

MAHATMA GANDHI DEGREE COLLEGE, BHUKTA

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AFFILIATED TO

SAMBALPUR UNIVERSITY, JYOTI VIHAR, BURLA



SELF STUDY REPORT (SSR)

For

First Cycle Accreditation

SUBMITTED TO

**NATIONAL ASSESSMENT &
ACCREDITATION COUNCIL**

P.O.BOX. NO. 1075, BANGALORE -560072.



Father of the Nation



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A. PREFACE



From Principal pen....

It gives me immense pleasure to submit the Self Study Report (SSR) of our College to the National Assessment & Accreditation Council (NAAC), Bangalore for the purpose of assessment and accreditation by NAAC. This exercise has provided us an opportunity to review and analyze the institutional progress. It has also further strengthened us in our quest for Quality in the times to come.

From the time of inception in the year 1987, MGD College has been maintaining its own mechanism to monitor its growth and development. Quality has been the hallmark and excellence of the watchword for us. With a vision to provide quality higher education to students from diverse social, religious and regional backgrounds so that they would emerge as responsible, duty bound citizens and ideal human beings.

However, we have still to go many more miles. We would like to see our students well prepared to face the greater challenges of the contemporary and the emerging world. For this we need helping hands of the Department of Higher Education, Govt. of Odisha, Sambalpur University and the Omnipotent U.G.C .

This report is the outcome of the collective efforts of the entire Teaching and Non teaching community. I deeply appreciate the total involvement and sincere, collaborative effort of the entire team. The college is striving to carve a niche for itself on the world education map by adopting innovative initiatives and acquiring new skills by employing new techniques. Hope, we shall have the pleasure of hearing your decision soon on Peer Team Visit for Inspection

**Mrs. Kalpana Mishra (Dept. of Odia)
Principal**

B. Executive Summary

Mahatma Gandhi Degree College At/Po-Bhukta, Dist-Bargarh, Odisha is the one and only Degree college in Ambabhona Block, a remote, rural area situated in Odisha - Chhattisgarh border. The college was established in the year 1987 to provide opportunity of quality higher education to aspiring students of the locality at their doorstep. MGD College is the ultimate hope for the meritorious, poor and girls students of the locality, who could not afford to travel far off distant places for quality higher education. Presently MGD College offers only humanities (Arts) stream for students with subjects Odia, Education, Hindi, Political Science, History, English and the medium of instruction is English / Odia. MGD College is certified by UGC with 2f and 12b in the year 2007 and 2013 respectively. It got permanent affiliation for all the subjects taught from Sambalpur University in the year 2003-04.

The set Vision of MGD College is in perfect line to the need of the locality. With meager recourses, the dedicated and sincere effort of the Staff and Managing members of the College has put MGD College into limelight in western Odisha belt.

After 25 years of its inception, the College is still having certain problem like lack of required infrastructural set up for higher education. We are trying our level best to solve these problems at an earliest. Since the inception of IQAC (25/07/2014) there has been great fruitful change in administrative and teaching- learning process. Keeping in mind about our vision, MGD College is an institution providing complete holistic development of personalities. Beside high quality academic development, the students are prepared to become indispensable citizens for the society. MGD College adds high importance to equality in every aspect and emancipate all kinds of ignorance from the minds of the students directly or indirectly to fulfill the long cherished dreams of the students' and visionaries of this locality.

Looking into global requirements, MGD College strongly intends to introduce certain avenues for making the students more efficient to face the present challenges in the field of higher studies and better employability. Some of these are Wi-Fi campus, close door Auditorium, introduction various vocational courses and above all needs to introduce self-financing job oriented education, ultimately achieving the distinction of a unique Institution for higher learning.

1. SWOC Analysis of the College

Strengths:

- Moderate infrastructure facility
- Highly experienced qualified staff
- Eco - friendly campus
- Supportive management
- ICT based teaching
- Up gradation of faculty through participation of external seminar, workshops, paper presentation in national and international conferences and attending orientation programmes.
- Community orientation through active NSS and YRC units

- Acquainting SC/ST students to Computer application at no extra cost

Weakness:

- Financial constrain is the biggest weakness of the College for any development.
- Lack of State-of-the-art infrastructure
- Lack of research facilities in newly established departments.
- Lack of Research culture
- Lack of IT related Course.
- Since most of the students come from rural area, they lack English communication skills.
- Due to the remote location of the College, it is difficult for better placement of students.
- Poor economic background of the students
- Lack of Automation culture

Opportunities:

- Strongly perusing financial assistances from different Government funding agencies for over all development of the College
- To organize frequent national/state level conferences', seminars and workshops for the students
- Apply for the major and minor projects.
- To upgrade Computer Lab. and Library

Challenges:

- To get the Institution Accredited by NAAC
- To attract more and more funds from UGC and RUSA for infrastructure development
- To increase the communication skill in English
- Inoculating research tempo among students through organizing frequent in house seminars, workshops and collaborating with higher research institutes
- Most of the students admitted in to the college hail from poor socio economic backdrop – to create bucket funding for poor background students.

- Renovation and construction of adequate infrastructure to cope up with the demands of growing needs
- Filling up of vacant teaching post

2. NAAC Steering Committee

President: Principal Mrs. Kalpana Mishra (Dept. of Odia)

NAAC Steering Committee Coordinator:

Sri Antaryami Sahu, H.O.D. (Dept. of English)

Members:

1. Dr. Dayanidhi Sa , H.O.D (Dept. of Hindi)
2. Sri. Subodh Kumar Ratha, H.O.D. (Dept. of Education)
3. Sri. Pradyumna Kumar Dash, H.O.D. (Dept. of Political Science)
4. Sri. Dayasagar Naik, H.O.D. (Dept. of History)
5. Dr. Bikash Chandra Pradhan, Asst. Professor (Dept. of History)

3. IQAC Steering Committee

Chairperson: Principal Mrs. Kalpana Mishra (Dept. of Odia)

IQAC Steering Committee Coordinator:

Dr. Dayanidhi Sa , H.O.D.(Dept. of Hindi)

Members:

Faculties:

- 1.Sri Pradyumna Kumar Dash
- 2.Sri Antaryami Sahu
- 3.Sri Subodh Kumar Rath
- 4.Sri Dayasagar Naik
- 5.Dr. Bikash Chandra Pradhan
6. Sri Jibardhan Patel

External Educationist: Dr. Nepal Padhan (Retd. Principal, Larambha College)

Alumni:

1. Sri Gaurishankar Agrawal (Business man)
2. Sri Bhairab Patel (Teacher)

Existing Stidents:

1. Sadananda Padhan
2. Sunita Patel

C. PROFILE OF COLLEGE

1. Name and Address of the College:

Name:	Mahatma Gandhi Degree College, Bhukta		
Address:	At/Po-Bhukta, Dist-Bargarh, Pin-768045 (Odisha)		
City:	Bhukta (Town)		State:-Odisha
Website:	www.mgdegreecollegebhukta.in		

2. for Communication:

Designation	Name	Telephone STD code	Mobile	Fax	Email
Principal	Kalpna Mishra	06646- 268946	9937988205 9438293050	-	mishrakalpna071@gmail.com
Administrative Bursar	Antaryami Sahu	06646- 268946	8658203659	-	antaryami.ngh@gmail.com
Steering Committee Co-ordinator	Antaryami Sahu		8658203659	-	antaryami.ngh@gmail.com

3. Status of the Institution:

Affiliated College	√
Constituent	

4. Type of Institution:

A- By Gender

i. For Men

ii. For Women

iii. Co-education

B - By Shift

i. Regular

ii. Day

iii. Evening

5. Is it a recognized minority Institution?

Yes

No

If yes, specify the minority status (Religious/Linguistic/Any other) and provide documentary evidence

N/A

6. Source of funding

Government

Grant-in-aid

Self-financed

Any other

7. a. Date of Establishment of the College: **14/07/1987**

b. University to which the College is affiliated/or which governs the College (If it is a Constituent College)

Sambalpur University, Jyoti Vihar, Burla

c. Details of UGC recognition

Date, Month & Year under Section	(dd-mm-yyyy)	Remarks (If any)
2(f)	20/04/2007	
12(B)	11/01/2013	

- UGC recognition letter is enclosed

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI,

Under Section/ Clause	Recognition / Approval Details institution / Department / Programme	Day, Month and Year dd-mm-yyyy	Validity	Remarks
i.				
ii.				
iii.				

DCI, PCI, RCI etc.) - **No.**

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as Recognized by the UGC), to its affiliated Colleges?

Yes No

If yes, has the College applied for availing the autonomous status?

Yes No

9. Is the College recognized?

a. by UGC as a College with Potential for Excellence (CPE)?

Yes No

If yes, date of recognition..... (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes No

If yes, Name of the agency..... and Date of recognition..... (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location	Tribal
Campus area in sq.mtrs.	22155 sq. mts.
Built of area in sq.mtrs.	1210 sq. mts

(*Urban,Semi -Urban ,Rural, Tribal, Hilly -Area, Any others specify)

11. Facilities available on the campus (Tick the available

facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

Auditorium/seminar complex with infrastructural facilities – 01

Seminar Hall -01

• **Sports facilities**

- * Play Ground - **Yes**
- * Swimming Pool - **No**
- * Gymnasium - **No**

• **Hostel**

Boys' hostel

- i. Number of hostels: **No**
- ii. Number of inmates: **N/A**
- iii. Facilities (mention available facilities): **N/A**

Girls' hostel

- i. Number of hostels: **Nil**
- ii. Number of inmates: **Nil**
- iii. Facilities (mention available facilities): **N/A**

*** Working women's hostel: No**

• **Residential facilities for teaching and non-teaching staff**

(give numbers available — cadre wise): **No**

- **Cafeteria — Yes**
- **Health centre – First aid, Inpatient, Outpatient, Emergency care facility,**

First aid facility is available within the College Campus; for Inpatient, Outpatient and emergency, college avails the help of nearby Government health center, which is within 2 km. distance.

Ambulance: No (avails free Govt. Ambulance Service)

Health centre staff –

Qualified doctor	Full time	<input type="checkbox"/>	Part-time	<input checked="" type="checkbox"/>
Qualified Nurse	Full time	<input type="checkbox"/>	Part-time	<input type="checkbox"/>

- Facilities like banking, post office, bookshops: **No**
- Transport facilities to cater to the needs of students and staff: **No**
- Animal house: **No**
- Biological waste disposal: **Yes**
- Generator or other facility for management/regulation of electricity and voltage: **03 (Inverters)**
- Solid waste management facility: **Yes**
- Waste water management: **Yes**
- Water harvesting: **Yes**

12. Details of programmes offered by the College (Give data for current academic year)

SI No	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of Instruction	Sanctioned/ Approved Student strength	No. of Students Admitted
1	Under- Graduate	BA	3 years	10+2 / 12 th	English/ Odia	192 + 20%	230
2	Post Graduate	NA	NA	NA	NA	NA	NA
3	Integrated programmes P.G / Ph.D.	NA	NA	NA	NA	NA	NA
4	M.Phil	NA	NA	NA	NA	NA	NA
5	Ph.D.	NA	NA	NA	NA	NA	NA
6	Certificate course	NA	NA	NA	NA	NA	NA
7	U.G. Diploma	NA	NA	NA	NA	NA	NA
8	P.G. Diploma	NA	NA	NA	NA	NA	NA
9	Any other (specify and provide details) Twinning programmes of computer Education & Management courses with e-fortune	NA	NA	NA	NA	NA	NA
		NA	NA	NA	NA	NA	NA
		NA	NA	NA	NA	NA	NA

13. Does the College offer self-financed Programmes?

Yes No

If yes, how many?

14. New programmes introduced in the College during the last five years if any?

Yes	-	No	√	Number	00
-----	---	----	---	--------	----

15. List of the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly also do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Particular	Departments	UG	PG	Research
Science	-	-	-	-
Arts	Odia, Education, Hindi, English Political Science, History,	√	NA	NA
Commerce	NA	NA	NA	NA
Any Other Not Covered above	-	-	-	-

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

- a. annual system
- b. semester system
- c. trimester system

17. Number of Programmes with - N/A

- a. Choice based credit system
- b. Inter/ multidisciplinary approach
- c. Any other (specify and provide details)

18. Does the College offer UG and/ or PG programmes in Teacher Education?

Yes No

If yes,

a. Year of Introduction of Programme (s)
(dd/mm/yyyy) and number of batches that completed
the programme

N/A

b. NCTE recognition details (if applicable) Notification
No: Date: (dd/mm/yyyy) Validity:.....

c. Is the institution opting for assessment and
accreditation of Teacher Education Programme
separately?

Yes No

19. Does the College offer UG or PG programme in Physical Education?

Yes No

If yes,

a. Year of Introduction of Programme (s) and number of
batches that completed the programmes

b. NCTE recognition details(if applicable) Notification No:
..... Date: (dd/mm/yyyy) Validity:.....

c. Is the institution opting for assessment and accreditation
of Physical Education Separately?

Yes No

20. Number of teaching and non-teaching positions in the Institution as per RCI Norms:

Positions	Teaching Faculty						Non-Teaching Staff		Technical Staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F				
Sanctioned by the UGC/ University / State Government (RCI Requirements) <i>Recruited</i>		-		-						-
<i>Yet to recruit</i>										
Sanctioned by the Management/Society or other authorized bodies <i>Recruited</i>		-		-						
<i>Yet to recruit</i>					08	03	08	01		

* M-Male *F-Female

21. Qualifications of the teaching staff

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total	
	Male	Female	Male	Female	Male	Female		
Permanent Teachers								
D.Sc./D.Litt	-							
Ph.D.					02			02
M.Phil.					02			02
P.G					04	03		07
Temporary Teachers								
Ph.D.								
M.Phil								
P.G.								
Part Time Teachers								
Ph.D.					04			04

M.Phil							
P.G.							

22. Number of Visiting Faculty Guest Faculty engaged with the College: 04

23. Furnish the number of the students admitted to the Institute during the last four Academic years.

Categories	(2012-13)		(2013-14)		(2014-15)		(2015-16)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	28	30	24	42	28	30	24	42
ST	37	21	48	30	37	21	48	30
OBC	127	148	98	158	127	148	98	158
General	05	07	04	04	05	07	04	04
Others	-	-	-	-	-	-	-	-

24. Details on students enrollment in the College during the current academic year:

Type Of Student	UG	PG	M.Phil.	Ph. D.	Total
Students From the same state where the college is located	582	-	-	-	-
Students from the other states of India	Nil	-	-	-	-
NRI Students	Nil	-	-	-	-
Foreign students	Nil	-	-	-	-
Total	582	-	-	-	-

25. Dropout rate in UG and PG (average for the last two batches)

UG

3%

PG

N/A

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

- (a) Including the salary component:

Rs7,664/-

- (b) Excluding the salary component:

Rs2,335/-

27. Does the College offer Distance Education Programme (DEP)?

Yes No

If yes,

a) Is it a registered center for offering distance education programmes of another University

Yes No

b) Name of the University which has granted such registration.

N/A

c) Number of programmes offered

N/A

d) Programmes carry the recognition of the Distance Education Council. Yes No

28. Provide Teacher-student ratio for each of the programmes / courses offered -

Arts (B.A.) - **1:39**

29. Is the College applying for Accreditation:

- Cycle 1

<input checked="" type="checkbox"/>

- Cycle 2

<input type="checkbox"/>

- Cycle 3

<input type="checkbox"/>

- Cycle 4

<input type="checkbox"/>

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of Accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re- assessment only)

Cycle 1:..... (dd/mm/yyyy) Accreditation Outcome /
Result:

Cycle 2:..... (dd/mm/yyyy) Accreditation Outcome /
Result:

Cycle 3:..... (dd/mm/yyyy) Accreditation Outcome /
Result:

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure

31. Number of working days during the last academic year

240

32. Number of teaching days during the last academic year

191

(Teaching days means on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

Date of establishment of IQAC 25/07/2014. (dd/mm/yyyy)

34. Details on submission of Annual Quality Assurance Reports (AQAR) to NAAC

AQAR (i)..... (dd/mm/yyyy)

AQAR (ii)..... (dd/mm/yyyy)

AQAR (iii)..... (dd/mm/yyyy)

AQAR (iv)..... (dd/mm/yyyy)

To be sent shortly

35. Any other relevant data (not covered above) the College

would like to include. (Do not include explanatory/descriptive information)

D. Criteria - Wise Analytical Report

1. Criterion I - Curricular Aspects:

Curriculum aspects of the college have been shown, in which, all aspects of curriculum planning, academic flexibility, curriculum enrichment and feedback system of the college have been properly mentioned. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development and involvement of stakeholders in curriculum updating, are dealt at large.

2. Criterion II - Teaching-Learning and Evaluation:

Teaching learning process of the college have been indicated in which the enrolment of students, needs of students, students' performances as well as faculty member's quality and qualifications have been mentioned. The efficient techniques used to continuously evaluate the performance of teachers and students are also a major concern of this criterion.

3. Criterion III - Research, Consultancy and Extension:

In the Criterion- III the questions related to research promotion, resource mobilizations, research facility as well as consultancy and collaboration of the college have been answered. The answers to the social responsibilities of the College has been vividly described in this criterion

4. Criterion IV - Infrastructure and Learning Resources:

In Criterion –IV questions related to infrastructure facilities, library and teaching learning resources of the college have been mentioned.

Expansion of facilities to meet future development is included among other concerns.

5. Criterion V - Student Support and Progression:

The Criterion-V of the SSR highlights' the efforts of the College to provide necessary assistance to students, to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression, in short, students support and its progression. At college level, various committees and faculties as well as administrative members guide students from entry level to their exit from the college.

6. Criterion VI - Governance, Leadership and Management:

In Criterion-VI, positions of the college related to the governance and management, faculty empowerment, financial and resource mobilization as well as Internal Quality Assurance Cell (IQAC) have been systematically stated.

7. Criterion VII - Innovations and Best Practices:

Criterion-VII includes the innovations and best practices adopted by the college for creating awareness among its staff and students their social responsibilities and care for up keeping of the environment.

