

SELF- STUDY REPORT
(FOR ASSESSMENT & RE-ACCREDITATION)

SUBMITTED TO
**NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL (NAAC),
BANGALORE**

2015-16



SHISHU ANANTA MAHAVIDYALAYA
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ଅଧ୍ୟକ୍ଷଙ୍କ କାର୍ଯ୍ୟାଳୟ
ଶିଶୁ ଅନନ୍ତ ମହାବିଦ୍ୟାଳୟ
(ଉଚ୍ଚମଧ୍ୟମିକ ଶିକ୍ଷା ପରିଷଦ ଓ ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଦ୍ୱାରା ସହଜଞ୍ଜିତ)
[ନାର (ସୁବିଧି) ଦ୍ୱାରା ସି** ଗ୍ରେଡ୍ ପ୍ରାପ୍ତ ମହାବିଦ୍ୟାଳୟ]
ସା/ପୋ-ବାଲିପାଟଣା, ଜିଲ୍ଲା-ଖୋର୍ଦ୍ଧା, (ଓଡ଼ିଶା), ପିନ୍-୭୫୨୧୦୨



Office of the Principal
SHISHU ANANTA MAHAVIDYALA
(Affiliated to C.H.S.E. & Utkal University)
[ACCREDITED AS C** BY NAAC(UGC)]
At/P.O.-Balipatana, Dist.-Khurda (Odisha) Pin-752102

Letter No. (ପତ୍ର ସଂଖ୍ୟା).....**୫୬୩**.....
From:

Date. (ତାରିଖ).....**29/09/15**.....

The Principal
Shishu Ananta Mahavidyalaya
Balipatna, Dist-Khurda
Odisha

To

The Director
National Assessment and Accreditation Council
P.O-Box No.1075, Nagarbhavi
Bangalore-560072

Sub:- Submission of SSR & Annual Quality Assurance Report.

