



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**B R M COLLEGE**

MADHOPUR, BASUDEOPUR, MUNGER PIN- 811202

811202

[www.brmcollege.in](http://www.brmcollege.in)

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2019**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The solemn foundation stone of B.R.M. College, Munger was laid by Hon. Sri Krishna Singh, the first chief minister of Bihar, on the 15th of July 1958. It was a stepping stone indeed for the up-liftment of women in the Munger district region. Thanks to the august will of the pious, noble souls-the donors-honourable Sri Devniti Singh and Sree Premniti Singh. We salute their chaste inclination to initiate prosperous future for the welfare of women, which blossomed with a blissful benediction and slowly but steadily emerged into a women's college, called "Balmiki Rajniti Mahila College" Munger. It began from a dilapidated courtyard of Madhopur Girl's High School with a meagre strength of just eight students. Let us pay homage to the "iron will" of the founders and the first Secretary, Hon. Sri Pratap Narayan Singh and a devoted founder Principal Mrs. Krishna Kumari Sinha along with other social activists who played a yeoman's role in developing this college in the early fifties. They moved from door to door, collecting alms to add brick by brick to its healthy existence. The college has grown, in course of time, through the sincerity and hard work of the staff, students, patrons and public alike. Today, it is one of the premier institutes of women's education of Munger division in Bihar. This college comprises at least forty percent of the down trodden and minority students, which is an index to fast developing social and academic panorama.

### Vision

BRM College will stimulate both the hearts and minds of the scholars; empower them to contribute to the welfare of the society at large; train them to adopt themselves to the changing needs of the economy and society; educate them for cultural leadership to ensure peace harmony and prosperity to all.

### Mission

BRM College shall strive hard to provide a market oriented professional education to all the student community of the Munger, with a view of serving the cause of higher education as well as to meet the needs of family wellbeing and society at the same time emerging as a centre for excellence in education.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Goodwill of the institution and its rich heritage as one of the best women's college in Bihar State.
- A dedicated team of teachers supported by the administrative staff.
- A strong academic environment with discipline in the campus.
- Sufficient number of books and journals in the College library.
- A research activity has been slowly gathering momentum
- Maintaining an eco-friendly campus in the heart of the city
- NCC and NSS unit which encourages our students to become more responsible citizens

### **Institutional Weakness**

- Lack of sufficient number of faculty and administrative staff
- In some subjects, it is felt that the curriculum might not be in sync with contemporary needs or global standards
- due to constraints of University-prescribed curriculum.
- Classroom crunch during peak period
- Classrooms are not ICT- enabled
- Lack of uptake of minor and major research projects under the UGC scheme
- Lack of gymnasium and sports infrastructure
- Lack of Auditorium or a separate place for hosting seminar conferences and other cultural programmes

### **Institutional Opportunity**

Increasing the diversity of the courses that is offered at at the undergraduate level and opening some select courses at Post Graduate level

Regular evaluative programmes, like class tests, Mid-term tests, Annual Test to keep a record of the development of the students

- Providing skill development and vocational courses in sync with PMGKY and introducing more career-oriented courses to increase the employability of the students.
- Providing funds for research activity
- Publication of the departmental journals along with regular students‘magazine to acknowledge and channelize their creative potential
- Industry-academia collaboration
- To open dedicated study centres on Women‘s Studies
- Intensify outreach programmes
- Ensuring a holistic improvement of the students—academic, social and cultural
- Making the teachers more tech-savvy, so that they can implement the benefits of technology to improve the quality of the teaching learning process
- Increasing the inter-departmental liaison and sharing of knowledge
- Suitable programmes for and coaching for different competitive examinations
- Creating opportunities to encourage entrepreneurship among students
- Introducing formal remedial classes within or after college hours

### **Institutional Challenge**

- Financial self-sufficiency
- Increase number of classrooms and laboratories and technological up-gradation of infrastructure
- Introduction of smart classrooms, use of technical assistance, like Projectors, smart boards, and so on.
- Since the recruitment of teachers and non-teaching staff members are done through Government channels, at times shortage of staff becomes a serious crisis
- To encourage more seminars and workshops to ensure the pursuit of excellence
- Collaboration with other institutes/ research centres and encourages teacher/student exchange programmes

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The curriculum of the institution is strictly followed as per the norms of the Munger University, Munger. The University provides an academic calendar at the commencement of each session. In accordance with this calendar, the institution prepares its in-house calendar. It contains relevant details about the schedule of different events and activities that are going to take place in the academic year. Then it is circulated amongst the faculty members. After receiving the calendar, the faculty members prepare their lesson plans for their individual syllabus taught by them on the basis of the calendar and the time table. Work diaries are maintained by faculty members to keep a record of the implementation of the curriculum. These diaries are periodically reviewed by the HOD and also the Principal. There is continuous pursuit to achieve higher standards of the academic performance which is done through constant updating of college syllabus, even with little change in university syllabus. This is achieved through more or less aligning syllabus of our colleges with those of other premier university, always keeping and mind the core syllabus of our own university and needs of our students.

### Teaching-learning and Evaluation

College uses innovative teaching and learning method for effective curriculum delivery. Learning is made enjoyable, interactive and participatory. Extent effort is placed on the reading list which is provided for reference, both in class and library. There is continuous process for reviewing syllabus, examinations for reviewing progress in student learning, monitoring of results for taking corrective actions along with feedback system at each stage which goes a long way in effectively delivering quality education and providing basis for innovative and smart teaching system. It ensures that the student delivers her best their examinations in college or after college.

