequate computing facilities and softwares. There is **Central Research Laboratory (CRL) - 1 & 2** with advance scientific equipment. **1 Language Lab** is available in the department of Communicative English and Media Studies. The Department of Geography has **1 GIS Lab** equipped with Remote Sensing and GIS software.
- **Computing facilities:** The college has passive and active IT infrastructure including **purchased, licensed and open softwares**. **E-library** facility is available for easy access to e-resources. There is facility for **e-content development** at the audio-visual media centre. E-contents are regularly uploaded on college YouTube channel.

1. **ICT enabled facilities**

- Patna Women's College has an **IT policy** that aims at offering guiding principles for expanding

and upgrading IT facilities.

- There are 806 **computers (desktops and laptops)** for the use of teachers, staff and students.
- All the classrooms, labs and seminar halls are equipped with ICT facilities.
- The institution has developed its own customised LMS (Learning Management System) **PWC-LINK.**
- **Wi-Fi facility** is available in the entire campus.
- The college has purchased **12 licensed Zoom accounts** for conducting online classes and other institutional activities.

1. **Facilities for cultural and sports activities**

   Facilities for Cultural activities

- A **State of Art Veronica Auditorium** equipped with most modern and digitalised light, sound and stage management systems has been functional from the year 2023. The auditorium has a seating capacity of 2500 and has several needful facilities like additional halls, green rooms, rest rooms, wash rooms and lounges.
- There is an **open-air stage** to host cultural activities.
- There is a good collection of **costumes and props** available in the college those are used in different cultural programmes and activities. There is adequate facility for storing the costumes and props safely.
- A spacious **Sister Benedicta Memorial Hall** is used for practise and rehearsal sessions of cultural programmes.

Facilities for Sports activities

- An open **Playground of 18000 sq.mts.** in area is available since 1940 for outdoor games and athletic events.
- Sports equipment in adequate number is available for cricket, basketball, volleyball and throwball
- The equipment of **athletic events** – hurdle bars, relay race batons, discus, javelin, shot put, hammers, etc. is adequately available.
- There is a **Basketball Court** measuring **364 sq.mts.** in area.
- **Indoor game facilities** and equipment are available for badminton, chess, table tennis and carrom.
- A fully furnished **Gymnasium** is functional since 2021.
- A **Yoga Centre** is available since the year 2018 for regular practice and meditation sessions.
- College has its own **Marching Band** with adequate equipment.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 33.2

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
1246.223	59.58	35.29	41.72	54.10

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA 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:

Library Automation and Digital Facilities:

- The Central Library of Patna Women's college is made fully automated with the installation of **RFID system** and provides digital facilities using **ILMS.**

- All the daily operational activities of the Central Library are performed using .
- The library provides **internet service, e-resources, e-journals, library management server, OPAC and the subscription for N-List and DELNET.**

- **SOUL 3.0 (Software for University Libraries)**, compliant to International Standards such as MARC21, AACR2, MARCXML is used for cataloguing of library resources.
- Computers are installed to access the subscribed DELNET, N-List, E-books, E-journals, other e-resources, and internet browsing facility for students and staff.
- BSNL Leased Line with a bandwidth of 500 MBPS provides Wi-Fi/ internet facilities in the entire campus in the college.

- **OPAC (Online Public Access Catalogue)** allow the users to search the library holdings such as books and other materials. It helps to locate a book or other resource in the library. It has advanced facility with the information of the items by using author, title, keyword, subject heading, class number, serial name, accession number, etc.

- **The smart card** issued to all students and faculty members serves as college identity card, library borrower card and access card to campus facilities and services.
- **RFID technology** has made borrowing and returning of the books fully automatized with the help of self-check-in and check-out systems.
- **RFID tags** are specifically designed and library resources bibliographic data are fed into them through tagging machine.
- **Self-Management System** is applied in the library. It comprises of a portable scanner and a base station. This solution is designed to cover three main requirements: Search for individual books requested; Inventory check of the whole library stock; and Search for books which are mis-shelved.

Subscription to e-resources and journals:

- The Central Library has access to wide range of e-resources through institutional subscription from **N-List, DELNET and SAGE Publication**.
- The institution has membership to **NDLI (National Digital Library of India) Club.**
- The library has subscription to **90 journals and 55 e-journals** belonging to different faculties/ subjects**.**
- The users of the library have **access to e-resources like Shodhganga and Shodhsindhu** through the institutional N-List subscription.

Optimal utilization of the library:

- **Mandatory Orientation** is provided to all the newly admitted students by the library staff regarding the overall functioning of the Central Library, working hours, library holdings, available services and the guidelines/ regulations.
- Optimal utilization of library is ensured by assigning **Compulsory Library Periods** for the students in their timetables. Attendance is given to the students for doing library work in the Central Library during their Library Period,
- Teachers are encouraged to utilize the library during their free periods for reference and research works.
- Central Library is kept open for teachers and students on holidays and summer vacation for the maximum utilization of library holdings.
- **Daily Foot-Fall** of the users of the library is maintained with the help of digital devices for further reference.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 3.83

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
49.23	37.49	34.88	25.67	18.55

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 IT Policy of Patna Women's College offers guiding principles within which the institution may expand and upgrade IT infrastructural facilities to meet the growing needs of the college as a premier educational institution and key player in the IT industry. The college has developed adequate IT facilities and has provided sufficient bandwidth for uninterrupted internet connection in the entire campus.

Internet, Wi-Fi and LAN:

- **Sufficient budget allocation** is made for augmentation, updating and maintenance of IT infrastructure at Patna Women's College.
- **Wi-Fi facility** is available in the entire campus. Networking is done by **Fibre Optics Internet Lease line** through **Media Converter** of **1Gbps**.
- The in-campus network cabling is done through **LAN** facility.
- **BSNL Leased Line with a bandwidth of 500 Mbps** and other private service provider, namely Maury Broadband Marketing Pvt. Ltd with a bandwidth of **300 Mbps** provide wi-fi/ internet facilities in the campus.
- The Wi-Fi connectivity is ensured through 73 **Wi-Fi Access Points** with 2**.4 GHz bandwidth.**

Hardware and Software:

- Personal computing devices, computer peripherals and accessories, biometric devices, telecommunication equipment, library automation system, etc. are procured, used and regularly updated.
- Microsoft licensed software is installed and updated periodically.
- Several **subject specific academic/ research softwares** are procured, installed and regularly updated. The softwares procured and used in the college include **Microsoft Campus, ArcGIS, Minitab, MATLAB, Words Worth, CORAL DRAW, Tally, Adobe Cloud**, etc.
- **Anti plagiarism software** is procured and used by the Research and Development Cell of the college.

Upgradation of IT facilities:

- All the classrooms and seminar halls are enabled with IT facilities.
- The college has developed its own customized Learning Management System – PWC-LINK.
- A modern Audio-Visual studio is functioning for the development of e-contents.
- The institution has its own YouTube channel and a specific channel **PWC e-content** for the wider circulation of class videos prepared by the teachers.

Library Digitalization:

- All the daily operational activities of the Central Library are performed using **SOUL (Software for University Libraries) 3.0 modules and Middleware for RFID technology**.
- The library provides **internet service, e-resources, e-journals, library management server, OPAC** and the subscription for **N-List** and **DELNET.**
- The college has purchased **12 licensed Zoom accounts** for conducting online classes, webinars, web conferences, workshops, faculty and student development programmes and other online activities.

Cyber Security:

- The IT Policy assures the ethical usage of internet in the campus in accordance with the existing laws and regulations of the nation.
- The cyber security issues associated with the institution are addressed by the **Unified Network Security Gateway – Wi-Jungle**.
- This enables the institution to manage and secure its entire internet network system through a single window.

Maintenance of IT Facilities:

- The institution has appointed two IT managers (one each for hardware and software respectively) to take care of the maintenance and upgradation of the IT and internet related infrastructure and facilities in the entire campus.
- **Annual Maintenance Contract** (AMC) ensures the regular and timely maintenance of IT infrastructure of the institution including computers, computer terminals, servers, softwares, LMS (Library Management System) and ERP.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

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

Response: 6.82

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

Response: 710

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Patna Women's College has developed an audio-visual centre equipped with modern facilities and advanced tools and gadgets. The audio-visual centre has adequate facilities for audio-video recording and creation of e-content those are developed by the teachers of various departments. The audio-video recording, editing and e-content production procedures are handled and processed by the media teachers with professional expertise.