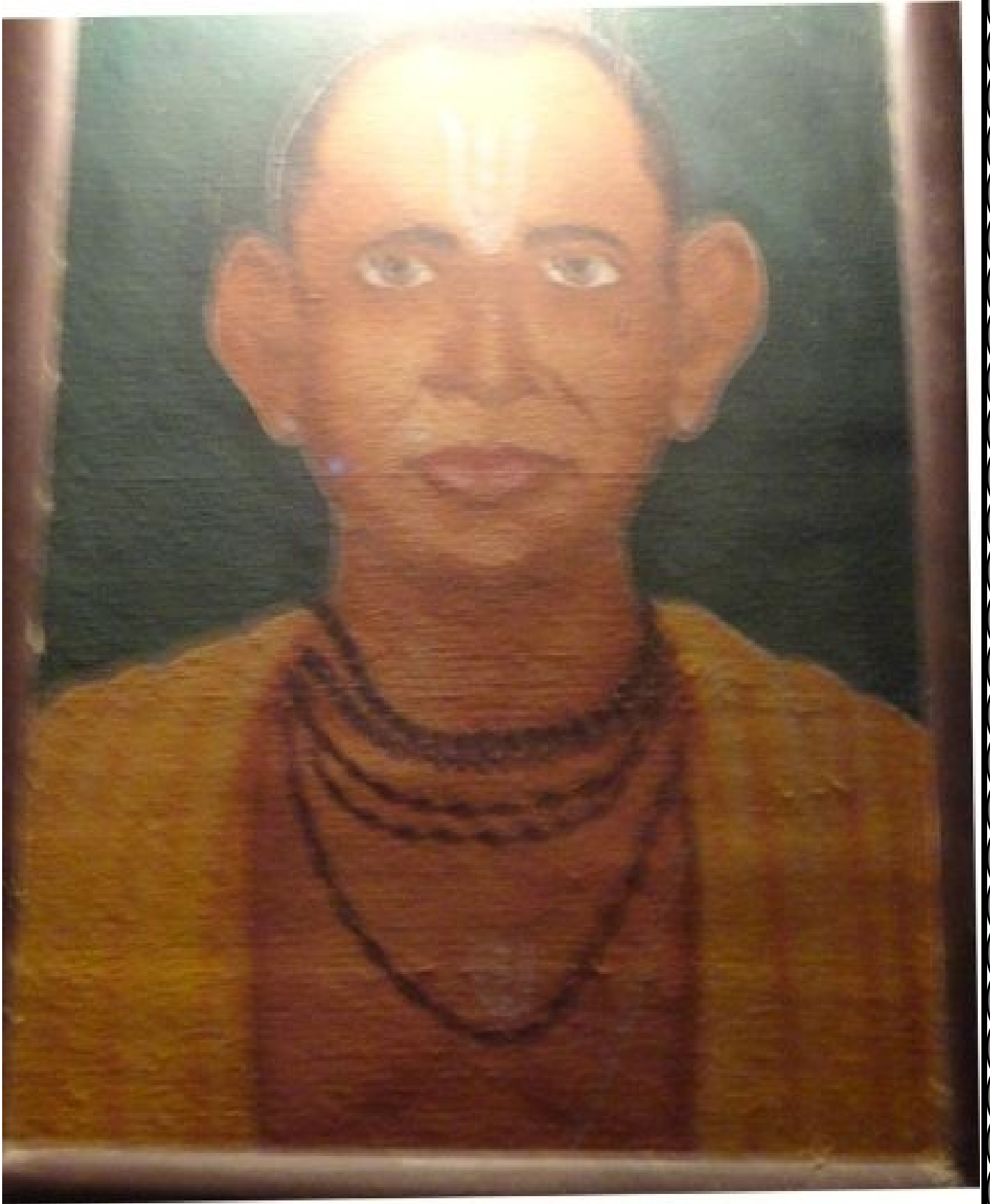
Dear Sir,

I am submitting herewith Self Study Report and Annual Quality Assurance Report for Cycle-II Accreditation of Shishu Ananta Mahavidyalaya in the prescribed format for visit of NAAC Peer team.

With regards;

Yours Sincerely


PRINCIPAL
Principal
S. A. Mahavidyalaya
Balipatna, Khurda.



SANTHA SHISHU ANANTA

Shishu Ananta

THE fag end of fifteenth century was a glorious period in the history of Orissa since the incarnation of the five saints known as PANCHAKSA brought renaissance in Orissa's literature. They not only swayed the religious life of the people but also made history by their rich contribution to the medieval art and literature. His holiness SHISHU ANANTA DAS was one of those famous SAKHAS, who by virtue of his Yogic power, erudite scholarship, devotion and invaluable contribution to literature, has made himself immortal.

SHISHU ANANTA DAS was born in the year 1486 at Balipatna (Puri District, now Khurda District). The epic 'UDAYA KAHANI' describes that SHISHU ANANTA was born in SURYA DYNASTY while in the Srichaitany's Bhagavat, he is said to have received the blessings of the deity Suryanarayan of Konark. The title SHISHU which means a child, has been woven out of folk stories and scriptures of the contemporary period, the most believed one being that the immortal saint Jagannath Das had to transform himself into a woman before the royal court with a view to dispel the suspicion that was aroused because of his close association with women disciples. It so happened that there came out an unending stream of milk from his breast until SHISHU ANANTA DAS with an incredible fit of his mental power, jumped into the lap of the saint in the form of a child and started suckling. Besides the great saint's birth place, innumerable Ashrams, notably at Punang in Cuttack district, Tentulipada in the famous Saktipitha- Sarala and foot hill of Khandagiri, established by his disciples all over the State still stand as historic monuments. The shrine at Balipatna (his birth place) was lost in the womb of history for a long time until discovered by one of his disciples in the year 1943-44 under a miraculous supramental direction from the saint. The shrine's square-sized stone was found surrounded by a strange formation of seven gignatic sacred sahara trees like the serpent king Ananta's seven hoods majestically hovering over the great Lord in eternal slumber. Under the stone was found a strange pen, now in the custody of the said disciple, with a small hole in one side. Through this hole can be seen the blissful LILA of the Lord in Bindaban.

The epic works of the saint like 'Dhama Kshetra', 'Gupta Tika', 'Siddha Guru Pranali', 'Baishnab Acharana', 'Anakar Sabada', 'Mantra Chandrika', 'Pinda Brahmanda Gita', 'Artha Tarini' and 'Hetu Udaya Bhagabata' among a host of others have not only greatly enriched the literature of Orissa but has flourished the Jagannath culture in the eastern hemisphere.