### Research, Innovations and Extension

BRM College is primarily devoted to teaching undergraduate students; college is endowed with one of the finest and dedicated teachers. Slowly in recent years, pace of research has picked up in the university and our faculty has also been benefited, with a large number of faculties taking up active part in conferences, seminars and workshop. Institution also integrates issues relevant to gender, environment and sustainability, human values and professional ethics into the curriculum through integrating it in our daily life and as a culture at BRM College. BRM College endeavours to keeps its campus environment friendly. It tries to maintain the greenery and a landscape garden. The concerned departments hold regular classes and special seminar classes to sensitize students about various issues and challenges faced by women and society in particular.

### Infrastructure and Learning Resources

BRM College may not have one of the finest available infrastructures and learning facility among its peers in the university, it strives for excellence with whatever little it has. We have green campus, wi-fi and high speed internet connectivity, library for reference, a large playground and a hostel for the students. However number of classrooms ought to be increased and equipped well to make it smart classrooms. In summery infrastructure is just sufficient to fulfil the functional need of the college.

## **Student Support and Progression**

BRM College has a robust mechanism of student support and mentorship. The institute provides for skill development programmes, soft-skill development programmes, career counselling and psychological counselling and legal aid as and when required. Many of the students are provided scholarship and freeships. The institute provides for some support and guidance all the year along as per the needs of the students.

## **Governance, Leadership and Management**

The institute has a well formulated plan stating focus areas, action plan for achieving the goals of the institute in line with the vision and mission statement of the college, means of achieving the action plan and measures to verify their achievements. The college administration works in the transparent and open manner in every functional area of the college. The college has an active internal quality assurance cell (IQAC) and it conducts regular meetings and periodic review to review to improve the quality of education provided in the institute and enhancing the overall functioning of the institute.

## **Institutional Values and Best Practices**

BRM College is always innovating and applying the best practices in the institute taking into consideration to the need and focus of the institute. The college makes especial effort to bring in innovations in teaching learning process to make the experience more robust and enjoyable. The college takes conscious efforts in generating awareness in the community with respect to various issues such as environment, energy, gender, rights, health and hygiene, government plans and policies. It strive each of us to become a well informed citizen and community as well informed community without bias and prejudice.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	B R M COLLEGE
Address	Madhopur, Basudeopur, Munger Pin- 811202
City	Munger
State	Bihar
Pin	811202
Website	<a href="http://www.brmcollege.in">www.brmcollege.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Anita Prasad	6344-222275	9431236596	6344-227762	brmcollege1958@gmail.com
IQAC / CIQA coordinator	Prakash kumar	6344-222822	9431455152	6344-227722	prakashkumarbrm@gmail.com

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1958

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

State	University name	Document
Bihar	Munger University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	23-11-2011	<a href="#">View Document</a>
12B of UGC	23-11-2011	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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**Recognitions**

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Madhopur, Basudeopur, Munger Pin- 811202	Semi-urban	8.36	3170

## 2.2 ACADEMIC INFORMATION

NAAC



<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Economics	36	Intermediate	English + Hindi	195	42
UG	BA,Political Science	36	INTER	English + Hindi	195	129
UG	BA,History	36	INTER	English + Hindi	195	187
UG	BA,Philosophy	36	INTER	English + Hindi	100	4
UG	BA,Psychology	36	INTER	English + Hindi	50	23
UG	BA,Home Science	36	INTER	English + Hindi	50	15
UG	BA,Music	36	INTER	Hindi	50	1
UG	BA,English	36	INTER	English	100	38
UG	BA,Hindi	36	INTER	Hindi	100	31
UG	BA,Urdu	36	INTER	Urdu	195	94
UG	BSc,Mathematics	36	INTER	English + Hindi	100	1
UG	BSc,Physics	36	INTER	English + Hindi	50	5
UG	BSc,Chemistry	36	INTER	English + Hindi	50	4
UG	BSc,Zoology	36	INTER	English + Hindi	50	19
UG	BSc,Botony	36	INTER	English + Hindi	50	5
UG	BCA,Computer Application	36	INTER	English	30	4
UG	BA,Bangla	36	INTER	Bengali	100	0
UG	BA,Sanskrit	36	INTER	Sanskrit	100	0

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				6			
Recruited	0	1	0	1	2	1	0	3	2	4	0	6
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				26
Recruited	11	4	0	15
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				4
Recruited	1	1	0	2
Yet to Recruit				2
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

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	1	0	2	2	0	7
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	1	0	0	0	1	0	2

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2		0		2

**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
	Female	1636	0	0	0	1636
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	147	186	245	210
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	956	982	1339	1174
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	503	628	732	798
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1606	1796	2316	2182

### 3. Extended Profile

#### 3.1 Program

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

Response: 15

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
634	662	513	930	846

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
1020	1020	1003	1003	1003

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
363	646	502	622	448

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	12	11	11	13

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
44	44	44	44	44

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 13**

#### Number of computers

**Response: 40**

#### Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
59.3	13.28	43.20	14.64	27.60