- The audio-visual centre has a fully equipped **Media Studio** for recording purpose and a **Production Control Room** for handling the production procedure of e-content.
- The Media Studio has spacious studio floor, recording desk and comfortable chairs.
- **3 Sony PXW-X70 Cameras** with flexible tripods are available for the recording of classes/ lessons.
- **2 Rode NTG1 Condenser Shotgun Microphones** are attached with the cameras for audio recording.
- **1 Focusrite Scarlet 212 Sound Card** and **cordless Lapel Mikes** are used during audio recording of classes/ lectures.
- **1 Fixed Chroma Green Curtain** is installed in the studio that provides the background for the recorded e-content videos.
- For the adequate lighting required during the recording sessions, **6 LED Q&Q Studio Lights** and **3 Reflectors with Stand** are available.
- **1 Teleprompter** and **1 Laptop** are there as devices that prompt the person speaking with an electronic visual text of a script.
- **1 Professional AV Recorder H.264 +AAC in 1080p** is available for video recording and **1 Black Magic Design BMD ATEM Studio Mixer** is available for multi camera recording purpose.
- **2 Yamaha HS5 Studio Monitor Speakers** are available for monitoring audio during recording, mixing, and mastering.
- A separate control room is there for monitoring and controlling the audio-video production procedure and post recording activities including mixing and editing.
- **1 Talkback System Including 2 Headsets and 1 central Unit** supports in the communication between studio floor and Production Control Room.
- **1 40" LED Screen TV** is installed in the control room that is used for voice dubbing purpose.
- **Adobe Software Bundle** supported by **1 Intel core i7 computer with NVidia graphic card** is available for video editing.
- The college has annual subscription to the media software **Adobe Creative Cloud.**
- **30 supportive softwares;** such as **Photoshop, Acrobat, Illustrate, InDesign, Audition, Animate**, etc. under the **Adobe Creative Cloud** are used regularly for mixing, editing and development of quality e-content.
- Patna Women's College has its **YouTube channel PWC e-content,** especially meant for the circulation of e-content of all the subjects among the students, teachers and other users.

In addition to the e-contents developed in the audio-visual centre, the teachers are regularly preparing

study materials in forms of Power Point Presentations, class recordings and word document files for conducting classes – both on offline and online modes. These e-contents are regularly uploaded on the institutional Learning Management System, PWC-LINK for the purpose of wider circulation.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 53.41

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
374.47	497.05	448.98	523.41	467.83

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The **policy document** on **Utilization and Maintenance of Infrastructure and Physical Facilities** assures the optimum utilization and proper maintenance with a standard required specification of all physical and academic facilities available at Patna Women's College.

Utilization of infrastructural resources:

- There are adequate classrooms and laboratories for smooth conduct of classes, lab assignments and research activities. Master Time-table is prepared and followed for the maximum utilization of the classrooms and laboratories.

- The UG and PG classes are conducted in shifts to ensure optimum utilization of the available infrastructure.
- Departmental Heads with the support of faculty and staff members ensure the optimal utilization of available academic infrastructure in their departments.
- The seminar halls and Central Research Library are utilized by the teachers and students of different departments.
- For the maximum **utilization of library holdings**, special library periods are assigned for the students.

Campus cleanliness:

- The entire campus and the built-up area are kept neat and clean by the regular cleaning staff of the college.
- There are sweepers, housekeeping staff, gardeners and supervisors for this purpose. The classrooms, halls, laboratories, library, offices, washrooms, common areas and the entire campus are kept neat and clean by the staff and students.

Maintenance of basic infrastructure and physical facilities:

- There are electricians, plumbers, carpenters and other technicians appointed and hired by the college who ensure the maintenance of basic infrastructure.
- The Institution has **Annual Maintenance Contract** (AMC) for various physical facilities that is maintained on regular basis.
- The physical facilities like public address system, audio-visual systems, CCTV surveillance system, generators, inverters, water pumps, electrical network system, digital cameras, recording facilities, studio, etc. are maintained regularly as per requirement.
- The members of the cultural and sports committees under the supervision of respective coordinators take care of the maintenance of games courts, gymnasium, sports equipment, props and costumes.

Maintenance of laboratories and equipment:

- In the departments lab assistants and technical staff are employed for taking care of the equipment

and apparatuses.
- The repairing and replacement of the equipment when needed is done by recommendation by the Head with the approval of the Principal.

Maintenance of IT facilities:

- There are two hard & software technical managers who under the supervision of the IT committee with the approval of the Principal see to the overall maintenance and upgradation of the IT facilities.
- Adequate UPS and backup facilities along with wi-fi connectivity have been provided in the campus.
- (AMC) ensures the regular and timely maintenance of IT infrastructure of the institution including computers, computer terminals, servers, softwares, LMS (Library Management System) and ERP.

Library Maintenance

- The maintenance and upgradation of library infrastructure and library holdings are taken care by the Librarian and staff of Central Library under the guidance of Library Advisory Committee.
- The regular holding maintenance includes shelving, dusting, rearrangement, shelf rectification, stock verification, binding, and so on.
- The automation, e-library and RFID facilities are maintained under AMC with authorized agency.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[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: 64.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
4840	3881	5304	1232	834

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 (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Career counselling in the educational institutions can help students to identify their interests and skills, explore career options, and develop a career plan. Career counselling at Patna Women's College includes individual counselling, group counselling, workshops, and online sessions. The counselling in

college is a process where students receive guidance and support in exploring different career paths, setting career goals, and developing a plan to achieve those goals. Patna Women's College as an institution committed to the empowerment and holistic development of women and has taken ample measures to provide its students career counselling and guidance for competitive examinations and career options.

Career Counselling and Guidance:

- **The Placement and Career Counselling Cell** of the college under the guidance of its teacher in-charge takes an active part in organising career counselling sessions, lecture series, pre-placement training programmes, webinars and other career advancement activities for the career advancement of the students.
- The **Pre-Placement lectures and training programmes** have been organised on relevant themes; such as Data Analytics, internship-based hiring programme, Management Education, skills required to succeed in corporate life, Data Fluency and Mindful Career Planning. The sessions provided tips and guidance to the students for successfully cracking competitive examination and facing interviews.
- Interactive sessions by industry experts are regularly conducted to prepare the students for placement.
- **Mother Veronica Excellence & Innovation Centre (MVEIC)**, Patna Women's College (Autonomous) organizes lecture series under the ambit of **PRARAMBH**: Lecture Series for Students Career Development.

Guidance for Competitive Examinations:

- The institution provides support and guidance to the student for the preparation of National/ State level competitive examinations like **UGC NET/JRF, SET** and **UPSC**. Interactive sessions are conducted by teachers and resource persons to make the students aware of the career options and various job related examinations.
- **Disha – Competitive Examination Guidance Cell** has been established in the college with the objective of providing orientation, training and guidance to the students regarding various competitive examination at a reasonable rate.
- The college has established collaboration with the premier coaching institute **'Career Planner'** for the preparation of Banking Examinations for its UG and PG students. These sessions help the students to develop their skills of understanding the pattern of competitive examinations and scoring good marks.
- The college has collaborated with premier institutions of India; such as New Delhi Institutes of Management, ITM Business School, Navi Mumbai, Gandhi Fellowship, Piramal School of Leadership, Xavier Institute of Social Service (XISS), Ranchi and YSIID Solutions Pvt. Ltd., Varanasi for the purpose of organizing career advancement activities like Career Fair and Recruitment Awareness Drive.
- The students have been achieving great feat every year with increasing number of qualifiers in competitive examinations and job placements.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

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, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: A. All 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](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of 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: 21.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
275	479	457	256	230

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 1.26

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
47	23	19	5	6

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 events during the last five years

Response: 31

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	11	05	02	04

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Patna Women's College has an active Student Council comprising members elected from the final year of students. The members of the student council however have no political affiliation.

Role and Activities of Student Council:

- The council members assist the college management in conducting different co-curricular, extra-curricular and sports activities. At the same time the council members work for the maintaining order and discipline in the campus. The council members are provided a Council Corner where they hold meetings and discussions.
- The Student Council represents the feelings, needs, opinions and interests of the students. The student leaders serve as the liaison between the college management and the students. They encourage the students to participate in college activities and help students to follow the rules and regulations of the college.
- They manage and execute all the co-curricular and extra-curricular activities and functions of the college under the guidance of their teacher co-ordinators.

Representation in Committees/ Cells/ Clubs

- **IQAC (Internal Quality Assurance Cell)** –IQAC, the very important administrative body of the college includes the Premier of the Student Council, the elected head of the student body.
- **Anti-Ragging Committee** – The Anti-Ragging Committee aims to prohibit, prevent and eliminate the scourge of ragging in the campus; and to take fast action when the need arises.
- **Sports Committee –** The vision of the sports committee is to organize training, coaching and education in sports so that they can learn to keep themselves physically fit and enhance the interest of the participants in the field of sports. The Sports Secretaries, Premier and Vice Premier are members of this committee. They render their support in planning and organising sports events; and conducting regular practice sessions.

- **Cultural Committee** – The Objectives of Cultural Committee is to organize successful cultural festivals and other cultural activities as well as competitions within and outside the institution. The committee includes the Cultural Secretaries of the council.
- **WE, Patna Women's College Gender Cell** – The cell is established to ensure that female students and staff enjoy the same rights and opportunities inside the campus and to help build an egalitarian society. The objective is to create awareness about the need of gender equality.
- **Institution Innovation Cell (Mother Veronica Excellence and Innovation Centre Committee) –** Established under the aegis of **Institution's Innovation Council (IIC)**, Ministry of Education Innovation Cell, Govt. of India under the **Career Hub** scheme of RUSA; It is the **incubation centre** of the college. Supported by the student council representatives the cell works for the promotion of entrepreneurship pursuits and innovative start-ups among the teachers and students.
- **Societies/ Clubs** – The members of the Student Council have representations in various functional societies and clubs of the college; namely **Dakhal Theatre Society, Tark Debating Society, Environment clubs Srishti and Eco Task Force.** They meticulously plan and actively participate in developmental activities and awareness programmes undertaken by these societies and clubs.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 58.9

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
27.61	12.82	1.33	9.26	7.88

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Patna Women's college has an **Alumni Association (PWCAA**) registered on **15th April 2021** under **Societies Registration Act 21, 1860.** The PWCAA strives to promote an enduring relationship between the students and their Alma Mater. Patna Women's College Alumni Association has always contributed towards developing infrastructure and new outlook to the college through academic and financial and support whenever needed.