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PREFACE

It is a great privilege to submit the Self-Study Report (SSR) of Shishu Ananta Mahavidyalaya, Balipatna, Khordha for the Cycle - II of accreditation by the National Assessment and Accreditation Council.

Shishu Ananta Mahavidyalaya is the oldest college of Balipatna Block, Khordha district in the state of Odisha. Located in a predominantly rural area, this institution has been catering to the higher educational requirements of students mostly coming from poor and marginalized families. Since its inception, it has played a key role in spreading education in this region, which has particularly helped the girl children.

This college is one of the premier co-education institutions of the district; fully Govt. aided (Non-Government), affiliated to Utkal University and has got UGC recognition under Section 2(f) and 12(B). It has also been awarded C++ Grade by NAAC in 2007.

Preparation of this report has been made according to the guidelines of NAAC. All activities of the college in the past and present with its vision, mission and objectives have duly been presented in this report.

A Committee comprising five members has been formed to undertake the task of preparing the SSR. Senior faculty members have been consulted and their suggestions heeded. This SSR is an honest, candid and sincere presentation to the best of my knowledge.


Principal
S. A. Mahavidyalaya
Balipatna, Khurda

Principal

EXECUTIVE SUMMARY - SWOC ANALYSIS

Shishu Ananta Mahavidyalaya, the premier higher educational institution of Balipatna Block (Jayadev Constituency), in the district of Khordha, Odisha, is located in an idyllic environment, flanked by a massive mango orchard on one side of its campus. Named after the great fifteenth Century devotional poet Shishu Ananta, this institution has retained and preserved the beauty and simplicity of the cultural past of this region.

It needs to be mentioned that this region was famous for the hallowed Prachi Valley civilization. Historically, this region was enriched by the confluence of many important strands of religious cults of Odisha in particular and India at large. Kavi Jayadev, the celebrated Sanskrit Poet of Geet Govinda fame hailed from this region in the 12th Century. Thus, the people of this locality, though rural, have been the inheritors of the typical religio-cultural ethos of its part. Characteristically, the students of this college, both in the past and present, have shown stellar qualities of heart-being proverbially simple, innocent and disciplined. The typical ethos of the locality and the general nature of the students enrolled have greatly contributed to the peaceful academic ambience of the college.

Since its establishment in 1978, this institution has marched through many ups and downs. Resource-constraint has often made it helpless and unable to implement required Development programmes. In spite of many huddles and obstacles, the college is now in a position to accelerate its rejuvenation and growth, thanks to the dogged zeal and efforts of its stakeholders. It has already been awarded C++ Grade by NAAC in 2007.

Shishu Ananta Mahavidyalay started as a Higher Secondary Educational Institution and evolved into a degree college, now

imparting +3 level courses in Arts, Science and Commerce faculties. The college got its concurrence and affiliation from Utkal University in 1980-81. It became an aided institution by the Govt. of Odisha in 1985-86 and got UGC recognition under 2(f) and 12(B) in 1992.

Committed to its basic vision of providing easy and accessible avenues for the children of the rural poor households to seek meaningful and effective education for self-growth and development, the college definitely needs right facilitation and assistance to realize its vision and mission. As an institution imparting both the +2 & +3 levels of education, it has successfully catered to the needs of varying intellectual and emotional qualities and caliber.

The College is manageably-equipped-both in infrastructure and man-power. But a lot remains to be done and efforts are on to ensure its growth and progress in teaching-learning and administrative aspects. However, to be honest and candid, it must be mentioned that this institution is, at present, still struggling with many problems. Infrastructure-wise, it can never boast of any adequacy. Its old structures are in need of massive repair and renovation work. The area being prone to natural calamities, all its old structures have partially been ravaged, year to year.

Another nagging problem faced by the college is the poor quality of the students. As majority of its students come from low social background, they show very low levels of cognitive and critical thinking. Almost sixty percent of its students happen to be first generation learners and this naturally creates huge problems for implementing novel, innovative and effective methods in classroom transactions. Given the low level of primary and secondary teaching, most of the children of this locality cannot be expected to match the educational standards of the ones pursuing education in the towns and cities. In the

face of this handicap, the teachers of this college continue putting in best efforts. However, considering the large number of girl students enrolling here every year, it gives us immense satisfaction that this institution of ours is fulfilling the great need of empowering women. This fact alone vindicates our claim for being accorded facilitation and assistance in every way. Besides, the number of students from SC/ OBC Categories is always greater, which again enables this college to contribute to the realization of inclusive progress through imparting higher education to the historically depressed sections of society.

