SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

LAXMINARAYAN COLLEGE

LAXMINARAYAN COLLEGE, JHARSUGUDA PO- KALIMANDIR ROAD
JHARSUGUDA PIN- 768202
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www.lncollegejsg.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

With the motto "Together we make the difference," Laxminarayan College, Jharsuguda provides higher education to the boys and girls of Jharsuguda in an urban and industrial area. The college has witnessed a rise in the number of students seeking admission in the different courses offered by it. The dedication, commitment and loyalty of the faculty and other staff, along with the enthusiasm and achievements of the students over the years have contributed largely to bring our college to its present position. The main focus of college activities remains the empowerment of students through education and inculcation of self-dignity and sense of duty and responsibility towards themselves and towards the society.

Vision

VISION

Laxminarayan College, Jharsuguda strives to improve the lives of all the beneficiaries through creating a sustainable learning culture in response to the need of the society and to provide opportunities to individuals for achieving their personal and professional goals to become responsible and disciplined citizens and human beings.

Mission

Laxminarayan College, Jharsuguda aspires to be a model for all by

- inculcating a positive attitude in the students to be disciplined
- creating an atmosphere for adoption of the principles of morality and healthy practices of life,
- promoting learners' success with an excellent teaching learning atmosphere,
- creating an environment of intellectual stimulus, scientific inquiry, cultural ambience and social responsibility,
- encouraging the qualities of leadership keeping in view the challenges of time and society,
- providing the students with equal opportunity without any discrimination of caste, colour, creed and sex,
- achieving equity and excellence in the institution, thus contributing to the same in higher education
- building excellent faculty in every department,
- bringing all stakeholders to a common platform for common good
- building environmentally sustainable campus facilities
- reaching the community through social outreach programmes like NSS, NCC, YRC, etc.
- becoming a changing agent for the society and the community at large

Thus graduates will exit from the door of the institution with sound and practical knowledge, habit of mind for intellectual growth, skills for employability and entrepreneurship and sense of responsibility for full and participatory citizenship not only in the national but global scenario.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Due to Urban location our College attracts students from rural areas
- Co-education
- Low cost in respect of fees
- Hostel facility for girl students
- Full-fledged science departments
- Close proximity to industries
- Qualified and motivated faculty
- Maximum faculty representation in the board of Studies, Sambalpur University
- Nodal college for monitoring university examinations, valuation center and center for competitive examinations
- Good library
- Students' excellence in sports
- Faculty members are involved in public activities to establish link between the institution and the community.
- Students-friendly services- wide range of extension, co-curricular and extra- curricular activities.
- Co-operative establishment among arts, science and commerce students.
- Community services by NCC, NSS and YRC wings
- Self Defense Training for girl students

Institutional Weakness

- Lack of emphasis on research due to the absence of post- graduate teaching facility.
- Lack of English communication skills is the major setback of the student's growth.
- Limited access of students to sufficient modern facilities like ICT
- Due to the insufficient infrastructure, growth is restricted.
- Classes have been disturbed due to insufficient classrooms.
- Shortage of laboratories and science apparatus.
- Inadequate reading room facility for students.
- Poor toilet facilities for both students and staff.
- Inadequate space for staff common room.
- Lack of space in girls common room
- No boys' hostel
- Inadequate space for girls in hostel.
- Staff quarters without the facilities of water supply and boundary wall
- Inadequate administrative staff
- Undeveloped play ground
- Lack of alternative sources of energy, like solar energy
- Insufficient academic- industry linkage.
- Great pool of alumni, but weak alumni network.
- Disparities among teachers due to categorization like Management teachers, Block Grant teachers, State Scale and UGC scale teachers

Institutional Opportunity

- Opening of PG courses in different departments.
- Employment in local factories, banks and industries
- Industry-institutional collaboration for training and placements.
- Consultancy for environmental pollution study
- Possibility for a green and clean campus.
- Possibility for opening new courses like BBA, BCA, Mass Communication and Journalism etc.
- Youth exchange opportunities through NSS, NCC, etc.
- Job opportunities for NCC(Naval/Army wings) cadets
- Research and higher education opportunities for science students
- Coaching Centre for competitive examinations
- Opening of subjects like industrial Chemistry, Sambalpuri Studies, Home Science, Library Science and Geology
- Job opportunities through sports quota
- Job opportunities through short term training in communication skills
- Opportunities for girl students to protect themselves through self-defense training
- Research Centre for qualitative and quantitative study on minerals

Institutional Challenge

- Quality improvement of teachers is not at par with the progress in educational technologies.
- Lack of motivational cooperation from the management.
- Apathy of industries for recruiting the plain graduates
- Conventional system of teaching-learning - need of ICT in teaching.
- Lack of public involvement in the creation of brand image for the college
- Increasing attraction for residential colleges is a threat to the institution's quality programmes

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The vision, mission and objective of the institution are communicated to the staff, students and other stakeholders through the college website, prospectus, annual report and various cultural programmes organized periodically.

- The college follows the guidelines framed by Sambalpur University and the Directorate of Higher Education, Government of Odisha in the implementation and execution of its academic activities.
- The College has regular three years courses of B.A., B. Com. and B.Sc. The CBCS system has been introduced by the University in 2016-17. A "Short Term Course on the Communication Skills in English Language" was conducted in 2016-17 as sponsored by the Department of higher Education, Government of Odisha.
- Full-time teachers participate in the Board of studies and Academic Council of the University.
- College faculty members are actively involved in the implementation of the curriculum as per University's norms and directives.
- Curriculum enrichment takes place through various measures like field visits, internships and

educational trips, conducting workshops, seminars, lectures and conferences.

- Various committees and societies in the College such as Admission Committee, Examination Committee, Women Cell, Cultural Committees, Guidance and Counseling Cell, Placement Cell etc. have also contributed immensely in curriculum enrichment.
- The participation of faculty members in national and international seminars, workshops and conferences helps in the implementation of effective teaching methodologies in the classroom.
- Feedbacks have been collected from students and other stakeholders to see the impact of curriculum and to make it more effective.

Teaching-learning and Evaluation

- The admission process of the college is transparent. The admissions are given on the basis of merit. It has been conducted online through Students Admission Management System (SAMS) by The Department of Higher Education, Govt. of Odisha.
- Details regarding the admission process are issued by the DHE through the online prospectus that can be downloaded by the students.
- The College strictly follows the reservation policy in the admission process.
- Academic results are good. Every year a few students get positions in the best tenth of the University merit list. This is achieved by highly qualified and competent faculty, recruited as per the State Government and UGC norms.
- Faculty members use a blend of traditional and innovative teaching methods to make it easy for the students to learn not only from the classrooms but also through readily available supplementary reading materials and references.
- The teaching learning process is student centric. Lecture method is a common teaching method which is supported by PPT, group discussions, internal departmental seminars, assignments and project works.
- Examination system is annual as well as semester. The CBCS has been introduced in the session 2016-17.
- Term end internal exams, practical and oral exams are also conducted. Mechanism of internal assessment is transparent. The institution adheres to the Academic Calendar for the conduct of internal examinations.
- Student's feedbacks regarding teaching, learning and evaluation are collected by the IQAC of the college. Feedbacks are analyzed and required suggestions are communicated to the teachers and HODs.

Research, Innovations and Extension

- The College has a Research Committee headed by Principal and all the heads of departments, administrative bursar, academic bursar and accounts bursar are the members.
- Dr. C. B. Dutta, Reader, Head, Department of Botany is recognised guide of Ph. D. and M.Phil.
- Eleven teachers have been awarded Ph.D. degree in their respective disciplines, nineteen teachers have been awarded their M.Phil. Degree, four teachers have qualified UGC &CBSE National Eligibility Test (NET). Even one demonstrator has been awarded with Ph. D degree in Chemistry.
- Some of the faculty members have published research papers in National and International journals having their ISSN / ISBN numbers and some of the research papers have been published in journals.
- Faculty members have been working on various editorial boards.
- Faculty have participated and presented papers in National and international conferences.
- The College has active NSS which organizes community extension activities, swachhata days, seminars

on gender issues, etc.

- The college has an NCC (Army) and an NCC (Navy) wings. The cadets represent the college in Republic Day parade and other adventure camps.
- The Youth Red Cross Society of our college organizes Awareness rallies, Blood Donation camps, World Aids day campaign etc.
- The College is likewise engaged in grooming of students in Sports under the guidance of Physical Education Teacher. Students have won Prizes at University, State and National level athletics, football, cricket, etc.
- The college has collaborations with the Educational institutions and industries and banks for education, training and placement of students.

Infrastructure and Learning Resources

- The College has sufficient classrooms and equipments. Some of the classrooms are ICT enabled.
- Drinking water facilities & separate toilet facilities for students and staff (both male & female).
- The college has well-equipped departmental laboratories and a computerized office.
- The College has a computerized automated library with sufficient numbers of Text Books, Reference Books, journals and magazines etc. There is a collection of rare books like complete works, dictionaries, Encyclopedias, etc.in the library.
- Many instruments have been purchased by the college to increase the academic facilities in the college.
- There are two Computer Labs for IT & Physics Departments and Wi-Fi connectivity in the campus. The IT Lab has been used for the e-valuation.
- The college has a fully digitalized Language Lab to facilitate the students to enhance their communication skills.
- The College has a conference hall and a canteen. The Conference Hall accommodates not only the cultural activities of the institution but also provides venues to different inter college competitions, seminars, workshops, etc.
- The College has a gymnasium, a playground and other facilities for outdoor games & sports.
- The UGC has been funding a Sports Training Facility Hall which is under construction.
- There is a hostel for girls with the intake of 60 with adequate facilities of water and toilets. It has been surrounded by a green campus.
- There is a Principal's Residence adjacent to the hostel provided by the college.
- There are eight staff quarters and a residence for the Principal in the College.

Student Support and Progression

- The students belonging to the SC/ ST/ OBC and other minority classes receive financial assistance from the State Government.
- The college has set up Students Grievance Redressal Cell, Anti Ragging Committee, Anti-sexual Harassments Cell, etc.
- The college has started UGC sponsored Coaching for Entry into Services for the students belonging to socially under-privileged.
- The UGC Equal Opportunity Cell of the College organizes guest lectures, workshops, seminars and camps for the assurance of equity and equality among students.
- The Counselling, Guidance and Placement Cell organizes entrepreneurship & employment motivational camps, road shows, orientations for motivating students to enhance their skills.