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

**1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process**

**Response:**

BRM College ensures effective curriculum delivery through a well planned process which is documented at each stage of implementation. Before the commencement of each academic session, time line is drawn by the institute and each of the departments prepares the curriculum delivery plan in sync with the timeline of the institute. Head of each department then allocates the syllabus to each of the faculty in their department as per their area of specialization and interest. Each faculty maintains their teaching plans and course file which is verified by the concerned head of department. Special emphasis is laid on practicals and lab manuals to balance theory with practical lessons for effective delivery of the curriculum. Departmental meeting is held at least once in a month not only to oversee the teaching progress given as per the timeline but also analysing the teaching and learning outcomes. The college Principal is regularly briefed by the head of department at each and every stage of the curriculum delivery. Academic meeting of the college is done in every three month to see the progress of curriculum delivery and learning outcome, grievances if any, feedback from students and teachers which are all taken up for consideration and teaching plans are then modified at times as per the requirement in ensuring effective curriculum delivery.

**1.1.2 Number of certificate/diploma program introduced during the last five years**

**Response:** 0

**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

**File Description**

**Document**

Details of the certificate/Diploma programs

[View Document](#)

**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**

**Response:** 17.54

**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic**



Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	01	01

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

**Response:** 6.67

1.2.1.1 How many new courses are introduced within the last five years

Response: 1

File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**

**Response:** 0

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**

**Response:** 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

##### Response:

BRM College understands that education today must address the needs and challenges of our society. Teachers besides giving students the insight into various challenges faced by our nation today they sensitize them about these issues and let students develop their perspective of not only with respect to depth of these issues but also motivation for coming up with solutions. We sensitize students indeed across broad spectrum cutting cross issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum. Being a Women's college, Woman empowerment is one of the core objectives of institution. There are numerous events and programmes that are organized throughout the year for gender sensitizations and empowerment. At each academic year from the time of admission to the college, women's are provided counselling and briefed on matters related to gender and women empowerment. One Workshop at the beginning of the session is also arranged by the students for the students where various issues are discussed and presented to the college. Issues related to Climate change, Environment and sustainability is not only discussed with vigour and passion but is taken up in every community work we do at BRM College. Our NSS and NCC team plays a pivotal role in spreading this message and strive to make our community a sustainable community. Above all we strive not only for excellence in each person but also in understanding out social obligations and duty to our nation and to humanity. After all, education is meant to make each person a better person, with values, with moral ethics and dignity, a person always willing to contribute towards wellbeing of their nation.

#### 1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

##### Response: 4

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

##### Response: 4

<b>File Description</b>	<b>Document</b>
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>

<b>1.3.3 Percentage of students undertaking field projects / internships</b>	
<b>Response: 0</b>	
1.3.3.1 Number of students undertaking field projects or internships	
<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</b></p> <p><b>A. Any 4 of the above</b></p> <p><b>B. Any 3 of the above</b></p> <p><b>C. Any 2 of the above</b></p> <p><b>D. Any 1 of the above</b></p> <p><b>Response: A. Any 4 of the above</b></p>
<p><b>1.4.2 Feedback processes of the institution may be classified as follows:</b></p> <p><b>A. Feedback collected, analysed and action taken and feedback available on website</b></p> <p><b>B. Feedback collected, analysed and action has been taken</b></p> <p><b>C. Feedback collected and analysed</b></p> <p><b>D. Feedback collected</b></p> <p><b>Response: B. Feedback collected, analysed and action has been taken</b></p>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 41.21

##### 2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
636	662	513	930	846

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1760	1760	1730	1730	1730

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 80.12

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

2017-18	2016-17	2015-16	2014-15	2013-14
809	809	809	809	809

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

Student at time of admission is scrutinized by the admission committee based on their past experience and academic performance of the students. Students are then identified that need some remedial training and education along with those that have excellent academic records and needs attention in developing their skills. We believe that each and every student has a tremendous potential and it's indeed our job to help student in identifying and developing their potential. Students are provided counselling right from the admission day and they are encouraged and motivated by the by their department head and faculties not only at time of admission but as part of our everyday life. There is a close interaction between students and faculty also enables in a significant way in identifying the slow and advanced learners. Student's post admissions are put to series of tests and assignment that not only test their knowledge but also help us identify areas that need special attention. Teachers make suitable arrangements terms of classes and pace of learning, arrangement of books and notes, modification in reading list and extra classes and at times classes are also split up for some module of the syllabus. The college and as well administration are highly sensitive towards the needs of different students and we strive to give each of them our full attention in realizing their potential.