- **85 alumni** are rendering their service to the institution in various departments as **teaching and non-teaching staffs**.
- Alumni engage in the **Academic process** of the institution by serving as **members of Boards of Study, IQAC and various committees** at institutional level.
- **Notable and meritorious alumni** are regularly invited as the **Chief Guests, Resource Persons and Guest Speakers** for conferences, seminars, workshops, Student Induction Programme and other academic enrichment activities organized in the college.
- The PWC alumni contribute towards the development of the institution by instituting scholarships and rendering extension services.
- **21 Merit Scholarships** have been instituted by the alumni members to be awarded annually to the toppers of different subjects.
- The alumni contribution has been **Rs 58, 90, 988** during the last five years.
- The association has engaged itself in organizing outreach community services, online events, workshops, invited talks and extension activities offering services in the fields of **gender awareness, environment protection, health awareness, women empowerment and social development** in schools and communities.
- The **Staff alumni** of the college organizes **special Christmas Milan Programmes** for the members of the marginalized section of our society including the rickshaw pullers, house maids, rag pickers and transgender friends.
- Every year the PWCAA presents the **'SAHAS'** award on the occasion of **International Women's Day to** notable activists and entrepreneurs who have contributed significantly for the development of society.
- **Joy of Giving Week** is observed **every year** by the institution under the supervision of the **staff alumni** in which they along with the students contribute in the form of cash and kind to the poor and deprived.
- To keep the alumni informed, the association publishes **a newsletter 'MELAK**' that aims to provide a platform to share the news, views and creative outpourings of the alumni **establishing a link** with the those residing in different parts of the world.

- The **online alumni portal enables networking** among the members and provides information regarding the various activities of the college
- The association currently has its chapters in Jamshedpur, Delhi and Mumbai**.** The alumni of these chapters are working in various fields like academics, administration, art, legal aid and rendering

other services to the society. The association also aims to reach out to more chapters and regions in future.

More such activities are intended to be organized in the future that calls for our influential community to come together with a strong sense of purpose, cultivating a **higher level of engagement** for our valuable alumni, strengthening the spirit of **Institutional Social Responsibility** and **fulfilling the mission and vision** of the college.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Patna Women's College, adhered to its vision statement always strives to impart academic excellence, social responsibility and empowerment to the young women under an able leadership and good governance.

Compliance with the Vision and Mission of the Institution:

- The vision, mission statement and core values of the institution are communicated well to all its stakeholders including the students, staff members, parents and the alumni through the website, college prospectus, handbook, publications, social media and different programmes organized from time to time.
- The policy documents at institutional levels are drawn adhering to the vision, mission and objectives of the institution.

NEP Implementation:

- Patna Women's College has implemented **NEP 2020 based curriculum** from the academic session 2023 – 24 for all the Undergraduate Programmes (UG).
- It is a **multi-faculty college** and there is ample scope for interdisciplinary exchange of subjects and courses for the learners.
- The curricula of all the mainstream programmes and additional career-oriented Add-on courses offered in the institution are designed on the basis of the **Outcome Based Education** (OBE) including Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs).
- Special emphasis is given on **skill development** by incorporating skill-enhancement courses in the curricula.
- A wide range of skill development **Add-On Certificate Courses** are conducted and are made mandatory for the students.
- Several programmes are conducted for development of efficient skills among the students in the fields of **Career Development, IPR** and **Placement Preparedness.**
- The entrepreneurship skills of the students are encouraged and promoted through the incubation centre, **Mother Veronica Excellence and Innovation Centre (MVEIC)**.
- There has been appropriate **integration of Indian Knowledge System** in the curricula and co-curricular/ extra-curricular activities.
- Registration of College in the **National Academic Depository** (NAD) and **Academic Bank of Credit** (ABC) portal.

Decentralization and Participatory Management:

- The institution believes in the policy of decentralization and participatory functioning under the effective leadership.
- The **Governing Body** is the apex body in the leadership hierarchy, the reverend archbishop being its president and Principal its member secretary. This decision-making body holds annual meetings to review the institutional policies, strategies, budget allocation, implementation of developmental features and future planning for enhancement.
- The **Academic Council** of the college has been constituted after the autonomy on the guidelines of UGC. This body is responsible for academic and curricular enhancement and advancement of the institution with the support from the nominated members from parent university and external experts.
- **Boards of Studies** are operational in every department of the college.
- The administrative capacities of the institution are undertaken in hierarchal order from the Principal to the Vice-Principal, Deans of the Faculties, IQAC Coordinator and Heads of the Departments.

Institutional Perspective Plans:

- The institution follows preparation, articulation and implementation of perspective plan for realization of the overall development and quality enhancement.
- The perspective plan documents include short & long term plans based on the key strategic areas.
- The Strategic plan is uploaded on the institutional website for wider circulation.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Patna Women's College follows the preparation, articulation and implementation of a Five-year Strategic plan for the overall development and quality enhancement. The plan is focused on 11 thrust areas; namely Academic Excellence; Research and Development; Infrastructural Development; Faculty Development Initiatives; Innovation and Entrepreneurship; Collaboration and Consultancy; Community Outreach; Holistic Development and Empowerment; Environment Conservation and Sustainability; Branding and Communication; and Ethics and Value Education. The Strategic plan is uploaded on the

institutional website. Proper and effective implementation efforts are done to realize the perspective of institutional planning.

Institutional Policies:

- For the realization of an institutional strategic plan and fulfillment of the strategic goals, all together 24 policies are formulated.
- All the policy documents are uploaded on the institutional website.
- The policies provide a broad framework and a set of standard norms for the efficient functioning of the college in the different spheres of institutional aspects.
- The policies apply to all the faculty members, staff, students and all other stakeholders of Patna Women's College.

Administrative Setup:

- The **Governing Body** is the apex decision-making body that reviews the institutional policies, strategies, budget allocation, implementation of developmental features and future planning for enhancement.
- The **Academic Council** of the college is responsible for the academic and curricular enhancement and advancement of the institution with support from the nominated members from the parent university and external experts.
- **Boards of Studies** are operational in every department for reviewing curricular development and academic enhancement.
- The administrative capacities of the institution are undertaken in hierarchal order from the Principal to the Vice-Principal, Deans of the Faculties, IQAC Coordinator and Heads of the Departments and various committees and cells.

Appointment and Service Rules:

- The appointment of Patna University teachers is done by the Bihar University Service Commission.
- The Governing Body and Management of Patna Women's College follows a systematic procedure for the appointment of its employees involving the steps like advertisement of the vacancy, application process, interview by the experts and the final selection.
- The institution follows the service rules laid down by the parent university for the university appointed faculty and staff members.
- The service rules of the management appointed teachers and staff, in terms of recruitment criteria, delivery of assigned duties and responsibilities, leave entitlement, superannuation, gratuity benefits, etc. are systematically formulated and documented.

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

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

Performance Appraisal System:

- The institution follows the performance appraisal system adopted by the parent university for the Patna University appointed teachers and staff.
- The performance of the management appointees is appraised by the Principal on the basis of parent university appraisal system and is submitted to the Management.
- On the basis of their performance, every year the selected teachers and staff are awarded with appreciation certificates and monetary incentives.

Welfare Measures adopted:

- **Employees Provident Fund and ESI** schemes have been initiated for all management recruited teaching and non-teaching staff members.
- There is provision of **soft loans** in case of emergencies.
- **Group Medical Insurance** has been done for the faculty and staff.
- **Cash incentives** are given to teachers and staff members for taking up additional duties and responsibilities.
- There are adequate facilities of toilets, health care centre and clean drinking water.
- **Appreciation Awards with cash prizes** are given to the teachers and staff every year in the fields of academic excellence, leadership, research achievements, and dedicated service.
- There is provision of **Medical Leave** of 10 days for the teachers of 5 days for the non-teaching staff in a year.
- Female teachers belonging to Management Regular category are entitled to **3 months Maternity Leave**.
- A **Creche and Day care** centre is functional in the campus.
- **Free Health check-ups** are conducted for the faculty and staff members at regular intervals.
- **Residential quarters on subsidized rents** are allocated to selected staff members.
- **Staff Excursions/ Outings/ Picnics** are organized annually.

Special COVID-19 welfare initiatives:

- Special welfare measures were adopted during the COVID-19 pandemic and lockdown period. Bicycles, sewing machines, provisions, hygiene items and masks were distributed to support staff.
- The college ran a **COVID-19 Vaccination Centre** in the campus during the peak pandemic period catering to the college staff, students and other people of the city.
- **Complete vaccination to all staff members** in the campus was assured at the vaccination centre.