- The students have been sponsored for inter-college university, state and national level cultural, sports, NSS, NCC, YRC activities.
- There is an active Students' Union with elected students' representative which takes lead in all students centered activities.
- Our students also represent our college in the senate of Sambalpur University. Mr. Prateek Sarangi, a student of Final year Science was a member of the Senate in 2016-17.
- The IQAC has students' representation in it.
- The College organizes annual Athletics Meet and Cultural competitions in the month of January as per the guidelines of Common Minimum Standards (CMS) of the DHE, Govt of Odisha. Competitions have also been organized at different occasions like celebrations of days of importance, birth anniversaries, etc.
- The Science Society organizes Science exhibitions, seminars etc. to encourage students for participation.

The members of Alumni Association help in participating as the speakers, counsellors, etc. for the improvement of students.

Governance, Leadership and Management

- The College has an active Governing Body to look after all matters related to college. The MLA, Jharsuguda is the President and the Principal of the college is the ex-officio Secretary of the Governing Body.
- The Principal conducts periodic meetings with Heads of the Departments, the teaching faculty and non-teaching staff to motivate them to build up positive attitude and encourage them to put their best efforts for the effective growth of the institution.
- The IQAC designs and implements plan for institutional level activities for quality assurance. IQAC ensures an environment conducive for teaching, learning and research in a planned way.
- The institution practices decentralization and participative management. The Principal authorizes the committees to provide students centric facilities.
- The e-governance is implemented in the areas like Planning and Development, administration, students' admission, examination, etc.
- The faculty members have been provided with financial supports to attend seminars, conferences, workshops, etc.
- The college sponsors faculty and staff for the professional development programmes like refresher course, etc.
- The self-appraisal report of every faculty member is prepared and submitted to the Principal. Besides this, the assessment of the teachers is done through the feedback forms filled by the students.
- The College conducts external financial audits regularly.
- The IQAC contributes to the Quality Assurance system of the College by reviewing teaching learning process and takes steps to implement reforms in these fields.
- The IQAC collects the feedbacks from students and other stakeholders and takes action for academic and administrative improvements of the institution.

Institutional Values and Best Practices

- The College has an eco-friendly campus and energy is conserved as much as possible.

- The College building surrounds a beautiful garden. The Department of Botany of the college looks after the garden. The garden is watered regularly.
- Decentralisation of administration and formation of various committees and cells to manage various functions of the college.
- Continuous assessment of the performances of the students through attendance, assignments and evaluation.
- IQAC organizes seminars and workshops which benefit not only the faculty members but the students also.
- Computerization of most of the administrative work
- Extension of computer facilities to most of the departments.
- Practice of democratic functioning and equity considerations in all levels of decisions of the Management as well as by the Principal in day to day work.
- Self-defense Training Programme for girl students - this programme has not only improved confidence level in girls, but also created an atmosphere of safe interaction between boys and girls for a healthy educational environment in the college.
- Short Term Courses in the Language Lab.
- Introduction of transactional messaging system for the quick communication with all stakeholders.
- UGC Equal Opportunity Centre has been playing a great role in establishing equity and equality.
- Institutional code of conduct for students, teachers and other members of the College is displayed in the website
- Consultation with Stakeholders for the preparation of IDP for the World Bank project by the State government and other developmental activities of the college.
- The institution maintains transparency in its financial, academic, administrative functions.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LAXMINARAYAN COLLEGE
Address	Laxminarayan College, Jharsuguda Po- Kalimandir Road Jharsuguda PIN- 768202
City	Jharsuguda
State	Orissa
Pin	768202
Website	www.lncollegejsg.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Vijoy Bahadur Singh	06645-270044	9861245750	06645-270325	lncollege.jsg@gmail.com
Associate Professor	Uttam Charan Hota	06645-271205	9777106175	-	swarna.jsg@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	18-08-1969

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

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	16-10-1976	View Document
12B of UGC	16-10-1976	View Document

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

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Laxminarayan College, Jharsuguda Po- Kalimandir Road Jharsuguda PIN-768202	Urban	11.937	10400.42

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,English	36	Intermediate	English	16	11
UG	BA,Hindi	36	Intermediate	Hindi	16	15
UG	BA,Odia	36	Intermediate	Oriya	24	23
UG	BA,Political Science	36	Intermediate	English	24	24
UG	BA,Economics	36	Intermediate	English	16	13
UG	BA,History	36	Intermediate	English	32	0
UG	BSc,Physics	36	Intermediate	English	32	31
UG	BSc,Chemistry	36	Intermediate	English	32	30
UG	BSc,Mathematics	36	Intermediate	English	32	29
UG	BSc,Botany	36	Intermediate	English	16	14
UG	BSc,Zoology	36	Intermediate	English	16	15
UG	BCom,Commerce	36	Intermediate	English	96	96

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				23				29
Recruited	0	0	0	0	18	5	0	23	9	12	0	21
Yet to Recruit				0				0				8
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				2
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				15
Recruited	7	0	0	7
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	0	0	0	0
Yet to Recruit				22

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	0	1	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	0	0	3	4	0	10
M.Phil.	0	0	0	7	0	0	3	4	0	14
PG	0	0	0	8	5	0	3	4	0	20

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	3	0	4

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	590	0	0	0	590
	Female	388	0	0	0	388
	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	59	70	77	93
	Female	31	38	38	51
	Others	0	0	0	0
ST	Male	79	97	108	131
	Female	41	45	62	66
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	324	376	395	378
	Female	307	287	289	263
	Others	0	0	0	0
Others	Male	25	36	39	32
	Female	21	24	25	19
	Others	0	0	0	0
Total		887	973	1033	1033

3. Extended Profile

3.1 Program

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

Response: 11

Number of self-financed Programs offered by college

Response: 0

Number of new programmes introduced in the college during the last five years

Response: 0

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1033	1033	973	887	797

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

2016-17	2015-16	2014-15	2013-14	2012-13
504	504	504	458	458

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

2016-17	2015-16	2014-15	2013-14	2012-13
342	312	285	271	197

Total number of outgoing / final year students

Response: 1407

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
47	36	41	46	41

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

2016-17	2015-16	2014-15	2013-14	2012-13
43	32	35	37	36

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

2016-17	2015-16	2014-15	2013-14	2012-13
52	52	52	52	52

Total experience of full-time teachers

Response: 644

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

Response: 183

3.4 Institution

Total number of classrooms and seminar halls

Response: 17

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

2016-17	2015-16	2014-15	2013-14	2012-13
109.05	138.27	94.10	104.45	303.51

 Number of computers

Response: 61

Unit cost of education including the salary component(INR in Lakhs)

Response: 56565

Unit cost of education excluding the salary component(INR in Lakhs)

Response: 22003

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:

"Just start to sing as you tackle the thing that cannot be done and you will do it"-Edgar Albert Guest.

The curriculum is implemented by the teaching-departments meticulously following the basic aim of the syllabus to acquaint the student-learning with fundamentals of courses of the studies and inculcate the spirit of acquiring knowledge by supporting seminars, symposiums, workshops, discussions, experiments, study tours, survey and visits and help learners to opt a suitable career at the end. The curriculum is delivered by the faculty members to strengthen the students in all direction by well-designed methods and applications and make all feel the relevance of the course in all walks of life. The understanding-gap is bridged by dissemination of information and output of current research, innovations and inventions in the related fields. The students are trimmed, trumped and tempted to enter the temple of knowledge by constant intervention in the class-room and make minds ready for the making where the mind is without fear and the head is held high, where knowledge is free…" for all to rise and break the deadlocks allowing none to repent for the road not taken'. By constant experiments the students are inspired to remain smart and active in acquisition of knowledge and reasons for fruitful application of knowledge. To walk-into the secret sunlit path, the teacher-student relation refills again and again. The motives and movements of all approaches openly driven into effective implementation of the curriculum. The teaching contribution to application of the curriculum by lesson notes and experiments, exposition and extension and help all the learners to withstand the pressure of examination in all seasons. The lesson plan and progress, internal assessment, examination on the spot, question and quiz-all aimed to engage the learners in academics. The mind takes nothing other than academics, where none is left well composed to opt a suitable career following completion of studies in the college. Nothing hopeless happens to deliver the curriculum the way the curriculum is designed. The faculty member always remain active in partnership-sharing on the campus and off the campus. Growing in an industrial avenue, all here like to come out fruitful in all directions. So the academic administration leaves no stone unturned and builds the corridor of knowledge ready and up-to-date for all applications. The interaction session based on curriculum fills in the gap between the teachers and the students. And opens the door….

The students are opened to ICT and well planned notes & documents for intervention and application of the curriculum.

The gateway of knowledge opens……

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**

2016-17	2015-16	2014-15	2013-14	2012-13
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: 19.13

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	[View Document]()
Any additional information	[View Document]()

1.2 Academic Flexibility

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

Response: 0

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

File Description	Document
Details of the new courses introduced	[View Document]()

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

Response: 91.67

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

Response: 11

File Description	Document
Name of the programs in which CBCS is implemented	<u>View Document</u>

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<u>View Document</u>

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:

The cross –cutting issues like Gender, Environmental sustainability, Human Values and Professional Ethics etc. are incorporated into the curriculum through the syllabus designed by the University. The subjects like Land Marks of Indian History, Political Science, Economics, Environment Studies, especially Humanities like English literature, Odia Literature and Hindi Literature raise the issues of gender inequalities, imbalance in the environment, effects of climate change, human values and professional ethics, etc. In the new CBCS system utmost care has been taken to inculcate these values in the students by enriching the curriculum. Not only the Arts students but Science and commerce students are also made aware of the social, environmental, humane and professional values through the inclusive course curriculum.

   IQAC takes utmost care to organize different programmes like Celebrations of Birth anniversaries of

personalities of national importance; competitions on the topics like Gender sensitization, Depletion of Ozone Layer, Climate change; science fair; seminars on Human Value and professional ethics, etc. to impart lessons to the students even outside the threshold of the classrooms and beyond the boundaries of the labs.

The institution encourages the students to deal with the above issues through the outreach programmes organized by the NSS, NCC. YRC wings of the College.