**2.2.2 Student - Full time teacher ratio**

**Response:** 63.4

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls**

**Response:** 0.16

2.2.3.1 Number of differently abled students on rolls

Response: 01	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

<p><b>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b></p> <p><b>Response:</b></p> <p>As a part of teaching learning experience, faculty provide lectures whereby concept is introduced, basic theory is explained and concepts further elaborated. However, it is just the beginning while the major part of the teaching process is based on interactive learning and problem solving. These means not only help student understand the concepts clearly, but also helps them identify problems and come up with their own solutions. We build a atmosphere where ideas flourish and new ideas come up and each as good as the previous one. Many of these innovative ideas can be imminent solutions to the challenges faced by our world and our community today making them innovators of tomorrow. Thus, these experimental learning and participatory learning besides making leaning enjoyable and infuses confidence in lives of our students. They to not only learn to lead but also ability to work in a group together as a cohesive group. Above all they inculcate the ability to take up a well informed stand on various issues, but at the same time respect others view and be every ready in taking up best ofnew opinions and suggestions, making them a better studentand a better person.</p>					
<p><b>2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</b></p> <p><b>Response: 30</b></p>					
<p>2.3.2.1 Number of teachers using ICT</p> <p>Response: 3</p>					
<table border="1"> <thead> <tr> <th>File Description</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>List of teachers (using ICT for teaching)</td> <td><a href="#">View Document</a></td> </tr> </tbody> </table>		File Description	Document	List of teachers (using ICT for teaching)	<a href="#">View Document</a>
File Description	Document				
List of teachers (using ICT for teaching)	<a href="#">View Document</a>				
<p><b>2.3.3 Ratio of students to mentor for academic and stress related issues</b></p> <p><b>Response: 63.4</b></p>					
<p>2.3.3.1 Number of mentors</p> <p>Response: 10</p>					

### 2.3.4 Innovation and creativity in teaching-learning

#### Response:

BRM College uses traditional teaching methods in an innovative way. Our assignment besides testing theories, also test its real world application. Questions are challenging and even at time being called mind twister situational analysis. Case studies become instrumental tools in teaching the concepts and its applications. Students are always motivated in classes and encouraged in skill development. Special lectures, workshops, inter disciplinary lectures, are taken up for enhancing teaching experience. It's true that most of the colleges are yet to see the ICT development in teaching given paucity of fund for its implementation, it no way lesson our zeal to innovate teaching practise with whatever merger resource that are available for the aid of students.

## 2.4 Teacher Profile and Quality

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

**Response:** 25.91

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 84.1

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	9	10	11	11

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 17.3

#### 2.4.3.1 Total experience of full-time teachers

Response: 173

#### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 8.18

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	04	04	04	04

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

BRM College uses Continuous Internal Evaluation for evaluating the performance of the students and teachers alike. Evaluation test is conducted at least twice in a year while there is ongoing class test and assignment. Result of evaluation test is analysed and suggestion are provided to the students along with future course of preparation for the end year examination. There is compulsory internal evaluation a month



before final examinations and this crucial test helps students in streamlining their efforts during last leg of preparation. Students are also given self analysis feedback whereby they themselves analyse their progress, strengths and weakness and analyse their suitable course of action. Finally students also fill out teacher's evaluation so that teachers can take corrective action and evaluate their performance. These evaluations are comprehensive, analytical and provide effective means of raising the performance bar of students and teachers alike.

### **2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety**

#### **Response:**

Mechanism of internal assessment is transparent and robust. Questions are asked taking into consideration the syllabus, past papers and student's knowledge and preparation. Post evaluation answers are discussed in class and there is also one to one discussion with the students and their answer scripts are discussed in details and finer points for improvement. These systems is not meant to penalize the students in anyway but only to reflect the areas of improvement and suggesting means to achieve their full potential.

### **2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**

#### **Response:**

There are at times when there are some grievances from the students with respect to the examination and examination results. There are grievance hat examination are not conducted on time by the university. Examinations dates are finalized by the university in time bound fashion; however there are certain delay over which college has no direct control. We still prepare our students to our very best for examination well before the scheduled time, making our students exam-ready always. If there is any grievances related to result college provide full support to each and every student and take measures in resolving the problem if any.

### **2.5.4 The institution adheres to the academic calendar for the conduct of CIE**

#### **Response:**

The institution adheres to the academic calendar for the CIE in a disciplined way not meaning a strict way. It is indeed rational to prepare the academic calendar at the very beginning of the session and we understand that it is also of rational and in the interest of student to provide them with some degree of flexibility in the conduct of CIE. Thus at times CIE are conducted before the scheduled time while there are also some instances when student ask for more time for preparations before appearing for examinations. There is however also parallel simultaneous series of class test, surprise test, assignments that keep the students on toes and keep them always ready for examinations. Also group discussions, quizzes and debates are everyday affair that let the students sharpen their skill and these all form the basis of CIE apart from scheduled examinations. Each department are given great degree of freedom and

flexibility in the CIE while adhering to the academic timeline and curriculum delivery. Teaching and examinations are done in a pragmatic way with flexibility depending on need and situation while always keeping the needs of students and wellbeing in mind.

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

#### Response:

Program outcomes, program specific outcomes and course outcomes are prepared in consultation with the university and are communicated to the teachers and students. Deciding of these objectives and outcomes is an organic process and keeps on modifying as per the changing times. These are prepared every year in consultations with university to be in sync with the university syllabus, in consultations with other colleges of our university for greater insight and suggestions and in consultation with the students and their feedback. We take into consideration contemporary issues and development in the related subjects that not only helps in generating awareness but also in development of research skill. These program guidelines are subject to revision during the course given the request from the students and directives from university. These will be shortly updated on the website, but college do provide these to the students along with the syllabus and reading list. Further these documents are always available in the concerned department and in library for reference. These documents are always used as reference for evaluating teaching and learning outcomes and let student gauge their progress continuously throughout the academic year.