Avenues for Career Development:

- **Faculty and Staff Development Programmes** and **Training Programmes** on relevant topics are conducted on regular basis.
- **Conducive research environment** is provided to the faculty members to undertake quality research, work on research projects and conduct academic seminars/ workshops/ conferences.
- The teachers have **free access** to the **Research Centre/ Research Labs.**
- Financial assistance is provided to the teachers in form of **Research Seed Money**.
- Selected teachers and technical staff members are provided **financial support for participating** in National level outstation Seminars/ Conferences/ Workshops/ Training Programmes within the budgetary provisions of the management.

- **Excellent Library facilities** are available with a huge collection of books and subscription to reputed print/ online journals/ e-resources.
- The incubation centre of the college **Mother Veronica Excellence and Innovation Centre (MVEIC)** provides opportunity to hone the entrepreneurship skills of the teachers and for initiating innovative startups.
- **Uninterrupted Wi-Fi facility** is available in the campus.
- Opportunities are provided for revenue generation through **Consultancy Services.**
- **Academic collaboration with high ranked institutions** enables the faculty members to participate in a wide range of academic, research and other developmental programmes.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.3.2

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

Response: 53.6

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
96	95	88	83	85

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 59.59

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
147	91	149	90	20

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Patna Women's College has a **well-documented policy on Resource Mobilization**. The policy is uploaded on the institutional website. The policy document provides a broad framework regarding the strategies for procurement of funds, budgetary provisions and optimal utilization of financial resources. The institution mobilises funds – resources, mechanism and partners and allocates sufficient budgetary provision for achieving the goals and target of the institution, holistic development of students and welfare of the staff through the establishment of conducive and sustainable learning ambience for academics, research, cultural, sports, games and extension activities integrating technology and adopting e-governance to fulfil the vision and mission and goals of the institution.

Procurement of Funds:

- The institution receives developmental funds from approved funding agencies like **UGC, RUSA, AICTE/IIC, DST, DBT** and so on.
- The institution is a recipient of fundings from **RUSA** scheme for the development of infrastructural facilities and capacity building.
- The government agencies like **UGC, ICSSR, NAAC, ICPR** and **NCW** provide fundings for undertaking research projects; and for organising seminars, workshops, training programmes,

faculty development programmes, etc.
- Other sources of fund are different **scholarships provided by State and Central Governments**.
- The institution also receives fundings in forms of various kinds of **sponsorships provided by non-government bodies, corporate houses, alumni, benefactors** and other **well-wishers**.
- Faculty members offer **consultancy services** and contribute 30% of the honorarium charges to the institution according to the policy of the institution regarding the same.

Optimal utilization of the financial resources:

- Funds received from the funding agencies are utilized as per the norms. The Finance Committee of the college under the guidance of Principal plans and monitors the optimum utilization of funds in various developmental ventures.
- The budgetary provision is made available for conducting various academic and other activities.
- The grants received from Government agencies for enhancement of infrastructural facilities, undertaking research projects and organising seminars/ workshops/ training programmes are utilised optimally.
- Funds are allocated for infrastructural development, upgradation of IT facilities, and enhancement of sports and cultural activities.
- **Seed money** is distributed for furtherance of research and innovation.
- Efforts are made to create a green and a pollution free campus and an adequate fund is utilized for the same.
- College allocates fund for extension activities and social outreach ventures.
- The accounts of expenditures and utilization of the funds are systematically documented and audited.
- The audited statements and utilization certificates are prepared by certified chartered accountants; and are submitted to the concerned funding agencies along with the successive progress reports.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 200

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
50	0	0	50	100

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The college has an organized system for undertaking internal and external audits. The internal audit system examines and monitors the financial management operation and utilisation of financial resources at institutional level. The External financial audit is carried out by a certified external audit firm.

Internal Financial Audit System:

- The internal audit is carried out by the **Finance Committee** which also assesses the budget and statement of income and expenses every month.
- The internal audit is conducted at an interval of six months.
- **The principal, the bursars and the assistant finance administrators** convene regular meetings; where income and expenditure account are scrutinized before it is presented to the annual external audit.
- The various departments, clubs, units, associations and committees submit a monthly expenditure statement to the bursar.
- The annual budget of the institution is prepared after careful scrutiny by the finance committee.
- A time-to-time inventory audit is conducted in each department, labs and administrative departments; and verification is conducted on equipment, computers, tools and other infrastructural assets.
- Library stock verification is carried out by the library committee regularly.

- The funds received from the external agencies are administered by the finance department of the college.

External Financial Audit System:

- External audit is carried out by a **Certified Audit Firm**. The audit observations and suggestions provided by the audit firm are immediately executed.
- The account section has regular and timely interactions with the audit firm regarding the following:

  Quarterly TDS compliance

  Financial Statements

  Verification of Vouchers

  Income Tax rules and regulations

  Annual filling of Receipts of Income

  Receipts of Income and Expenditure

- Audit objections raised by the audit firm, if any, is discussed by the Finance Committee and action taken report is submitted duly.
- The audit reports are properly maintained and preserved.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**

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

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The IQAC has taken up several quality initiatives for the incremental improvement and towards realization of the goals of quality enhancement and sustenance in the institution.

Practice No. 1

Quality Enhancement through Developmental Programmes/ Activities:

- IQAC has taken the initiative for organizing quality programmes and activities; such as Seminars, Conferences, Workshops, and Faculty/ Staff/ Student Development Programmes on relevant and time referent themes.
- During the COVID-19 pandemic and lockdown period, several quality webinars, conferences, workshops and Faculty/Staff/Student Development Programmes were conducted on **virtual platforms** by the IQAC on relevant and current topics such as Online Teaching-Learning Tools and Techniques, Curriculum Development for Outcome Based Education, IPR, NAAC Assessment and Accreditation Process, Institutional Work Culture, Career Opportunities for students, etc.
- **Internal audit** regarding the overall functioning of all the departments of the college is conducted once a year through the Annual Dry Runs by the IQAC. A department-wise schedule is prepared and circulated regarding the review process known as the **Dry Run**.
- IQAC conducts **external reviews by experts** at regular interval. In September, 2021 a **3 day online Academic and Administrative Audit** was conducted by the Xavier Board of Higher Education, India. **External Reviews by experts** were conducted in February, 2021 and November, 2019.
- IQAC undertook the application and procedure of ranking for the ranking process under the National Institutional Ranking Framework (**NIRF**), and the college was placed in the band of 101-150 in the College Category. In the **Survey of Colleges by India Today – MDRA**, Patna Women's College secured 1st position in Arts stream in the Eastern Zone (National ranking 30); and 3rd position in Science stream in Eastern zone (National ranking 43) in 2022.

Practice No. 2

ISO 21001:2018 Certification and Educational Organizations Management System

- The IQAC has contributed significantly for in the incremental growth of the institution and undertook the process of **ISO 21001:2018 Certification**, a globally acclaimed quality management system that aims towards standardising the overall management mechanism of the educational institutions.
- The current version of ISO is especially designed for the educational institution that aims to

enhance satisfaction of learners, other beneficiaries and staff through the effective application of its EOMS, including processes for improvement of the system and assurance of conformity to the requirements of learners and other beneficiaries.

- The IQAC took the lead in organizing training sessions by the external expert for the teaching faculty and administrative staff regarding the ISO certification procedure, stages of audit, preparation of EOMS and compliance with the same.
- The **Educational Organisations Management System (EOMS)** of Patna Women's College prepared and implemented by IQAC sets a broad framework of benchmarks for quality enhancement and quality sustenance.
- An EOMS Policy document has been developed by the IQAC with the focus on the major thrust areas of diverse academic programmes, OBE based curricula, advanced teaching-learning techniques, rich infrastructure, conducive research environment, student support and progression and the holistic development of learning community.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The IQAC is a vital part of the college system. Among the duties and functions of the IQAC, one major responsibility is to review the teaching-learning process and ensure the implementation of institutional reforms.

Institutional review and teaching-learning reform – 1:

Curriculum enrichment on the basis of OBE (Outcome Based Education):

- As an initiative of the IQAC, the curricula of all the academic programmes offered in the institution are designed on the basis of the **Outcome Based Education** (OBE) including Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs).
- An **OBE policy document** has been prepared that is uploaded on the website.
- Faculty members were given in-depth training on outcome-based education and practical instruction to assist them in identifying, designing, and developing relevant POs, PSOs, and COs for all the academic programmes conducted in the college.

- Workshops were organised by experts of the concerned field.
- The OBE based curricula of academic programmes are communicated to the learners through institutional website. The hard copies of the same are provided to them which include their syllabi as well.
- The Course Outcomes (COs) are methodically mapped with Programme Outcomes (POs) for every programme for the attainment of learning outcomes and depicting of learning levels.

Institutional review and teaching-learning reform – 2:

Digital transformation in the teaching-learning-evaluation and administration:

- The institution has developed its own customised LMS (Learning Management System) **PWC-LINK.** The LMS enables the conduct of classes; submission and evaluation of assignments; conduct of tests; hosting of various developmental programmes; and generation of attendance reports successfully and accurately.