File Description	Document
Any Additional Information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 1

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

Response: 01

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Brochure or any other document relating to value added courses.	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.4 Feedback System

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

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
Any additional information	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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: 92.64

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

2016-17	2015-16	2014-15	2013-14	2012-13
1033	1033	973	887	797

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

2016-17	2015-16	2014-15	2013-14	2012-13
1056	1056	1056	960	960

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[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: 61.79

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

2016-17	2015-16	2014-15	2013-14	2012-13
392	349	310	256	204

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:

After admission Orientation sessions have been conducted separately for the Arts, Science and Commerce students. Equal Opportunity Cell takes utmost care to conduct the same for ST/SC & the other students belonging to under-privileged classes. Fundamental knowledge of English language is tested. Details about the Course Curriculum, syllabus, system of internal and University examination have been discussed with them to give a basic knowledge of the system. They have been informed about the Cos/PCOs, etc of their subjects chosen at the entry level. On the basis of previous year's marks and class interaction, advanced learners' are identified. Short term course conducted to develop English communication skill. Individual help is rendered as when required by respective teachers. The faculty members help them personally. Remedial classes, tutorial and extra classes for slow learners and other classes for advanced learners. Departments organize periodical tests to access the standard of student and classify students for counseling. They are motivated and trained to participate in seminars, workshops, paper presentation, ppt presentation etc. in other institutions. The slow learners are motivated to participate in different extra-curricular activities and they are encouraged to identify their own talents, so that they can choose their career and profession independently.

2.2.2 Student - Full time teacher ratio

Response: 24.02

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.19

2.2.3.1 Number of differently abled students on rolls

Response: 02

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

As the present education system emphasizes a student centric teaching learning approach we give emphasis on imparting practical knowledge by engaging them in experiential learning, participative learning and problem solving methodologies for enhancing learning experiences. Participative learning is used while introducing a topic, explaining basic concepts and providing the latest information on the topic. The teachers come with preparing lesson notes and systematically deliver the lessons. However, emphasis is laid on student participation in the teaching-learning process. Interaction facilitates in-depth understanding of the subject and enables the teacher to obtain a positive response from the students. Students are encouraged to ask and get their doubts clear. Seminars have been arranged monthly twice in the departments and students are encouraged to participate. The topics from the portions completed are chosen and allotted among students for presenting seminars. The students themselves study the topics and take the help of teachers to prepare the seminar papers and also power point presentations. The students in a class are divided into groups. Each group has assigned the topic as per their choice and they ask to study the topic, collect the background information on the topic and prepare their views. The teachers guide them to take the help of newspapers, magazines, internet, books etc. They can be made available with the materials from e-resources through the what'sapp groups. Even links have been provided through the social networking sites like Facebook, Linked In, etc It develops their knowledge of the subject, communication skill, leadership qualities and also other soft skills. Students learn better by doing and observing themselves as they are able to grasp the subjects effectively. So the College practices it by the following ways: Students' study tours are arranged to visit industrial houses, historical importance, herbal centers, etc. to interact with the personnel and collect first-hand information. Students are encouraged to prepare charts, posters and models to participate in completions, exhibitions, rally, etc. for getting the self- obtained knowledge Practical of various subjects of Science, Commerce and languages develop technical skills in students. Projects of students develop their understanding of the processes of scientific research within their particular discipline. These projects give chance to the students to solve authentic problems and produce results. It also develops higher level thinking. Project works (Term Papers) as a part of the Internal Evaluation submitted by the students of BA has importance in the evaluation process of the University. Students participate in the group activities like mock interviews, group discussions. It develops communication and other soft skills. NCC, NSS, YRC activities help our students to have an actual work experience and apply their acquired skills in practical situations. Interaction with eminent personalities and

alumni in the field activities, social work, seminars, workshops, etc. enhances students' learning experience. By collecting feedbacks from students and parents we take the action and provide them with necessary academic and technological facilities and problem solving techniques to enhance their learning learning experiences.

File Description	Document
Link for Additional Information	[View Document](#)

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 109.3

2.3.2.1 Number of teachers using ICT

Response: 47

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 19.13

2.3.3.1 Number of mentors

Response: 54

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	[View Document](#)

2.3.4 Innovation and creativity in teaching-learning

Response:

The academic calendar informs the students and teacher all details of teaching learning process, teaching plan, evaluation, examination, etc. The teachers maintain lesson plan and progress for effective implementation of syllabus supported by departmental seminars, discussion, visit to library, preparation of materials for examination. The students are streamlined to connect "course and career" by the departments. The IQAC strengthens the options of students in different sectors of knowledge. In addition to lectures in class, students are exposed to advance learning by organizing seminars, literary competitions like essay and debate, quizzes, art and craft, exhibition, study tour, etc. further the students are allowed to computer-aided-learning technology.

1. Academic Calendar of institution is prepared on the basis of the CMS prescribed by the DHE, Odisha before the commencement of the session for teachers and students to get information about number of working days, holidays, Examinations.
2. Lesson-plan
3. Progress Register countersigned by HOD and Principal monthly.
4. Principal and HOD meetings regarding progress.
5. Interactive learning facilities
6. Inter- departmental interactions
7. Industry- academia interactions
8. Use of PPTs
9. Projects by students
10. Student- teacher interaction within the class and outside of the class
11. Counseling and group discussions
12. Parent-teacher meetings
13. Evaluation report of the performance 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: 70.38

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)

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

Response: 17.32

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

2016-17	2015-16	2014-15	2013-14	2012-13
09	05	06	06	06

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 14.98

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	

2.5 Evaluation Process and Reforms

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

Response:

University formulates the curriculum and initiates the reformation in the CBCS Examination. But in order to improve the standards of the students the College takes steps for conducting Continuous Internal Evaluation throughout the year. The performance of the students are evaluated periodically by teachers and duly informed through reports. The attention of parents is drawn to students' progress by organizing special meetings and personal contacts. In order to make the Continuous Internal Evaluation (CIE) mechanism more systematic the following reforms have been initiated by the institution on its own:

The College has formed the Internal Examination Controlling Committee for internal examinations and a senior faculty member has been appointed as the Controller. This committee looks after the internal examinations as well as the University Examinations. The frequent visits of the committee are arranged during examination to check the transparency in the functioning. Pre examination meetings of the committee along with the staff members are organised. The Examination committee of the College is responsible to ensure effective implementation of the evaluation of answer scripts and the publication of results. The examination committee follows all the rules, regulations to ensure the sincere implementation of the system. Special examinations are conducted for the students who have genuine reasons for not appearing the scheduled one. IQAC organizes special meetings with the examination committee and the HODs of the departments to evaluate the programmes, to identify the shortfalls and to take action after receiving feedbacks from students and teachers.

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

Response:

As the performance of students and the result of final University examination depends upon the continuous internal assessment, it is considered to be the most important aspect of Teaching –learning system. Thus the College adopts the following transparent and robust mechanism:

The Principal forms the Examination committee to assist the Controller of Examination:

COE and examination committee monitors internal assessment related activities throughout the year. The records of internal assessment are kept in the examination department and respective academic departments. Important circulars and notices regarding the evaluation process are displayed on the College notice boards. The prospectus of the College provides the details about evaluation process. As per the CBCS pattern we conduct term end examinations and semester examinations as per the University rules. To maintain transparency, the assessed answers books and marks of Term end Examination are displayed to students in classrooms. The model answers are discussed with the students.

LABORATORY PRACTICALS: Monthly practical examinations of Physics, Chemistry, Mathematics, Botany, Zoology and Computer Science are conducted to assess the understanding and applications of those subjects. Regular and timely submission of the practical records is mandatory. The attendance percentage has been calculated and considered for assessment. The students are informed about the system beforehand. The overall performance is reflected in their practical marks at the final examination.

TUTORIAL TESTS:

As the Arts and Commerce streams do not have practical, their performances have been tested through their tutorial tests.

The IQAC motivates the staff to improve the quality of students by the following steps

- Regular, weekly tutorials are conducted
- Open book tests are conducted
- Discussions on previous years' test papers are done
- Paper presentations and seminars are also encouraged
- Continuous evaluation is carried out throughout the semester through regular tests, objective tests, projects, presentations, quizzes etc.

Necessary feedbacks have been taken in the classrooms to help the students in improving themselves in academics.

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

Response:

Being a constituent college of Sambalpur university this college cannot initiate any reformation in final examination system or cannot provide direct redressal to the examination related grievances. But as the students are the main stakeholders of our college our efforts are always to ensure transparency in all the activities at different stages. The college examination committee and all the members of it are always alert and careful to handle examination related grievances of students. An Examination Help Desk is always active to receive the grievances and to address them timely. The Students Grievance Redressal Committee also provides help in this matter. College follows the guidelines given by Sambalpur University and Students Admission management System (SAMS), Department of Higher Education, Govt. of Odisha for redressal of grievances. The college examination committee addresses the grievances regarding internal evaluations of. We adhere to a time bound redressal mechanism suggested by the authority. It includes display of the schedule for photocopy, verification and revaluation of marks. The assistance is provided by the office staff, most especially the DEO in this process. The aggrieved students are given the opportunity for submission of application for photocopy of their answer books. If the students would desire, they may apply for verification and revaluation to the University in prescribed format. To maintain transparency, the assessed answers books and marks of Term end Examination are provided online to the students. The model answers are discussed by the teachers in the classroom so that the students rectify their errors. The College has also takes steps to curb the attempts to use unfair means in the examination. The talented and meritorious students always get opportunities and support from the Faculty to come out with flying colours in the final examination.

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

Response:

Academic Calendar of institution is prepared on the basis of the Common Minimum Standard (CMS) Guidelines prescribed by the Department of Higher Education, Odisha before the commencement of the session. It is meant for the teachers and the students to get information about number of working days, holidays, examination dates. The institution adheres to the academic calendar for the conduct of CIE. The academic calendar of mentions the period of Term End / Semester Examinations. There is always a maximum effort to strictly adhere to the time schedule. Each Course and the respective teachers of it has his /her own pattern of internal examination like Practical, Group discussions, Seminar, Presentations, and Projects etc. So as per their teaching plans, each teacher has liberty to schedule his own internal evaluation. Home assignments and tutorials are conducted in every semester.