### 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

#### Response:

College evaluates every year the program outcomes with program specific objective so as to understand the progress and help in effective curriculum delivery for the coming year. These are presented at the college academic meeting post examination result whereby student performance is also analysed. Thus, it helps us understand the curriculum delivery and result outcome so as to fine tune our efforts so as to achieve better result for our students and at the same time make sure that student understand each and every aspect of their course and enjoy the learning experience. Outgoing students are also requested to give us feedback regarding their experience with course objective and its delivery so as to help college plan and implement its course plan in a better way.

### 2.6.3 Average pass percentage of Students

Response: 72.71

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 453

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 623

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

**File Description**

**Document**

List of project and grant details

[View Document](#)

**3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0

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

Response: 00

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

Response: 13

### 3.2 Innovation Ecosystem

**3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge**

**Response:**

College is yet to come up with the incubation centre. We will be in touch with the Atal Innovation Mission and Niti Aayog to help us set up an Incubation Centre. We will also be in touch with public and private sector organization to help us in our initiative. We will be writing to the railway workshop at Jamalpur to help take us location advantage. We have indeed developed a cell for entrepreneurs and college will do

everything in helping students in scaling up their ideas and turning it into reality.

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

**Response:** 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

#### File Description

#### Document

List of workshops/seminars during the last 5 years

[View Document](#)

## 3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

**Response:** No

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

**Response:** No

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

**Response:** 0.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
05	02	02	00	02

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

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

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

**Response:**

BRM College is highly motivated in community participation and development and works extensively in extension service most of which are extremely low cost but high on impact. These are achieved mainly through community participations and ours being women college we strive to work for women empowerment and wellbeing. Our highest priority is granted to spreading of education to women's in our community. Our college also works in the area of Digital Literacy in the spreading the message of Digital India, Financial Literacy, Swach Bharat Mission for Health and Hygiene. We also partner local NGO for livelihood security and employment generation as means of gaining financial independence and career progression. These are only few of the initiatives that has been stated while there are many that are undertaken as a department level apart from those undertaken by NSS and NCC.

### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>

**3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years**

**Response: 33**

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

2017-18	2016-17	2015-16	2014-15	2013-14
05	06	09	06	07

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response: 54.24**

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
454	408	309	295	389

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

**Response: 0**

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>

#### 3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response: 0**

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00



<b>File Description</b>	<b>Document</b>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

Institution does not have adequate facilities for teaching learning given our student strength. Infrastructure development remains underfinanced in most of the government colleges in the region. In our campus there is no dearth of space and extra classrooms can be built in the coming years.

There has been some developmental work that has been going on in the campus while there are also few that has been sanctioned by the university. It has been our sincere effort not only to increase the teaching learning infrastructure but also to fully equip them to make it a smart classroom. In the mean while we make the best use of what we have as the saying goes it does matter how much you have but it matters more how you make the best use of whatever little you have.

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

**Response:**

Sports infrastructure remains under developement in the college for want of funds and while we have a large playground it is used for multi-purpose role for numerous sports activities and also for hoisting of various cultural events. Athletics and various outdoor sports are practised such as cricket, football, volleyball, badminton is practised with great passion by the students and at times teachers also take part in these events. Girls from our college in great numbers take part in the sports meet of the university. Given greenery of the ground, it's an idyllic place for yoga session. NSS and NCC Drills and activities are also undertaken. However having indoor sports centre and gymnasium would go a great length in developing sportsmanship at the college.

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**

**Response:** 15.38

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

**File Description**

**Document**

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 22.62

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
4.74	5.62	8.24	4.94	2.75

#### File Description

#### Document

Details of budget allocation, excluding salary during the last five years

[View Document](#)

## 4.2 Library as a Learning Resource

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

**Response:**

We have a small library with quite a number of collections for use of the student and teachers. There is also reading hall in the library where student can browse books and make notes for their reference. However, college library has not been automated, but college does have plans for automating it using open source software and very soon it would be functional. There has been lack of fund for automation thus college has to rely on the open source and the efforts of the staff in automating the library.

### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

**Response:**

The Main thrust of the college was on the procurement of the books that can be used for the student's reference as per the reading list and syllabus. Having achieved this to a fair level college has plans for collecting some books mainly on the history of Munger, showcasing its rich history right from ancient to medieval to colonial history. Apart from history, Munger has been known for yoga and it would be of our immense pride if we can bring in some rare scripts pertaining to yoga. College will plans for interaction of our library with others in the state and seek funds for the same for its development.

### 4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** E. None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 0.32

##### 4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
00	1.62	00	00	00

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** No

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 8.07

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 52

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

Institution is provided with the Wifi as a part of Bihar Government initiative. There is high speed internet connectivity in the campus and all the computers in the college are connected with it via the main server. Institute IT infrastructure is robust and well connected, however one of the main area of improvement is digitization and making processes online. These processes include whole range from admissions, lectures and attendance, online delivery of course materials, raising of any query, grievances readressal, complains and suggestions, payments of fees and other charges, remote access to the library etc. As and when funds are available college will use it in upgrading its online platform so to make streamline its functioning and making its access easy and convenient.