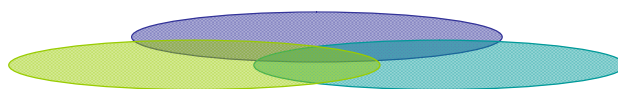
Coming to the nature and quality of human resources, it needs to be stated that the existing members of the staff, both teaching and non-teaching, have professional integrity and commitment. The members of the teaching staff have shown zeal and interest in addressing the issues in teaching-learning aspects to the best of their efforts. There are a good number of teachers having very good academic records and with Ph.D and M.Phil Degrees. Those having no Ph.D or M.Phil Degrees are in no way less competent in teaching. Rather, there are a few among these teachers who score far better in the classroom transactions and are loved and respected by the students for their commitment and expertise.

The members of the non-teaching staff are loyal and dutiful and their wholehearted support to the administration has always been very encouraging.

There are umpteen challenges that a growing college like ours has to encounter. Most of the senior faculties are on the verge of retirement and many have already retired, particularly the ones that have had long stint in the college and have had huge experience of handling the challenges. The Government has almost banned the appointment to vacant posts by the Management and there has been no appointment by the Government itself. This has singularly been the

most challenging problem. There is shortage of staff in many Departments.

The other discouraging factor is the great disparity in the pay structure. The lowest paid teachers have to grapple with the demeaning feeling of deprivation. In any case, the members of the teaching staff have displayed exemplary co-operation and co-ordination and all of them are eagerly looking forward to the visit of the NAAC peer Team for cycle-II accreditation.



CHAPTER-I

PREPARATION OF SELF- STUDY REPORT

Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name:	Shishu Ananta Mahavidyalaya,	
Address:	At/Po-Balipatna, P.S:-Balipatna, Dist-Khordha	
City:	Pin: 752102	State-Odisha
Website:	www.samvbalipatna.in	

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Sri Sudhir Kumar Mohanty	O:067424623 0 R:	826349044	O:067424 6230	shishuananta.mahavidyalaya@gmail.com
Vice Principal		O: R:			
Steering Committee Co-ordinator	Bharat Bhusan Mohanty	O: R:	7205069547		

3. Status of the Institution:

Affiliated College

☒

Constituent College

☐

Any other (Specify)

☐

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 It is recognized minority institution?

Yes

No

☒

If yes specify the minority status (Religious/linguistic/any other) and provide documentary evidence

6. Sources of funding

Government

☐

Grant-in aid

☒

Self - financing

☐

Any other

☐

7. a. Date of establishment of the college: 07.09.1978

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

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2(f)	2.11.92	
ii. 12(b)	2.11.92	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc)

Under Section/clause	Recognition/Approval details Institution/Department Programme	Day, Month and year (dd-mm-yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC) on 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	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

If yes, date of recognition_____ (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

If yes, Name of the agency_____ and
Date of recognition_____ (dd/mm/yyyy)

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

Location	Rural
Campus area in sq.mts	8093.8 Sq Mtrs
Built up area in sq.mts	6070.35 Sq mtrs

(Urban, Semi-urban, Rural, Tribal, Hilly Area, Any other 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
- Sports facilities
 - ❖ Play ground ☒
 - ❖ Swimming pool
 - ❖ Gymnasium
- Hostel
 - ❖ Boys' hostel - X

- i. Number of hostels
- ii. Number of inmates
- iii. Facilities(mention available facilities)

❖ **Girls hostel** ☒

- i. **Number of hostels** : **01**
- ii. Number of inmates
- iii. Facilities (mention available facilities)

❖ **Working women's hostel-** X

- i. Number of inmates
- ii. Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff
(give numbers available – cadre wise) - **01**

• **Cafeteria** – ☒

• Health Centre – No

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance

Health centre staff-

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

- Facilities like banking, post office, book shops Nil
- Transport facilities to cater to the needs of students and staff-
Nil
- Animal house Nil
- Biological waste disposal Nil
- **Generator or other facility for management/regulation of electricity and voltage**
Yes
- Solid waste management facility No
 - Waste water management
No