File Description	Document
Any additional information	[View Document]()
Link for Additional Information	[View Document]()

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:

The Programme details (Courses of Studies) offered by the institution are uploaded in the institutional website. The Syllabus of each programme prepared by Sambalpur University is communicated to the students through the website and by the concerned teachers. Course Outcome of the respective subject is designed by considering these Objectives. The copies of the syllabi are kept in the College library for teachers and students. Teachers make themselves aware of the Cos, POs and PCOs from the Guidelines notified by the University. They can either get the matters from College website or Sambalpur University website. At the time of counselling for admission process PO's are conveyed to the students. The students are made aware of the learning outcomes through the Principal's address in the beginning of the academic year in the form of orientation programme The faculty of every subject explains course objectives, evaluation pattern, marking scheme etc. to the students. At the beginning of every academic year, every subject teacher conveyed CO at the introductory lecture of respective subject / course. The teachers also introduce the students to the specific areas of which they are going to gain knowledge. The teachers of every department instruct the student that at the end of each programme, what objectives they are supposed to obtain. The program outcomes of all the subjects are clearly made known to the students. Teachers help them to clear their doubts regarding the objective of the course. Throughout the programme duration through various tests and examinations their attainment is assessed and suggestions for improvement are given.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

The institution uses examination method to measure the attainment of program outcome and course outcomes. Students' attainment of CO, PO and PSO are assessed by the continuous Internal examination and the evaluation pattern designed by the affiliating University. The patterns of evaluation are class tests seminar presentation, objective questions, home assignments, tutorials works, term paper by an individual student or a group of students, group discussions, seminars, presentations, etc.. The college provides opportunities to students to exhibit their understanding through English, Hindi or Odia. The outcome of the entire exercise is that the evaluation method does not create any problem while evaluating students' attainment of CO, PO and PSO of specific Course. Students' confidence level is increased through these tests and examinations. The college follows the assessment and evaluation pattern prescribed by the University. This type of evaluation includes, term end, semester, practical and annual examinations conducted at the end of course. These examinations and results also measure the attainment of CO, PO and PSO.

2.6.3 Average pass percentage of Students

Response: 35.16

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

Response: 122

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

Response: 347

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.1

File Description	Document
Database of all currently enrolled students	[View Document](#)

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)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

File Description	Document
List of research projects and funding details	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Institution has created an ecosystem for innovations and other initiatives for creation and transfer of knowledge. As there is no provision for PG studies in our College there is less scope of having an incubation center and research work for the teachers and students. But IQAC encourages the members of faculty and students to do project works.

The students get an opportunity to update their knowledge for recent technologies in their field by participating in special workshops and the extramural talks conducted in the college. The college also invites eminent personalities from various branches of subjects for workshops and lectures that help the students to get basic applied knowledge. The college also motivates the students to prepare wall-papers, posters, exhibits to transfer the knowledge on recent issues. College also arranges industrial visits & study tours to impart subject knowledge to the students. College has soft skills and communicative skills development program for the students which improves their communicative abilities. The college provides e-resources through e-library & Internet connected computers. The students get exposure to different community development programmes and imbibe the good qualities. As our mission is to make students more humane and sociable our innovative approaches help the students in a great way.

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Report of the event	[View 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: Yes

File Description	Document
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()

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

Response: No

File Description	Document
List of Awardees and Award details	View Document

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

Response: 0.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
07	07	05	03	06

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

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: 0.14

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

2016-17	2015-16	2014-15	2013-14	2012-13
02	01	01	01	0

File Description	Document
List books and chapters in edited volumes / books published	View Document

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:

The College conducts neighborhood community activities through NSS, NCC, YRC, Red Ribbon Club, Students' Union and through the involvement of faculty members in the local community. The extension activities organized by the College, enhance the students' academic learning experiences and inculcate the values and skills in them. The expected impact from these activities can be like this:

Through these activities the students get socialized and learn to think beyond individual interests and for social welfare. The theoretical knowledge received in the classroom can be applied for the benefit of society. Teamwork, Leadership Skills, Time Management, Effective Communication Skills, and Effective Decision Making are just a few things students learn while participating and organizing different programmes under extension activities. The students get opportunity to mingle with each other and learn about culture, traditions and values of people. Extension activities help the students to contribute in national development and social integration. The Extension activity also inculcates value of gender equality, humanity and notion of equal rights. Through these activities students get aware of evil social practices, superstitions existing in the society and prepare themselves for eradication of it. Extension activities also impart the qualities like inclusiveness, fellow feelings, etc. to the students. The Extension activities are useful in sensitizing social issues like Dowry system, violence against women, social inequalities, ill treatment towards elders and animals, etc.

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

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: 76

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

2016-17	2015-16	2014-15	2013-14	2012-13
16	20	13	17	10

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

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: 54.32

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

2016-17	2015-16	2014-15	2013-14	2012-13
485	699	550	478	371

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

3.5 Collaboration

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	00	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	
Copies of collaboration	

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)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years	

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:

The institution has almost adequate facilities for teaching and learning. To meet the needs of students the college has a sound infrastructure base and building composed of 5 acres of campus, 16 classrooms, 11 laboratories, 05 seminar halls, 01 playground, 01 gymnasium, 01 girl's hostel, 08 staff quarters, 01 generator, 01 IT lab, 03 ladies toilets, 01 boys' common room, 01 girls' common room, 01 canteen and to come up with a boys' hostel, cycle stand, stadium and sports complex, IT labs, smart class provision and access to internet for all staff and students. NSS, NCC, Youth Red Cross, Self Defense for girl students are active in promoting youth leadership and exchange. Students union, Athletic association, Dramatic association, Science society, Vanijya parishad, Kala parishad, Student's grievance cell, stipend and scholarship cell, SSG, Career counselling and placement cell, Anti-sexual harassment cell, Anti-ragging cell take care of students' interest and enrich students activities and participation in on campus and off-campus activities immensely contributing to quality enhancement of the college.

To further academic interest of the College, the teaching department, besides normal classes, add to departmental seminars, discussion, study tours, etc. The faculty take all the responsibilities to adjust in not only the curricular, co-curricular but also extracurricular activities. The management of the college takes utmost care of the faculty members to increase their academic pursuits to attend conferences, seminars, workshops and conduct research. The college has a good central library to support students and faculty.

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

Response:

The institution has adequate facilities for sports, games (indoor, outdoor) gymnasium, yoga centre etc. and cultural activities. The institute has its own playground. It is The Institutions has the following sports facilities: Badminton court, Seminar Hall cum Auditorium, Sports Officer Chamber, Sports Training Facility Hall, Gymnasium, Carom Board, Cricket equipments, drama pendal, etc. UGC has funded a Sports Training facility hall which has been under construction. It may be a unique feature of our institute as we can train many students who can represent the college at state level, inter university level and national level tournaments. The college has a regular post of sports officer (PET). There is an Atheletics Association which has been supervised by a senior member of the Teaching staff along with a group of teachers. Class four employees are available to assist sports activities. Every year the Annual Atheletics Meet has been organized in which hundreds of students participate.

The institute provides ample opportunities for sports and extra-curricular activities. The college has sufficient equipments for athletics. The college organizes cultural programmes, debates and quiz, dance, song, etc. through which the students are given opportunities for expressing their inherent creativity. The Cultural Association and Dramatic Association holds various programmes to motivate the students for

acting, public speaking and to develop their communication skills, etc. The sports department, N.C.C. and N.S.S. cater not only to the physical health but also work for the mental wellbeing by organizing health camps, seminars, etc to deal with psychological issues. There are outdoor games facilities available in the institution. There is a very healthy atmosphere of games and sports in the college. Every year many boys and girls represent the college in state and university level sports competitions. The institution has Youth Red Cross wing which conducts activities related to health and hygiene. The N.S.S. unites of boys and girls perform cultural activities on various occasions and participate in the activities organized to propagate the government schemes like Swachha Bharat Abhiyan, AIDs awareness program, Road Safety week, Tree plantation, blood donation, etc. The students get exposure through the sports and cultural programmes and the all-round development takes place in them.

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

Response: 0

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

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: 18.5

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

2016-17	2015-16	2014-15	2013-14	2012-13
16.09	58.7	19.1	8.8	19.9

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The library of the college has a collection of 30,000 books on diverse subjects. The books have been purchased from UGC, RUSA and college development fund. Library has a reading room open for students and the staff. Some departments of the college has a separate seminar library having access for the Honors students. Books, journals and magazines on various subjects have been available. Librarian and other library staff help students to get reading material of their choice. The information regarding new arrivals is publicized on the notice board. The IQAC has taken initiative to make the library automated. A new software has been installed to make the library user-friendly and more accessible.

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

Response:

The College from the days of its inception has had a collection of some rare books like Encyclopaedia of Religion and Ethics, Purna Chandra Odia Bhasha Kosh and other knowledge resources for library enrichment. The central library and other departmental libraries have also some good backs. The library has a good collection of books. In addition to this, according to the scheme of state government allotment is granted for purchase of books for the Schemes like "Entry into Services, remedial coaching etc" for SC, ST category and the students belonging to minority category. As this college is situated in economically backward area, many students cannot afford to buy books. They completely depend on the college library for their studies.

File Description	Document
Any additional information	[View Document](#)

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.	View Document

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

Response: 2.47

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

2016-17	2015-16	2014-15	2013-14	2012-13
9.10883	.85000	.78725	.80000	0.78300

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

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

Response: No

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 5.11

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

Response: 55

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The College has the following computing facility available at the Computer lab of IT Department and Physics Department:

- Numbers of computers with configuration : 46
- Computer-students ratio: 1:20
- LAN facility available in the computer lab.: Available
- WI-FI facility available in the College campus : Yes
- Licensed software-MS word, MS excel, library software office automation software: Software Library & Office
- Number of computer with internet facility- 61
- The institution has a broadband connection of 4 mbps capacity from BSNL and JIO. In the college campus three repeaters have been installed and the campus is Wi-Fi enabled. The students and the teachers can avail the facility of wi-fi. The college has been provided with 10 mbps capacity of internet connection under NME scheme of the central govt. Through this internet connection all the science laboratories , computer lab, College office, library and IQAC cell of the college are connected through LAN/ WI-FI. These facilities of the college are regularly maintained and the college ensures that the benefit of the facility is available to all the students enrolled and the staff members of the college.

  The institution provides fund every year in its budget for procurement, up gradation, deployment and maintenance of computers and their accessories.