- The Examination Management System (EMS) has been improved with the latest IT integration to conduct all examination procedures pertaining to Continuous Internal Assessment (CIA) and End Semester Examination (ESE). It includes: **a) ERP b) PWC LINK LMS c)** Automatic **Question Bank Management System (QBMS)** based on Bloom's Taxonomy.
- The Central Library of the college is made fully automated and provides digital facilities using **ILMS.** All the daily operational activities of the Central Library are performed using **SOUL 2.0 modules and Middleware for RFID technology**. The subscriptions/ registration to **N-List, DELNET, SAGE Publications and NDLI** provide access to a wide range of e-resources**.**
- The **Audio-Visual Centre** with adequate facilities for audio-video recording and creation of e-content has been developed. The institution has its own **YouTube channel** and a specific channel **PWC e-content** for the wider circulation of class videos prepared by the teachers. The institutional YouTube channel **PWC News** is meant for airing campus news on weekly basis.
- All the faculty members are advised to create their individual ids on reputed research depositories, such as **vidwan, orcid, google scholar, web of science** for showcasing their research achievements.
- **Institutional personalised accounts** have been created on social media platforms – **Facebook, Twitter and Instagram**.
- **Institutional g-suite mail ids** have been created for all regular faculty members and administrative personnel.
- WhatsApp groups have been formed for the IQAC members and the members of NAAC Working Committee for the purpose of dissipation of information.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.3

Institution has adopted the following for Quality assurance*:

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 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](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

The vision and mission of the institution and the policy documents ensure that the provision of gender equity and women empowerment is attained through curricular and co-curricular activities thereby creating a gender sensitive campus and community.

Gender Audit:

- To achieve the goal of becoming a center of excellence in higher education for women, Patna Women's College through its **Vision and Mission** is consistently working to transform the young women to become agents of social change through competence and compassion.
- **Gender Audit** highlighting the social and religious diversities is conducted to cater to the specific needs of the students

Institutional initiatives for gender sensitization:

- **Induction Programme** focuses on gender sensitization highlighting the existing safety measures and mechanism within the campus.
- The **Internal Complaints Committee-ICC (Anti Sexual Harassment)** and **Anti-Ragging Committee** have clearly laid down procedures for registering complaints and redressal mechanism.
- **'WE' PWC Gender Cell** was created in March 2021 for undertaking various gender related programmes and activities at institutional and departmental levels.
- Training in **Taekwondo and Karate** is provided by the trained experts which equip women for safety and self-defense.
- On campus **full-time counsellors**, **first aid** facilities and **medical care** are provided through Health Care and Alternative Health Care Centre.
- **Gender sensitization Programmes** are conducted by different departments on a regular basis highlighting various gender related issues and concerns. **National and international seminars and conferences on gender issues** are organized from time to time.
- **Gender sensitization activities** like debate, quiz, poster-making, guest lecture, nukkad natak, LGBT pride parade promote awareness among students on gender issues
- Several academic Programmes have **courses related to gender studies.**
- In addition, there is an interdisciplinary **Add-On Certificate Course in Women's Studies** run by

the Department of Political Science.

Institutional Facilities for gender sensitization:

- Full time **security guard** at main gate with Log Book as well as Guard near the stairs to the Main Building strictly monitors the entry of vehicles and individuals
- The entire campus is under **CCTV** surveillance. 232 Cameras have been installed at the main gate, in the corridors, laboratories, canteen, study hall, classrooms and various other strategic points in the campus.
- **Separate parking areas** (Scooter/ Car/ Bicycle parking) have been allotted for both students and staff within the premises of the college.
- **Canteen and cafeteria** provide recreational spaces catering to the specific needs of the students. There is a **Basket-ball Court**, **Badminton Court** and **Gymnasium** where students can pursue their interests.
- Male and female **faculty accompany students during extension services**, educational trips and industrial visits
- There is **Creche and Day-care centre** in the campus for women employees thus giving them a relaxed working atmosphere.
- **Male faculty members** are represented in various **committees and Boards** ensuring gender parity.
- **Sanitary vending machine** caters to the special needs of the girls.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response:

Adequate measures are taken at Patna Women's College to reduce waste at source and recycle it in the best possible manner. Attitude and behaviour of students in terms of disposing garbage in proper locations, closing running taps, opening windows, and using sunlight instead of turning on electrical lights, etc. is inculcated among the students through induction programme, curricular and co-curricular activities.

Solid waste management:

- Littering is prohibited in the campus. **Signboards and cautionary messages** indicating no wastage of water and electricity, no littering etc. is put up at several places.
- **Separate bins** for collection and storage of biodegradable and non-biodegradable solid wastes are kept at open fields.
- **Colour-coded labelled bins** segregate dry and wet waste in the cafeteria, verandas, parks, and open areas.
- Every classroom, laboratory and academic spaces have **waste bins**.
- Collected waste is daily disposed of by the **solid waste collection vans** run by the Patna Municipal Cooperation.
- **Vermicomposting unit** treats wet and garden-waste producing vermicompost which is used in the gardens of the College.
- This reduces the use of harmful chemical fertilizers in maintaining the lush green beautiful gardens and the campus of the College in an eco-friendly manner.

- **Incinerator** is used for disposal of the sanitary napkins.

Liquid waste management:

- Dirty and unusable water goes into a **Sump** from where it is channelled into the **municipal drainage**.
- The sump water is also taken by the Municipal authorities regularly with the help of **liquid waste collection vans.**

Biomedical waste management:

- Biomedical waste from the Health Centre of the college and the labs of the departments of Zoology, Microbiology and Biotechnology is disposed of using the **incinerator**.
- Microbial waste is **autoclaved** before disposal.
- Microbial and animal cells, that are not hazardous, are used in experiments.
- They are handled and disposed off by trained personnel, students, and staff, adhering to biosafety guidelines, good laboratory practices and **standard operating procedures**.

E-waste management:

- **Effective maintenance** of IT infrastructure ensures the increased lifespan of electronic equipment. E-waste management is monitored by the IT section.

- E-waste such as computers and electrical and electronic parts which are not usable is very less in quantity.
- **E-waste collection** facility is available.
- The cartridges of laser printers are refilled and reused.
- Some electronic and electrical equipment are refurbished by vendors and reused, or donated to the needy.
- E-waste is disposed through an **authorised e-waste disposal company**, **Karo Sambhav** with whom Patna Women's College has signed an MOU.

Waste recycling system:

- College community is conscientized on avoiding plastic during orientation programme.

- Biodegradable wastes are recycled by vermicomposting in the campus.
- One sided paper is re-used for printing purpose.
- Scrap metal is sold to authorised vendors.
- Wood scrap is recycled into new furniture.

and radioactive waste management:

- No experiments or research involving hazardous chemicals or radioactive material is carried out.
- Laboratories display **protocols for safe handling and disposal** of hazardous chemicals.
- Staff and students are trained to handle hazardous chemical waste.
- Central Research Laboratory and Chemistry laboratory have **fume-hood** for gas exhaust and safety.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Patna Women's College strives to develop, protect, and sustain a clean and green campus by implementing green campus initiatives. It aims to implement good environmental practices within and outside the campus, which have an impact on the eco-friendly ambience. The **Green Policy,** which is applied to all the faculty members, staff, and students, provides a broad frame work and a set of standards

for conserving the environmental resources of the campus.

Restricted entry of Automobiles:

- Outside vehicles are strictly **prohibited** and restricted in the campus.
- Vehicular traffic in the campus area is minimal.
- Campus has sufficient space for parking vehicles.
- **Proper parking space** is provided inside and outside the campus to the staff and students.

Use of Bicycles / Battery powered vehicles:

- Support staff and students use Bicycles to commute.
- **Battery powered vehicles** is used in the campus which produces zero tailpipe emissions.

Pedestrian Friendly pathways:

- **Pedestrian-friendly pathway** in the campus restricts the entry of vehicles.
- The pathways are lined with lush green shady trees, flower beds and are beautifully maintained.
- Pedestrians can walk safely through the campus through walk friendly pathways.
- **Security personnel** are assigned duties on every turn and crossing of the campus.
- The pathways have **sensor based solar lights** along its length, to be used during night.

Ban on use of Plastic:

- In accordance with the **plastic ban policy** of Government of Bihar, the College has banned the usage of single use plastic in its premises to make it a plastic free campus.
- Students and staff are **sensitized** and encouraged to use cotton or jute bags, stainless steel water bottles and lunch boxes.
- All the students, teaching and support staff were gifted **cotton bags** by the College authorities.
- **Digital banners** are used during the indoor activities and programmes.
- **Cloth banners** are used during outdoor activities.
- Several **awareness programmes** on environment issues and green campus initiatives are organized time to time.
- During **student orientation programme** held for newly admitted students one special session is conducted on environmental awareness.

Landscaping with trees and plants:

- The campus of Patna Women's College is full of vibrant and beautiful trees.
- Plant diversity creates stunning designs with a mix of evergreen and deciduous trees and shrubs which makes the campus outstanding.
- Full of shady trees and shrubs, the drive way works well for perfect landscaping.
- Gardens surrounding both the ponds, a central elongated garden between the ponds, two triangular gardens, full of flowers give a picturesque look to the campus.
- Evergreen Ashok trees with attractive foliage, along the pathways, in the car parking area and in front of the Science block, provide shade and beauty to the campus.
- Bright pink Adenium flowers, in front of the main block and bougainvillea along the college boundary wall give a fabulous look to the campus.