E. Criteria – Wise Question & Answer

Criteria I: Curricular aspects

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

1.1.1 Vision:

The College has a noble vision to bring educationally and economically backward, tribal and rural students in to the main stream of higher education of global standard.

The College inculcates confidence of competence and excellence among students through comprehensive higher education.

To provided the students an all rounder personality.

The Vision of the college is to turn the students into enlightened citizen who realize their self and eager to contribute their bit in Nation building.

Mission:

- Through updated practice of teaching learning process adopted by the College, upgrades the qualities of the students to face the modern challenges for better employability.
- Development of skilled human resource to contemporary challenges
- Facilitating young adult learners with opportunity to hone their ethics and leadership qualities

- Sensitizing learners towards inclusive social concerns, human rights, gender and environmental issues

Objective:

- Providing quality higher education to all the students irrespective of social and economical status, caste and creed, region and religion, race and gender to stand on their own feet in the society
- Making personality development and self-realization of the students by extracurricular and extension activities
- Counseling on gender and social equality, brotherhood, justice and national integration to all students
- Encouraging to undertake research activities on social, economical and educational problems to build up healthy society/nation
- Collectively conducting various social programs to create awareness among the local people

The vision Mission of the College is communicated to every stakeholder through College website, calendar and wall display on College building for visitors.

1.1.2. How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

1.1.2. The curriculum design and development action plans are prepared by the Sambalpur University, to which the College is affiliated. The HODs conduct their departmental meetings with faculty members and develop academic plans for the upcoming academic session. For effective implementation of the curriculum, the syllabus and the number of classes are divided among the faculty members at the beginning of the academic session, keeping in mind the syllabus to be tested in various internal tests. Teachers also take extra classes to complete the assigned syllabus within the stipulated

time. Tutorial classes are taken for the honours subjects. Remedial coaching classes (UGC sponsored) for SC, ST, OBC (Non Creamy Layer) and Minority students are also taken for both pass and honours courses.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

1.1.3. Institution follows the syllabus from the affiliating University. The teachers study the syllabus, design the action plan of curriculum, and dictate it to the students. The Principal and the HODs of the college inspects the teaching plan prepared by the teachers through various meetings. The students' feedback on teaching process of every teacher is collected by IQAC and in turn, the same is communicated to the concern teacher.

As and when the University organizes any Workshop, Orientation Programmes and Refresher Courses on curriculum syllabus and improving teaching practice, our teachers do take part in such programme.

To suit the needs of the curriculum, new reference books and textbooks, are made available to students and faculties in the College library.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

1.1.4. For effective curriculum delivery, the departments invite experts in the concerned fields and organize seminars and workshop; this is done beside the regular departmental seminars and group discussions.

Library is equipped with latest reference books / journals as per the curriculum.

Guest Faculties are invited and guest lectures are arranged from other institutions and universities.

The College arranges study tours and field visits every year.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

1.1.5. The location of the College is a great disadvantage for network and interacts with beneficiaries such as industry, research bodies and the university for more effective delivery of the curriculum. However, the College tries to fulfill this vacuum by arranging study tours, field visits and organizing in house seminars and workshops by inviting external guest faculties.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

1.1.6. The College does not have freedom to design the syllabus or curriculum. The University frames the syllabus or curriculum. However, the IQAC prepares an annual report based on the feedback received from all stakeholders on development of the prescribed University curriculum. The College Principal later on forwards this report to Board of Studies of the Sambalpur University for consideration.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university)by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

1.1.7. The College does not have freedom to design the course curriculum. The College follows course curriculum as developed and prescribed by the affiliating University.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

1.1.8. At the onset of every academic session the academic committee of the College draws a full proof lesson plan for every faculty based on the available teaching days during the academic year. The faculties maintain lesson plan record on daily basis. The HoDs' and the Principal verify these records at regular intervals. To assess the comprehending ability of the students, internal written tests are held. Moreover, classroom interaction, departmental seminars and group discussions ensures the teacher about the stated objectives of the curriculum.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

1.2.1. The goals and objectives of the courses are to prepare the youth for the future and make them worthy for the society and improved employability standard. The College imparts education at degree level in Arts (+3 Arts with Hons, and Pass with compulsory and elective subjects).

Apart from this the college also organizes certain skill development classes like communication skill, Personality development skill and Inter personal skill as special preparatory initiatives for various competitive examinations like Bank services, S.S.C, Railways etc.

1.2.2 Does the institution offer programmes that facilitate twinning/ dual degree? If 'yes', give details.

1.2.2. The College does not offer programmes that facilitate twinning / dual degree.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been

helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- Range of Core / Elective options offered by the University and those opted by the college
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses

1.2.3.

* As per the university and Government norms, academic flexibility is provided.

* Wide range of core/elective options are offered as per university guidelines and the college opt courses relevant to student' needs in this competitive era.

* Providing students with opportunity to study non-major subjects, like environmental science.

* Enrichment coaching are available to augment the students' skills for future advancement, like Communication skill in English, Personality development, Computer operating skill etc.

Range of Core / Elective options offered by the College;

Course Offered	Core Subjects	Elective Subjects
B.A. (Humanities) Hons.	Hindi, Odia, Education, Pol. Sc.History	Land Mark in Indian History and Indian Polity
B.A. (Humanities) Pass	Hindi, Odia, Education, Pol. Sc.History	Land Mark in Indian History and Indian Polity

1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

1.2.4. The College presently does not offer any self-financed programme.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

1.2.5. The college regularly conducts personality development programmes, which enhance the IQ level, communication skill of the stakeholders, Computer Application knowledge, etc.

Apart from this, our N.S.S. unit is very active. Through various activities of the NSS units our students develops stage courage, leadership qualities, community service etc.

Similarly, the Carrier Counseling and Guidance Cell of the College invite external agencies for creating enthusiasm and zeal among the students about the competitive examinations and uplift the student's personal abilities.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If 'yes', how does the institution take advantage of such provision for the benefit of students?

1.2.6. Presently the College does not have such flexibility.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to

supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

1.3.1. To augment the University's academic Curriculum, at the onset of every academic session the College conducts a special faculty meeting to decide and frame upon the years' curriculum lesson plan for implementation. Special attention is paid while preparing the curriculum lesson plan to supplement the College's goals and objectives. Over and above encourages and helps the students to participate at all level of academic competitions, as seminars, debate, quiz and extension programmes. These efforts of the Institution enable the students to understand the social and, national responsibility, simultaneously encourage them for lifelong learning process.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

1.3.2. As our college is affiliated to Sambalpur University, modification and curriculum restructure cannot be made independently. As our vision is to provide quality education, to rural youth the courses run by us have a good relevance for employment and empowerment. The sincere efforts of Career counseling and Placement cells of the College, fortify the competitive spirit of the students, through skill oriented programmes, enrichment courses, personality development classes.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

1.3.3. The Vision – Mission of the College is in line with the cross cutting issues presently prevailing in social atmosphere. Hence, the College puts full-hearted efforts to promote the same among the

students.

Gender: The College runs co-education system. Both boys and girls are admitted. Institute has established anti sexual harassment cell for girl students and woman teachers to prevent sexual harassment and other women grievances. Special coaching is provided for overall development of girl's students, like Health care, Women empowerment, Social stigma, Self-defiance, etc.

Climate change and Environmental Education: The Environmental Science is a compulsory subject for all students. The course curriculum of this subject directly sensitizes and creates awareness about Climate change and the Environment. The NSS unit of our College often organizes programmes at nearby localities and villages to create awareness among the people about carbon emission hazards, deforestation, health care, socio- economic problems, human rights, literacy and plantation programme.

ICT: ICT has become an integral part of teaching and learning process. It not only enhances teaching and learning process but also creates easy comprehension of the subject taught. It is a good source of knowledge and information for the students and staff members. College has LCD Projectors, computers and internet connectivity. Institute has ICT labs for students and teachers. Institute encourages the teachers and students to use new innovative teaching techniques.

1.3.4 What are the various value-added courses / enrichment programmes offered to ensure holistic development of students?

- § moral and ethical values
- § employable and life skills
- § better career options
- § community orientation

1.3.4. The College does not offer any value-added courses. However, the College organizes enrichment programmes time to time to develop skills of students. The efforts include for ensuring:

Moral and ethical values: Beside in house coaching programmes by the faculties, the College takes help of different spiritual organizations like ‘Om Shanti’, Art of living’, for holistic development of the students. The College also conducts yoga class at the College premise.

Employable and life skills: The career guidance and placement cell of the College is of great help to the students in bringing up their employability standard. This Cell also invites external professional for developing soft skills among the students.

Better career options: The career guidance and placement cell of the College gives soft skill training such as Personality Development, Interview techniques, Pre interview preparation, Group Discussion and Aptitude Test classes which enhance the confidence level of the students.

Community orientation: The NSS and YRC units of the College encourage the students to participate in community services/oriented programmes. They conduct several awareness programmes at surrounding locality and villages, like health care, socio- economic problems, human rights, illiteracy plantation, environmental cleanliness, drug addiction, and blood donation camps.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

1.3.5. The College has specially designed feedback formats for different stakeholders. The student, faculty members, the Alumni and other stakeholders submit feedback on the curriculum development at IQAC. The Academic Committee and IQAC of the College critically analyzed and examined these feedbacks and prepare a substantive report for curriculum enrichment. The institution adopts curriculum development, accordingly and at the end of the session, the Principal forwards this report to the Academic Council and Board of Studies of the University for Information and consideration.

1.3.6 How does the institution monitor and evaluate the

quality of its enrichment programmes?

1.3.6 The performance of the students in the Annual University examination is the yardstick for the Institute. The employability and the personality of our students ensure the success of our Faculty's endeavors in enrichment programmes. There is a positive trend year wise.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

1.4.1 The College does not have any direct representation at academic council/ board of studies of the University. However, College sends an annual report to the University, which is based on the feedback on curriculum from different stakeholders.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

1.4.2 The College collects feedback on curriculum from students and other stakeholders on self-designed feedback format. These feedbacks are critically analyzed and scrutinized by IQAC of the College. A final report is prepared by the IQAC, which in turn is forwarded to the University by the principal for consideration and action. As per the report prepared by IQAC on curriculum enrichment, the College tries to implement the same at the College level.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

1.4.3 Since there was an increasing demand from the students for opening of Honours in Hindi and Education, the above two subjects have been opened from the session 2013-14.

Any other relevant information regarding curricular aspects which the college would like to include

Criteria II: TEACHING - LEARNING & EVALUATION

2.1 Student Enrollment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

2.1.1 The admission process followed by the College is in accordance to the prescribed method of Student Academic management System of Odisha Government. The details information is available in the SAMS website.

As per the SAMS process adopted by the department of Higher Education, Government of Odisha, the College adapts to the admission process. The receipt of applications and closing of admission process is guided by the SAMS. The College display the names of allotted candidates on College notice board for admission. Rest other details are available on SAMS website.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution

2.1.2 The government determines the criteria of admission. The admission process is conducted through e-admission process by department of Higher Education. The details of e-admission process are available on SAMS website. For transparency and publicity, the state government has implemented SAMS (Student Academic Management System) which facilitate the admission process of the College.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

2.1.3. Plus three (+3 Arts) 70.33% maximum and 35% minimum. The comparison of entry-level marks is given below.

TABLE FOR COMPARISON

Name of the College	Minimum	Maximum
M.G.D.C,Bhukta +3 Arts	35.00%	70.33%
Dadhi Baman Degree College, Bhatli +3 Arts	64.17%	78.12%
S.B.womensDegreCollege,kamgaon +3 Arts	35.00%	60.00%

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

2.1.4. Yes, there is an admission committee under the leadership of Principal to review the admission process and student profiles annually. As a result, the college ensures transparency in the admission process. It helps the students and their parents to get clear and thorough picture regarding the admission.

2.1.5 Reflecting on the strategies adopted to increase / improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate / reflect the National commitment to diversity and inclusion

SC/ST

OBC

Women

Differently abled

Economically weaker sections

Minority community

Any other

2.1.5. The college strictly follows e-admission procedure implemented & controlled by the Department of Higher Education, Govt. of Odisha . It maintains the national Policy of reservation and weight age with due consideration to provincial needs with necessary modification from time to time.

2.1.6 Provide the following details for various programs offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Programs	Number of applications	Number of students admitted	Demand Ratio
UG Arts (B.A.)			
2015- 2016	579	230	2.5: 1
2014 - 15	218	160	1.36:1
2013 - 14	206	156	1.32:1
2012 - 13	178	135	1.32:1
PG	N/A		
1			
2			
M.Phil.	N/A		
Ph.D.	N/A		
Integrated PG / Ph.D.	N/A		
Value added			
1			
2			
3			
Certificate			
1			
2			
3			
Diploma			
1			
2			
PG Diploma			
1			
2			

3			
Any other			
1			
2			
3			

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

2.2.1. The college adheres to government policies in respect of admission of differently able students. They enjoy their right to admission on due weight age criteria. The College provides special care to such students. Classes for such students are held at ground floor only for the purpose of easy accessibility. In case of need, the College extends helping hand for their conveyance and allows help writers for blind and fundamental disability students during the examination. Such students are allowed half an hour extra time in the internal and final examination.

Recently, the Institution has constructed ramps on to the ground floors in all buildings and guide rails in the Library to the reading room.

These students are encouraged to participate in every activities of the College. Special counseling sessions and lecture are also arranged for such category of students.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

2.2.2. After completion of the admission process for first year of the degree course and before the commencement of regular classes the College organizes well comes ceremony for the new entrants. The Institution organizes a number of classes of interaction, counseling sessions, etc. which helps in assessing the student's need in term of

knowledge and skill and in identifying their creativity, extra-curricular activities and above all the level of intellect. It provides an opportunity in guiding the students to select proper subject combinations. Based on the assessment, eligible students are selected for the Honours Classes.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/ Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

2.2.3. The teachers detect and identify the students comprehending ability of each student during their lectures in classroom by means of getting feedback from the students orally and sometimes in writing. Students are subjected to various methods of evaluation like vocal responses, written test, completion of assignments, participation in departmental seminars and group discussion. Based on their performance students are identified as slow, average and advanced learners. The teachers take extra pain in helping the slow and average learners with an additional and personal interest. They are provided additional learning materials and healthy cooperation from the teacher. The advanced learners are motivated for higher education, carrier options.

- To fill the knowledge gap of the students, remedial and special classes are conducted in different subjects.
- Soft skill, group discussion, departmental seminars and personality development classes are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students.
- The college organizes enrichment courses which include spoken English, communicative English, creative writing, Basic English Grammar, etc.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

2.2.4 The College tries to make aware the members of the staff and students on issues such as gender, inclusion, environment etc. by organizing discussions through lectures, seminars and various consciousness programmes organized through the NSS, YRC units of the College and various district level NGOs.

- The College has set up a Women's Cell to cater to the problems & issues related to girls.
- The College being a co-ed institution imparts teaching without discrimination among boys and girls.
- The affiliating University of the College has Environmental science as a compulsory subject for degree students. Hence, the students are well informed about the environment.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

2.2.5 The College identifies the student's learning and comprehending ability through various methods during the first year of three years degree course. The process has been detailed in answer no. 2.2.3. The advance learners are offered special guidance by the faculties to fulfill their educational / learning needs for outshining their career performance. However, the faculties take utmost care to avoid growing of inferiority complex and jealousy between slow and advanced learners.

- Apart from classroom teaching, the advance learners are given special assignments on different topics, encouraged to participate in seminars, workshops, group discussions, be it in house or external competitions.
- This group of students is advised to make fullest use of library collection. The College library issues more number of books to advance learners, in consultation with the Library committee. They are educated about the use of e-books and reference books.
- The college organizes enrichment courses which include spoken English, communicative English, creative writing, Basic English Grammar, etc.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

2.2.6 The Institution has a ready reference of the disadvantaged sections of student from student profile record prepared during the admission process. These groups of students are always under special surveillance of the Academic Committee. Special attention and encouragement provided both academically and for extracurricular activities so that they enjoy their academic career and forget dropping out. . The “Poor Students’ Fund” extends financial assistance to weaker economic standards students.

Following strategies are adopted for improving academic performance of these students:

- Repetition & revision of a topic
- Encouraging students to participate in classroom interactions
- Tutorial classes, personal guidance and small group class tests
- Delivering simple summary of the lecture
- Using teaching aids
- Practical demonstration, field trips/field studies are arranged
- Through one to one personal counseling

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

2.3.1

- The college prepares an academic calendar each year and organizes the teaching, learning and evaluation schedule accordingly

keeping in view the academic schedule prepared by the University. The faculty members of each department prepare a lesson plan at the commencement of an academic session, maintain progress registers and try to finish the course in time.

- The Principal, the Academic Bursar and the Faculty Heads do evaluation in teaching and learning process by maintaining the faculty appraisal report and students' feedback.
- The evaluation is ascertained through monthly, quarterly class tests and half-yearly and annual examinations. The college makes an evaluation of the slow-learners as well as advanced learners through the mentoring system and takes appropriate measures to improve their knowledge and skill.

2.3.2 How does IQAC contribute to improve the teaching-learning process?

2.3.2. The IQAC of the College was formed on 25/07/2014. Based on the feedbacks received it has made certain suggestions for quality improvement in teaching and learning process.

- The IQAC cell inspires the teachers to join in orientation and refresher courses, carry active research work and utilize their learning experience for the betterment of the students and improvement of the teaching and learning process.
- Preparation of effective student profile record
- Encouraging faculties to adopt computer technology in classroom teaching
- Focus on students' skill development in different fields such as sports, music, conducting State/ University level seminars, debate and G.D competitions, inter-active communications classes and all other co-curricular activities.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Much effort has been put to make the College more student–centric.

- ✓ Students are provided with opportunity to present papers in seminars through power points.
- ✓ Most of the teachers adopt participative learning process.
- ✓ Students are encouraged to participate in seminars, workshops, paper presentation.
- ✓ Students are motivated and assigned to submit the project report prepared by them. This activity promotes research culture among the students.
- ✓ Library has all modern textbooks, several periodicals and journals,
- ✓ Inter-Net connectivity and spacious reading room for students.
- ✓ The ICT Lab. of our College is moderately equipped and maintained, having Inter-Net facility.
- ✓ Separate boys and girls common rooms with indoor games, cafeteria, and play ground, etc.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

Developing critical thinking, creativity and scientific temper among the students to transform them into life-long learners, all the faculty members and the Principal take personal interest.