4.3.2 Student - Computer ratio

Response: 16.93

File Description	Document
Student - Computer ratio	[View Document]()

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: <5 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)

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	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 1.38

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.75010	1.79541	1.63569	1.85810	1.41834

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The Institution provides fund in its budget every year for infrastructure growth as per the growth in the students, strength. In the year 2010-2011 the student strength was 554, but it has increased to 1,033 in the year 2016-2017, accordingly the College has spent for the growth of infrastructure. During the last 4 years the College has spent RS.30,00,000.00 for extension of women's hostel and Rs. 12,50,000.00 for the construction of sports training facility hall (budgeted cost Rs.33,00,000.00) which is under construction with the financial assistance of the UGC. The College has spent RS.16,00,000.00 from its own Budget for the construction for one Language lab, one classroom and one student canteen. The College has also spent RS.2,00,000.00 towards sports equipments, & Rs.30,00,000.00 towards purchase of DG set lab. Equipment's, office equipments like computer, Xerox printers, fax, scanner, invertor voltage stabilizer etc. & teaching learning equipments like LCD projectors, smart board interactive board, still camera, video camera, T.V. books etc. with the UGC assistance, the College purchased 150 pairs of desk and bench for classroom, water purifier, water cooler, AC, Fire-fighting equipment's books and journals etc. from its own funds.

Local management committee assesses every year the physical academic and support facilities in the college. As per the requirements, new facilities are provided. IQAC of the college reviews all facilities available in the college it takes feedback from all the heads of academic and non-academics departments regarding facilities required. The IQAC makes the proposal to update the required facilities in the action plan of each session and presents it in the Governing Body meeting for final approval. Principal and Maintenance committee reviews it and final decision has been taken

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: 2.63

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

2016-17	2015-16	2014-15	2013-14	2012-13
17	17	39	25	24

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)

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	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

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: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

5.1.5 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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the students benifitted by VET	[View Document](#)

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 1.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	01	06	04	05

File Description	Document
Details of student placement during the last five years	[View Document](#)

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

Response: 9.65

5.2.2.1 Number of outgoing students progressing to higher education

Response: 33

File Description	Document
Details of student progression to higher education	View Document

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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](#)
e-copies of award letters and certificates	[View Document](#)

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

Response:

As per the guidelines and instructions of the Department of Higher Education, Govt. of Odisha every year Student Council/Union has been formed through election or nomination as the case may be. The election is in the method of secret ballot. The students exercise their franchisee and chose their leaders. The students Union and the students' representatives take active part in the academic and adminstrative committees. The President has been the ex-officio member of the IQAC. The Cultural Secretary is one of the office bearer of the Cultural Association. Likewise the Dramatic Secretary, Athletics, Kala Parishad, Vanijya Parishad Secretaries take the responsibility in their respective eassociations and enjoy the rights to have decision making. The union follows up the demands of the students and ensures that the grievances of the students should be redressed.

File Description	Document
Any additional information	[View Document](#)

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

Response: 4

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	1	4	2	1

File Description	Document
Report of the event	View 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:

The Alumni Association has been formed in the college from a very earlier time almost before the 1st cycle of NAAC. Though the association has been functioning but the institution has not been able to get the association registered yet. The institution intends to get it registered soon and make sure that the association contributes to the development of the institution to its best. At present there are almost more than 150 members in the association. Some of them are residing abroad. The College has produced some of the important personalities. The College gets a jewel among the alumni in Mr. Kishor Kumar Mohanty, the ex-speaker Odisha Legislative Assembly and the honorable member of Rajya Sabha is the Chairperson of Western Odisha Development Council. Recently Mr. Judhishir Pande, Director TRL, Belpahar joined the workshop on Student's Counselling and provided guidance to students. Mr. Tapas Roy Choudhury, reputed advocate guided the students in a "Legal Awareness Camp" sponsored by the Commission for Women". These are not the only cases but so many other alumni members who give their contributions to the academic and overall development of the institution. Though the institution does not collect any financial contribution from the alumni member, it plans to have the membership fee towards the functioning of the association.

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	[View Document](#)

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	01	01

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	[View Document](#)

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 college adopts a participative style of leadership and governance in the college. The apex body heading all the committees is the governing body followed by the principal cum secretary. Different members participate in the working of the various committees formulated in the college. The administrative section is controlled and looked after by the administrative bursar and the financial aspects of the college is under the accounts bursar. Assistance to the heads provided by the members of the teaching and non-teaching staff. All committees, association and organisations are created at the beginning of the session and the members of the staff are notified accordingly for clarity of objects. The vision and mission of the college is known to each and every staff of the college. The staff actively participate in the day to day working of the college and management. The plans and guidelines are prepared before the start of each new session so that effective control can be exercised in the institution internally. The plans are laid down in the college prospectus and common staff guard file so that it is conveyed to all. The principal supervises and looks after the completion and fulfilment of the aforesaid guidelines, rules and plans. Different committees such as planning and development committee, Anti ragging Cell, Grievance cell, athletic association, science society, cultural committee, admission committee, discipline committee, ladies hostel management committee, women cell, red cross society, library management committee, UGC committee , IQAC ,NCC and NSS. A leader to guide members of each committee is assigned the task to supervise, coordinate, direct the members for the effective discharge of duties by each member of the committee the members voluntarily coordinate and cooperate amongst themselves and with the respective committee leaders for the smooth and efficient working of the cells. Different tasks and duties are assigned to various teaching and non-teaching staff. Common and individual notices are forwarded to them for their active participation. The members of the staff are involved in several processes within the college like admission, examination, cultural activities etc. every month a staff council meeting is called upon by the principal to address the needs of the college and redressal of departmental problems if any. The principal even calls for departmental meeting from time to time which is attended by all the faculty members to discuss about the progress of the syllabus, conduct of examination, submission of marks etc.

6.1.2 The institution practices decentralization and participative management

Response:

The institution practices decentralisation and participative management in its decision making and day to day working. The college conducts meetings and discussions before finalising any plan or action. The grievance and anti-ragging cell has been functioning in the college premises effectively. The cell is further empowered by regularly conducting awareness seminars, rallies and workshops in the college and even outside the college. A committee is headed by a group leader having 5 members from the teaching staff. The members of the cell coordinate and cooperate with the group leader for the efficient and smooth functioning of the cell. The workshops and seminars act as a powerful tool to create awareness about the ill-effects of ragging, eve-teasing and their outcomes. Documented movies through projector is shown to

the students. A large number of students are benefited by such initiatives conducted by the grievance and anti- ragging cell. Active citizenship programmes are undertaken by the college so that the audience is more aware about this social evil. A documentary on active citizenship highlights the day to day scenario about ragging and other student harassment activities through visuals for the easy reference for the students. The scenes displayed in the documentary are enacted in such way that the audience can easily relate to it. Seminars for teaching and non- teaching staffs and students are conducted periodically to bring about a positive change in the mind-set of the students. The students are motivated to become responsible citizens of the nation through such initiatives under taken by the grievance and anti - ragging cell. Complaint and suggestion boxes are placed in different departments of the college. The students interested in providing any suggestions and changes in the existing system can easily do so. Similarly the students facing various problem in the college campus or hostel can write s their trouble in a piece of paper without any fear or hesitation in the complaint box. These boxes are under the supervision of the college authority. The grievance and anti -ragging cell collects the complaints or suggestions which are dropped by the students in the respective boxes. These suggestions collected from the students are taken note of by the committee and decisions are taken. The complaints are read out in the committees meeting and quick actions to solve the problems is taken by the head of the grievance and anti-ragging cell. The members of the cell actively participate in the meetings and provide their valuable suggestions. A group of staffs supervises the entire college premises during the working hours. In case of any emergency members of the staff come together to solve the case.

6.2 Strategy Development and Deployment

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

Response:

Students Admission Management System (SAMS) has been successfully implemented in the college since 2009. The admission process is carried on effectively. A separate admission section has been created in the college to look after the admission of the students in the college. An experienced member of the teaching staff is made the head of admission and delegated the post of admission in charge. A few of the members are associated with the admission committee for the smooth functioning of admission. The admission in charge guides and supervises the group in resolving the various problems faced during the admission procedure. The students are also benefited through SAMS because they can fill their forms online and even check the status of their form when required. The college receives numerous application forms of the students. The students selected to take admission in the college are reported through an SMS. Thereafter the students can download their intimation letter from the website of SAMS. In the intimation letter the date of admission and name of the college is given. The students can opt for different colleges as per their convenience and preference. Slide-up option is even provided if the college in the higher option has vacancy. In case a student has been admitted in our college and wants to avail the slide up option to take admission in another college, they can obtain online CLC. The fees are also refundable in case of slide up. The money is transferred to the account of the student. The entire admission procedure is done as per the guidelines of SAMS. The members of the staff are given duties on the different dates of admission in different departments. The college has WI-FI facility having computers so that any problems arising at the time of admission is resolved by logging into the SAMS website. An effective database having the names and details of the students who have applied for admission and students who have taken admission in the college. Year wise data is kept for the record of the college in different streams, arts, science and

commerce. The admission fees collected in the college is sent to the respective authority after proper receipt of admission fees is made. Also the details about the fees collected is recorded in the cash register of the college.

File Description	Document
Any additional information	<u>View Document</u>
Link for Additional Information	<u>View Document</u>
Strategic Plan and deployment documents on the website	<u>View Document</u>

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:

The Organizational structure of the institution includes the governing body, Principal, teaching and non-teaching staff, students and various governing councils like associations, clubs and cells. The administrative setup is as per the rules and regulations of the Education structure f the Higher Educational Institutions, Government of Odisha. The various bodies function as per the UGC & DHE, Govt. of Odisha Code of Conduct. The member of Teaching, Non-teaching and other support staff have been governed by the state government's service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism suggested.

The institution draws the attention of the employees and students of the college to the rules and behaviours of all stakeholders by uploading the Manual of the Code of Conduct in the website.

Recruitment of teaching and non-teaching staff of the non-government colleges like ours is done by the government through State Selection Board. The Governing Body has also been authorised to recruit the temporary and contact faculties whenever required by following the Governmental procedures.

There is a promotional procedure determined by the government. It's time bound and as per the Placement Act of the State Government.

There is a Grievance Redressal Committee which resolves grievances of stake holders of the College. The Principal as the Secretary of the Governing Body is the highest authority for appeal.

The ORGANOGRAM has been uploaded here for reference.