- Water harvesting

No

12. Details of Programmes offered by the College (Give data for current academic Year)

Sl No	Program me Level	Name of the Programme/Course	Duration	Entry Qualification	Meduim of Instruction	Sanctioned/ Approved student Strength	No of Students Admitted
1	Under-Graduate	B.A, (Pass & hons) BSc, (Pass & Hons) B.Com(Pass & Hons)	3years	+2/Higher Secondary	English Odia	256+51=307 64+12=72 64+13=77	288 75 77
	Post-Graduate						
	Integrated Programmes P.G						
	Ph.D						
	M.Phil						
	Ph.D						
	Certificate Course						
	UG Diploma						
	P.G Diploma						
	Any other (specify and provide details)						

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

15. List 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 like English, regional languages etc)

Faculty	Departments (e.g. Physics, Botany, History etc)	UG	PG	Research
Science	Physics Chemistry Mathematics Botany & Zoology	✓		
Arts	English Odia History Political Science Economics Philosophy	✓		
Commerce	Commerce	✓		
Any other (Specify)				

16. Number of Programmes offered under (Programme means a degree course like BA, B. Sc, MA, MCom..)

- a. Annual system ☒
- b. Semester system ☐
- c. Trimester system ☐

17. Number of Programmes with- Nil

- 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 Teachers?

Yes ☐ No ☒

If Yes

a. Year of introduction of the programme(s) _____ (dd/mm/yyyy)

And number of batches that completed the programme

b. NCTE recognition details (if applicable) - NA

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 the programme(s) _____ (dd/mm/yyyy)

and number of batches that completed the programme

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 Programme separately?

Yes ☐ No ☒

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching Staff						Non-Teaching Staff		Techincal Staff	
	Professor		Associate professor		Assistant Professor					
	M	F	M	F	M	F	M	F	M	F
Sanctioned by the UGC/University/ State Govt. recruited			04	01	15	08	10+13	00+02	05	-
Yet to recruit										
Sanctioned by the Management /society or other authorized bodies recruited					08	05	01+02			01
Yet to recruit										

M-Male F-Female

21. Qualifications of the Teaching staff

2.1. 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.							
M.Phil							
P.G							
Temporary Teachers							
Ph.D.			03	-	05	06	
M.Phil					03	01	
P.G			02	01	12	08	
Part Time Teachers							
Ph.D.							
M.Phil							
P.G							

22. Number of Visiting Faculty / Guest Faculty engaged with the College

Nil

23. Furnish the number of the students admitted to the college during the last four academic year.

Categories	2012-13		2013-14		2014-15		2015-16	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	31	30	10	31	40	31	35	36
ST	-	-	-	-	-	-	-	01
OBC	26	86	75	129	94	89	87	134
General	74	59	16	32	52	51	61	65
Others	09	07	05	04	02	04	11	10

24. Details on students enrolment in the college during the current academic year

Type of students	UG	PG	M.Phil	Ph.D	Total
Students from the same state where the college is located	440				440
Students from other states of India	Nil				
NRI students	Nil				
Foreign students	Nil				
Total	440				440

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

UG

15%
25%

PG

26. Unit Cost of Education

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

(a) Including the salary component

(b) Excluding the salary component

27. Does the college offer any programme/ in distance education mode (DEP) ?

Yes

No

☒

If yes,

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

Yes

No

☒

b) Name of the University which has granted such registration

c) Number of Programmes offered

d) Programmes carry the recognition of the Distance Education Council

Yes

No

28. Provide Teacher-student ratio for each of the programme/ course offered:-

Arts-1:25

Science-1:16

Commerce-1:52

29. Is the college applying for

Accreditation: Cycle 1

Cycle2

☒

Cycle3

Cycle 4

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)

Cycle1: 31.03.2007 Accreditation Outcome/Result - **C++**

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 reports(s) as an annexure.

31. Number of working days during the last academic year

240

180+60

32. Number of teaching days during the last academic year

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

180

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

IQAC..... (dd/mm/yyyy)

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

See AQAR for 2014-15 as annexed No. (i)

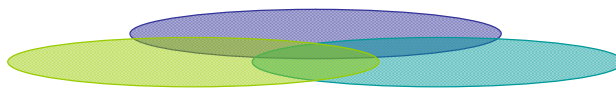
AQAR (i) _____ (dd/mm/yyyy)

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

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

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

35. Any other relevant data (not covered above) the college would like to include (Do not include explanatory/ descriptive information) **Nil**



CHAPTER-II

CRITERION-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1:1 Curriculum Planning & Implementation-

Vision of SHISHU ANANTA MAHAVIDYALAYA

- Provide easy, accessible and affordable higher education to students, mostly coming from poor and marginalized families.
- Promote human values, work ethics, leadership, professionalism and secular outlook in the students.