#### 4.3.2 Student - Computer ratio

**Response:** 15.85

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** >=50 MBPS

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 40.71

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

2017-18	2016-17	2015-16	2014-15	2013-14
316	369	317	00	306

#### File Description

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

#### Document

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

**A. 7 or more of the above**

**B. Any 6 of the above**

**C. Any 5 of the above**

**D. Any 4 of the above**

**Response:** E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>

**5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Response:** 41.51

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

2017-18	2016-17	2015-16	2014-15	2013-14
300	300	300	250	250

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**

**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00



<b>File Description</b>	<b>Document</b>
Details of the students benefitted by VET	<a href="#">View Document</a>

### 5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

<b>File Description</b>	<b>Document</b>
Details of student placement during the last five years	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 99.72

#### 5.2.2.1 Number of outgoing students progressing to higher education

**Response:** 362

<b>File Description</b>	<b>Document</b>
Details of student progression to higher education	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

**File Description****Document**

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

[View Document](#)

### 5.3 Student Participation and Activities

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

**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

**File Description****Document**

Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years

[View Document](#)

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

#### Response:

Students at BRM College participate actively and in large numbers in the student council meetings. They are also represented on various committees and sub-committees. They work together and in an extremely disciplined manner with the college administration, in managing the campus and bringing attention to the college any matters related to the student wellbeing and college welfare. They also play an instrumental role in ensuring transparency and openness as the decisions are taken after taking in views from the students. The system of feedback also serves as means of ensuring effective and prompt implementation of any work in compliance to decision and rules.

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

#### Response: 3.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	07	04	03

#### File Description

#### Document

Number of sports and cultural activities / competitions organised per year

[View Document](#)

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Response:

Alumni association remains underdeveloped at BRM College, even though there is a large number of outgoing students. The data of such alumni remains deficient and to scope of having a vast network of alumni and using it for college development and wellbeing is slowly being realized. College is in the interim phase of implementation of programmes to reengage with alumni. They are invited to the annual day and fresher's day events and they contribute to the various department and society of the college. They provide both financial and non financial support to the college which is of immense help given the paucity

of college funding.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** <1 Lakh

File Description	Document
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 0

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

**Response:**

The governance of the institution is spirited with a strong vision for social transformation and women empowerment through education and skill development. It reflects in the strong leadership in the governance of the college by the principal and administration in creating a vibrant and ideal environment for focussed and disciplined education. Even though the landscape remains overwhelmingly rural the direction and outlook provided by the institute is forward looking and more of a cosmopolitan in nature taking the best of two worlds as it seems, given many of the faculty members have educational experience from other states and each bring with them a some unique perspective and vision. Faculty members themselves strive for excellence and keep themselves updated with the latest development in their field. Matters related to contemporary issues related to nation's economy, political development, social issues are often deliberated and debated at length. Thus the spirit to create a vibrant teaching learning atmosphere, where ideas flows unhindered and points can be raised without fear and backlash can be found at BRM College. This has been all due to the efforts of college administration and their dedication towards upliftment and wellbeing of students.

#### 6.1.2 The institution practices decentralization and participative management

**Response:**

BRM College being a constituent college of Munger University, Munger, it works under the aegis and guidance and of the university. There is little scope of decentralization and participative management in a direct form, however it has been since beginning that management should be decentralized and participatory in nature. Principal of the college takes everyone on board and decisions are arrived at collectively, taking into consideration the opinions feedback and at times even conflicting viewpoints, after all that's the essence of democratic and participatory management. From students to community each has a voice in the management of the college and college respects their viewpoints and duly takes into consideration in every stage of decision making and programme implementations.

### 6.2 Strategy Development and Deployment

#### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

**Response:**

College has been making the perspective and strategic plans and the deployment documents are also available in the institutions. Plans are divided into short term, medium term and long term so as to provide for holistic development of the college. This serves more of a vision implementation document so as to

align our priority with our vision and mission. While our perspective plans cater to the future direction present course of action is shown in the strategic plans catering to the current academic year. It is prepared to address the needs and challenges of the current academic year and the means of achieving the stated objectives, along with financial outlay and responsibilities assigned to the committees and sub committees. This helps college to function in a time bound and disciplined manner. All these documents are available in the institutes and kept for reference for future use.

### **6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

#### **Response:**

Again, BRM College being a constituent college of Munger University, MUnger, it is bound to works under the rules and policy of the university, at the same time bound by the rules of the Government of Bihar; Government of India and other Central Ministry such as Ministry of Human Resource Development and organization such as University Grants commission among others. Thus college doesn't have the leeway to decide on many of these policies. However in matters to internal affairs of the college related to management, the principal of the college practices participatory management for effective and efficient functioning of the college. In case of grievances if any there is internal committee to take the matter for its resolution which is done in a transparent and fair manner. The college and its administration adheres to the rules and policies in a strict manner everyday as a normal course of action.

### **6.2.3 Implementation of e-governance in areas of operation**

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

- A. All 5 of the above**
- B. Any 4 of the above**
- C. Any 3 of the above**
- D. Any 2 of the above**

**Response:** E. Any 1 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>

#### **6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions**

##### **Response:**

There are multiple committees in the college, given the decentralization of the management in the college. These bodies meet regularly and matters pertaining in front of the board are discussed in great details and minutes of the meeting are duly noted and its resolutions implemented in the shortest time as possible. The principal remains the incharge and works as a overall guiding force. Details of the meeting are furnished to the principal and she is briefed regularly on the working of the various committees. If there is any delay and problem, it is again taken up in the meeting with the principal, and resolution is done at the earliest.