File Description	Document
Any additional information	<u>View Document</u>

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: C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

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

Response:

The EQUAL OPPURTUNITY CELL has been successfully formed and working in the college. The main objective of this cell is to streamline the backward classes of the society into the mainstream of the community. The Equal Opportunity Cell has been functioning in the college effectively and various welfare programmes are being conducted through the college by the initiative of the cell. The cell conducts various workshops. Seminars, awareness programmes and counselling for the lower and backward sections of the society. The Government of our state has various provisions to decrease the in equalities in status of different sections of the society. But the knowledge about the provisions, plans and schemes introduced by the Government is not known to the masses belonging to minority community. The college takes initiatives in creating awareness about the existing welfare measures of the state Government as well as the new schemes introduced for them. The college conducts several programmes under the provision of equal opportunity cell so that the backward section can derive the benefits from the various schemes and provisions. By conducting seminars and other awareness activities the college helps in the balanced regional development and growth of the society. Thus the college takes a foot forward to help in creating

awareness about the various plans of the Government. The workshops conducted are very helpful for the backward classes and they are substantially benefitted by it. Extra coaching and teaching classes for ST, SC, OBC and minorities are provided by the college through UGC fund. The weak and poor students can take advantage of these classes for their academic excellence. The college provides scholarship to meritorious students for their encouragement and up liftmen. The students belonging to backward classes can also apply for various scholarships formulated by the government by applying online. The teaching and non-teaching staff have a friendly approach towards the students and teach, guide and mentor them to the best of their ability. The atmosphere in the college is friendly and receptive and all the students are treated alike. Equal Opportunities for all the students is given in the college so that the students belonging to backward and rural areas do not feel alienated. The cell is headed by leader who is assisted by two members from the teaching staff. The speakers from different walks of life give their valuable prospective to the audience and instil a sense of equality, freedom and liberty. The students belonging to backward community gain a lot through such counselling from knowledgeable and experienced speakers. IQAC takes steps to motivate all for such kinds of initiatives.

6.3 Faculty Empowerment Strategies

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

Response:

The institution has a few welfare measures for teaching and non-teaching staff.

• The faculty is free to use the ICT Infrastructure and take assistance of manpower as and when required.

• As financial support to faculty members pursuing higher education and research work, they can use library facility, computers, printers and stationery.

• Seminars (National and Internal) and Workshops are conducted to keep the Faculty update and give exposure.

• College provides financial assistance to teachers who attend seminars, conferences in outstation centers.

• Healthy and hygienic work environment.

• Annual Increments as per the government rules.

• Casual leaves and Emergency leaves are given as per policy.

• More holidays are given as our college tries to follow the govern calendar.

• If a faculty takes leaves due to examinations and other health reasons, necessary alternate arrangements are made accordingly.

• The institution has GROUP INSURANCE SCHEME (GIS),GPF, EPF and Pension Scheme as the govt. policy for the welfare of the teaching and non-teaching employees.

• The College has also initiated Health Check-up for Teaching & Non-teaching staff as well as Health Awareness Programmes for staff and students. Lady teachers get six months maternity leave.

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	[View Document](#)

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

Response: 1.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
06	00	00	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)

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: 14.77

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

2016-17	2015-16	2014-15	2013-14	2012-13
04	02	05	06	10

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The college exercises an effective performance appraisal system for both teaching and non-teaching staff. Members of the staff are directed to submit their self-appraisal report every year. The report contains the basic information and details of the staff like name, address, contact number, e-mail id, PAN number, DOB etc. Sit also has details about seminars, workshops, refresher courses attended and publications or journals published. The title of the papers published is also mentioned in the self- appraisal report. Moreover, the number of classes assigned to a lecturer in a week in various departments is also given. Additional measures taken by teachers to cover up for the classes, missed during the session is also shown. Further, details about the leaves taken by the teachers is disclosed in the performance appraisal form. Performance appraisal system in a nutshell gives the description of classes, regularity and punctuality of teacher for a given tear at a glance.it is compulsory on behalf of each and every member of the staff to submit the self-appraisal report duly filled and signed to the Internal quality assurance cell of the college, which has been functioning effectively in the college. The staff are instructed to submit the soft copy of self-appraisal report to the respective authority through e-mail. A particular span of time is allotted within which all the staff should submit their self-appraisal report. The self-appraisal form collected of previous year are kept in the college records for further references. The self-appraisal form also forms an important role during the preparation of CCR of the staff by the principal.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

College conducts the financial audits regularly. The internal financial accounting is done by the Accounts Bursar. He checks and verifies these calculations and also finds out the shortcomings/ errors and rectifies the same. These errors and/ or shortcomings are explained to the College Accountant. The errors/ shortcomings in the accounts are rectified as per the instructions of the external Auditor at the time of external audits. The external auditor visits the College office twice every year and checks the books of accounts and then prepares his Report & Audited statement which is presented in the Governing Body Meeting conducted in the month of June every year. The Report is approved by the Governing Body.

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)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)

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

Response:

The principal sources of funds for the college are Allotment from the state government, development grants received from U.G.C., RUSA and development fees collected from the students. The funds received from the U.G.C. and RUSA are clearly mentioned for which purposes they are granted. The allotments received from the state government are also under special heads and they are spent for the purposes they are meant. The institution has at its disposal the funds collected from the students and from the students of the self-financing courses. These funds are made use of for the various needs that come up from time to time. The college does not get sufficient fund from the state government for the maintenance of the college therefore these funds is very useful for the college. The college sometimes recruits the staff and they are paid from the college development grants. The DHE, Govt. of Odisha sanctioned Rs.1.5lakhs for the

"Short Term Course in Communication Skills in English" which was successfully conducted in 2016-17. The State Govt. has been providing grants for the Self Defense Training of girl students, which seems to be a nice gesture towards women security and empowerment.

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:

The college has established IQAC after the first cycle of the accreditation ion by NAAC in the year 2010 and has been properly reconstituted on 21.03.2014. The IQAC is functioning according to the UGC and NAAC guidelines. The IQAC has immensely contributed to institutionalizing the quality assurance process by motivating the departments and faculties to promote enrichment in teaching and learning, research and development, student participation, leadership and progression, institutional social responsibility, faculty empowerment, infrastructural development and transformation of the system. The college is opening up fresh petals of growth and beauty day by day under the IQAC. The IQAC has a committee comprising of internal members, alumni, local elites, external members, students representatives and Governing Body members. They significantly contribute to changes in the institution towards academic and administrative excellence. The students are highly motivated by IQAC to reinsure quality in learning process. The IQAC takes periodical review of academic plan and progress of the faculties and suggests remedies for uniting faculty and students and grants a stress-free environment. The IQAC organises regular visits of Alumni on different occasions of the college and promotes interaction among students. The IQAC reviews the action plan and progress of different committees of the college working towards students and faculty improvement, enrichment and development. In nutshell the IQAC has remarkably reformed the college towards greater expectations promising an aura of confidence, an era of renaissance and an age of excellence

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

IQAC reviews its teaching-learning process, structures & methodologies of operation annually. It also verifies the learning outcomes periodically through student feedback and departmental meetings. IQAC found that the teaching method must be made more interactive and more visual in the benefit of the students. It should be more student-centric IQAC has initiated

- The purchase of the Teaching & Learning Aids

- Preparation of PPTs for teaching and other presentation by teachers and students
- Initiation has been made to register for Inflibnet and try for e-resources
- The IT Department has been instructed to assist teaching and learning process.
- LCD projectors has been installed in some of the Departments for assisting teaching.
- Internet provided to all the departments for online Video lectures.
- Number of Books are regularly purchased from College Development, UGC and RUSA grants.
- Separate ICT enabled spacious IQAC office has been established to monitor the teaching–learning system.
- Separate Examination Cell has been introduced with the Controller's office.
- The IQAC arranges the meetings with the HODs and takes suggestions from them.
- The Action Plan has been prepared for the new session and the actios are taken on the basis of that.
- The learning outcomes have been discussed after the analysis of the results and actions have been taken to improve the performances of the students.

File Description	Document
Any additional information	View Document

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

Response: 4.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
06	05	04	04	03

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

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
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)

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:

POST- ACCREDITATION INITIATIVES

Keeping view on the recommendations for quality enhancement of the Institution as per the last peer team report on Institutional Accreditation of our College, the following steps have been taken.

Recommendations Steps Taken

1. Introduction of a few P.G level

Though steps have been taken to open add-on and career-oriented courses. PG classes in a few departments of the college, due to some reasons, it was not materialised. Opening of the courses of BBA and BCA is under process.

2. Conducting of national seminars

The College couldn't organise any national seminar but has encouraged participation of the faculty members in national seminars but the faculty. Some of them also have presented papers.

3. Augmenting and enriching

Our students have been guided to do research activities. A few of our faculty of major and minor research projects members have published research from different funding agencies. Papers in national and international journals.

4. Tutorial system and Remedial Coaching

The tutorials has been introduced as per the CBCS requirements. There has been a practice of remedial classes & the Entry into serves scheme for the SC/ ST/OBC and minorities which are funded by the UGC.

As the peripheral area is totally industrialized, institution may seriously think of tie ups for students' training and placement and to develop their employability.

The UG commerce students are encouraged to take CA/CS coaching outside so that they can choose a career after the completion of their graduation.

Some of the plants and industries have been invited to provide orientation and counselling to the students. They also recruit students after conducting campus interviews.

5. ICT infrastructure to be strengthened and internet facility to be extended to more number of students

The institute has spent funds in strengthening the ICT infrastructure. The computer lab has been renovated and added with 36 computers, accessories, furniture, LAN, and internet connections, Audio visual equipments for departments, Internet with Wi-Fi system in the campus. Internet with Wi-Fi system in the campus, e-resources, library automation, automation of office and finance, etc.

6. Gender Equity and Empowerment of Girls

Special courses for female, The College has adopted it as one of the best practices to establish gender equality and women empowerment. A Language Lab has been established and Short Term Courses have been started to provide spoken English classes to all the students, especially the girls because they are more enthusiastic to learn. The girls are also enthusiastic to have physical fitness and self-defence training. So under the provision of state governments "safety of girls and women", the college has been providing self-defence training to girl students. Our College is the Nodal center for this and is monitoring the program throughout the district.

7. Institutional ambience to improve physically

 The remarkable changes have taken place in the infrastructure aspects in the institution are. • Overall renovation of the College building. • Construction of new classrooms. • Construction of a canteen. • Construction of language laboratory well equipped with furniture, fixtures and fittings. • Renovation of computer lab, accessories, fixtures, fittings, LAN and internet connection. • Renovation of conference cum seminar hall with air-condition, public-address system, LCD project and interactive board. • Security surveillance (CCTV Camera) in the campus. . • Renovation of toilets for students and staff both male and female. • Aquarium and fishery tank constructed. • Establishment of DG set of 62KV. • Extension of Women's Hostel. • Construction of sports training facility hall. • Arena for self-defence training programme for girls. • Furnishing of IQAC room. • Water harvesting system. • Construction of tanks for physically disabled students. • Procurement of fire fighting equipments. • Expansion of library networking system.