Mission:

- Committed to providing value-based, effective, quality education to the students, majority of whom come from very poor and rural families.
- To create enabling educational environments for the youth at the grass roots level and empower them to realize their innate potentialities.

Objectives:

Long term

- To emerge as a centre of excellence.
- To effect integral development of the students through dissemination of right knowledge, information and wisdom.
- To promote interdisciplinary studies, research and advocacy activities and quality education.
- To facilitate socio-cultural consolidation and rejuvenation through imaginative and creative education.

Short Term:

- Introduce self-financing and job-oriented courses.
- Ensure stimulating and learner-friendly academic ambience.
- Orient the students to seek self and societal development with a human face
- Initiate and adopt new and innovative methods in class room transactions

- Conduct regular self-assessment and existing environment-appraisal to promote and facilitate the realization of the cherished mission and goals.

Communication of the vision, mission and objectives

- Orienting the students (particularly the fresher's) regarding the core ideas and values through interactive programmes and transactions
- Putting up placards at key places enumerating the vision, mission and objectives.
- Emphasizing the elaboration of the vision, mission and objectives in the seminars, symposiums, workshops and in career counseling programmes.
- Steps are contemplated to aware the parents / guardians about the values and ideals that the college stands for.

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):

As the college is under Utkal University, it follows the course-structure prescribed by the University. There is little scope to alter the prescribed course structure.

However, the college has taken up some easy and convenient steps and initiatives for smooth implementation of the course.

They are:

- Preparation of academic calendar as per the guidelines of the government
- Preparation of Lesson Plans and progress registers by the teachers
- Intensive interaction with the students by the concerned teachers so as to motivate them to prepare themselves as per the course structure.
- Close monitoring of the students so as to ensure desirable progress in studies
- Periodic collection of feedbacks from the students, mainly during the class room transactions.

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?

- Teachers attend seminars and workshops and orientation programmes conducted by Utkal University for the purpose of motivating themselves to effectively implement the curriculum and improve teaching practices.
- Teachers also attend the refresher courses and other academic training programmes organized by Academic Staff College and other such agencies.
- Teachers do exchange their ideas with the reputed academicians visiting the college for seminars and workshops.

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.

- The course-structure is framed by the Utkal University. The college adopts the prescribed course structure and takes up effective steps for implementation of the course-structure.
- Class room transactions, practical classes, people-oriented social programmes are the main ways and methods for effective curriculum delivery.

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

- As the college is located in a predominantly rural area, there is very little scope for establishing effective networks with industries or reputed research bodies. However, the college has been making sincere efforts for facilitating close professional relationships with some well-known industries and research bodies located in the cities and industrial hubs of the state. Students, particularly of the commerce stream do visit some industrial houses, accompanied by their teachers. Students also interact with the professionals visiting the college Minimal though

these efforts are, the college hopes to augment this aspect in the coming days.

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.*

- It must be admitted that the contributions of this institution or its staff members to the development of the curriculum by the university are negligible. One of the reasons is that the university has not provided any viable forum to enable colleges like ours or the members of the teaching staff to contribute meaningfully to the development of the curriculum. However, the teachers sometimes ventilate their views and that of the students as regards the efficacy or usefulness of the curriculum.

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.*

- The college adopts the curriculum prescribed by the Utkal University and does not have any scope to develop curriculum for any of the courses.

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

- The college takes concerted steps to ensure that the curriculum is fully covered within the mandatory time frame.
- In the face of exigencies, if the courses are not duly completed, extra classes are taken; formal and informal interactions and transactions with the students are undertaken.
- Feedbacks from the students, mostly gathered during classroom transactions are given due consideration and steps are taken accordingly.