- 664 Canopy, fruits and timber trees, hundreds of shrubs, medicinal plants, and herbs are part of the campus.
- The gardens, flower beds, eco-nursery, green fields, and ponds are carefully maintained year-round, to create a beautiful and healthy ambience.

File Description	Document
Policy document on the green campus/plastic free campus	[View Document](#)
Geo-tagged photographs/videos of the facilities	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Patna Women's College is committed to create and establish a comprehensive, inclusive, and supportive teaching and learning environment in which the students and employees with disabilities are not discriminated or treated unfavourably. They are supported with special facilities. The institution has a Divyangjan-friendly, barrier-free environment with ramps, hand rails, elevators, spacious corridors, and washrooms. **Divyangjan Policy** meant for the persons with disabilities applies to all the faculty members, staff, and the students. The policy is uploaded on the institutional website.

Ramps / lifts for easy access to classrooms:

- **Ramps and hand rails** are present in the Main block, Science block, MCA block and Mother Veronica Auditorium of Patna Women's College for the easy access to classrooms and Auditorium respectively.
- Easily accessible **lifts/ elevators** are present in the Science Block, MCA block, B.Ed. Block B and Veronica Auditorium for hassle free movement.
- Obstructions free pathways and **easy access to sports ground** are ensured for the persons with disabilities who are engaged in the process of collective learning in a shared domain.
- These facilitates the empowering of the persons with disabilities.

-friendly washrooms:

- Patna Women's College supports **Divyangjan-friendly environment** with the construction of accessible toilets in every building; and improving the existing traditional toilets to suit the desirable standards for pupils with disabilities.
- **Divyangjan-friendly washrooms**, with ramps, are available in all the buildings.

:

- **Tactile Path** made of textured ground surface, is available in the campus to help pedestrians who

are visually impaired.

- **Yellow Tactile Strips** are put on the staircase for easy accessibility.
- **Display boards and signposts** are available in the campus of Patna Women's College.

Availability of Mechanized Equipment:

- Normal and motorized **wheel chairs** are easily accessible and available for the students with physical disabilities.
- The divyangjan students use them regularly for convenient in-house movement.

Provision for Human assistance, scribe, etc.:

- All the relevant information is available on the **website** of the College which is updated regularly.
- **Human assistance** in the form of scribes is provided to the visually impaired students and others during examinations or whenever required at the fulfilment of the conditions laid down in the concerned policy document.
- Soft copies of reading material and lectures are provided to the students.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.8

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

Response:

The idea of inclusivity is intrinsic to Patna Women's College. The socio-cultural inclusiveness, peace, harmony, equality and brotherhood are the inherent parts of the Objectives and Core Values of the college.

Respect for Cultural Diversity:

- Cultural events and programmes associated with different religious communities are organized at regular basis; such as Holi Milan, Shravani Mahotsav, Rakhi making, Makar Sankranti, Urdu poetry competition, Carol Singing, Christmas Milan, etc.
- The college runs an **Add-On Certificate Course on Performing Arts** in which the students receive training in music, dance and theatrics belonging to various cultures.
- **Exhibitions on Art, food and photography** are held at regular basis showcasing the cultural diversity of India.

- Patna Women's College served as the nodal institution for the Govt, of India cultural exchange scheme **AKAM-Ek Bharat Shreshta Bharat** implemented by AICTE and was paired with the states of Mizoram and Tripura. Under this programme the college received delegates from Mizoram in September, 2022 and a series of cultural activities were conducted for them. A team of 4 teachers and 30 students of Patna Women's College visited Tripura in November, 2022.
- Under the programmes conducted by **SPIC MACAY (Society for the Promotion of Indian Classical Music and Culture Among Youth),** classical artists of different Indian states put up their performances and demonstrations in the college regularly.

Promotion of Communal and Religious Harmony:

- Communal harmony and religious camaraderie are promoted by **celebrating major religious festivals** in the campus; such as Holi, Deepawali, Christmas, etc.
- **Scripture readings from the major religions** Hinduism, Islam and Christianity is performed every year at the Orientation Programme of the newly admitted students, on Thanksgiving Day and also on various other occasions.
- A value based compulsory course on **Inter Religious Studies** is included in the curriculum of UG level across the subjects since 2018. The students learn the salient features of all religions, religious tolerance and inter-religious harmony in this particular course.
- Departments and Societies of the college promote secularism and communal harmony through programmes like Azadi ka Amrit Mahotsav, Har Ghar Tiranga, National Youth Day, National Unity Day etc.

Catering to the Regional and Linguistic Diversities:

- The college caters the students and teachers from different socio-cultural backgrounds.
- Tribal students from various states like Jharkhand, Odisha and Chhattisgarh study in the college because of its inclusive admission policy.
- , students of Jammu & Kashmir take admission in the college.
- The teaching-learning process is mainly bi-lingual maintaining a linguistic balance. There are compulsory **Ability Enhancement Courses in Hindi and English**.
- **Add-On Certificate courses in foreign languages** French, German, Spanish and Korean are offered by the college.

Socio-economic Inclusivity:

- Patna Women's College is committed to contribute to the society, and is committed towards its social responsibility and empowerment of women. Connecting campus to Community is exercised through the initiatives like **Inter College Women's Association (ICWA), Joy of giving, MANTHAN, Mother Veronica Development Foundation (MVDF), RAGPICKERS Education and Development Scheme** and **IT Skill Development for Transgenders.**

File Description	Document
Any other relevant information	[View Document](#)
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The Constitution of India is the compendium of aspirations of the people from which stems the pedestal on which India stands and is moving towards excellence. As an institution striving for excellence Patna Women's College is dedicated to instil and inculcate constitutional values in the minds and hearts of students, faculty and staff so as to mould responsible citizens who can contribute to nation building. The vision and mission of the college is congruent with the spirit of the Indian Constitution and to concretise the sensitisation of these values, the college organises various activities and programmes regarding constitutional obligations: values, rights, duties and responsibilities of citizens. The college in its endeavours has taken initiatives to regularise and institutionalise the inculcation and sensitisation of constitutional values at every level.

Initiatives to promote sensitization on constitutional obligations:

- The days of national importance such as **Independence Day, Republic Day, Voters Day, National Youth Day, Human Rights Day and Constitution Day** are celebrated at college level, departmental level and also by various societies and cells at their levels.
- **Constitution Day** is observed by **Preamble Reading** in which students and Staffs pledge their allegiance to Constitution of India by reading out the preamble in unison.
- The framed boards containing the Preamble of Indian Constitution are displayed at different key locations inside the college campus
- Various schemes and activities implemented by the Government of India and Government of Bihar are executed and practiced at Patna Women's College; such as **Ek Bharat Shrestha Bharat, Swacchha Bharat Abhiyan, Jal Jeevan Hariyali and Aazadi ka Amrit Mohatsav**.
- Conferences, Seminars, Workshops and Guest Lectures are organized by various Departments on human values, constitutional rights & duties and civic responsibilities.
- **Mock Parliament** is organized to sensitize the students regarding the functioning of the Parliamentary Session.
- Selected students are given opportunity to attend **sessions of Bihar Legislative Council** for first-hand experience of the running of the sessions.

- Various platforms and societies such as **NCC, NSS, Tark Debating Society, Dakhal Theatre Society** and **Environment Clubs Shristi** and **ECO Task Force** celebrate days of national importance to inculcate and sensitize students to constitutional values.
- Apart from these activities, various Undergraduate and Postgraduate academic programmes conducted at the college contain courses/units dealing with constitutional values and obligations.
- The college runs **Add on Certificate Courses on Human Rights and Women Studies** based on constitutional values.
- Students work on projects on different aspects dealing with constitutional values for their class dissertation and research presentation under the CPE (College with Potential for Excellence) scheme.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE NO. 1

1. **Title of the Best Practice: PWC-PRAYAS (Promotion of Responsible Action for Youth and Society)**
2. **Objectives:** Patna Women's College has undertaken **PWC-PRAYAS under Institutional Social Responsibility (ISR)** through different social outreach programmes and support services to the marginalized sections of the society. The basic objective of the practice is to provide assistance, remedial classes, financial aid and psychological support to different categories of marginalized and underprivileged sections of the society and to the needy students of our college. All the students of Patna Women's College involved in various ISR initiatives have the opportunity to earn a maximum of **4 Non-Academic Credits**.