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: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	01	01

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[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:

Gender equity means men and women, girls and boys enjoy the same rights, access to resources, opportunities and protections. For ensuring gender equity the institution undertakes different programme and initiatives for maximum participation of both boys and girls student and have access to resources available in the institution in the following areas.

Educational area:

For increasing female enrollment and course completion rates the institution undertaken the following measures

- The institution reduces the course fee (admission fee) in order to minimize the financial burden of the poor students.
- The institution has provision of rest rooms (separate room for both boys and girls)

- The institution has provision of hostel for the girls students
- The college has women anti- harassment cell in order to protect woman staff and students of the college from any sorts of injustice or sexual harassment.
- The college has CCTV surveillance to control misconduct and misbehavior of students towards girls.
- The college provides self-defense training program for girls students.

Employment area:

In order to improve the employability condition, access and quality of jobs, to ensure that both boys and girls students are able to maximize their productivity, earn a living wage and have access to social protection benefits our institution provides the following activities.

- The institution provides career counselling to help the individual for their career planning, the decision-making process, and right choice of career.
- The institution provides coaching classes for entry into services for ST/SC/OBC/Minorities students of the institution.
- The institution provides soft skill development course to the students for improving their communication abilities, language skills that enable the students to effectively navigate their environment, work well with others and achieve their goal.
- The institution has Equal Opportunity Cell to ensure equity and equal opportunity to the boys and girls of disadvantaged community and bring about social inclusion.
- The institution conducts various events like seminar, elocution, debate, quiz, painting, singing, dancing competitions, etc. for their knowledge exposure.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 18810.032

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)
Any additional information	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 3.07

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

Response: 126

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 4098.93

File Description	Document
Details of lighting power requirements met through LED bulbs	<u>View Document</u>

7.1.5 Waste Management steps including:
* **Solid waste management**
* **Liquid waste management**
* **E-waste management**

Response:

3. Waste Management

Waste is any kind of item beyond use in its current form and discarded as unwanted. These wastes create a very unpleasant living environment leading to significant health problems, when it is not properly managed and disposed safely and properly. Some efforts taken towards waste management in our college campus are given below.

Solid waste management:

The institution has dustbin and dumping area for solid waste management. Dustbin are placed at different designate location in the campus. Every staff and student of the institution placed their unused things and waste into the dustbin and weekly two times these wastes are collected and dumped at a specific location for disposal. The institution follows these method for the disposal of solid waste.

* Land application (burial and landfilling)
* Burning or incineration.

Liquid waste management:

The college does not have a specific liquid (hazardous) waste management tool. However, the institution is cautious to dispose off the unused chemicals in the laboratories properly. Gas storage and pipe line is handled with proper care, carcinogenic chemicals are utilized with minimum quantities and with proper precaution.

 E-waste management:

Electronic goods are put to optimum use, the minor repairs are set right by staff and the laboratory assistant and major repairs are done by the professional technicians and reused. The damaged computers and peripherals are used by the instructor in the practical session. Finally, they are exchanged within the local dealers. UPS batteries are recharged/repaired/ exchanged by the suppliers with new one.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

RAIN WATER HARVESTING SYSTEM

ROOF TOP WATER HARVESTING:

The runoff from the terrace of the college building is channelized into recharge wells located at two different locations. All the rooftop rainwater outlets into a network of PVC pipes take the rainwater to the borewell.

SURFACE RUNOFF WATER HARVESTING:

The runoff from the unpaved area is intercepted at the main gate by a collection trench. From here the runoff eventually drains into an abandoned open well, which facilitates groundwater recharge. The facts explain the need for harvesting and utilizing the fresh rain water for meeting a part of the demand in the institution. The stored rain water is used in the garden, laboratories, hostel and for sanitary purpose when the storage is less.

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:

The institution makes special efforts to instill environmental awareness among the students. The following activities are carried for making green campus.

 Students, staff using

a) Bicycles

b) Public Transport

c) Pedestrian Friendly Roads

Staff and students of our institution are more conscious about the environment. Therefore, most of the students and staff of the institution use bicycle and motor bike as their mode of transportation and the teacher/educators coming from long distance use public transport like bus, train and auto for safety reasons

Plastic free campus:

The institution always works for making the campus plastic free and conduct cleanliness drive as a part of 'Swachh Bharat Mission' for the awareness of students and staff about the negative effect of plastic as well as for promoting less use of plastic within and outside the campus.

Paperless office:

The institution emphasizes on paperless office to save carbon emission in printers and motivating the students and staff for minimizing the use of paper for office work through e-governance.

Green landscaping with trees and plants:

The college takes interest in making green campus by planting the saplings. The botanical garden is just at the Heart of the college. We also organize environment awareness programs. The university has also introduced environmental science as a subject in syllabus for environmental awareness amongst the students.

Green Audit

The Institution has conducted a green audit of the period from 2012 to 2017 and a report has been prepered on the basis of that.

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

Response: 0.1

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)

2016-17	2015-16	2014-15	2013-14	2012-13
0.15085	0.12975	0.11321	0.12735	0.08

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

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: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	
Any additional information	

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	01	01

File Description	Document
Report of the event	
Details of initiatives taken to engage with local community during the last five years	

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

File Description	Document	
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics		

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

Response: Yes

File Description	Document	
Any additional information		
Provide URL of website that displays core values		

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
Any additional information	View Document

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

Response: No

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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: 2

File Description	Document
List of activities conducted for promotion of universal values	View Document

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

personalities

Response:

Every year our institution organizes and celebrates with great enthusiasm the national festivals and birth / death anniversaries of the great Indian personalities t.

12 January as Youth Day on the Birth Anniversary Swami Vivekananda,

23 January as Netaji Subhash Chandra Bose Birth Anniversary,

26 as January Republic Day,

8 March as Women's Day,

14 April as Bharat Ratna Dr. Babasaheb Ambedkar Birth Anniversary,

21 June as International Yoga Day.

15th August as Independence Day,

5th September as Teachers Day on the Birth Anniversary Dr. Sarvpalli Radha Krishnan,

14 September Hindi Diwas,

2nd October as Mahatma Gandhi Birth Anniversary,

15th October as Dr. APJ Abdul Kalam Birth Anniversary,

31 August as Birth Anniversary of the Odia nature poet Gangadhar Meher,

31 October as National unity Day on the birth anniversary of Sardar Vallabbhai Patel

It's a quality gesture of the institution to train and help the students to experience various cultures through the celebration of all National festivals and birth / death anniversaries of the great Indian personalities to inculcate patriotism, tolerance, understanding, and respect for communities, feelings of oneness, thought and ideas of these great Indian Personalities. The student can imbibe the qualities of these great sons of the soil and participate in the mission towards better India.

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

Response:

The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with

specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the institutional provisions. Effective leadership by setting values and participative decision-making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. There are established procedures and processes for planning and allocation of financial resources which leads to effective & efficient use of financial resources. The Budget Process which is an inclusive and collaborative process is as follows: Departmental Budget Templates are circulated to collect the Budget Requirements for the forthcoming year. The respective HODs of the departments then submit the requirements in the Standardized format which are consolidated. The various heads of the budget include the department capital requirements, staff cost based on the manpower plan, student& faculty related expenses, event expenses, research & development, administrative expenses including lab consumables, repairs & maintenance & other infrastructure related expenses, etc. The utilization of the current year approved budget along with the budget projected for the forthcoming year is presented to the Finance Committee after discussions in the Executive Committee. After the approval of the finance committee, it is also approved by the Governing Body.

7.2 Best Practices

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

Response:

Best Practices of the AcademicYear 2016-17

Best Practices-I:

Title: Assurance of Equality and Equity through the Equal Opportunity Cell

Equal Opportunity Cell of our College has been established in the current session 2016-17. The main purpose of the Cell is to provide equal opportunities to students belonging to the SC, ST, OBC, Women, PC and minority communities. It is an innovative cell of the College funded by UGC through which the students of above categories get an opportunity to enhance their communication skills, soft skills and to have a career of their choice. The Cell is managed by a Coordinator along with an advisory body. EOC is functioning in the College focusing on the upliftment of the weaker section in the Students community. Under the guidance of staff members, Equal Opportunity Cell provides academic, personal and psychological support to the students.

The Objectives:

- To establish equality and equity in teaching and learning
- To create a socially congenial atmosphere for academic interaction and for the growth of healthy interpersonal relationships among the students coming from various social backgrounds.
- To focus on overall personality and skill development so as to ensure enhancing their employability.

- Inclusive growth for everyone by encompassing everyone into the mainstream of society.
- Providing personal counseling and career guidance.
- Awareness building and sensitization regarding discrimination on various grounds.

- To help them to access to avail different scholarship sponsored by different agencies and institution and Governments.
- To sensitize the college on the problems of SC/ST and other disadvantaged groups.

The Practice:

The Equal Opportunity Cell of the College focused on the under-privileged weaker section of the students' community and helped them to grow in a hospitable atmosphere. The programmes sorted out properly and different activities were organised to create awareness among students regarding the functioning of EOC. The following activities were done to draw the attention of the SC, ST, OBC and other under-privileged students.

- Orientation of +3 1st year (above category students) regarding the newly introduced CBCS system on Dt.10/09/2016
- Workshop on "Importance of RTI Act" on Dt.06/12/2016
- "Three days Short Term Course on Soft Skills Development" for ST, SC and others in the Language Lab from Dt.15/12/16 to dt.17/12/16
- Seminar on "Legal Rights of under-privileged classes" on Dt.06/01/17
- A Talk on "Equal Educational Opportunity and no discrimination in Educational Institutions" on Dt.06/01/2017
- Celebration of National Girl child Day: Extramural Lectures on "Girl Child protection and the right of girls in Indian Society" on dt.19/01/2017
- Extramural talk on "Equal Opportunities for the SC, ST, OBC & other underprivileged classes in HEIs" on dt.26/01/2017
- Career counselling for SC, ST, OBC, Girl students, etc. on dt.07/02/2017
- Debate competition among the students belonging to the SC, ST, OBC & other underprivileged classes on the topic "Should Reservation continue in India?" on dt.18/02/2017

The EOC tried its best to achieve the goals by drawing the attention of the target group through the above activities. Through extramural talks, seminars, workshops and competitions, efforts were made to discuss the problems and issues related to bring the underprivileged classes to the mainstream of the society. Members from minority community, NGOs and experts from other fields were invited to highlight the matters. Sot skills training was arranged to help the students to improve their communicative skills. Career counselling was provided to help the students in getting scopes to identify their own potentialities and search for new avenues.