- ✓ The college organizes extra-mural lectures by eminent resource persons on various contemporary subjects. In which students get a chance to explore new ideas and to listen the expert views.
- ✓ Apart from conducting competitions on Quiz/Essay/Debate and Group Discussion, students are encouraged to participate in inter disciplinary seminars.
- ✓ The college through its NSS and YRC units also organizes Health and Environmental Awareness programmes at the nearby localities and villages (eg. Blood donation Camps, Road Safety week, Women empowerment, hazards of Carbon Emission, Plantation and Literacy among villagers, etc.

These above activities remove wrong notions, superstitions and

unhealthy social practices through several confidence building programmes in order to make the students bold, innovative and dynamic.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

2.3.5. To make the teaching and learning process more effective, the teachers are using modern teaching aids such as computers, internets, audio-visual aids, LCD projectors, etc wherever necessary. The students are also permitted to use the Inter-net facilities and computers.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

2.3.6. Periodically seminars, workshops, are conducted on different subjects to expose the students to the advanced level of knowledge and skills. The College invites eminent educationist for expert lecturers, which is immensely helpful to advanced level of knowledge and skills of the students.

The faculty members of the college keep themselves updated with the recent developments in various areas of their study by attending Orientation and Refresher Courses, Faculty Development Programmes, Seminar/Workshop organized by Universities and other Colleges.

2.3.7 Detail (process and the number of students / benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling /mentoring/ academic advise) provided to students?

2.3.7. The carrier-counseling cell and other faculty members of the College play an important part as a perfect support for psycho-social,

personality development and academic adviser and guide for the students.

The College regularly invites resource persons from different fields such as Eminent Educationist, Social Organizations and Spiritual groups to render counseling and to provide the students proper guidance for their higher studies, personality development and elevate moral strength of the students and teachers.

2.3.8 Provide details of innovative teaching approaches / methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

2.3.8 During last four years the class room teaching was revolutionized by the induction of technology and ICT based teaching and learning equipments like audio-visual aids, such as LCD projector, slide projector, charts, models, curriculum based projects, smart boards, educational CDs, etc.

With limited financial resources the College could manage to procure some of the apparatus like LCG project, audio-visual aids and some educational CDs.

The faculties present certain topic for teaching through power point presentation through LCD projector, audio-visual aids with educational CDs. Over and above, the College encourages the faculties to participate in University, State and National level Seminars, Refresher Courses, and Orientation Courses. This enables the faculties to adopt new and innovative teaching learning approaches.

2.3.9 How are library resources used to augment the teaching- learning process?

2.3.10 There is one common Central Library with good collection of books for all departments of the college. Every year new and latest books (texts as well as reference) in different subjects are purchased as per availability of funds. The faculty and the students regularly use the

library for the improvement of teaching-learning process. The library has two sections namely Issuing Section and the Reading Room Section, which are utilized by large number of students and faculty every day. The college subscribes magazines, periodical, National and International journals for the benefit of students and teachers. The Library is provided with Computer with Internet facility, and Photocopier.

2.3.11 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

2.3.10. The College does not face any major challenges in complication of prescribed course curriculum in time. If at all if any faculty defaults due to unforeseen reasons, then the concern makeup the backlog by take extra class within the same academic session.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

The principal monitors the classes on regular basis by surprise visits she verifies the lesson plan and progress reports of each department at the end of each month. The principal convenes meeting of heads of department at regular intervals to ascertain the progress in academic and other issues and formulates strategies to improve the quality of teaching and student performance.

The members of IQAC supervise the classroom teaching through student's feedback. The IQAC of the College acts as a connecting link between the College administration and the Governing body.

The heads of each department discuss with other member the course curriculum i.e. methods adopted in technology progress made, student attendance and student performance etc.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Highest Qualification	Professor		Associate Professor		Assistance Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.					02		02
M.Phil.					02		02
PG					04	03	07
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.					04		04
M.Phil.							
PG							

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes / modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

2.4.2. Modern areas of study are yet to be introduced in the existing course structure of the college by the affiliating university. The college has a number of senior and qualified faculties well versed in new developments. In case of enhanced workload and scarcity of qualified senior faculty, the college with the help of the governing body recruits and appoints young and energetic teachers hails from the emerging areas of study.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	
HRD programmes	
Orientation programmes	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / winter schools, workshops, etc.	

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- ✓ Teaching learning methods/approaches
- ✓ Handling new curriculum
- ✓ Content/knowledge management
- ✓ Selection, development and use of enrichment materials
- ✓ Assessment
- ✓ Cross cutting issues
- ✓ Audio Visual Aids/multimedia
- ✓ OER's
- ✓ Teaching learning material development, selection and use

c) Percentage of faculty

- invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies
- participated in external Workshops/Seminars/ Conferences recognized by national/ international professional bodies
- presented papers in Workshops / Seminars /

Conferences conducted or recognized by professional agencies

2.4.3. Teachers are encouraged to participate in development programmes. However, teachers are selected on the seniority basis to undergo Refresher courses, Orientation programmes or short-term courses etc.

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	02
HRD programmes	-
Orientation programmes	01
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / winter schools, workshops, etc.	

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning.

The college on its own does not organize any faculty training programmes for improved teaching-learning practice. However, to certain extent the faculties of the College has incorporated and few teaching aids.

➤ **Teaching learning methods/approaches** – The faculties with the help of in-house Computer Instructor prepare computer aided teaching / learning materials (PPT), faculties also uses audiovisual CDs’ for teaching purposes. The college also supports by providing infrastructural support (Library).

➤ **Handling new curriculum** –The College has experienced & qualified staff to handle the new curriculum effectively. HOD calls for the meetings with the faculty members to brief & explain the new syllabus & devise methods to empower the teachers to handle the new syllabus.

➤ **Content/knowledge management** – Faculties attend National /State level seminars & workshops. They also organize in-house seminars. Through these, they interact with academicians and update their knowledge & skills.

➤ **Selection, development and use of enrichment materials** – The faculties of the College organizes the seminars, workshops and study tours among the students for better comprehension of subject matter.

➤ **Assessment** – The assessment of faculty training programmes the college has not yet taken any major initiatives in a broader prospective other than providing internal training by optimal use of own resources.

➤ **The cross cutting issues** – The cross cutting issues like climate, gender, environment education, human rights etc. finds an ample space when it comes to applying them positively in to the curriculum. The subject of environment education is a part of the college curriculum. For practical knowledge, College encourages the students to take active participation in NSS social programme organized by the College NSS unit.

➤ **Audio Visual Aids/multimedia** – This is used in limited scale, due to insufficient financial resource the College is yet to purchase the recent electronics gadgets. With the available facilities, the faculties conducts classes through Power Point Presentation on certain topic to make the lesson more effective for the students,

➤ **OER's (Open Educational Resources)** –No such practice is presently adopted by the the College.

➤ **Teaching learning material development, selection and use** – The faculties are given free access to internet, which helps them to collect learning material. The college has a well-stocked library containing books and journals of various subjects. Further, the college organizes seminars and conferences, which help as a learning source for the faculty. The use of audiovisual devices and computers in classroom teaching is encouraged by the College.

c) Percentage of faculty

➤ invited as resource persons in Workshops / Seminars /

Conferences organized by external professional agencies – **9.09%**

➤ participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies – **9.09%**

➤ presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies – **10%**

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

2.4.4. The College provides study leave for research work and encourages the faculties to apply for Minor Research Project and Major Research Project from UGC and other national and state level funding agencies.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/ achievement of the faculty.

2.4.5. No faculty has received any award or recognition for excellence in teaching during last four years.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

2.4.6. Yes, the College has introduced evaluation of the teachers by the students through student's feedback format at regular intervals by the IQAC of the College. The student feedbacks so obtained are analyzed in the meeting of the Academic Committee and IQAC. Based on the IQAC report, the Principal and the HoD discuss the

matter with the concern faculty for improvement of the teaching-learning process and the necessary corrective measures to be taken.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

2.5.1. The evaluation process adapted by the College is in line with the affiliating University. The process is communicated to every stakeholder through College annual calendar, notice board, and website and also intimated to the students in classroom by the faculties. Concerned subject teachers evaluate the answer scripts of internal examination, conducted by the college and the valued scripts are shown to the students in the classroom for their information. The answer scripts of University Examinations are sent to evaluation zone, as decided by the University. The external Examiner at the evaluation zone values the Papers.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

2.5.2. There has been no evaluation reform by the affiliating University during the last four years. The College however conducts monthly tests on different subjects at short notice. Beside the performance of written tests, the College evaluates every student on overall performance and activities of the student on other area during the academic session.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

2.5.3. The University has not made any major change in evaluation process since last four years. The college ensures effective implementation of the evaluation reforms in letter and spirit of the guideline, issued by the affiliating University. The evaluate answer scripts of the internal written examinations conducted by the College,

are later on shown to the students during class hours for better understanding of their mistakes. The faculty discusses and explains the appropriate answers to the students. The result factsheets are displayed on College Notice Board. Moreover, the College adapts evaluation process of the student through both formative examinations and summative examinations during every academic session.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples, which have positively impacted the system.

2.5.4. The College adopts both formative and summative assessment approaches to assess the student's comprehending ability and overall development of personality.

➤ **Formative Assessment** - The goal of formative assessment is to monitor student comprehending and presentation ability of academic learning. This provides an opportunity for both teacher and the student, for teachers, to improve their teaching practice and for students to improve their learning ability. Formative Assessment of the students is done on the following parameters:

1. Written internal examinations
2. Classroom interactions
3. Presentation of papers in Seminars /Workshops / Group Discussion / Debate and other competitions
4. Completion of Assignments in time
5. Overall attendance and conduct during the session

➤ **Summative Assessment** – This method of assessment is focus on complete holistic development of our graduates and equips them with qualities to face the challenges of fast changing national and international scenario.

The students are judged on development of leadership quality, organizing capacity, social responsibility and creativity attitude. Summative Assessment parameters are;

1. Active participation in all social activities organized by the College

2. Organizing and participating in Cultural and Sports activities.
3. Participation Inter class competitions
4. Behavioral conduct and respect for college mates and all staff members

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

2.5.5. Internal Assessment System is non-existent in the Curriculum of the affiliating University. However, the above stated assessment process in answer no. 2.5.4 is adapted by the College for overall development of the student.

2.5.6 What are the graduate attributes specified by the college/ affiliating university? How does the college ensure the attainment of these by the students?

2.5.6. The curriculum / course structure, examination pattern, etc. of the affiliating University aims at preparing the students of attaining quality higher education and to enable them to secure better job prospective and position to contribute creatively apart from bagging a certificate as a covetous student. The College sincerely works out for the fulfillment of such objectives by rendering effective teaching-learning process, introduction of the enrichment courses and the career-counseling cell.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

2.5.7. The College attends to evaluation grievances of internal examination through concern subject teacher. He exhibits the answer scripts to the students in the class. Students can make queries regarding any doubt in evaluation. The teacher clarifies doubts with briefing on the theme of the subject.

University examinations –

The students are given sufficient scope for redressal of grievances with reference to evaluation in different papers. They may apply to the controller of examination of the University for Revaluation of marks in the paper or may apply for photocopies of the evaluated scripts within the stipulated period after the publication of the result along with requisite fees.

The Controller of Examination takes judicious steps as per the regulation of the University.

2.6. Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

2.6.1. Yes. The College has clearly stated vision, mission and objectives and is fully committed to them. The College aims at producing very confident learners with knowledge, skills, attitudes and values, which enhance their employability and progression opportunities.

The learning outcomes are given in the prospectus and are discussed by the Principal at the beginning of the academic year in the 'Welcome' programme of the newly admitted students. At the beginning of the academic session, the Principal conducts a special meeting with all the teaching staff to discuss about the learning outcomes. The faculties in turn intimate the same to the students during classroom teaching.

Every programme has its own learning outcomes set out by the University itself as preface to the syllabus. The staff members are well informed of these outcomes before they commence teaching. They in turn inform the same to the students.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an

analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

2.6.2. To monitor the progress and performance of the students implements the following schedule:

- Internal tests for each subject in VST pattern are held to make the students acquainted with the question pattern of University examination.
- There is a model examination (Test Examination), prior to the University Examination. The results of model examination are analyzed and students are communicated about their performance and their strengths and weaknesses are pointed out to them for further improvement.
- Each student is exposed to in house seminar on the topics of their learning. This helps them to develop their ideas and the presentation skill.

Colleges results during last four years.

Programme- Bachelor of Arts Session	Pass%	No. of Students got Distinction
2012-13	77.86	06
2013-14	92.00	03
2014-15	55.66	02
2015-16	66.66	06

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

2.6.3. The teaching learning and assessment strategies of the College to facilitate the achievement of intended learning outcomes are structured through:

- The College provides a supportive learning environment.
- Focus on continuous evaluation of students through internal written tests and classroom interaction.

- Presentation of papers in Seminars, quality submission of assignment and participation in College competitions for effective learning
- Teachers provide special to the students to improve their critical thinking ability.
- Remedial Coaching Classes

The results of internal and external examination, at the end of each academic year are the indicators of the learning outcomes.

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

2.6.4. Through theoretical teaching, the College incorporates teaching on the syllabus prescribed by university for award of good marks in examinations. The teaching includes sufficient appraisal of the topic as to how much relevant it is to society, to job market and to personality building.

- Students are encouraged to carry forward the classroom learning to society and for higher studies.
- In this connection, some orientation classes are conducted by the faculty and at times by invited guest speakers.
- Above to all these College has established the career guidance cell for quality jobs and entrepreneurship.

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

2.6.5. The Institution collects data on student learning outcome in a conventional manner that is based on result outcome and classroom interaction. Assessment of such exam based result factsheets open up the areas, which should be repaired, addressed or explored. Then a decision is taken by the academic council of the College, in the aspect of providing extra-coaching, remedial class, enhanced study material

facility from library, personal interaction of teachers, etc.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

2.6.6. The institution monitors and ensures the achievement of learning outcome from

- First hand information like students' rapport and classroom interactions.
- The result of formative exams like monthly tests and test examinations
- Participatory achievement of students in seminars, GDs, Workshops, etc
- University examination result and the academic performances of the students
- Student attendance system, Proctor's views, library transaction report
- IQAC report on students feedbacks relating to learning outcome.

2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

2.6.7 In order to assess/evaluate students' performance, internal examination, comprising of written tests, classroom interaction, seminars, viva-voice and workshop are conducted.

Based on the outcome of this evaluation process the faculties take constructive measures to convert the deficiency of the students.

- The question banks are supplied to the students,
- Subject notes are given to the students
- Encouraging the students to participate in seminars
- Questions for internal examinations are set as similar to University questioner.
- Develop the communicative English power

- The students are encouraged to avail library facility and ICT lab to update their knowledge bank.

CRITERION III: RESEARCH, CONSULTANCY & EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center's of the affiliating University or any other agency / organization?

3.1.1 The college has no recognized research centre of the affiliating University or any other agency/ organization.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

3.1.2 Yes, The research committee is constituted of five teaching staff members. The committee evaluates the research proposals and recommends to the sponsoring agency for financial support.

Faculty of the institute participated in many seminars as resource person/delegates during least session.

Department of History, Political Science, Education, Odia and Hindi organise weekend seminars with the active participation of the students.

Research Committee:-

Chairperson: Smt Kalpana Mishra (Principal)

Coordinator: Sri Antaryami Sahu (Lecturer in English)

Members: Sri Subodh kumar Ratha (Lecturer in Education)

Sri Dayasagar Naik (Lecturer in History)

Sri Anil kumar Debta (Lecturer in Odia)

Dr. Dayanidhi Sa (Lecturer in Hindi)

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research

3.1.3. The following measures have been taken by the institution to facilitate smooth progress and implement of research schemes/ Projects.

- The principal investigator is given autonomy to carry on research and complete it in time.
- After the grant is received from the sponsoring agency, the institution takes care of timely availability and release of resources.
- Infrastructure and human resources as required are available.
- Timely audit is done and utilization certificate is submitted to the funding authority.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

3.1.4. The College to develop the research attitude among students invites some eminent educationists from different field to the college seminars for discussing and inculcating scientific temper, research culture and aptitude among students by discussing the opportunity, future and challenges before the researcher. Beside these talks and symposia, the students are encouraged to conduct regular departmental seminars. This invokes scientific enquiry in the minds of the students.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc. schemes/ projects?

§ autonomy to the principal investigator

§ timely availability or release of resources

§ adequate infrastructure and human resources

§ time-off, reduced teaching load, special leave etc. to

- teachers
- § support in terms of technology and information needs
 - § facilitate timely auditing and submission of utilization certificate to the funding authorities
 - § any other

3.1.5. The following faculties are engaged in individual / collaborative research activity

- Dr. Dayanidhi Sa for Research guidance.
- Dr. Bikash Chandra Pradhan for project guidance
- Dr. Dayanidhi Sa has undertaken minor research project from the U.G.C “Swatantryottar Odia aur Hindi Upanyasonmein Gramya Jivan: Ektulanatmak Anushilan”.

3.1.6 Give details of workshops/ training programmes / sensitization programmes conducted / organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

3.1.6 The College is yet to conduct any workshops, training or sensitization programmes on capacity building in terms of research and imbibing research culture among the staff and students, baring the programmes as briefed in answer no. 3.1.4.

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

3.1.7. As the institution imparts only under graduate Arts (humanities) courses, there is no scope for prioritized research area other than research projects belonging to the faculty members own subjects.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

3.1.8. The institution has been inviting academicians of eminence to visit the campus on interact with the students on different occasions.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision

contributed to improve the quality of research and imbibe research culture on the campus?