The chief objectives of PWC-PRAYAS are:

- To inculcate the values of compassion, moral responsibility and social service among the students
- To identify the underprivileged groups of the society
- To provide financial, moral, educational and psychological support to the beneficiaries
- To empower the target groups with skill development and employment opportunities

1. **The Context:** PWC-PRAYAS has taken shape adhering to the objectives of the college: '**to be committed to selfless service to the economically, socially, psychologically and spiritually deprived'**. The mission statement emphasizes on '**to train the students in social service and to create women leaders for social change** and **'Social Responsibility and Empowerment of the Marginalised as core values**

2. **The Practice:** Patna Women's College has undertaken its community outreach through **ISR** initiatives under the banner of **PWC – PRAYAS (Promotion of Responsible Action for Youth and Society):**

1. **Inter College Women Association (ICWA):** ICWA is an Inter-college initiative for the upliftment of children and women belonging to marginalized sections of our society. The students undertake literacy campaigns and social upliftment programmes in the neighbourhood areas for the **slum children and women**. ICWA provides services related to health, sanitation and rehabilitation to the inmates of **Women's Remand Home**.

2. **Manthan Project:** The student volunteers provide remedial teaching to underprivileged school children at NGO Manthan, Khagaul.

3. **Mother Veronica Development Foundation (MVDF):** This scheme supports the economically backward meritorious students of the college through personality development sessions and skill development training.

4. **Joy of Giving:** Every year as a philanthropic effort the **Joy of Giving** Week is observed in the college. The students and staff collect cash and needful items during the week that is distributed among the poor.

5. **School Mentorship Programme:** PWC runs a mentorship programme in the 20 government secondary schools of Patna.

6. **Scholarships:** PWC has instituted various scholarships for the students. Platinum Jubilee Scholarship, Mother Veronica Development Foundation (MVDF), Freeship, Helping Hand Scholarship etc.

7. **REDS Project (Ragpickers Education & Development Scheme):** Student volunteers provide remedial teaching to the children of the ragpickers at Chaminade Institution, Digha.

8. **IT Cell at Garima Grih, Khagaul:** An IT Cell has been furnished by the college at Garima Grih, a hostel for the transgender community. The student volunteers conduct IT classes for transgender friends.

1. **Evidence of Success:** The outreach efforts of the institution have brought noticeable transformation in the overall performance of the beneficiaries.

- There is a marked progress in the performance of the learners associated with ICWA and the Manthan Project. There is a considerable reduction in dropout and failure rates.
- The college students enrolled in the MVDF are doing better in their studies. They have become more self-confident
- The Platinum Jubilee Scholarship helped to pay college fees.

- The transgender beneficiaries have got an identity in the society and boosted their self-esteem.

1. **Problems Encountered and Resources Required:**

- Teachers and students at times find it difficult to manage time for outreach activities in their busy schedule.
- There is problem in financial resource mobilization. The college bears the total financial load for the outreach activities under PWC-PRAYAS at present.

BEST PRACTICE NO. 2

1. **Title of the Best Practice: CARMEL COMMUNITY COLLEGE** – An alternative education system for non-collegiate Women
2. **Objectives and Principles:** Carmel Community College aims to impart employability-oriented education to those women of our society who are either deprived of the conventional college education or are school/college drop-outs.

The chief objectives are:

- To evolve an alternative system of education for the less privileged women and to empower them
- To focus on livelihood-based and employability centred training
- To enhance competency level, skill development and entrepreneurship skills among the trainees
- To develop strong Industry-Institution linkages for securing employment for the students

1. **The Context:** In the light of the vision and mission statement of the institution, the Carmel Community College has been established to promote skill-oriented courses for empowerment of the marginalized women.
2. **The Practice:** Carmel Community College offers 3 skill-oriented courses namely (i) **Health Care, (ii) Beauty Care and (iii) Tailoring.**

Health Care is a 6-month course containing both theory and practical classes. The students are trained practically in oral health care, medications, patient care and handling patients etc.

Beauty Care is a 3-month course emphasising the basic skills of a beautician. The students learn bridal make-up, hair care and styling, skin care techniques of bleaching and waxing, threading, etc.

- is a 6-month course providing hands-on training in needle work, cut work, stitching, cutting and tailoring. The students learn popular needle work stitches for preparing different craft items.

Evidence of Success: The trainee women passing out from the Carmel Community College have gained self-confidence and competency.

- Many of them after completing the course 'Health Care' are employed as technical assistants in prominent city hospitals.

- The students completing the course of Beauty Care are working in beauty parlours in the town.
- Many passed-outs of the 'Tailoring' course have found employment in upcoming boutiques.
- Several students have started their own business.
- They have become economically independent and empowered women.

1. **Problems Encountered and Resources Required:**

- There is a lack of awareness among the masses, and the general public regarding the facility of community college.
- The girls and women who are interested in joining the courses often have to face opposition from their family members.
- Resources are required for the procurement and maintenance of infrastructure and materials.
- There is a need for financial resource mobilization.

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:

Since its inception in 1940, Patna Women's College is committed to the holistic development of young women. Adhered to its vision and mission statement, the institution has always strived to become a centre of Academic Excellence in Higher Education, Social Responsibility and Empowerment of Women. A distinctive feature of Patna Women's College since its inception has been its thrust on **women's empowerment**.

Through a wide range of multi-faculty academic programmes, co-curricular and extra-curricular activities, and community outreach services, Patna Women's College makes incessant efforts to provide the learners with a plethora of stimulating experiences so as to nurture empowered women leaders who are academically sound, mentally aware, psychologically balanced and socially committed to create an identity for themselves.

Among the multifarious activities of the institution, gender sensitisation holds a prominent place. The **'WE' Gender Cell** of Patna Women's College organises a 3 day International Women's Day celebration with pomp and show in the month of March every year.

Academic Excellence

The curricula of all the mainstream programmes offered in the institution have been designed on the basis of the **Outcome Based Education** (OBE) including Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). The college follows the CBCS pattern to meet

the global, national, regional and local developmental needs of the learners.

Our students excel in final examinations with more than 90% pass percentage figures. Many of them have been employed at good positions in the fields of education, research, administration, judiciary, banking, corporate jobs, entrepreneurship and so on.

Evidence of continuous progress in Academics

To understand and adapt to the fast-changing employment landscape and global ecosystem, education should integrate multiple disciplines and develop a comprehensive and holistic worldview.

1. The institution has introduced 41 career-oriented Add-on Certificate courses in different fields of influence ranging from computer-based courses, foreign language courses, national stock exchange, office management, Applied Yoga, clinical nutrition & dietetics, criminology, stress management, textile ornamentation & home management and so on.
2. The college provides a wide range of opportunities and an all-round support to the students for their skill development. Such a wide variety of options develops all aspects and capabilities of learners and makes education more fulfilling, well-rounded and useful.
3. Several programmes conducted by the departments for the development of efficient skills among their students in the fields of **Career Development, IPR** and **Placement Preparedness make the students confident, research oriented, and Entrepreneurs.**
4. **Mother Veronica Excellence and Innovation Centre (MVEIC)** is the state of art career hub and incubation centre of the college that promotes the entrepreneurship skills of the students. Several start-up ventures are taken up under the aegis of MVEIC.
5. **Mother Veronica Development Foundation (MVDF)** provides skill development assistance to meritorious but economically backward students. They are trained in basic IT skills, communication skills, Life skills, and other employment skills.
6. The institution has designed and developed its own customised learning management system **PWC-LINK** for the effective conduct of the online teaching–learning–evaluation process. This has enabled the institute to adopt Blended learning methodologies which have paved the way for capacity building of both faculty members and students.
7. The Institution **builds a value system** in the learners through **personality development classes** once a month, which motivates them 'to go ahead and conquer knowledge' through competence, commitment, delicate conscience and compassion.
8. **Critical thinking** in the learners enables clarity, rationality and understanding of the logical connection between thoughts and ideas. They undertake research projects and their papers are published in the **peer reviewed journals 'Explore' , 'IRIS' and 'Quest' which are published by the college.**
9. **Creativity and innovative ideas** are encouraged and created in the campus to facilitate creativity and the generation of ideas among students. The annual **science exhibition** is held in the month of February which broadens their vision and skill.
10. **'Dakhal Society' (theatre) and 'Tark Society' (debate)** are very active in organising various activities to prepare the students to be competent and to face national/international challenges.
11. **Self defence skill training** is made available to the students to enable them to protect their own dignity and the dignity of others through Taekwondo classes, and NCC training activities.

Social Responsibility

From the beginning of its inception, the College has instilled in its students, to reach out to the less privileged in the society who are marginalised and oppressed. From the year 2018 the college designed its own curriculum which includes gender sensitization, ethics and values, and environmental sustainability.

1. A most important aspect of campus to community service was introduced where a student need to earn **4 non- academic credits** through their service to the society by way of literacy drive in and around the slums of Patna, remedial teaching for students of Government Schools, skill training for the transgender community, tutoring the Mahadalit children of 'Manthan' an NGO, cleanliness and literacy drive for the ragpickers etc.

2. Through **Inter College Women's Association** (ICWA) which was established by the College in 1987 has been offering relentless service to destitute women and slum children. Its two major projects - the Literacy Project and the Remand Home Project have achieved milestones and changed the lives of many women and children.

3. The **Carmel Community College** of Patna Women's College, established in 2013 has been playing a critical role in women workforce development. It imparts employability-oriented education to those women of our society who are either deprived of the conventional college education or are school/college drop-outs.

4. To ensure the psychological well-being of the learners, the College has a Guidance and Counselling Centre. The Centre has a certified clinical psychologist who helps needy students deal with anxiety, stress and depression.