### **6.3 Faculty Empowerment Strategies**

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

##### **Response:**

The Institution has effective welfare measures both for teaching staff and non-teaching staff. University has various schemes and welfare measures that cater to needs of both teaching and non teaching staff. College follows all of the statutory requirements with respect to the welfare measure as required by the law including the central government and state government regulations. There are also various union bodies that also put forth request and grievances of the staff. Above all we work as a family together and bound by the solidarity and empathy towards each other that provide for both monetary and nonmonetary support at adverse times.

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

##### **Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	<a href="#">View Document</a>

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

**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response: 5**

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	03	00	00	00

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff



**Response:**

Institution has performance appraisal system for teaching and non teaching staff as per the direction and policy of the university. These appraisal systems are both time-bound and merit based. Institute acknowledge the hard work and dedication of the staff and duly acknowledge it while recommending for the performance appraisal. There are however some delay on the part of the university in the implementations of various appraisals and disbursement of the salary on which college has little control.

**6.4 Financial Management and Resource Mobilization****6.4.1 Institution conducts internal and external financial audits regularly****Response:**

Institution conducts internal and external financial audits regularly. College regularly conduct thorough investigations into the files and finances as means of ensuring transparency. College follows laid down procedure for the required course of action and takes due care and diligence in maintaining books of accounts with various checks and crosschecks. There is also high degree of probity in dealing with the finances which is shown by the implacable track record of the institution in the matter of audit.

**6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)****Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

<b>File Description</b>	<b>Document</b>
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

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

Institution rely heavily on the grants from university Grants Commission and State Government. In the coming days college would also be trying to mobilize funds through various industry academia collaboration; funds by means of research grants; private organizations and donations; collaboration with NGOs and collaboration with the International organizations. College would be writing to the specific ministries and seeking funding for specific purpose or cause. These initiatives will definitely help overcome the chronic deficiency of funds that is faced by the college.

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

**Response:**

Internal Quality Assurance cell has contributed significantly for institutionalizing the quality assurance strategies and processes in a long way and will do so in the coming years. It has made the Internal Quality Assurance exercise not as a onetime affair but as a continuous practise that cut cross each of the functional area and help in efficient functioning of the college. This has led to the establishment of a benchmark against which all future quality assurance shall be measured and this becomes the endeavour of the college to raise the bar each year.

### 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

**Response:**

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC which is compared with the norms laid down. Institution prepares the academic calendar at the beginning of the academic year and each of the department prepares its own academic calendar and course books. Structure and methodology is given special attentions as its fundamental in determining th learning outcome. Thus its pertinent that there should be periodic revision to see that the quality assurance is met and all the parameters are being fulfilled through IQAC. However it has become more of an ongoing process that keep vigil all round the clock apart from doing the periodic review. And this teaching learning process, structures and methodologies of operations will help teachers and students a lot in teaching and learbing process. Every month of july of each year the institution reviews is conducted by IQAC co-ordinator and provides all the details of new teaching methodologies to our teachers so that they will use those methodology in next or currnt session. Because of these new methods of students takes more intrest in study.

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 0

## 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>

## 6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

There has been regular incremental improvement in the past years. IQAC has enabled BRM College to continuously improve its teaching learning experience, help deliver its curriculum in an innovative fashion and in a time bound manner; simplified methodology for easier grasping of the content with enhanced learning experience; clarity of the subject matter and various concepts with its applications; better results

of the students in the examinations. Above all it has enabled college to create a vibrant teaching and learning experience that is well acknowledged in the university and community alike. we are planing certain new things in incremental improvements post accreditation for quality initiatives. in present time we don't have such planing in proper way but we will take it seriously in future so that we can be able to do incremental improvements for coming years. it has become more of an ongoing process that keep vigil all round the clock apart from doing the periodic increment .



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Number of gender equity promotion programs organized by the institution during the last five years**

**Response:** 0

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

**File Description**

**Document**

List of gender equity promotion programs organized by the institution

[View Document](#)

**7.1.2**

**1. Institution shows gender sensitivity in providing facilities such as:**

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

**Response:**

BRM College being a women college gives utmost priority to women security and wellbeing. First and foremost being safety and security of our students not only in campus but also outside the campus. Local community has been sensitized regarding the necessity of having zero tolerance against any kind of harassment of the students while on way to college and outside campus. Police personnel in police dress and well as civil dress are often stationed outside the college by the police administration. College provide not only provide all round career and psychological counselling but also help students with access to legal aid as and when required. Usually college becomes first port of call on any distress situation and we at BRM College promises to our student that college administration will leave no stone unturned when it comes to the safety and security of the students.

<p>.</p> <p>.</p> <p>.</p>
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### 7.1.3 Alternate Energy initiatives such as:

#### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 20

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 1095

7.1.3.2 Total annual power requirement (in KWH)

Response: 5475

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 40

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 400

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 1000

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

### 7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management

- **E-waste management**

**Response:**

BRM Campus is a green campus and we endeavour at everyday to B R M College reduce our carbon footprint. We have placed waste segregation system that not only help reduce waste generation but also makes waste collection and disposal easy and efficient. Liquid waste management as given under municipal administration and college also strives to conserve water in every way. E-waste management is collected, sorted and disposed by the local vendor as and when required. We have a green campus in the heart of the Munger city and we are duty bound to keep our campus eco-friendly.