3.1.9. Till date none of our has abled sabbatical Leave for Research activities

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

3.1.10. Research articles and papers of our teaching staff members are published in different Journals, Books and Souvenirs, which immensely helpful for transmission of knowledge to students on different subjects.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

3.2.1. The College does not have any budget allocation earmarked for research. However, any projects sponsored by University or any other agencies have its own heads of expenditure, determined by the scholar and approved by the funding agency.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

3.2.2. There is no such provision in the college.

3.2.3 What are the financial provisions made available to support student research projects by students?

3.2.3. There is no scope of research for students as the college imparts education for under graduate courses .How ever students submit projects papers as partial fulfillment of their Degrees. No financial support is provided for formulating such project reports / Papers.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

3.2.4. Not applicable

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

3.2.5. Our College provides U.G. level certification in Arts (humanities), hence, the scope for students to take any research activities. However, the teaching staff for their research utilizes the Colleges' Library collection and Computer facilities.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

3.2.6. No, the institution has not received any special grants or finance from the industry or other beneficiary agency for developing research facility.

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

3.2.7. During last four years our Hindi teacher has undertaken an minor project funded by U.G.C. details given below;

Nature of the Project	Duration Year From - to	Title of the project	Name of the funding agency	Total Grant		Total grant received till date
				Sanctioned	Received	
Minor projects	2014	"Swatantryottar Odia aur Hindi Upanyason mein Gramya Jivan" : Ek tulanatmak Anushilan	U.G.C	1,50000/-	1,30000/-	11/03/2014

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

3.3.1 In the U.G. level, the courses curriculum of the affiliating University does not carry any research module. However, computer and internet facilities are provided to the interested staff, to help them in search activities. They avail the Library facility for their research projects.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

3.3.2. The College forwards the faculty's proposals for research projects to U.G.C and other funding agencies under different faculty development programmes for research projects.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/facilities created during the last four years.

3.3.3. No, the institution has not received any special grants from any agency.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

3.3.4. No the research facilities are not made available to the students & research scholars outside the campus.

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

3.3.5. The researchers use the College internet and library facilities for their research work.

3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

3.3.6. No such collaborative research facilities developed/ created by the research institutes in the college. Whatever research facilities available in the College is self developed.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

- * Patents obtained and filed (process and product)**
- * Original research contributing to product improvement**
- * Research studies or surveys benefiting the community or improving the services**
- * Research inputs contributing to new initiatives and social development**

3.4.1. Neither the faculties nor the students has undertaken any major research projects, hence the enlisted activities as per the question are applicable.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

3.4.2. The College does not publish or partner in publication of research journal(s).

3.4.3 Give details of publications by the faculty and students:

- * Publication per faculty**

- * Number of papers published by faculty and students in peer reviewed journals (national / international)
- * Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- * Monographs
- * Chapter in Books
- * Books Edited
- * Books with ISBN/ISSN numbers with details of publishers
- * Citation Index
- * SNIP (Source Normalized Impact per Paper)
- * SJR (SCIMAGO Journal Rank)
- * Impact factor
- * h-index

3.4.3. Details of publications by the College faculties is given below

Sl. No.	Name	Research Articles	Published/ unpublished	Year of publication
	Dr.Dayanidhi Sa (Lect. In Hindi)	Bharatiya GramyaJivanka Mahakabya 'Godan'	Published	2009
	Dr.Dayanidhi Sa (Lect. In Hindi)	Gopinath Mohanty aur Nagarjunake Upanyason mein Sanskritik Bhavboh	Published	2010
	Dr.Dayanidhi Sa (Lect. In Hindi)	Gopinath Mohanty aur Nagarjunke Upanyasonmen Mahakavyatmak Chetna .	Published	2012
	Dr.Dayanidhi Sa (Lect. In Hindi)	Utkaliya Adivasi sanskritike sarthwah: Gopinath Mohanty	Published	2013
	Dr.Dayanidhi Sa (Lect. In Hindi)	Vishwapunjibad kedaur mein Adivasiantya jonkisanghar shchetana: Odiya Upanyason mein uska prativimban .	Published	2014
	Dr.Dayanidhi Sa (Lect. In Hindi)	Ahindibhashipradesonmein Hindi kiprasangikta	Published	2014
	Dr.Dayanidhi Sa (Lect. In Hindi)	Adivasi antyajon ki marmavani	Published	2014
	Dr.Dayanidhi Sa (Lect. In Hindi)	VweshwikSadbhavki Amar Gatha: Ramcharitmanas	Published	2014
	Dr.Dayanidhi Sa (Lect. In Hindi)	Odia lokgitonka samajikpath:EksamajsastriyaAdhyayan	Published	2014

	Dr. Dayanidhi Sa (Lect. In Hindi)	Paschim Odisha ke lokgitan mensanskritik bhavspandan	Published	2013
	Dr. Dayanidhi Sa (Lect. In Hindi)	Ikkishwin sadi ki samajik samasyaen: Samkalin odia Upanyason men samadhankitalash	Published	2014
	Dr. Dayanidhi Sa (Lect. In Hindi)	Stri vimarsh ki jirah karti Hindikahaniyan: Ek samajsastriya Akalan	Published	2014
	Sri Antaryami Sahu	Dr. Stephen Gill : A Poet of Peace and Harmony	Published	2004

3.4.4 Provide details (if any) of

- * research awards received by the faculty
- * recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally
- * incentives given to faculty for receiving state, national and international recognitions for research contributions.

3.4.4.

- * Two faculties of different departments have been awarded doctorate degree.
- * One faculty member Dr. Dayanidhi Sa has been recognized as supervisor for Ph.D. scholars by the research committee of Dept. of Hindi, Sambalpur University.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

3.5.1. The location of the College is a great disadvantage for institute-industry interface, more over only Arts course curriculum is taught the scope of employment or research in Industries are less.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

3.5.2. The College does not have any stated policy to promote consultancy.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

3.5.2. The scope of providing consultancy through the College faculties is rear. The faculty at times along with the students organizes certain social development activities at nearby localities.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

3.5.4. Not applicable. Please refer above answers.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

3.5.5 Whatever consultancy provided by the College staff, it is free of cost. Hence no income is generated against such work.

3.3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood- community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

3.6.1. The college has NSS and YRC unit through which the students are engaged in several social service activities contributing to good citizenship and holistic development. The students through their welfare work in the nearby villages promote institution-neighborhood-network. Village adoption scheme has been taken up by the students, which help in increasing awareness of the community relating to

health-care, blood donation, sanitation, drug abuse, literacy and socio-economical developments of the community.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

3.6.2. The institution in the beginning of each academic session selects and enrolls the volunteers of NSS, YRC units and the teachers-in-charge of these units maintain the track record and the list of social activities performed.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

3.6.3. The Governing Body of the college, Alumni Association, the Parent, Teacher and the staff council are involved in the analysis of overall performance and quality of the institution. Suggestions of all the stakeholders are collected at IQAC and are analyzed for implementation for the quality development of the College.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

3.6.4 The College plans and organizes its extension outreach programmes through NSS and YRC. The following activities have been undertaken during the last four years

Sl. No.	Programmes	Date	Expenses incurred
	Blood Donation& Blood Grouping Camp	01/11/2014	14570/-
	Blood Donation& Blood Grouping Camp	01/11/2013	13200/-
	Aids Awareness	01/12/2012	770/-
	Aids Awareness	01/12/2013	820/-
	Traffic control programme	02/12/2013	630/-
	National environment Awareness	05/11/2012	500/-

	campaign		
	Observation of Vana Mahotsav	07/09/2012	1260/-
	World environment Day	05/06/2014	500/-

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies?

3.6.5. Since the College has been conducting various extension activities through NSS and YRC, there is a craze among the students to be involvement in these activities. The students and assigned with various duties by the faculty members for such extension activities.

The college undertakes wide spread enrichment activities. During admission & orientation, the students are made aware of the benefits and scope of these activities. The details of the programme are displayed on the notice board to inform the students of such activities.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

3.6.6. Our college is conducting survey, and extension work to ensure social justice.

- Women empowerment, Health status etc
- Students from the department of education undertake projects of social relevance, like illiteracy, superstitions, social justice for all etc.
- The NSS and YRC wings of the College conducts many extension activities to pull up the under-privileged and vulnerable sections of society

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience

and specify the values and skills inculcated.

3.6.7. The qualities like citizenship, social responsibility, leadership, personality development; togetherness has been inculcated into the minds of the students through the extension activities organized by the College. The students have been empowered for their carrier building and job opportunity.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

3.6.8. The College ensures the involvement of community in its reach out activities like Swachha Bharat Abhiyan, Blood Donation camp, Plantation programme conducted by the students of the college.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

3.6.9. Every year the College organizes blood donation camps and awareness about blood donation in the College campus in association Red Cross Society.

3.6.10 Give details of awards received by the institution for extension activities and / contributions to the social/community development during the last four years.

3.6.10. The College for extension activities receives no award.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing

facilities and equipment, research scholarships etc.

3.7.1. In the U.G level there is no such research activity in the curriculum prescribed by the affiliating University. However, the faculties who are engaged in research work interact with different research laboratories, institutes and industry for research activities at their personal level.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

3.7.2. The College provides only U.G. Arts (humanities) degree course, there is no such scope for collaboration.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

3.7.3. The institution has no link and scope for industry-institution-community interactions.

3.7.4 Highlighting the names of eminent scientists / participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

3.7.4. No such conferences is organized by the institution during last four years.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated

- a) Curriculum development/enrichment
- b) Internship/ On-the-job training

- c) **Summer placement**
- d) **Faculty exchange and professional development**
- e) **Research**
- f) **Consultancy**
- g) **Extension**
- h) **Publication**
- i) **Student Placement**
- j) **Twinning programmes**
- k) **Introduction of new courses**
- l) **Student exchange**
- m) **Any other**

3.7.5. The affiliating University does not provide any liberty to the College for deviation in U.G. level course. Hence, the scope of linkage / collaborations with different Institution/ Industry/ Agencies on the following points is practically rare.

- a) Curriculum development/enrichment - **No**
- b) Internship/ On-the-job training - **No**
- c) Summer placement - **No**
- d) Faculty exchange and professional development - **No**
- e) Research - **No**
- f) Consultancy - **No**
- g) Extension – **Yes**, through social service wings like NSS/ YRC/
- h) Publication - **No**
- i) Student Placement - **No**
- j) Twinning programmes - **No**
- k) Introduction of new courses - **No**
- l) Student exchange - **No**
- m) Any other - **No**

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

3.7.6 As of now the College has not made any systemic efforts or planning to develop any linkages/ collaborations.

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

As the scope for research in undergraduate colleges in our state and the course offered by the affiliating University is limited, we consider the consultancy and extension activities are more feasible and relevant. Hence, the College proposes to constitute a committee with some staff and alumni to establish linkage and collaboration with other institutions/ industries in the state.

CRITERION IV: INFRASTRUCTURE & LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

4.1.1 Since the College is a grant in aid institution under State Government, the financial resource is very much limited. The College is dependent on external funding agencies like U.G.C., State Government, M.P. / M.L.A. LAD for infrastructure developments. The administrative, academic committee along with accounts bursa and the principal of the College prepares annual budget for infrastructure development of the College. This budget is forwarded to different funding agencies for consideration. Due to the financial constrains the College is hindered to provide full-fledged facility for effective teaching and learning process.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities - classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

b) Extra -curricular activities - sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

4.1.2 a) **Curricular and co-curricular activities:**

- Class rooms-7 class rooms
- Technology Enabled learning facility. The College has Smart Board and computer facilities.
- Seminar Hall- No specific Seminar Hall .Class rooms are converted to seminar hall as and when required.
- Specialized facilities and equipments available for teaching, learning and research.
- The college has a computer lab with internet facility have got LCD & overhead projectors.

4.1.2 b) **Extra – curricular activities Extra – curricular activities:**

- **Outdoor Games:** A large play ground is available for outdoor games like Cricket, Football, Volleyball and Badminton. College Annual Athletic Meet is organized every year. Inter-college tournaments are also organized
- **Indoor Games:** Facilities for the games like, table tennis, chess, carom are provided to students in the college campus only.
- **Gymnasium:** The college is yet to have a gymnasium.
- **Auditorium:** The College is yet to have an auditorium of its own.
- **NSS:** The College has own NSS unit with one unit exclusively for girl students to undertake socially relevant activities.
- **Cultural Activities:** The College holds annual cultural activities every year. Our students also participate in the University/district level cultural programme
- **Yoga:** classes are being held regularly and the students take active part in exercising the yoga classes are held during morning hours.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent

during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

4.1.4 Keeping in mind the College has been enhancing the infrastructure according to the academic growth. The details expenditure of last four years is given below;

Session	Infrastructure	Amount spent(in rupees)
2012-13	3,48,689.00	Building Rs.3,45,098/-, furniture- Rs.3,600/-
2013-14	13,29,194.00	Building Rs.3,06,214/-, furniture- Rs.22,980/-
2014-15	16,86,170.00	Building Rs.3,89,425/-, Furniture Rs.2,20,300/-, Sanitary- Rs.76,445/-
2015-16	10,13,866.00	Building-Rs8,76,366/- Furniture-Rs94,000/- Computer-Rs43,500/-

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

4.1.4 For students with physical disabilities, ramps are built at every building of the College. It is ensured that classes are held on the ground floor of College building. Helping hands are provided to them at College Library and at Computer Lab.

4.1.5 Give details on the residential facility and various provisions available within them:

- **Hostel Facility - Accommodation available**
- **Recreational facilities, gymnasium, yoga center, etc.**
- **Computer facility including access to internet in hostel**
- **Facilities for medical emergencies**
- **Library facility in the hostels**

- **Internet and Wi-Fi facility**
- **Recreational facility-common room with audio-visual equipments**
- **Available residential facility for the staff and occupancy**
- **Constant supply of safe drinking water**
- **Security**

4.1.5

- **Hostel Facility – Nil**
- **Recreational facilities, gymnasium, yoga center, etc.-**
Gymnasium not available, but yoga is practiced and taught to students during morning hours.
- **Computer facility including access to internet in hostel - No**
- **Facilities for medical emergencies– Doctors on call for all students**
- **Library facility in the hostels – N/A**
- **Internet and Wi-Fi facility - No**
- **Recreational facility-common room with audio-visual equipments – Boys & Girls common room without audio-visual equipments**
- **Available residential facility for the staff and occupancy**
Constant supply of safe drinking water – No residential facility but supply of safe drinking water is ensured in work place.
- **Security - Yes**

4.1.6 **What are the provisions made available to students and staff in terms of health care on the campus and off the campus?**

4.1.7 The College has no medical facility in terms of health care within the campus. Only first Aid is available for the students and staff and for any serious medical emergency, the College, takes help of local Govt. Hospital, which is located 2 Kms. away from the College.

4.1.7 **Give details of the Common Facilities available on**

the campus - spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

4.1.8 Common facilities available in the Campus are,

- **IQAC - Yes**
- **Grievance Redressal unit - Yes.**
- **Women's Cell - Yes**
- **Counseling and Career Guidance - Yes**
- **Anti Ragging Cell - Yes**
- **Sexual Harassment Cell - Yes**
- **Canteen - Yes**
- **Recreational spaces for staff and students - Available in the form of Staff common room, Boys' & Girls' common room**
- **Safe drinking water facility – Available**
- **Auditorium – Open air space, no specific infrastructure.**

Grievance Redressal cell

- | | |
|---------------------------|----------|
| i) Sri Antaryami Sahu | Convener |
| ii) Sri Subodhkumar Ratha | Member |
| iii) Sri Dayasagar Naik | Member |

Anti Ragging Cell

- | | |
|-----------------------------|----------|
| i) Sri Antaryami Sahu | Convener |
| ii) Sri Subodhkumar Ratha | Member |
| iii) Sri Anil kumar Debta | Member |
| iv) Sri Pratap Chandra Dash | Member |

Sexual Harassment

- | | |
|--------------------------------|----------|
| i) Smt. Kalpana Mishra | Convener |
| ii) Sri Subodhkumar Ratha | Member |
| iii) Dr. Dayanidhi Sa | Member |
| iv) Dr. Bikash Chandra Pradhan | Member |
| v) Sri Rajesh kumar Patel | Member |

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

4.2.1. The institution has a library Committee and the composition of the committee is as here under.

1. Sri Antaryami Sahu Dept. of English
2. Sri Subodhkumar Ratha Dept. of Education.

The committee sits from time to time to discuss and finalize the infrastructural; and academic requirement of the library and the students' reading room. The committee suggests to the Principal for the purchase of books and journals. The committee also looks into the optimal utilization of complete computerized library on the advice of the committee, infrastructural facilities like shelves, journal stands, Almeria are purchased, and computer with adequate software is installed.

The responsibilities are:

Students are allowed free access to the reading room to consult reference books, Journals etc , take photocopies at any time during working hours .

4.2.2 Provide details of the following:

- * Total area of the library (in Sq. Mts.)
- * Total seating capacity
- * Working hours (on working days, on holidays, before examination days, during examination days, during vacation)
- * Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

4.2.2.

Total area of the library (in sq.mtrs)	297.2 sq mt.
Total seating capacity	110
Working Hours On working days On holidays On Examination days During vacation	9.00A M -3.00PM 10.00AM-1.00PM CLOSED 10.00AM -1.00PM
Layout of the library (reading room, IT zone for accessing e-resources .	Reading room is available IT zone to be introduced shortly

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

4.2.3 The Library purchase committee in consultation with the entire HoD's of different departments, prepares a list of textbooks, reference books, journals etc. to be purchased during the year. The same is put for approval to the Principal and after the approval, the books are procured. The amount spent procuring new books during last four years is here under;

Library holdings	2012 - 2013		2013 - 2014		2014 - 2015		2015 - 2016	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number.	Total Cost
Text books	138	18118/-	125	20978/-	96	19888/-	216	36708/-
Reference Books	162	24684/-	121	19657/-	44	10020/-	2429	778525/-
Journals/ Periodicals	05	4370/-	06	5640/-	10	7245/-	12	12370/-
e-resources								
Any other (specify)								

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- * **OPAC**
- * **Electronic Resource Management package for e-journals**
- * **Federated searching tools to search articles in multiple databases**
- * **Library Website**
- * **In-house/remote access to e-publications**
- * **Library automation**
- * **Total number of computers for public access**
- * **Total numbers of printers for public access**
- * **Internet band width/ speed** 2mbps 10 mbps 1 gb
- * **Institutional Repository**
- * **Content management system for e-learning**
- * **Participation in Resource sharing networks/consortia (like Inlibnet)**

4.2.4.