A wide range of activities and cultural programmes based on gender sensitization and gender awareness programmes are conducted in the college at regular basis that help in instilling the essence of women empowerment among the young learners.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Patna Women's College is committed to impart quality higher education that includes academic excellence, socio-cultural empowerment and moral development of the young women.

- The institution has always complied with the programmes initiated by Central and State Governments. The College is open to implement all the steps in adopting the provisions of **NEP 2020** as advised by the State Government.
- Commendable development of infrastructural assets and academic support facilities has been achieved with the efficient utilization of the fundings received through **RUSA I & II.**
- Patna Women's College was selected for **Star College Scheme under of DBT,** Govt. of India in 2018. Under this scheme mentorship was provided to other colleges.
- The college was selected as a Mentor College under **UGC– PARAMARSH** scheme in 2019 for mentoring the institutions in preparation of NAAC Accreditation and undertook the mentorship assignment for 5 colleges and 1 state university.
- In November, 2021 the institution was conferred with the **Chancellor's Best Lady college Award.** The college was awarded the **Times Ascent Skill Development Leadership Award** by the World HRD Congress in 15th February, 2023.
- The **First Convocation Ceremony** was held on 26th May, 2023 after the passing out of post-autonomy batch of students. All together 1077 degree awardees of UG/PG/B.Ed. Programmes participated in the grand celebration.
- Several supportive and welfare measures were taken as Special **COVID Initiatives for** staff, students and society; such as fee exemption, relaxation in payment, distribution of necessary items and goods among the needy groups, formation of support groups helping patients and hospitals, and so on.
- The institution has taken up several innovative and creative initiatives in its campus such as establishment of Meteorological Observatory, Vermi Composting unit and Mushroom Cultivation plant.
- Patna Women's College aspires to expand its international visibility. It has signed an MoU with the King Sejong University, South Korea. Add-on Certificate courses on Korean language and Culture, German Language, French and Spanish are offered.
- Her Excellency Melinda V. Pavek, Counsul General of United States in Kolkata visited Patna Women's College on 08th March, 2022 to have an interactive session with the teachers and students.

Concluding Remarks :

Patna Women's College adopted **CBCS in 2018** bringing in structural changes in the pattern of curricula across all programmes. The **NEP 2020 based curriculum** is being introduced. In addition of 40 academic programmes, **41** Value Added career-oriented Courses are conducted. New programmes on Data Science, Artificial Intelligence and Machine Learning, and Fashion Designing will be introduced from the upcoming session. The curricula of all programmes are developed on the basis of **Outcome Based Education.**

Student-centric teaching – learning methods and an effective evaluation system have been adopted and developed. Participatory and Experimental learning methods are promoted and implemented for the purpose of imparting holistic education. The entire teaching – learning – evaluation process has been modernized with increasing practice of ICT tools and techniques, academic softwares and blended learning.

A research-oriented culture has been established for the teachers and students with adequate facilities for quality research and innovation. An excellent research environment is present through well-equipped labs, fully automated library, and incubation and research centres. The faculty and students are encouraged to take up ethical research, apply for funded research projects and publish quality research articles in journals and books.

The college has well-developed and well-maintained infrastructural resources and academic support facilities. A digitalised rich library, fully furnished labs, IT enabled learning tools, efficient examination management system, e-content development centre and an innovative Business Incubation Centre truly strengthen the academic infrastructural base of the institution.

Special efforts are taken for all-round progression of its learners. Career advancement training programmes, scholarships and freeships and grievance redressal mechanism are effectively undertaken and practiced. There are adequate provisions for bringing out talents of students in the fields of sports and cultural activities.

The institution follows decentralization and participatory functioning. IQAC takes up quality initiatives for the incremental improvement of academic standards of the institution. Several career development programmes and welfare measure measures are undertaken for the faculty and staff members. The college has been participating in **NIRF** and other institutional ranking exercises.

The values and distinctiveness of the institution are manifested through social responsibility, environmental consciousness, gender sensitization, moral ethics and holistic empowerment.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**
	
	    1.2.1.1. **Number of new courses introduced during the last five years:**
	    Answer before DVV Verification : 944
	    Answer after DVV Verification: 866
	    1.2.1.2. **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**
	    Answer before DVV Verification : 952
	    Answer after DVV Verification: 952
	
	    Remark : Value updated removing duplicate courses.

1.3.2	**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :39
	    Remark : Value updated as per documents

2.1.1	**Enrolment percentage**
	
	    2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)**
	    Answer before DVV Verification:
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>
	    2.1.1.2. **Number of sanctioned seats year wise during last five years**
	    Answer before DVV Verification:
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2037</td><td>1925</td><td>1910</td><td>1831</td><td>1729</td></tr></table>
	
	    Answer After DVV Verification :
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2037</td><td>2055</td><td>1951</td><td>1889</td><td>1729</td></tr></table>

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

2.1.2.1. **Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
834	984	873	864	702

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
395	470	448	461	393

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
879	1027	976	944	799

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1019	1028	916	976	815

Remark : As per the HEI data and documents provided during clarification.

2.4.1 **Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
202	197	195	184	171

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
203	198	196	185	172

2.4.2 **Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years**

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

Answer before DVV Verification : 156
Answer after DVV Verification: 156

2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**
	2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year** Answer before DVV Verification : 2015 Answer after DVV Verification: 1796 Remark : Value updated as per the year of joining
2.4.4	**Percentage of full time teachers working in the institution throughout during the last five years** 2.4.4.1. **Number of full time teachers worked in the institution throughout during the last five years:** Answer before DVV Verification : 106 Answer after DVV Verification: 149 Remark : Value updated as per Extended Profile metric
3.1.2	**The institution provides seed money to its teachers for research** 3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15.68	5.20	0.88	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	12.55	0	0	0

Remark : Seed money less than one lakh per faculty not considered. Value updated accordingly

3.1.3	**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years** 3.1.3.1. **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years** Answer before DVV Verification : 51 Answer after DVV Verification: 01
3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

	Answer before DVV Verification : 459 Answer after DVV Verification: 94
3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years** 3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years** Answer before DVV Verification : 127 Answer after DVV Verification: 79
3.5.1	**Revenue generated from consultancy and corporate training during the last five years** 3.5.1.1. **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.31	0.90	2.52	15.06	0.01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.31	0.90	2.52	15.06	0.01

3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years** 3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
326	206	39	71	73

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
73	46	21	69	41

3.7.1	**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years**
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :28

	Remark : As per the HEI data and documents provided during clarification.
4.1.2	**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise 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
1336.63	66.72	71.29	99.72	132.49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1246.223	59.58	35.29	41.72	54.10

Remark : As per the HEI data and documents provided during clarification.

4.2.2	**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years** 4.2.2.1. **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49.23	37.49	34.88	25.67	18.55

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49.23	37.49	34.88	25.67	18.55

5.2.2	**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years** **(eg: NET/SLET/ Civil Services/State government examinations etc.)** 5.2.2.1. **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
113	37	35	5	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
47	23	19	5	6

5.3.1	**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**
	5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74	31	7	12	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	11	05	02	04

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**
	6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	95	88	83	85

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
96	95	88	83	85

6.3.3	**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**
	6.3.3.1. **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ *Management Development Programs (MDP)* during the last five years**
	Answer before DVV Verification:

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

| 147 | 91 | 149 | 90 | 20 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
147	91	149	90	20

6.4.2	**Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)** 6.4.2.1. **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>50</td><td>0</td><td>0</td><td>50</td><td>100</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>50</td><td>0</td><td>0</td><td>50</td><td>100</td></tr></table>
6.5.3	**Institution has adopted the following for Quality assurance*:*** 1. **Academic and Administrative Audit (AAA) and follow up action taken** 2. **Conferences, Seminars, Workshops on quality conducted** 3. **Collaborative quality initiatives with other institution(s)** 4. **Orientation programme on quality issues for teachers and students** 5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc** 6. **Any other quality audit recognized by state, national or international agencies** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above
7.1.2	*The Institution has facilities for alternate sources of energy and energy conservation measures* 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment 6. Wind mill or any other clean green energy Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above
7.1.4	**Water conservation facilities available in the Institution:**

	1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above
7.1.6	**Quality audits on environment and energy are regularly undertaken by the institution** **The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environmental audit** 2. **Energy audit** 3. **Clean and green campus recognitions/awards** 4. **Beyond the campus environmental promotion and sustainability activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The institutional Code of Conduct principles are displayed on the website** 2. **There is a committee to monitor adherence to the institutional Code of Conduct principles** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on rolls year wise during last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>4840</td><td>5647</td><td>5304</td><td>4651</td><td>4370</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>4840</td><td>5647</td><td>5304</td><td>4651</td><td>4370</td></tr></table>
1.2	**Number of final year outgoing students year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1703	1802	1611	1400	1441

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1703	1802	1611	1392	1427

2.1 **Number of full time teachers year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
191	175	171	166	154

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
189	173	165	158	149

2.2 **Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**
Answer before DVV Verification : 257
Answer after DVV Verification : 254

3.1 **Total expenditure excluding salary year wise during the last five years   (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1984.70	752.00	641.53	722.51	697.28

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1593.26	673.45	641.53	722.51	697.28