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### **7.1.6 Rain water harvesting structures and utilization in the campus**

**Response:**

We have not yet developed the rain water harvesting system fully. We would be putting in place a fully efficient rain water harvesting system very soon. In the meanwhile the rainwater collected is channelled to the ground where it percolates to the underground water. We have a green ecofriendly campus and open space, so we allow for sufficient recharge of underground water but with putting in place rain water harvesting system will aid a lot in the aquifer recharge. We are working to get the budget placed and approved as quickly as possible.

### **7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**

- **Green landscaping with trees and plants**

**Response:**

College encourage our students and faculty members to have a sustainable consumption and lifestyle. It not only helps them lower their carbon footprint but also safeguard our environment and community. Those living in the adjuscent areas use bicycles and we have build bicycle stand in the campus. Here is some difficulty in getting bus ride as the number and frequency of buses is too meagre as compared to the demand. Our campus is environmental friendly campus and besides making college a plastic free campus, college has done green landscaping in its campus with trees and plant. However, administration is carried out in traditional paper mode as online platform has not been created by the university, and as soon as university issues direction in this regards we will be most enthusiastic in having a paperless office.

### **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 0.27

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.10	0.08	0.06	0.05	0.03

<b>File Description</b>	<b>Document</b>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>

### **7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

- 1.Physical facilities**
- 2.Provision for lift**
- 3.Ramp / Rails**
- 4.Braille Software/facilities**
- 5.Rest Rooms**
- 6.Scribes for examination**
- 7.Special skill development for differently abled students**
- 8.Any other similar facility (Specify)**

**A. 7 and more of the above**



**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>

### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 6

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	01	01	01

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 6

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	01	01	01

### 7.1.12

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

**7.1.13 Display of core values in the institution and on its website**

**Response:** Yes

**File Description**

**Document**

Provide URL of website that displays core values

[View Document](#)

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

**File Description**

**Document**

Details of activities organized to increase consciousness about national identities and symbols

[View Document](#)

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** Yes

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 11

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	03	03	01	01

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>

### 7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

#### Response:

College celebrates the birth anniversary of many of the great Indian personalities. First and foremost being the birth anniversary of the father of our nation. It is of special importance for women because it was Gandhiji that has brought the women in the mainstream of Indian struggle for independence, thereby breaking the shackles of middle age bondage and realizing freedom in true essence. Had it not been for Gandhiji, then perhaps even though we would have got the independence but would have been of a different kind. Again we do events on Jawaharlal Nehru, Bhagat singh, Sardar Patel, Bhim Rao Ambedkar among many others. Their stories never grow old, no matter how many times their story of sacrifice and contribution is narrated, still every time it sway us and infuse in us the pride and determination to do something great for our great nation.

### 7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

#### Response:

Transparency and openness is the cornerstone of our college and we are take pride in what we do, because whatever we do we do with full dedication honesty and integrity. We strive to build a strong character and formidable will in our students and how can it be if we are not plasticising the same. So before preaching anything we practise religiously ourselves. The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions. We have unblemished history and command respect in the society, of course whose credit to the selfless staff of our college and our predecessors who have worked so hard in building this institution in what it is now.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

#### Response:

One of the foremost best practises is indeed decentralized and efficient management of the college. It is realized that college belong to all of us and it's our responsibility to make it function in best possible manner. As the saying goes that when its everybody responsibility it becomes nobody responsibility, but it's not the case with BRM college. Here each and every stakeholder has some saying in the management

and their views are also taken up into consideration. Decisions are reached not by voting but by building consensus. This gives the feeling of belonging and will to work for the college in a selfless way and take pride in our work. Second next practise would be definitely academic planning and curriculum delivery. Our success in this domain can be easily judged by the result of the student in the examination. Let the result do the talking, even though at times those that could not achieve higher marks in the examination, remains more or less equally talented and competent as the one with higher performing marks because wea BRM College make sure that no one is left behind and strive to have a minimum standard nonetheless however challenging it might be.

### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

##### **Response:**

As explained above with respect to the women empowerment through education, college make sure that students passing out from the college are equipped well to face any challenges that life throw at them. It's said by a famous man that it does not matter that how hard you get hit, but what matters most is that how you keep moving after you are hit. Our students may not be one of the academically brightest but they are the ones with dedication, motivation and willingness to go a mile extra then other, willing to work together, look after one another without fear or favour, they speak up and speak out finally they stand up and stand out.

## 5. CONCLUSION

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### **Additional Information :**

#### **Principal's Message**

You know this time-tested proverb: "An archer is known by archery and not by his golden bow." Similarly, a College or university secures good reputation not by its glittering walls or pompous domes, but by proficient performance of its promising students. A college stands for academic proliferation and enlightenment of soul and mind. B.R.M. College, Munger being only premier women's college in Munger commissionery imparts quality education, teaches ethical as well as aesthetic values (besides academic curriculum) with a profound goal to decipher students' personality to perfection, so that they can be a valuable asset to society and nation. You know, you are our future and on your young shoulders lies the task of nation building.

### **Concluding Remarks :**

BRM College may be little known among the university and college in India, but its spirit is high, students are dedicated to their education, teachers are devoted to their duty, and administration is supportive. So it has basically all is required for running an education system. But for running a college efficiently, college needs funds for its development of basic infrastructure so as to develop its capability. Once its achieved by the grace of god there will be no looking back and by the grace of god even today there is no looking back, we are reaching higher with each and every day passing by. We are motivated by the ideas of Zen, ever better- ever greater.