- OPAC - **No**
- Electronic Resource Management package for e-journals - **No**
- Federated searching tools to search articles in multiple databases - **No**
- Library Website - **No**
- In-house/remote access to e-publications -**No**
- Library automation – **Under process**
- Total number of computers for public access - **None**
- Total numbers of printers for public access - **None**
- Internet band width/ speed 2mbps 10 mbps 1 gb
- Institutional Repository - **Yes**
- Content management system for e-learning - **No**
- Participation in Resource sharing networks/consortia (like Inlibnet) – **No**

4.2.5 Provide details on the following items:

- * Average number of walk-ins**
- * Average number of books issued/returned**
- * Ratio of library books to students enrolled**
- * Average number of books added during last three years**
- * Average number of login to opac (OPAC)**
- * Average number of login to e-resources**
- * Average number of e-resources downloaded/printed**
- * Number of information literacy trainings organized**
- * Details of “weeding out” of books and other materials**

4.2.5.

- * Average number of walk-ins:57**
- * Average number of books issued/returned: 37**
- * Ratio of library books to students enrolled: 1:11**
- * Average number of books added during last three years:310**
- * Average number of login to opac (OPAC):N/A**
- * Average number of login to e-resources:02**
- * Average number of e-resources downloaded/printed:01**
- * Number of information literacy trainings organized:03**
- * Details of “weeding out” of books and other materials:**

Session	Weeding out
2012-13	18
2013-14	15
2014-15	22
2015-16	12

4.2.6 Give details of the specialized services provided by the

library

- * Manuscripts
- * Reference
- * Reprography
- * ILL (Inter Library Loan Service)
- * Information deployment and notification (Information Deployment and Notification)
- * Download
- * Printing
- * Reading list/ Bibliography compilation
- * In-house/remote access to e-resources
- * User Orientation and awareness
- * Assistance in searching Databases
- * INFLIBNET / IUC facilities

4.2.6.

- Manuscripts - **No**
- Reference - **Yes**
- Reprography - **Yes**
- ILL (Inter Library Loan Service)- **No**
- Information deployment and notification (Information Deployment and Notification) - **Yes**
- Download - **Yes**
- Printing - **Yes**
- Reading list/ Bibliography compilation - **Yes**
- In-house/remote access to e-resources - **No**
- User Orientation and awareness - **Yes**
- Assistance in searching Databases - **No**
- INFLIBNET / IUC facilities - **No**

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

4.2.7 The library staffs are very much cordial and eager to serve both students and teachers promptly. They take no time in issuing library cards, tracing and issuing the books, giving clearances and other facilities. The librarian also extends reprographic support by photocopy as and when required. Librarian helps in finding the right books and guides the fresher about the proper way of using library property.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

4.2.8 The library staff members take extra care for visually/physically challenged persons. Helping hand is provided to these students and teacher. However, as such there are no visually impaired students.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

4.2.9 A suggestion (feedback) box is available the Library for every stakeholders. Fortnightly the feedbacks collected in the box are taken out and thereafter are passed on to IQAC for scrutinizing the suggestions for quality development of library service and collections.

4.3. IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system)
- Computer-student ratio
- Stand alone facility
- LAN facility

- **Wifi facility**
- **Licensed software**
- **Number of nodes/ computers with Internet facility**
- **Any other**

4.3.2 Details on the computing facility available (hardware and software) at the College is given below;

- **Number of computers with Configuration (provide actual number with exact configuration of each available system) - Core i3 and i5 with 4GB RAM and 1 GB Hard disk**
- **Computer-student ratio – 1:35**
- **Stand alone facility - 20**
- **LAN facility - Yes**
- **Wifi facility - Yes**
- **Licensed software - Window 7 Homebasic / Ultimate**
- **Number of nodes/ computers with Internet facility - 20**
- **Any other - Wi-Fi internet connection in most of the area inside college campus**

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

4.3.2 Computer and internet facility (Broad band) are available in the Principal's office, Administrative section, Admission section, Accounts section, Examination section, library & Communicative English laboratory and Computer laboratory.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

4.3.3 The College proposes to upgrade IT infrastructure in near future by way of purchasing new computers and genuine software from the college development fund and will seek financial help from UGC in this regard. There is plan to introduce short course computer application for interested students.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

4.3.4 Details of computer purchase and its deployment during last four years are given below;

Year	2012-13	2013-14	2014-15	2015-16
Computer Procurement	02	Window 7	Office	Net Protector
Up-gradation	02	Window 7	Library	Quick Heal
Deployment	04	Window 7	IQAC	Norton
Maintenance	03	Window 8	IQAC	Mcafee

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

4.3.5 The institution facilitates extensive use of ICT resources for teaching and learning by the staff and students. The students and staff members are free to use the computer laboratory and the computers installed in library and different departments. The teachers teach with power point presentation and LCD projector indicating the main points and there is interactive session with the students. The students also present the seminar papers through power point.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-

learning process and render the role of a facilitator for the teacher.

4.3.6 Extensive use of ICT resources in the classroom-teaching place the students in the centre of teaching –learning process. The students after being shown the broad points are advised to develop the ideas and present the same in the context of current developments. Collection of related study materials through internet acts as a supplement to the classroom teaching and facilitates the teacher for further advanced teaching.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

4.3.7 The College dose not avail National Knowledge Network connectivity.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

a.	Building
b.	Furniture
c.	Equipment
d.	Computers
e.	Vehicles
f.	Any other

4.4.1 The details of financial resources allocation and utilization by the College for last four years is given below;

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

a.	Building	8,76366.00	18,89,425.00	13,06,214.00	3,45,098.00
b.	Furniture	94,000.00	2,20,300.00	22,980.00	3,600.00
c.	Equipment	-	-	-	-
d.	Computers	43,000.00	-	-	-
e.	Vehicles	-	-	-	-
f.	Any other		76,445.00	-	-

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

4.4.2 Allocation for these activities is made in the budget and the construction committee with the help of the Engineer undertakes the work. Resources are pooled from the development fund of the College and UGC assistance. Based on the information received from different departments, sections, wings and others the concerned equipments are repaired and kept in proper order.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

4.4.3 Since, the College has only Arts stream the calibration and other precision measures for the equipment/ instruments are not required.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

4.4.5 The maintenance of equipments like Inverters, Stabilizers, Water pumps, Water filters, Computers etc. are done through annual maintenance contracts with local service providers and the original suppliers of the equipments.

CRITERION - V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

5.1.1 Yes, the College publishes its updated prospectus and College calendar annually. The prospectus provides information about a to z of admission process. College calendar provides information to the students about the institution ,its rules, regulations ,facilities ,fee structure, college election ,various student societies ,their role ,their duties and responsibilities as student, library and its functioning, various committees for smooth administration, Examination and evaluation system and all those things that a student needs to know about the institution.

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

5.1.2 The college in addition to scholarships given by state government, central government and other agencies also awards scholarships from its own funds. All the scholarships and aids sanctioned by government and other agencies have been disbursed in time.

Free ships' are given to poor and meritorious students, which are given in form of exemption in tuition fees for each academic year.

Principal reserves her right to deliver free studentship in the form of exemption.

Below mentioned table depicts the free-ships and other scholarships provided to the students during last four years.

Types of scholarships	Post Matric scholarship & free-ship for students	
	No. of students	Amount
2012-13	160	6,15000/-
2013-14	205	6,78500/-
2014-15	212	7,30655/-
2015-16	277	12,20150/-

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

5.1.3 According to the Government norms the students avails scholarship amount directly in to their personal bank account. Around forty percent of the students are financially benefited.

5.1.4 What are the specific support services / facilities available for

- ✓ **Students from SC/ST, OBC and economically weaker sections**
- ✓ **Students with physical disabilities**
- ✓ **Overseas students**
- ✓ **Students to participate in various competitions / National and International**
- ✓ **Medical assistance to students: health centre, health insurance etc.**
- ✓ **Organizing coaching classes for competitive exams**
- ✓ **Skill development (spoken English, computer literacy, etc.,)**
- ✓ **Support for “slow learners”**
- ✓ **Exposures of students to other institution of higher learning / corporate / business house etc.**
- ✓ **Publication of student magazines**

5.1.4

✓ ***Students from SC/ST, OBC and economically weaker sections***

SC/ST, OBC and economically weaker sections students are given weight age at the time of admission, and are awarded scholarships by different agencies. Remedial and coaching classes are held to improve their academic standard.

✓ ***Students with physical disabilities:*** Physically handicapped students are awarded weight age at the time of admission and are awarded scholarship by different agencies. Further, remedial and coaching classes are done to improve their academic standard. For physically challenged students the institution has developed ramps in all the buildings at the ground floor.

✓ ***Overseas students:*** No such students are admitted in the college.

✓ ***Students to participate in various competitions / National and International:*** Students are encouraged to participate in various competitions other than the competition conducted by the College. Staff members furnish tips for various competitions by taking extra classes. However, none have participated in National/International competition so far.

✓ ***Medical assistance to students: health centre, health insurance etc.:*** The College maintains First Aid facility at the College premises. For emergency and serious medical assistances the College avails government CHC facility, which is just 2 Km. away from the College.

✓ ***Organizing coaching classes for competitive exams:*** Our college plans for organizing coaching classes for various competitive examinations with the arrangement of resource persons from various fields. However, career counseling tips are provided to the students by the faculty whenever sought.

✓ ***Skill development (spoken English, computer literacy, etc.,)***

For skill development of students, the department of English organizes free-spoken English classes. For computer literacy among the students and staff members, the Computer Lab. instructor of the College takes special class.

✓ ***Support for “slow learners”:*** Various departments take extra classes and faculty members take intense care for slow learners and

such students enjoy freedom to consult the concerned faculty at their convenience. Simplified study materials and handouts and advised to refer various books are provided to these students by the faculties. There is also a question bank in the college library for the reference of the students.

✓ *Exposures of students to other institution of higher learning / corporate / business house etc.:* Students are taken on study tours, beside these extra -mural lectures, Career Counseling, etc. open up new windows for higher education and study.

✓ *Publication of student magazines:* Annual College magazine is published, where in students the students get opportunity to exhibit their literacy creativity and talent.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

5.1.5. The institution invites successful entrepreneurs on different occasions where they explain the students regarding the current developments and the process to cope with that. The student is highly benefited by such practices.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co- curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

- * additional academic support, flexibility in examinations
- * special dietary requirements, sports uniform and materials
- * any other

5.1.6

➤ *Additional academic support, flexibility in examinations:*

Yes, additional academic support is provided to them through extra classes. They are allowed to appear the internal examination beyond the regular schedule in the form of special Exams. Flexibility is shown to the students in the percentage of attendance to the classes

➤ *Special dietary requirements, sports uniform and materials:*

Sports uniforms, equipments and necessary materials are supplied to the students.

➤ ***Any other:***

Weight age is given to them at the time of admission based on participation at state level sports and games.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE/CAT/GRE/TOFEL/GMAT/ Central/State services, Defense, Civil Services, etc.

5.1.7 The students are provided support and guidance through coaching and counseling classes for entry into different services and a good number of students qualify for defense services and other state services. However, we have not the complete data about all the passed out students.

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

5.1.8

➤ Academic counseling is done in the beginning of an academic session for the students to select their subjects and internal periodical classroom tests, remedial and doubt clearing classes are conducted to improve their academic standard.

➤ Resource persons and career counseling experts are invited every year to deliver talks on choosing right career for the benefit of the students.

➤ Spiritual Organization guides are invited by the College to help the students to overcome psycho-social problems and develop their personality.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the

percentage of students selected during campus interviews by different employers (list the employers and the programmes).

5.1.9 The College does not have a structured mechanism for career guidance and placement for the students. The College has career-counseling cell, which regularly guides the students for different job avenues and interview. Different career options and job opportunities are notified in the college notice board and Employment news is subscribed by the College library.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

5.1.10 Yes, there is a grievance redressal cell consisting of a few senior staff members of the college. Since the college is ragging-free, peaceful and disciplined. The grievances of the students are fulfilled in time, there is no grievance worth mentioning has been reported during the last four years.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

5.1.11 There is a cell to resolve issues pertaining to sexual harassment, as per the Hon'ble Supreme Court guidelines, till date not been a single case has been reported so far.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

5.1.12 Anti-ragging committee has been formed, but there is no report of any such incident in the college until now.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

5.1.13

- Canteen facilities
- Safe Purified Drinking water facility

- Insurance facility
- Financial help
- Book bank facility

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

5.1.15 The institution has a registered Alumni Association with the following office bearers. They co-operate the College administration in different activities and contribute to academic and infrastructural development of the College.

Alumini Association:

Sri Gunaru Pradhan (Social Worker) President

Sri Niranjan Barik (Social Worker) Secretary

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student progression	%
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Employed	
<ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	

5.2.1 Details of student progression are given below;

Student progression	%
UG to P.G.	18%

PG to M.Phil	N/A
PG to PhD	N/A
Employed	
• Campus selection	No
• Other than campus requirement	N/A

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-

Session	Students appeared	Students passed	Pass percentage
2012-13	113	88	77.86
2013-14	100	92	92.00
2014-15	106	59	55.66
2015-16	120	80	66.66

wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

5.2.2 Year wise student pass percentage in final University examination for last four year is given below;

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

5.2.3 The College provides the facility through career counseling to enable the students for higher study and employment thereafter. Career counseling Personalities are invited to present their idea before students about the Careers after Graduation. The Career Counseling Cell informs the outgoing students about the schedule and dates of different entrance tests for admission to PG and management courses in important Institutes and Universities

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

5.2.4 Academic assessment of the students is held regularly through monthly tests and personal contact in the classes to identify the academically poor students. Hence extra classes and remedial classes

are arranged for them to prevent failure and drop out. Personal counseling plays an important role in this regard.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

5.3.1

➤ Sports & Games

The college organizes Sports and in-door, Out-door games, and conducts the Annual Athletic Meet as per the schedule reflected in the academic calendar of the college. The games and sports organized by university and other agencies are communicated to the students and accordingly a team of delegates is formed, being headed by the PET of the College.

The range of Games and Sports includes, Football, Cricket, Volley ball, Badminton, kabadi, Kho-Kho, Carom and Chess, etc. The events menu of the Annual Athletic Meet, Comprises of, 100mtrs, 200mtrs, 400mtrs, 800mtrs, 1500mtrs, 3000mtrs, Cross Country race, High Jump, Long jump, Triple Step Jump, Pole Vault, Putting the Shot, Discus and Javelin throw, etc. Prizes and certificates are awarded to First, Second and Third for every events and a special Prize is awarded to the Sport Men & Sports Women of the year.

➤ Cultural and Extracurricular activities

The Cultural Association of the College Students Union organizes the Annual cultural Competitions as per the schedule reflected in the academic calendar of the college, which includes Essay Competitions in English and Odia, Debate Competition in English and odia, Song Competition in Odia, Hindi, English, etc, Quiz Competition, General Knowledge Competition, Jhota and Muruja Competition. Prizes and certificates are awarded to the winners.

5.3.2 Furnish the details of major student achievements in co- curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

5.3.2 Our students did not participate in any external, co-curricular and extracurricular activities.

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

5.3.3 The IQAC of the College uses the data and feedback from its graduates and employers to improve the performance and quality of the institutional provisions in specially designed feedback format. The feedbacks on performance and quality development of the College from the stakeholder are thoroughly scrutinized and assessed by the IQAC. The IQAC members draw plans to implement the suggestions of the stakeholders.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications / materials brought out by the students during the previous four academic sessions.

5.3.4 The faculties encourage writing articles messages, slogans, quotations, posters etc in college magazines and wall magazine of the College. Under guidance of the faculties, the College Student Union organizes competitions for such activities and prizes are also awarded to the student.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

5.3.5 The College has the provision of Students“ Union and other societies where the office bearers of respective bodies are selected. They organize meetings, competitions and represent the grievances of the student community before the administration through their advisors. They too contribute to healthy academic growth, annual cultural programme and annual Sports. The College administration

provides the infrastructural facilities to these bodies. Funds for the purpose are met from the College funds.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

5.3.6 The College includes student representatives in IQAC, grievance redressal cell, anti ragging cell, sexual harassment cell and others.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

5.3.7 The institution seeks the co-operation and suggestions from the Alumni members and Old faculties. The College has a registered Alumni Association.

The Old faculties are invited to take classes and deliver talks on different issues. Some of them have also instituted prizes and awards for the students, based on their performances and achievements in different field.

They are invited in College Annual Day and other academic conferences and events held at College premises. The Alumni and the Old faculties are contacted either through telephone or in person.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

6.1.1 VISION:

- ✓ The College has a noble vision to bring educationally and economically backward, tribal and rural students in to the main stream of higher education of global standard.
- ✓ The College inculcates confidence of competence and excellence among students through comprehensive higher education.
- ✓ To provided the students an all rounder personality.
- ✓ The Vision of the college is to turn the students into enlightened citizen who realize their self and eager to contribute their bit in Nation building.

MISSION:

- Through updated practice of teaching learning process adopted by the College, upgrades the qualities of the students to face the modern challenges for better employability.
- Development of skilled human resource to contemporary challenges
- Facilitating young adult learners with opportunity to sharpen up their ethics and leadership qualities

- Sensitizing learners towards inclusive social concerns, human rights, gender and environmental issues

Inculcation of qualities of competence, confidence and excellence on students through comprehensive education. Our mission in capsule is development of skilled human resource for contemporary challenges. Facilitating young adult learners with opportunities to hone their ethics and work potentials and sensitizing learners towards social concerns, human rights, gender and environmental Issues.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

6.12. The Principal plays a vital role in the college administration. Under her leadership, the college functions adhering to the guidelines of Department of Higher Education, Govt. of Odisha and the affiliating University, Sambalpur University. The Principal convenes meetings of the Staff Council, Advisory committee and other bodies and Governing Body and formulates decisions to run the administration smoothly. The Principal of the College is the ex-officio Secretary of the Governing Body. The staff Council and head of Depts. are actively involved in decision-making process of the administration and its implementation. Two senior faculties and one member from non-teaching staff attend the Governing Body meetings to represent their problems. The Sub Collector of Bargarh Sub Division is the President of the G.B. and his advice is taken in decision-making process of administration. The Governing Body takes active part in solving various issues and problems regarding academic and non-academic matters of the Institution.