Obstacles Faced/Problems Encountered:

As the EOC has been formed this year the environment built-up has taken time. It has taken time to create awareness among the beneficiaries. But thanks to UGC, due to the nice gesture of it, we initiated a novel and utilitarian project to uplift the weaker section of students' community so that no one lags behind.

Evidence of Success:

Proper guidance and support of the members of teaching and non-teaching staff have been improving the confidence level of the target group of students. Their attendance is increasing. Their participation in extracurricular activities has also been increased up to a satisfactory level. They are asking for more soft skills training programmes and career counselling schedules.

Resources Required:

The College received a meagre amount from UGC to form the EOC and organize the activities for it during the last Five year plan period. Some more financial and physical resources have been required to provide sufficient benefits to the students belonging to the underprivileged classes in our society.

Best Practices-II:

Title: Enhancement of Communication Skills in English through 'Short Term Course'

Globalisation has increased the usage of English Language in our day to day life. It has become the main language of communication not only in education but also in business transactions, internet and social media, language and literature, science and technology, information and entertainment, research and development. In this situation our youth, who may have right knowledge, lack proper communication skills. The English syllabus in our colleges are mostly traditional and descriptive and not communicative. The students passing out from our colleges secure high percentage of marks but are very bad communicators in English, thus are unemployable. In order to empower them in communication skills to meet their communicative needs in their day to day life the College has started a 'Short Term Course on Communication skills in English Language' sponsored by the Department of Higher Education, Government of Odisha.

The Objectives:

- students will learn to use language as a means of expression(oral & written)
- students will use language as a means of expressing values and judgments
- students will learn to express the functions that best meet their own communication needs
- students will develop confidence to have employability skills like facing interviews, group discussions etc.

The Practice:

The CACM, IIT, Kharagpur has developed a well-equipped Language Laboratory in the College. It has been utilized for the purpose of the Short Term Course.

As per the guidelines for the implementation of the Short Term Course, applications were invited from the students of +3 Arts/Science/Commerce and four batches of students were selected (24 in each batch as per the requirements of the Language Lab).

A coordinator, technical lab assistant and lab attendant were selected for the smooth functioning of the lab and conducting the course.

Duration of the programme was of three months for each batch. There were 25 classes to cover the course. Each unit was covered in a class of one hour duration. There were four batches who successfully completed their course and received certificates in the whole academic year.

A panel of names were prepared out of the in-house teachers and outside experts and they were engaged in taking classes. As the syllabus for the course was prescribed by the DHE, Odisha, the lessons were prepared on the basis of that and the students were benefitted out of it.

Utmost care have been taken to utilize the digitalised Language Lab. The students were trained in speaking, writing and reading as well as non-verbal skills. There were mock interviews, group discussions, oral deliveries from which the students learnt a lot. The feed backs were collected from students after the completion of each batch and accordingly steps have been taken to enhance the quality of the training course.

Tests were conducted and as per the guidelines of the DHE, certificates were issued to the students who attended more than 75% classes.

Obstacles Faced/Problems Encountered:

As the classes were conducted in the off hours and Sundays and holidays, the students from outstation localities faced certain problems.

Some of the resource persons who have not been trained to use the digitalised language lab faced difficulties in their course delivery.

Evidence of Success:

The communication skills of the students have improved a lot as they shared their experience in the valedictory functions. Nine of the students who attended the Short term course have been selected in a campus drive conducted by ICICI, Prudential. More students are interested to attend the classes to improve their communication skills and enhance their employability skills also.

Resources Required:

The College received funds from the Department of Higher Education, Government of Odisha for the conduct of the Short Term Course in the current session that we used as a best practice for the improvement of students' quality. But for the sustainability of the programme and the maintenance of the Language Lab, financial resources are required.

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:

The vision of our institution is to improve the lives of all the stakeholders through creating a sustainable learning culture in response to the need of the society and to provide opportunities to individuals for achieving their personal and professional goals to become responsible and disciplined citizens and human beings. The core purpose is to create an atmosphere of continuous learning and share knowledge through study, inquiry and creativity in order to empower the individuals and enrich society and beyond it. One of the mission statements is to provide the students with equal opportunity without any discrimination of caste, colour, creed and sex to ensure equity and excellence in the institution, thus contributing to the same in higher education. At this point the college has tried to show its distinctiveness. The Equal Opportunity Cell under the supervision of IQAC has tried to improve the academic, financial conditions of the students by arranging extra classes, tutorial classes, career guidance, guidance to apply for scholarships, etc. The EOC has tried its best to achieve the goals by drawing the attention of the target group through the activities like seminars, extra-mural talks, short term courses, etc.. Through these extramural talks, seminars, workshops and competitions, efforts were made to discuss the problems and issues related to bring the underprivileged classes to the mainstream of the society. Members from minority community, NGOs and experts from other fields were invited to highlight the matters. Sot skills training was arranged to help the students to improve their communicative skills. Career counselling was provided to help the students in getting scopes to identify their own potentialities and search for new avenues.

File Description	Document
Any additional information	[View Document]()

5. CONCLUSION

Additional Information :

Laxminarayan College, Jharsuguda, popularly known as L. N. College, has had a journey with lots of ups and downs during these 24 years since its inception. However a new renaissance has dawned with its being selected for the World Bank assistance under Odisha Higher Education Programme for Excellence and Equity (OHEPEE) this year. With this assistance the Institution hopes to grow academically, digitally and physically. The Department of Higher Education, Govt. of Odisha is going to sign an MoU with our institution to provide funds for the development of it and for the enhancement of quality and equity aspects of education. L. N. College is ready to grab the opportunity and promises to be a part of the quality assurance adventure of the Department of Higher Education Department.

Concluding Remarks :

Laxminarayan College, Jharsuguda is going to complete its glorious fifty years in the year 2019. We have a vision 2019 when it will truly become an epitome of knowledge and learning. Today also we can proudly say that it has indeed grown from a seedling into a big tree that has not only sheltered thousands of youngsters but also has moulded them into great personalities. Since a large number of students come from economically weaker section of society, we try to imbibe in them good values so that they become responsible citizens of our country. The college aims at catering to the academic excellence of the students by providing them with facilities to develop their inherent talents. In its continuous efforts to impart quality education, L.N. College has received NAAC accreditation with B grade in February 2009. Now the institution is in the process of the second cycle of accreditation. We stand firm on our motto that "Together we make the difference."

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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 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 Answer before DVV Verification: See table below Answer After DVV Verification : See table below Remark : The numbers has been changed according to the proof that has been provided.
1.2.2	Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented 1.2.2.1. Number of programs in which CBCS/ Elective course system implemented. Answer before DVV Verification : 11 Answer after DVV Verification: 11
1.4.2	Feedback processes of the institution may be classified as follows: Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : The proof that is there only agrees with option B.
3.2.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years 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 Answer before DVV Verification: See table below Answer After DVV Verification :

1.1.3.1 — Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
10	08	08	08	04

1.1.3.1 — Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
7	0	0	0	0

3.2.2.1 — Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
01	0	0	0	0

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
04	05	07	04	09

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
07	07	05	03	06

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
38	24	16	08	10

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : Since there are only recognition for participation, the numbers has been modified accordingly.

| 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 |

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13

| 16 | 23 | 17 | 20 | 16 |

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
16	20	13	17	10

Remark : The numbers has been changed according to the proof given.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
619	699	550	478	371

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
485	699	550	478	371

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
02	01	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
01	00	0	0	0

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification : 08

	Answer after DVV Verification: 0 Remark : There is no proof to support this claim.
4.1.4	Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years. 4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: 	2016-17	2015-16	2014-15	2013-14	2012-13
---	---	---	---	---
14.63104	13.91900	32.40000	15.65500	16.10500 | Answer After DVV Verification : | 2016-17	2015-16	2014-15	2013-14	2012-13
---	---	---	---	---
16.09	58.7	19.1	8.8	19.9	 Remark : The numbers have been changed according to the proof.
4.2.6	Percentage per day usage of library by teachers and students 4.2.6.1. Average number of teachers and students using library per day over last one year Answer before DVV Verification : 195 Answer after DVV Verification: 55 Remark : The number has been modified according to the proof.
4.3.4	Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS) Answer before DVV Verification : Yes Answer After DVV Verification: No
5.1.1	Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years 5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years Answer before DVV Verification: 	2016-17	2015-16	2014-15	2013-14	2012-13
---	---	---	---	---
246	238	213	197	167 | Answer After DVV Verification : | 2016-17	2015-16	2014-15	2013-14	2012-13
---	---	---	---	---

17	17	39	25	24

Remark : The numbers has been edited according to the proof.

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
	Answer before DVV Verification : B. Any 6 of the above Answer After DVV Verification: E. 3 or less of the above Remark : The option has been changed according to the proof since only proofs for 3 were provided.
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 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 Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
96	23	32	00	00

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : There is no proof to support this claim.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
11	01	06	04	05

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
2	01	06	04	05

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) 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 Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
08	12	14	09	12

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years
Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
19	32	20	17	39

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : The numbers cannot be accepted with no proof and hence the numbers are changed.

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. 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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
34	19	18	03	04

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : The numbers has been changed according to the HEI response.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
49	43	41	40	38

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
12	1	4	2	1

Remark : The numbers has been changed according to the proofs provided.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
07	02	03	02	04

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : There is no proper proof to support this claim

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
05	03	02	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
06	00	00	0	0

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

Answer before DVV Verification : C. Any 2 of the above
Answer After DVV Verification: D. Any 1 of the above

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
05	03	03	02	02

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	01	01

7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years
	Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	01	01

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

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
	Answer before DVV Verification :
	Answer After DVV Verification :2
	Remark : The numbers has been changed according to the proof.

2.Extended Profile Deviations

ID	Extended Questions
1.2	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
203.34403	137.35857	282.61245	107.80787	285.59723

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
109.05	138.27	94.10	104.45	303.51