Different committees have been formed taking members of teaching staff to coordinate and monitor all types of activities of the college, such as Admission, Examination, Library, College Magazine and Calendar, Purchase, Construction and Maintenance, Discipline, UGC, NAAC (IQAC), Computer and Network, Scholarship and Students Aid, Discipline, Grievance Redressal Cell, Career Counseling &

Placement Cell, anti-ragging Cell & Sexual Harassment Cell. In addition, there are other post, such Administrative Bursar, Accounts Bursar and academic Bursar who look after all round development of the College.

6.1.3 What is the involvement of the leadership in ensuring:

- **the policy statements and action plans for fulfillment of the stated mission**
- **formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
- **Interaction with stakeholders**
- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
- **Reinforcing the culture of excellence**
- **Champion organizational change**

6.1.3 The IQAC of the College plays a vital role in this regard. The Principal is the Chairman of IQAC, which helps her to convey meetings for quality enhancement on every aspect of the development of the College. The action plans such taken, are periodically reviewed to ensure that the institutional objectives are implemented.

The feedback mechanisms adopted by the College IQAC is unique.

The staff member encourages all the stakeholders to forward their valuable suggestions on a specially designed feedback format by the College IQAC. These filled in formats are collected at IQAC and College administrative office. The IQAC there after scrutinize and analyses these collected feedbacks and prepares a report on quarterly basis. This report is tabled during the quarterly IQAC meeting and the final plans are drawn for implementation to enhance quality on every aspect. These processes reinforce the culture of excellence and Championing organizational change.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for

effective implementation and improvement from time to time?

6.1.4 Regular monitoring and evaluation of different activities are undertaken by the College administration to ensure consistency and further improvement. Meetings of the Governing Body, IQAC and other advisory committees of the College are held regularly where the plans are chalked out for all-round development of the college.

In addition to all these small meetings of other core committee such as Construction Committee, Purchase Committee, UGC Advisory Committee, Library Advisory Committee, Students advisory Committee etc are held for ensuring effective implementation of various activities.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

6.1.5 As a part of federal administration, the top management gives emphasis on the Heads of the Departments to carry out the academic activities in the College keeping in mind the vision and mission of the institution. Different Committees are formed headed by the staff members for well functioning of the College administration.

This year in view of completion of 28th years of the College, there was a committee for celebration of Silver Jubilee.

6.1.6 How does the college groom leadership at various levels?

6.1.6 The members of the staff are relieved to attend different leadership training programmes being organized by government authorities and other institution. NSS Officers, YRC Counsellors have been relieved to attend training and leadership programmes. Members of the staff are also entrusted with the leadership responsibility by government administration from time to time. The members of the staff are also entrusted with leadership different Committees in the College. Students are also groom for leadership

through selection holding various offices, organizing functions; NSS & YRC also acts in this regard.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

6.1.7 The institution follows a decentralized governance system and delegates authority to the heads of the departments and other unit heads such as NSS Programme Officers, YRC Counsellors etc., with the Principal at the help of administration. All function as per the respective guidelines for the benefit of the students in general and institution in particular. The Principal is just like the best among equals.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

6.1.8 All the members of staff are assigned different extracurricular duties for well functioning of the College administration and all work in team spirit and coordination. These are mostly observed in the celebration of national days, athletic meet, annual functions, students' election, conferences, seminars, workshops and others.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

6.2.1 The quality policy of the institution have been clearly stated in the vision statement of the College and steps have been taken by the institution always to deploy these in regular Schedule. To ensure the same, regular review is done through different meeting of office bearers.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

6.2.2 The institute has a perspective plan for development keeping in mind the development in the sphere of higher education and need based courses, self financing courses. Also the institution has a prospective plan for augmentation of its infrastructure keeping in view the demands of the future.

6.2.3 Describe the internal organizational structure and decision making processes.

6.2.3 The internal organizational structure of the College comprises of approved Governing Body, Principal cum Secretary Governing Body, administrative committee, academic committee, finance committee, construction committee, examination committee, library committee and research committee who actively take part in the decision making process for day to day administration and all round development of the College



6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- **Teaching & Learning**
- **Research & Development**
- **Community engagement**
- **Human resource management**
- **Industry interaction**

6.2.4 Teaching & Learning: New methods of teaching process are adopted by our faculties, such as use of LCD projector for Classroom teaching through power point presentation. The students are encouraged to participate in Seminar presentations, Report writing, Interactive sessions. Group discussions, Literary writing for wall magazines and College magazines, making of Poster, Essay, Debate, and Quiz Competition are held in the College. At times external academic stalwarts' are invited by the College for special programmes to alleviate the student's moral.

Research & Development: Members of the staff are encouraged to undertake research work. They are also encouraged to write research papers for publication in reputed journals, presentation in National and International seminars and to act as Resource persons for different seminars and deliver extra moral talks on different occasions.

Community engagement: The NSS & YRC Wings of our College are highly active and takes part in every community engagements. The NSS & YRC in charge faculty dose not miss any chance to attain any opportunity for community development and engages his team for the purpose. An annual blood donation camp is held at the College premise.

Human resource management: The administration follows the policy of Human Resource Management for better functioning of the institution and quality improvement. Persons with expertise in respective fields are given assignments accordingly. The higher management encourages the staffs to enhance their ability by attending external programmes held at different institutions.

Industry interaction: The Location of the College is a great draw back in this regard. Industry interaction is confined to site visits only.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal

contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

6.2.5 The Head of the institution follows the guidelines, rules and regulations as prescribed by the government for proper administration of the college and complies with all the letters of government departments and other agencies. The records, registers and relevant documents are produced as and when necessary for review and the suggestions to top management. The feedback mechanism adopted and reported by the IQAC is the major source for of information for the Principal to be conveyed to top management. The Parents – teacher meet, feedback of the Alumni and other important visitors to the College also plays import role in this regard. The Principal convey these suggestions and seeks due approval from the Governing Body for proper implementation. Some these approvals are given below;

- Increase of seats in the college
- Opening of Hons in five subjects
- Cleaning of the Campus, construction of College gate and boundary wall
- Complete painting of buildings and maintenances

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

6.2.6 The institution encourages the members of the staff to undergo Refresher Courses, Workshops, University / State / National Seminars and other faculty development programmes to improve their effectiveness and efficiency. Beside this, all members of the staff are involved in all types of institutional activities such as organizing cultural programmes, annual athletic meet, etc.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

6.2.7 Now resolution are made by the staff council meeting in which the secretary G.B (Principal of the institution) is present and resolution regarding remuneration, constructions etc of the college and they are approved by the president of Governing Body. The resolutions taken during staff council meetings held last year are as follows;

DATE

AGENDA

19/09/2014	1. To buy a computer from IQAC fund 2. To buy 20 pairs of benches and tables
07/08/2015	1. Increase of salary of the staff members
19/08/2015	1. Buying of a projector
25/09/2015	1. Buying of a laptop

ACTION TAKEN

Proposal of 19/09/2014-

The proposal of buying a computer and 20 pairs of benches and tables was approved by the Governing Body President and the same was bought with Rs65,000/- .

Proposal of 07/08/2015-

Salary of the staff was increased after the approval by the president G.B. Rs 1000/- was added in the basic salary of the teaching staff, Rs 500/- in the basic salary of non teaching staff members and Rs 400/- in the basic salary of the peons were added .Besides the above on the basis of seniority Rs 30/- for each year of the teaching staff service and likewise Rs20/- for non teaching staff and Rs10/- for the peons were also added.

Proposal of 19/08/2015

A projector was bought with Rs. 52,000/

Proposal of 25/09/2015

A Laptop was bought with Rs 46,000/

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

6.2.8. No.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

6.2.9 The College has strong Grievance Committee, comprising of Senior Staff members, Principals and student representatives. The redressal of grievances from women students physically challenged and weaker sections are promptly attended and take actions to solve their problems. The Grievance Committee is so active that our College is absolutely ragging free zone since its inception.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

6.2.10. There has been no court case filed against the College since its inception.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

6.2.11 For the developments of the College, Students are encouraged to submit feedbacks on every accepts at the IQAC on prescribed format. They are also asked to submit feedback on different faculties, on 'student evaluation of teacher's' formats. The IQAC members scrutinizes these feedbacks and accordingly different College Committees take up proper steps for the development.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non

teaching staff?

6.3.1 The institution encourages the teachers to undergo training of Refresher Course to participate in Seminar, Workshops and Orientation programmes and to undertake research projects for professional development and acquisition skills. The non-teaching staff are recommended to undergo accounts training, Computer Literacy programmes at regular intervals.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

6.3.2 The institution recommends the name of the faculty members to the Directorate, Higher Education to get its approval for sanctioning study leave to them to undergo M.Phil.,Ph.D. work and Refresher Courses, Orientation programmes and training programmes. Besides the college also organizes lecture by inviting eminent resource persons for motivating employees.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

6.3.3 The faculty of the college is supportively active in reflecting their best self through self-appraisal system. The self-appraisal of the faculty is assessed in different steps like maintenance of progress register, signing of students attendance register, reports on their co-curricular activities and in clearance of sectional files, they are associated with. Beside this there is a self-appraisal format so designed to discover the performance of the faculty in a holistic manner.

Students also apprise the performance of a teacher on subjects they are related. This gives a comprehensive evaluation of a teacher. The Principal with help of some bursars' takes note of appraisal of individual faculty and forwards with her comments to the higher

authority for necessary action and suggestions with corrective measures as deemed fit and necessary.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

6.3.4 The performance appraisal report of every staff members is well discussed at Governing Body meeting. There after appropriate measures as deemed fit and necessary are decided by the management. The Principal communicates the Governing Body recommendation to the concerned employees in person.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

6.3.5 The College has a provision of cash advances during the time of exigencies. The staff can avail this facility only after being sanctioned by the managing body to the employees. The percentage of staff availing this benefit varies depending on their needs.

On the other hand salary to some staff are paid from the College funds in case there is delay in release of funds from the Government Department. Co-operative society also provides loan at easy rate of interest to the employees. Most of the employees have been benefitted under this scheme.

Other welfare schemes available for teaching and non-teaching staff are:

- Maternity Leave
- Medical Leave/Casual Leave/Compensatory off facility
- Duty Leave facility wherever applicable

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

6.3.6 The college being an aided educational institution the posting and transfer of the faculty squarely depends on the policy and

enactment of government orders. Despite this, the college supports the cause of eminent faculty by its own otherwise initiatives.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

6.4.1 The institution before the commencement of financial year prepares the draft budget and submits the same to Governing Body for approval. With mention on plan expenditure, non- plan expenditure, recurring expenditure and non recurring expenditure, it gives emphasis on timely utilization of its own funds and outside funds and submits the expense report to appropriate authority in due time.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

6.4.2 Yes, the Principal assigns a group of teachers to audit the stock and store of all departments, sections and library every year. Chartered Accountant firm does the external audit. The last external audit was done for the year 2014-15. There has been no audit objection during last four years.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

6.4.3 The major sources of institutional receipts are from collections from students at the time of admission. Sometimes the state Govt. also provides funds for infrastructure. The UGC has also provided funds for infrastructure development. The final audited figures of Income and expenditure are given below.

Session	Total amount	Expenditure	Balance amount
2012-13	3621267	2901664	719603
2013-14	4945808	3781186	1164622
2014-15	5805215	5517783	287432
2015-16	5672258	4863119	809139

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

6.4.4 For additional funding, local MLAs & MPs are approached for infrastructure development. Rarely such approaches are honoured.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? .6 If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?
- b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?
- c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.
- d. How do students and alumni contribute to the effective functioning of the IQAC?
- e. How does the IQAC communicate and engage staff from different constituents of the institution?

6.5.1

- a. The Internal Quality Assurance Cell (IQAC) of the College was established on 25/07/2014. Since the inception of the IQAC many

remarkable changes in quality development of the College has been made. The decisions for different proposals are based on the feedback collected from all the stakeholders at IQAC. The IQAC has proposed certain suggestive measures for administrative and academic participation formulating ways and methodologies to assure the strategic management for overall quality development of the College.

b. The IQAC have been suggested certain proposal of which some of them has been approved and implemented by the authority and the management and some proposals are kept pending and in active consideration for implementation. For example, the proposal of construction of a Gate and a part of boundary wall suggested by the IQAC has been completed. Suggestion of IQAC for constructing a cycle stand for Girls student, subscribing certain journals for the Library is to be implemented.

c. YES, external members are in IQAC Dr. S.K Pradhan M.B.B.S, Dr. C. M. Patel Educationist. They suggest appropriate parameters for improvement of library functioning, enhancement in prevailing academic atmosphere, psychological and moral growth of students.

d. The IQAC has designed a special feedback format for all stakeholders on quality development of the College. These feedback formats are collected from the students and from the Alumni whenever they visit the college. IQAC members attach much importance to their suggestions. Quality suggestions are considered for implementation by the management.

e. The institution has a compact campus and it becomes very easy for the IQAC to interact with staff at short notice.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

6.5.2 Headed by the Principal, IQAC members and all Departmental heads form an integrated body of the College, which looks after the qualitative development of academic and administrative activities.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

6.5.3 The College allows its staff members to go on leave for undergoing training of refresher Courses organized by different Academic Staff College of the Universities. Teaching and non-teaching employees are also encouraged to go for computer training.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

6.5.4 The institution undertakes academic audit in the Academic Committee meeting. The Course progress record and the student' evaluation of teacher feedback are reviewed from time to time. The academic performance of students in the internal examination is also discussed at length. Thereby corrective measures are taken for improvement at the Academic Committee meeting.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

6.5.5 There has been no difference between the internal quality assurance mechanism and the requirements of external agencies. Both aim at providing quality education to the students and effective functioning of the institution with devotion and commitment.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

6.5.6 Academic Committee of the College review different aspects of teaching learning process, like Academic management, faculty empowerment, result outcome, research and extension activities,

Study support and application of ICT, etc. The institution follows an effective and elaborate system of feedback from the students on teaching learning process. A report is prepared based on this feedback. The Academic Committee analyzed this report and takes appropriate steps to rectify the deficiencies wherever necessary. The teachers are advised to submit the Annual Performance Appraisal Report that acts as an indicator of their teaching learning activities and the Principal after review of the same gives suggestions for future initiatives.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

6.5.7 The quality assurance policies and its outcomes, are communicated to various internal and external stakeholders through different meetings, seminars and workshops organized by the College. Necessary information in this regard is reflected on the college website. The reports of activities are displayed for all the stakeholders on College Notice Board. This report of activities are communicated to Director, Higher Education, Department of Higher education, University authorities, UGC and other agencies as and when required.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

- ✓ The College ensures effective leadership with the participative management to achieve a good organizational culture. The Governing Body in its meetings adopts resolutions for optimum utilization of resources and quality enhancement of the institution

- ✓ The IQAC cell of the College is active by convening several meeting and adopts a participative approach in managing the provisions.

CRITERIA VII: INNOVATIONS & BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

7.1.1 The NSS wing conducts green audit of the College campus. They also observes plantation programme on ' Vanutsav Day'. On this both staff and students plants new saplings within the campus.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- * Energy conservation
- * Use of renewable energy
- * Water harvesting
- * Check dam construction
- * Efforts for Carbon neutrality
- * Plantation
- * Hazardous waste management
- * e-waste management

7.1.2

Energy conservation	<ul style="list-style-type: none">• Use of CFL bulbs.• Light and fan are turned off in class rooms immediately after the class is over• Use of ISI mark electrical appliances with high efficiency and less energy consumption
Use of renewable energy	<ul style="list-style-type: none">• Not yet in used. However the College is planning to

	set up solar power with Govt. assistance
Water harvesting	Yes
Check dam construction	No
Efforts for Carbon neutrality	<ul style="list-style-type: none"> • Declaring no- smoke zone, proper management of solid and liquid waste, use of energy saving equipments
Plantation	<ul style="list-style-type: none"> • Massive plantation works in & around the college
Hazardous waste management	<ul style="list-style-type: none"> • No such waste is generated in the College.
e-waste management	<ul style="list-style-type: none"> • Negligible e-waste is generated, which are dumped in the solid waste dump pit

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

7.2.1 The institution strives for the holistic development of students and caters to their needs for progression in academic as well as in curricular and extracurricular activities such as sports, debate, quiz contests, cultural activities and others. It also encourages them to have a feel of the external environment through study trips and visits to various institutions so that they know about the national and global demands. The faculty strives for excellence among students and plans strategies for the same.

The following features are adopted to enable enhance the academic ambience of the college.

- Increasing of seats from 128 to 192 and opening of Honors in Hindi and Education
- Dress Code for boys and girls
- Ragging-free Campus
- Welcome meeting for new entrants to make them familiar with the academic environment
- Conduct of seminars by all department
- Formation of various committees for administrative efficiency and quality management

- Prohibition of smoking in the campus
- Campus free from un- ethical practice
- Self-defense for girl students
- Steps are taken to make all employees computer-literate

7.3 Best Practices

7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

7.3.1 BEST PRACTICES

Best Practice No. 1

Title of the Practice: “Computer Literacy for Under Privileged”

Goal: To provide Computer literacy to SC/ST students, keeping in mind the employment opportunity.

The Context: The Global trend, the inability of our students to compete with the modern challenge and the under privileged background of majority of students that prevent them from availing this opportunity.

The Practice: Keeping in view the poor economical background of majority of students, they are given the basic of computer education free of cost. The students are divided into smaller groups to teach them the technique and handling of computers.

Evidence of Success: After graduation many of our students has chosen higher computer education like PGDCA to make their career.

Problems Encountered and Resources Required: The major problem encountered by the College is financial aid for desired functioning of this programme. With the increase number of students and availability of competent computer trainers and insufficient numbers of computer sets, it is becoming difficult to

manage the programme.

Best Practice No. 2

Title of the Practice: “Save a life”

Goal: To save precious life

The Context: Besides classroom teaching the students are encouraged to enhance their community service. The students and the faculties establish linkage between the society and the College; thereby community development is made possible.

The Practice: The College organizes Blood Donation Camp on 1st November every year with the help of Red Cross Society, Bargarh. During last two years, the College has collected 85 units of blood in collaboration with Ama Odisha and Sambad. The Institution aims at ensuring easy accessibility and adequate supply of safe and quality blood components from volunteer blood donors to the needy people.

Evidence of Success / Impact: The voluntary blood donation camps have resulted in a great impact on students, teachers as well as the community. The impact is also apparent on personality development, moral education and on Civic responsibility. It has also created a sense of managerial ability among the students for organizing such types of events in the college. The Red Cross Society has issued blood donor card to all donors.

Problems Encountered and Resources Required: Lack of awareness of blood donation in community. For conducting such social need programmes, the College’s staff and students tries engaging the community for raising funds and full-hearted involvement of every individual. Efforts are also made to make the blood transfusion services viable through no-profit recovery system

For Details, Contact:

Name of the Principal : Smt. Kalpana Mishra
 Name of the Institution : Mahatma Gandhi Degree College,
 City : Bhukta, Bargarh
 Pin Code : 768045
 Work Phone : 06646-268946
 Website : www.mgdegreecollegebhukta.in
 E-mail : mgdc.bhukta@gmail.com
 Mobile : 9937988205

F. Evaluative Report of Departments

1. Department of ODIA

1. Name of the department: **ODIA**
2. Year of Establishment: 1987
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): U.G.
4. Names of Interdisciplinary courses and the departments/units involved :Nil
5. Annual/ semester/choice based credit system (programme wise) : Annual & Semester
6. Participation of the department in the courses offered by other departments :Yes
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		

Asst. Professors	02	02
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10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Smt.Kalpna Mishra	M.A	Lect.in Odia	Odia fiction	28	
Sri Anil Ku. Debta	M.A	Lect.in Odia	Odiafolklore	16	

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty :Nil
13. Student -Teacher Ratio (programme wise) 64: 02
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled :Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.: P.G.
16. Number of faculty with ongoing projects from
 - a) National: Nil
 - b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:
 - a) Publication per faculty :Nil

* Number of papers published in peer reviewed journals (national /international) by faculty and students:

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

20. Areas of consultancy and income generated :Nil

21. Faculty as members in

a) National committees :Nil

b) International Committees :Nil

c) Editorial Boards.... :Nil

22. Student projects

a. Percentage of students who have done in-house projects including inter departmental/programme : Yes

b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies :Nil

23. Awards / Recognitions received by faculty and students:Nil

24. List of eminent academicians and scientists / visitors to the department :

(01) Dr. Saroj Debta, T.F. College , Bargarh

(02) Antaryami Sahu , Panchayat College, Bargarh

(03) Dr. Mitrabhanu Padhan , Dadhibaban College , Bhatli

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National :Nil

b) International :Nil

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG 1st year Hons	44	44	12	32	
2nd year Hons	16	16	11	05	
3rd year Hons	16	16	10	05	
1st year Pass	-	-	-	-	
2nd year Pass	20	20	11	09	
3rd year Pass	30	30	12	08	

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG Course	99%	1%	

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression

Against % enrolled

UG to PG	25%
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	NA
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities

- a) Library (1936 Pieces)
- b) Internet facilities for Staff & Students: Yes
- c) Class rooms with ICT facility: Yes
- d) Laboratories :Nil

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Nil

33. Teaching methods adopted to improve student learning :Nil

34. Participation in Institutional Social Responsibility (ISR) and Extension activities :Nil

35. SWOC analysis of the department and Future plans

Strength

1. Efficient and experience faculty members .
2. Better teacher students relation .
3. Monthly lesson plan and progress report .
4. Weekly Seminar Classes .

5. Monthly test and Self-Assessment Test .
6. Personal guidance of the teachers through workshops and remedial classes really helps to grow the academic environment .
7. Our students are obedient, sincere and hardworking and do well in university exams. Participate in seminars, discussions and study tours.
8. Good teachers are required to produce good future human resource. Our experienced and sincere faculties help the students to be better teachers.
9. Teacher Students ratio is rational and teaching environment is comprehensive and the faculties use computer technology in teaching process .

Weakness

1. Economically poor students can't afford to buy Books and other study materials .
2. Inadequate infrastructure .
3. Teachers are not engaged to undertake research work due to lack of proper incentive.

Opportunity

1. To champion the cause of artistic taste and creative spirit among the students .
2. To promote Odia language and literature in order to uphold Odia sub-nationalism and proud provincialism.
3. Odia being recently declared as a classical language by the Govt. of India, there has ample scope for literary activities and research work .
4. There is an opportunity to cultivate literary proficiency among the students through computer programming .
5. Rich cultural heritage of Odisha (like the Buddhist sites of Jajpur district) creates ample scope for pursuing research activities and making a career in History .

Challenges

1. To revitalize the programme and to recharge the students in the face of a transient change
2. Low computer literacy among the faculty and students
3. Outdated syllabi and lack of reference books in the library
4. Faculty and students need computer literacy more and more

2. Department of HINDI

1. Name of the department: **HINDI**
2. Year of Establishment: 1987
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): P.G.
4. Names of Interdisciplinary courses and the departments/units involved: Nil
5. Annual/ semester/choice based credit system (programme wise) : Annual, Semester & CBCS
7. Participation of the department in the courses offered by other departments :Yes
7. Courses in collaboration with other universities, industries, foreign institutions, etc. :Nil
8. Details of courses/programmes discontinued (if any) with reasons :Nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Dayanidhi Sa	MA,PhD	Asst.Prof	Hindi Novel	16	
Miss.Madhuri Patel	MA	Asst.Prof	Hindi Poem	01	

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty :15%
13. Student -Teacher Ratio (programme wise) 64:02
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled :Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG. P.G., Ph.D.
16. Number of faculty with ongoing projects from
 - a) National: 01
 - b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:
 - a) Publication per faculty :Yes
 - * Number of papers published in peer reviewed journals (national /international) by faculty and students: **12**
 - * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):
 - * Monographs
 - * Chapter in Books: 03

- * Books Edited
 - * Books with ISBN/ISSN numbers with details of publishers: 01
 - * Citation Index
 - * SNIP
 - * SJR
 - * Impact factor
 - * h-index
20. Areas of consultancy and income generated Nil
21. Faculty as members in
- a) National committees: Nil
 - b) International Committees: Nil
 - c) Editorial Boards: Nil
22. Student projects
- a. Percentage of students who have done in-house projects Including inter departmental/programme: 10%
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies :Nil
23. Awards / Recognitions received by faculty and students: Nil
24. List of eminent academicians and scientists / visitors to the department:
- (01) Dr. Biharilal Sahu , Womens College, Raigarh
 - (02) Dr. Ramnarayan Patel , Delhi University, Delhi
 - (03) Dr. Murarilal Sharma , Sambalpur University, Sambalpur
25. Seminars/ Conferences/Workshops organized & the source of funding
- a) National: Nil
 - b) International: Nil
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	

UG.1 st year Hons	46	44	14	30	
2 nd year Hons	16	16	05	09	
3 rd year Hons	-	-	-	-	
1 st year Pass	64	34	12	22	
2 nd year Pass	34	34	10	24	
3 rd year Pass	-	-	-	-	

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
U.G. Course	99%	1%	

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	25%
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed	NA
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- Library : (745 pieces)
- Internet facilities for Staff & Students: Yes
- Class rooms with ICT facility: Yes
- Laboratories: No

31. Number of students receiving financial assistance from

college, university, government or other agencies :80

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts :Nil
33. Teaching methods adopted to improve student learning :Nil
34. Participation in Institutional Social Responsibility (ISR) and Extension activities :Nil
35. SWOC analysis of the department and Future plans

Strength –

1. Sincere, dedicated faculties & eager students
2. Constant academic scrutiny by internal evaluation and departmental seminars
3. Inclusion of Odia language and literature in many competitive examinations at the state and National level
4. Dedicated faculty with good student-teacher ratio.
5. Good, sincere students, dedicated teachers, technical staff and adequate books in the central and departmental library
6. Departmental seminars, group discussion and remedial classes are regularly to improve the standard of the students

Weakness –

1. Lack of avenues for literary and cultural growth in a rural Indian set up
2. The curriculum needs requisite change to suit the present day conditions and employment market
3. The traditional course curriculum prescribed by the University fails to attract the students.
4. The conventional course designed by the University is not interesting and inspiring.
5. Lack of research facility owing to shortage of funds.

Opportunity-

1. Odia being recently declared as a classical language by the Govt. of India has ample scope for literary activities and research work.
2. Since Odia is the mother tongue in the state large numbers of

students apply for the subject as Honours/Elective.

3. There is huge scope for the students to undertake research programmes.

4. To produce graduates who can cope with the liberalization and globalization policy of India.

5. The department imparts education to girl students who form a majority and supposed to transmit educational values to second generation

Challenges-

1. To improve the quality of students so that they can earn their livelihood and are unemployed.

2. To revitalize the programme and to recharge the students in the face of a transient change

3. Outdated syllabi and lack of reference books in the library

4. Faculty and students need computer literacy more and more

3. Department of ENGLISH

1. Name of the department: **ENGLISH**
2. Year of Establishment: 1987
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): P.G.
4. Names of Interdisciplinary courses and the departments/units involved: Nil
5. Annual/ semester/choice based credit system (programme wise): Annual & Semester
8. Participation of the department in the courses offered by other departments : Yes
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sri Antaryami Sahu	MA	Asst. Prof	English Poem	20 years	

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty : NIL

13. Student -Teacher Ratio (programme wise) 192: 01

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.: P.G.

16. Number of faculty with ongoing projects from

a) National: Nil

b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre /facility recognized by the University: Nil

19. Publications:

a) Publication per faculty: Yes

* Number of papers published in peer reviewed journals (national /international) by faculty and students: **03**

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International

Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):

- * Monographs
- * Chapter in Books
- * Books Edited
- * Books with ISBN/ISSN numbers with details of publishers
- * Citation Index
- * SNIP
- * SJR
- * Impact factor
- * h-index

20. Areas of consultancy and income generated: Nil

21. Faculty as members in

- a) National committees: Nil
- b) International Committees: Nil
- c) Editorial Boards.... Nil

22. Student projects

- a. Percentage of students who have done in-house projects including inter departmental/programme :Yes
- b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies :Nil

23. Awards / Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists / visitors to the department:

- (01) Dr. Antaryami Tripathy, Wpmens College, Bargarh
- (02) Sanjay Dash, Panchayat College, Bargarh
- (03) Bishwajit Hota ,Dadhibaban College , Bhatli

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National: Nil
- b) International: Nil

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG. 1 st year (Comp)	564	211	90	121	
2 nd year (Comp)	230	230	98	132	

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG course	99%	1%	

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	25%
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- Library
- Internet facilities for Staff & Students: Yes
- Class rooms with ICT facility: Yes
- Laboratories: Nil

31. Number of students receiving financial assistance from

college, university, government or other agencies: 185

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Nil
33. Teaching methods adopted to improve student learning: Nil
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Yes
35. SWOC analysis of the department and Future plans

Strength –

1. The students are motivated to excel academically through internal tests, seminars and group discussions
2. Conduct of extra and remedial classes to meet the specific need of the students
3. The department is imparting spoken and communicative English by specially qualified external faculty experts
4. Good relation among the students and teacher
5. Cooperative attitude among the students are admirable

Weakness -

- 1 Students are weak in grammar.
- 2 Outdated syllabi and lack of reference books in the library
- 3 Non-availability of funds for research work
- 4 Academically & economically poor students
- 5 The College does not have Departmental Library
- 6 English section in the library is yet to grow
- 7 Students' command over English language and communication level is poor

Opportunity –

- The department possesses dedicated and experienced faculty those who teach the students with latest teaching aids such as LCD projector, audio-visual systems, speakers and monitors
- The department believes in providing quality education and preparing the students to excel academically

Challenges –

- Faculty and students need computer literacy more and more.

- With limited resource and strength, the department tries to generate genuine human resource who will find a place in this globalized era.
- To do away with the traditional approaches of teaching – learning process
- To enable the students to be a competent breadwinner in this huge world of work
- e-teaching and database programme need to be developed to add to the skill and employability of the students
- Creation of an environment for cultivating English speaking skill among students to boost their present ability and employability

4. Department of EDUCATION

1. Name of the department: **EDUCATION**
2. Year of Establishment: 1987
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved : Nil
5. Annual/ semester/choice based credit system (programme wise) : Both
9. Participation of the department in the courses offered by other departments : Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sri Subodh Ku. Rath	Med	Asst. Prof	Educational Evaluation	20 years	
Sri Dashrath Padhan	MA	Asst. Prof	Educational Psychology	1 year	

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Nil

13. Student -Teacher Ratio (programme wise) 32:02

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.: P.G.

16. Number of faculty with ongoing projects from

a) National: Nil

b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre /facility recognized by the University: Nil

19. Publications:

a) Publication per faculty: Poems & Articles

* Number of papers published in peer reviewed journals (national /international) by faculty and students:

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):

- * Monographs
 - * Chapter in Books
 - * Books Edited
 - * Books with ISBN/ISSN numbers with details of publishers
 - * Citation Index
 - * SNIP
 - * SJR
 - * Impact factor
 - * h-index
20. Areas of consultancy and income generated: Nil
21. Faculty as members in
- a) National committees: Nil
 - b) International Committees: Nil
 - c) Editorial Boards...: Nil
22. Student projects
- a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students: Nil
24. List of eminent academicians and scientists / visitors to the department:
- (01) Diptimayee Panigrahi , Katapali College, Katapali
 (02) Chandika Bhoi, Womens Degree College, Padampur
 (03) Tusar Sahu, Anchal Degree College , Padampur
25. Seminars/ Conferences/Workshops organized & the source of funding
- a) National: Nil
 - b) International: Nil
26. Student profile programme/course wise:

Name of the	Applications	Selected	Enrolled	Pass
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Course/programme (refer question no. 4)	received		*M	*F	percentage
UG 1 st year Hons	66	44	13	31	
2 nd year Hons	16	16	08	08	
3 rd year Hons	16	16	05	11	
1 st year Pass	124	32	12	20	
2 nd year Pass	21	21	10	11	
3 rd year Pass	-	-	-	-	

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG course	99%	1%	

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	25%
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed	NA
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- Library: (562 pieces)
- Internet facilities for Staff & Students: Yes
- Class rooms with ICT facility: Yes
- Laboratories: Nil

31. Number of students receiving financial assistance from

college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Nil
33. Teaching methods adopted to improve student learning: Yes
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Yes
35. SWOC analysis of the department and Future plans

Strength –

- Departmental seminars, group discussion and remedial classes are regularly to improve the standard of the students
- Conduct of extra and remedial classes to meet the specific need of the students
- Appropriate student : teacher ratio, conduct of remedial classes in the second half of every academic session, conduct of monthly tests and seminars to evaluate the comprehending ability of the students.
- Good relation among the students and teacher.

Weakness –

- 1 The curriculum needs requisite change to suit the present day conditions and employment market
- 2 Teachers are not engaged to undertake research work due to lack of proper incentive.
- 3 The conventional course designed by the University is not interesting and inspiring.
- 4 Lack of research facility owing to shortage of funds

Opportunity –

1. The department imparts education to girl students who forms a majority and supposed to transmit educational values to second generation
2. To champion the cause of artistic taste and creative spirit among the students

3. The department imparts education to girl students who forms a majority and supposed to transmit educational and ethical values to second generation
4. It shapes the personality ingredient of the stakeholders for making their contribution towards Nation Building process.
5. The department possesses dedicated and experienced faculty those who teach the students with latest teaching aids such as LCD projector, audio-visual systems, speakers and monitors.

Challenges-

- With limited resource and strength, the department tries to generate genuine human resource who will find a place in this globalized era.
- To beef up academics in the surrounding feeder schools.
- Early marriage of girl students give rise to drop out case and we have to fight back the problem there by ensuring women empowerment, low MMR & IMR and spearheading higher education among the unprivileged lot.
- To fight back the factors responsible for Inconsistency in programme outcome.

5. Department of HISTORY

1. Name of the department: **HISTORY**
2. Year of Establishment : 1987
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): U.G.
4. Names of Interdisciplinary courses and the departments/units involved
5. Annual/ semester/choice based credit system (programme wise): Both
6. Participation of the department in the courses offered by other departments : Yes
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors		

Associate Professors		
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sri Dayasagar Naik	M.A. M.Phil	Asst. Professor	Ancient History	17	
Dr. Bikash Chandra Pradhan	MA Mphil PhD	Asst. Professor	Modern Indian History	04	

11. List of senior visiting faculty : Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty : Nil

13. Student -Teacher Ratio (programme wise) 64: 02

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.: M.Phil, Ph.D.

16. Number of faculty with ongoing projects from

a) National: Nil

b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre /facility recognized by the University: Nil

19. Publications:

a) Publication per faculty : Nil

* Number of papers published in peer reviewed journals (national /international) by faculty and students:

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

20. Areas of consultancy and income generated: Nil

21. Faculty as members in

a) National committees: Nil

b) International Committees: Nil

c) Editorial Boards.... Nil

22. Student projects

c. Percentage of students who have done in-house projects including inter departmental/programme

d. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies : Nil

23. Awards / Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists / visitors to the department :

1. Dr. Dadhi Baman Mishra ,G.M. University Sambalpur .
2. Ashok Behera ,T.F. College Bargarh .
3. Jaysen Sahu ,D.B. College Bhatli .

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National: Nil
- b) International: Nil

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG 1 st year Hons	36	44	28	16	
2 nd year Hons	16	16	12	04	
3 rd year Hons	16	16	10	06	
1 st year Pass	-	-	-	-	
2 nd year	16	16	09	07	
3 rd year	12	12	07	05	

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG Course	99%	1%	

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	25%

PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities
- Library: 658 pieces
 - Internet facilities for Staff & Students: Yes
 - Class rooms with ICT facility: Yes
 - Laboratories: Nil
31. Number of students receiving financial assistance from college, university, government or other agencies: 60
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Nil
33. Teaching methods adopted to improve student learning: Yes
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Yes
35. SWOC analysis of the department and Future plans

Strength –

- Department believes in providing quality education and preparing the students for competitive examinations
- It focuses on imparting quality education, character and career building and personality development of the students
- Understanding between the teachers is satisfactory

Weakness –

- Curriculum prescribed by the University should be academically processed and more attractive
- To give them knowledge beyond the syllabus

- Economic condition of the students is acting as obstacle to carry their future studies
- Teachers are not engaged to undertake research work due to lack To give them knowledge beyond the syllabus
- Economic condition of the students is acting as obstacle to carry their future studies.

The department has mostly academically poor students

Lack of adequate Journals and reference books in the Library

Opportunity –

To foster knowledge and education in the neighborhood

- Glorious History & Cultural heritage of the state has spread the canopy for research activities &for one's opting for a career in History
- It shapes the personality ingredient of the stakeholders for making their contribution towards Nation Building process.
- The department believes in providing quality education and preparing the students to excel academically
- There are wider tribal settlements in the vicinity of the college hence an ample opportunity is there for field studies and research works on their lives, culture, literacy and development

Challenges –

- With the available resource it is a great challenge for the faculty members to produce productive human resources' with proper leadership and with positive mindset to fit in the global market.
- To beef up academics in the surrounding feeder schools
- Low computer literacy among the faculty and students
- e-teaching and database programme need to be developed to add to the skill and employability of the students
- Students are to be motivated to develop love for this subject and inspired to study History so as to be successful in Civil Service Examinations

6. Department of POLITICAL

1. Name of the department: **POLITICAL SCIENCE**
2. Year of Establishment: 1987
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : U.G.
4. Names of Interdisciplinary courses and the departments/units involved: Nil
5. Annual/ semester/choice based credit system (programme wise) : Annual & Semester
7. Participation of the department in the courses offered by other departments : Yes
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors		

Associate Professors		
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sri Pradyumna Ku. Dash	MA Mphil	Asst. Prof	Political Sociology	27 years	
Miss.Hemlata Patel	MA	Asst. Prof	Indian Govt. and Costitution	1 year	

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty : Nil

13. Student -Teacher Ratio (programme wise) 64: 02

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG. : P.G. , M.Phil.

16. Number of faculty with ongoing projects from

a) National: Nil

b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre /facility recognized by the University: Nil

19. Publications:

a) Publication per faculty: Nil

* Number of papers published in peer reviewed journals (national /international) by faculty and students:

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

20. Areas of consultancy and income generated: Nil

21. Faculty as members in

a) National committees: Nil

b) International Committees: Nil

c) Editorial Boards.... Nil

22. Student projects

e. Percentage of students who have done in-house projects including inter departmental/programme

f. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies :Nil

23. Awards / Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists / visitors to the department :

1. Dr. Manas Pujari ,G.M.University Sambalpur .

2. Sirata Panda ,G.M. University Sambalpur .
3. Tripurari Narayan Pati ,G.M. University Sambalpur .

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National :Nil
- b) International :Nil

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG 1 st year Hons	55	35	07	28	
2 nd year Hons	16	16	05	11	
3 rd year Hons	16	16	06	10	
1 st year Pass	-	-	-	-	
2 nd year Pass	15	15	05	10	
3 rd year Pass	02	02	01	01	

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG Course	99%	1%	

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	25%

PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	NA
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library: 562 pieces
- b) Internet facilities for Staff & Students: Yes
- c) Class rooms with ICT facility: Yes
- d) Laboratories :Nil

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Nil

33. Teaching methods adopted to improve student learning: Nil

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Yes

35. SWOC analysis of the department and Future plans

Strength –

- Personal guidance of the teachers through workshops and remedial classes really helps to grow the academic environment
- Good, sincere students, dedicated teachers, technical staff and adequate books in the central and departmental library
- Good teachers are required to produce good future human resource. Our experienced and sincere faculties help the students to be better teachers.

- In the wake of Liberalization and Globalization the Curriculum has become more purposive and meaningful
- Departmental seminars, group discussion and remedial classes are regularly to improve the standard of the students

Weakness –

1. Non-availability of funds for research work
2. Academically & economically poor students
3. The College does not have Departmental Library
4. Curriculum prescribed by the University should be academically processed and more attractive
5. The curriculum needs requisite change to suit the present day conditions and employment market

Opportunity –

- There is huge scope for the students to undertake research programmes.
- To produce graduates who can cope with the liberalization and globalization policy of India.
- The programme offers extensive career option in higher education and banking profession
- It shapes the personality ingredient of the stakeholders for making their contribution towards Nation Building process.

Challenges –

- To revitalize the programme and to recharge the students in the face of a transient change
- Low computer literacy among the faculty and students
- Outdated syllabi and lack of reference books in the library
- Faculty and students need computer literacy more and more
- To give them knowledge beyond the syllabus
- Economic condition of the students is acting as obstacle to carry their future studies

ANNEXURE

ANNEXURE-1 (Approval of Courses of Affiliating University)

“ _____ University ”

Dt. _____

TO WHOM IT MAY CONCERN

This is to certify that _____ College,
At _____ Po. _____,

Dist. _____ Odisha,

is affiliated to the _____ University,

since Year _____ and recognized by the University

Grants Commission (if applicable) and the following Courses/Subjects

are taught in the said college as per approval.

Sl.No	Name of the Course(s) and Duration	Affiliation		Period of validity for the year (s)
		Permanent	Temporary	
(I)	Three year BA. Hons. Courses			

	in _____		
(II)	Three years B.com General Course		
(III)	Three year B.Sc Hons. Courses in _____		

Competent Authority

(With Name, Designation, Seal and Signature)

ANNEXURE-2 (2F & 12B Letter from UGC)

2F

2(F)

23230791, 23230792, 23230721, 23234176
23230793, 23230797, 23230798, 23234447

www.ugc.ac.in

F.8-12006 (CPP-1)



एन.के.ए.ए.ए.ए.

निर्वाहिकालय - उच्च शिक्षण, अर्थोप
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

April, 2007

The Registrar,
Sambalpur University,
Jyoti Vihar, Burla,
Sambalpur-768 019 (Orissa).

23 APR 2007

Sub:- List of Colleges prepared under Section 2 (f) of the UGC Act, 1956- Inclusion of New Colleges.

Sir,

I am directed to refer to the letter No. 96/W/GDC/06 dated 22.12.2006 received from the College on the subject cited above and to say that the name of the following College has been included in the list of Colleges prepared under Section 2 (f) of the UGC Act, 1956 under the head Non-Government Colleges teaching upto Bachelor's Degree:-

Name of the College	Year of Establishment	Remarks
Mahatma Gandhi Degree College, Bhukta, A.P.O. Bhukta-768 045, District Bargarh (Orissa). (On permanent affiliation)	1987	The College is not eligible to receive Central assistance under Section 12 (B) of the UGC Act, 1956 as the UGC has not yet finalised the details to provide financial assistance to "Self Financed Colleges".

The documents submitted in respect of the above College have been accepted by the Commissioner.

Yours faithfully,

(Mrs. Urmil Gulati)
Under Secretary

Copy forwarded to:-

- The Principal, Mahatma Gandhi Degree College, Bhukta, A.P.O. Bhukta-768 045, District Bargarh (Orissa).
- The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary Education & Higher Education, Shree Bhawan, New Delhi-110 001.
- The Secretary, Government of Orissa, Department of Higher Education, Bhubaneswar (Orissa).
- Joint Secretary, UGC, Eastern Regional Office, 113 B Sector-III, Kolkata-700 091.
- Publication Officer, UGC-Website, New Delhi.
- Section Officer (F.D.-III Section) U.G.C., New Delhi.
- All Sections, U.G.C.
- Guard file.

(Om Prakash)
Section Officer

12 B

12(B)

Ph. 23234351, 23232701, 23237721
23234441, 23232798, 23232317
23236733, 23239837, 23239627



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI-110 002

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in
F. No. B-1/2006 (CPP-I/C)

January, 2013

The Registrar,
Sambalpur University
Jyoti Vihar, Burla Dist.
Sambalpur - 768 019
Orissa

01 JAN 2013

Sub: - Declaring a College fit to receive Central Assistance under Section 12 (B) of the UGC Act, 1956.

Sr,
I am directed to refer to the letter No. 111/MGDC/12 dated 14.09.2012 received from the Principal, Mahatma Gandhi Degree College, Bhukta, At./PO. Bhukta - 768 045, Dist. - Bargarh, Odisha on the above subject and to say that it is noted that the following college is aided and permanently affiliated to Sambalpur University. The college is already included under Section 2 (f) of the UGC Act, 1956 vide this office letter of even No. dated 20.04.2007. I am further to say that the name of the following college has been included in the list of colleges prepared under Section 12 (B) of the UGC Act, 1956 under the head 'Non-Government Colleges teaching upto Bachelor's Degree':-

Name of the College	Year of Establishment	Remarks
Mahatma Gandhi Degree College, Bhukta, At./PO. Bhukta - 768 045, Dist. - Bargarh, Odisha.	1987	The College is now declared fit to receive Central assistance in terms of Rules framed under Section 12 (B) of the UGC Act, 1956.

The documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(Raksha Pawra)
Under Secretary

Copy to:-

1. The Principal, Mahatma Gandhi Degree College, Bhukta, At./PO. Bhukta - 768 045, Dist. - Bargarh, Odisha.
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Higher Education, Shastri Bhawan, New Delhi - 110 001.
3. The Secretary, Higher Education Department, Govt. of Orissa, Orissa Secretariat, Bhubaneswar - 751 001, (Orissa).
4. The Joint Secretary, UGC, Eastern Regional Office (ERO), LB - 8, Sector - III, Salt Lake, Kolkata - 700 098, (West Bengal).
5. Publication Officer (UGC-Website), New Delhi.
6. Section Officer (FD-III Section), UGC, New Delhi.

(Sunita Gulati)

ANNEXURE-3 (Letter of UGC grant sanctioned during XI plan)

ANNEXURE - 4 (Audit Report for Last Four Years)

Audit Report for 2011.

1

N K LATH & CO.
CHARTERED ACCOUNTANTS

KALI MANDIR ROAD, BHARGARH
PHONE : 08248-220638(O)

MAHATMA GANDHI DEGREE COLLEGE - BHUKTA
BALANCE SHEET AS ON 31ST MARCH 2011.

LIABILITIES	AMOUNT(RS)	AMOUNT(RS)	ASSETS	AMOUNT(RS)	AMOUNT(RS)
GENERAL FUND			FIXED ASSETS		842,553.00
Balance as per last B/S Sheet	1,084,102.00		(As per schedule's attached)		
Loss/Excess of Exp over income	45,408.32	1,038,693.68			
CURRENT LIABILITIES			CURRENT ASSETS		
Audit Fees Payable		18,000.00	Advance to Staff	11,500.00	
			Telephone Deposit	1,000.00	12,500.00
			Closing Balance		
			Fixed Deposit (SICC Bank)	130,000.00	
			Cash In Hand	2,213.00	
			SICC Bank (A/c No. 17D4)	84,343.00	198,553.00
TOTAL		1,041,606.00	TOTAL		1,041,606.00

AUDIT REPORT

I have examined the receipt and payment account, income and expenditure account for the period from 01.04.2010 to 31.03.2011 and balance sheet as on date and report that, I have obtained all the information and explanations required for the purpose of my audit and the above set-forth account exhibits a true and correct view of affairs of the college according to the best of my information and explanations given to me and as shown by books of account produced before me by the college.

FOR N K LATH & CO.
CHARTERED ACCOUNTANTS

Date : 11th April 2013
Place : Bargarh



N K LATH, FCA)
Proprietor
M No.056738
F R No 522553E

(Signature)
N K LATH, FCA
Mahatma Gandhi Degree College
Bhukta

Audit Report for 2012.

N K LATH & CO.
CHARTERED ACCOUNTANTS

KALI MANDIR ROAD, BHARGARH
PHONE - 29648-29653(10).

MAHATMA GANDHI DEGREE COLLEGE - BHUKTA BALANCE SHEET AS ON 31ST MARCH 2012.

LIABILITIES	AMOUNT(RS)	AMOUNT(RS)	ASSETS	AMOUNT(RS)	AMOUNT(RS)
GENERAL FUND			FIXED ASSETS		
Balance as per last Br Sheet	1,024,606.00		(As per schedule attached)		612,124.00
Aud. Excess of Income over Exp	<u>1,031,609.00</u>	2,056,214.00	CURRENT ASSETS		
CURRENT LIABILITIES			Advance to Staff	28,130.00	
Aud. Fees Payable		27,000.00	Telephone Deposit	<u>1,000.00</u>	47,100.00
			Closing Balance		
			Fixed Deposit (SDCC Bank)	100,000.00	
			Cash in Hand	758.00	
			S.D.I. A/C. No-3690D	776,872.00	
			SDCC Bank (A/C No. 1704)	<u>345,562.00</u>	1,222,990.00
TOTAL		<u>2,082,214.00</u>	TOTAL		<u>2,082,214.00</u>

AUDIT REPORT

I have examined the receipt and payment account, income and expenditure account for the period from 01.04.2011 to 31.03.2012 and balance sheet as on date and report that, I have obtained all the information and explanations required for the purpose of my audit and the above set-forth account exhibits a true and correct view of affairs of the college according to the best of my information and explanations given to me and as shown by books of account produced before me by the college.

Date: 11th April 2013
Place: Bhargarh



FOR N K LATH & CO.
CHARTERED ACCOUNTANTS
(Signature)
N K LATH, FCA
Proprietor
M. No.056738
F R. No.322553E

(Signature)
Principal
Mahatma Gandhi Degree College
BHUKTA

Audit Report for 2013.

N K LATH & CO.
CHARTERED ACCOUNTANTS

MALI MANDIR ROAD, BARGARH
PHONE : 06646-230836/01

MAHATMA GANDHI DEGREE COLLEGE - BHUKTA BALANCE SHEET AS ON 31ST MARCH 2013

LIABILITIES	AMOUNT(RS)	AMOUNT(RS)	ASSETS	AMOUNT(RS)	AMOUNT(RS)
GENERAL FUND			FIXED ASSETS		
Balance as per last O/Sheet	2,055,214.00		(As per schedule attached)		1,119,633.30
Less: Excess of Exp. Over Income	104,117.70	1,951,096.30	CURRENT ASSETS		
CURRENT LIABILITIES			Advances to Staff		
Audit Fees Payable	38,000.00		Telephone Deposit	1,000.00	43,800.00
			Closing Balance		43,800.00
			Fixed Deposit (SDDC Bank)	100,000.00	
			Cash in Hand	173.00	
			S.S.I. A/C. No-38300	84,077.00	
			SDDC Bank (A/c No. 1704)	855,352.00	1,616,009.00
TOTAL		1,951,096.30	TOTAL		1,951,096.30

AUDIT REPORT

I have examined the receipt and payment account, income and expenditure account for the period from 01.04.2012 to 31.03.2013 and balance sheet as on date and report that, I have obtained all the information and explanations required for the purpose of my audit and the above set forth account exhibits a true and correct view of affairs of the college according to the best of my information and explanations given to me and as shown by books of account produced before me by the college.

FOR N K LATH & CO.

Date : 24th Nov 2014
Place : Bargarh



(N K LATH, FCA)
Proprietor
M No. 006736
F R No. 322553E

Audit Report for 2014.

N K LATH & CO.
CHARTERED ACCOUNTANTS

KALI MANJHI ROAD, BARBARH
PHONE : 32240-230638(3).

MAHATMA GANDHI DEGREE COLLEGE - BHUKTA BALANCE SHEET AS ON 31ST MARCH 2014

LIABILITIES	AMOUNT(RS)	AMOUNT(RS)	ASSETS	AMOUNT(RS)	AMOUNT(RS)
GENERAL FUND			FIXED ASSETS		
Balance as per last B/S Sheet	1,951,089.30		(As per schedule attached)		2,402,395.30
Add: Excess of Income over Expenditure	1,772,481.00	3,723,570.30			
CURRENT LIABILITIES			CURRENT ASSETS		
Audit Fees Payable		22,000.00	Advance to Staff	73,800.00	
			Telephone Deposit	1,000.00	74,800.00
			Closing Balance		
			Fixed Deposit (SDDC Bank)	100,000.00	
			Cash in Hand	3,619.00	
			S.B.I. A/C. No-SB300	635,119.00	
			SDDC Bank (A/c No. 1704)	554,895.00	1,284,822.00
TOTAL		3,745,587.30	TOTAL		3,745,587.30

AUDIT REPORT

I have examined the receipt and payment account, income and expenditure account for the period from 01.04.2013 to 31.03.2014 and balance sheet as on date and report that, I have obtained all the information and explanations required for the purpose of my audit and the above set-forth account exhibits a true and correct view of affairs of the college according to the best of my information and explanations given to me and as shown by books of account produced before me by the college.

FOR N K LATH & CO.
CHARTERED ACCOUNTANTS

Date : 24th Nov 2014
Place : Barbarh



(N K LATH, FCA)
Proprietor
M No.056736
F R No.322553E

R. Meher
3.12.14

Audit Report for 2015.

ANNEXURE - 5 (*Master Plan of the College*)

ANNEXURE - 6 (*Declaration Certificate by Principal to be typed on College Letter Head*)

Declaration Certificate by Principal

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

The institution prepares this SSR after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Date:

Place: Bhutka, Bargarh

Principal / Head of the Institution

Signature with seal

Mahatma Gandhi Degree College,

Bhukta, Bargarh, Odisa.

ANNEXURE – 7 *(Certificate of Compliance by Principal, to be typed on College Letter Head)*

Certificate of Compliance

This is to certify that **Mahatma Gandhi Degree College, Bhukta, Dist. Bargarh, Odisha** fulfills all norms

1. Stipulated by the affiliating University
2. The affiliation is valid as on date

It is noted that NAAC's accreditation, if graded, shall be cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the College website.

Date:

Place: Bhukta, Bargarh

Principal / Head of the Institution
Signature with seal
Mahatma Gandhi Degree College,
Bhukta, Bargarh, Odisa.