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.*

As this is an affiliated institution, it has no autonomy to design the curricula. The curricula prescribed by the university is adopted and implemented in letter and spirit. However, the curricula designed by the university seem quite suitable for the kind of students admitted. For example, subjects like Environmental Studies/ Population Studies / Computer Application for Arts and Commerce students; English and Modern Indian languages for Science Students, etc. greatly contribute to the learning process of the students; instill in them necessary sensibility and help them expand their mental horizon. Again, subjects like Indian Society and culture for students of all discipline aware them about the age-old culture, heritage and typical ethos of the mother land.

Courses offered:

Regular Degree	Faculty	Subjects
+3 (Honours)	Arts	<ol style="list-style-type: none">1. Pol. Science2. History3. Economics4. Odia
+3 (General)	Arts	<ol style="list-style-type: none">1. English2. MIL(O/H/U/AE)3. Pol. Science4. History5. Economics6. Odia Pass7. Philosophy

+3 (Honours)	Science	<ol style="list-style-type: none"> 1. Physics 2. Chemistry 3. Botany
+3 (General)	Science	<ol style="list-style-type: none"> 1. English 2. MIL(O/H/U/AE) 3. Physics 4. Chemistry 5. Mathematics 6. Botany 7. Zoology
+ 3 (Honours)	Commerce	<ol style="list-style-type: none"> 1. Accountancy 2. Management
+3 (General)	Commerce	<ol style="list-style-type: none"> 1. Communicative English 2. Business Economics 3. Financial Accounting 4. Business Regulatory Framework 5. Fundamentals of Entrepreneurship 6. Indian Society & Culture 7. Business Statistics 8. Business Environment 9. Cost Accounting 10. Income Tax 11. Computer Application 12. Environmental Studies 13. Management Accounting 14. Principles of Business Management 15. Auditing

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

N.A.

No dual / twinning degree offered.

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 skill 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.

Streams	Core	Elective / Major Elective	Minor Elective
Arts	1. English 2. MIL(O/H/U/AE) 3. Indian Society & Culture 4. Environmental Studies 5. Computer Application/Population Studies	1. Indian Polity 2. Indian Economy 3. Landmarks in Indian History 4. Odia 5. Philosophy	
Physical Science	1. English 2. MIL(O/H/U/AE) 3. Information Technology 4. Environmental Studies 5. Indian Society & Culture 6. Physics 7. Chemistry	1. Mathematics	1. Biology
Biological Science	1. English 2. MIL(O/H/U/AE) 3. Information Technology	1. Chemistry	1. Mathematics & Statistics

	4. Environmental Studies 5. Indian Society & Culture 6. Botany 7. Zoology		
Commerce	1. Communicative English 2. Business Economics 3. Indian Society & Culture 4. Computer Application 5. Environmental Studies 6. Financial Accounting 7. Business Regulatory Framework 8. Fundamentals of Entrepreneurship 9. Business Mathematics 10. Business Statistics 11. Business Environment 12. Cost Accounting 13. Corporate Accounting/ Marketing Management 14. Income Tax/ Financial Management 15. Management Accounting 16. Principles of		

	Business Management 17. Financial Statement Analysis & Reporting/ Human Resource Management 18. Indirect Taxes/ Bank Management 19. Auditing/ Production Management		
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- **Choice Based Credit System and range of subject options**
 - Choice based credit system has not yet been introduced by the affiliating University.
- **Courses offered in modular form**
 - Courses of all subjects are offered in modular form.
- **Credit transfer and accumulation facility**
 - No such provision is enacted by the affiliating university.
- **Lateral and vertical mobility within and across programmes and courses**
 - No such provision is enacted by the affiliating university.
- **Enrichment courses**
 - The courses prescribed by the university serves the purpose of enrichment.

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.

- The institution does not offer any self-financed programmes till date. Although, one of our objectives is to offer such courses, and although attempts have been made in that direction, the institution has failed to enroll students in such courses. The obvious reason is the poor financial background of the students. Lack of adequate infrastructure has also been a handicap.

However, in the coming days, with infrastructural availability, steps may be taken for the purpose.

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.

→No

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?

→ No such provision is provided by the affiliating university.

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?

- Programmes such as in-house seminars, workshops, extra-mural lectures and open interactions and transactions with the students are undertaken to supplement the University's Curriculum.
- Emphasis is laid on the development of the cognitive and creative aptitude of the students through the above-stated programmes.

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?

→ No such efforts have been made by the institution. However, viable steps are being contemplated to address this issue.

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 ?

- The prescribed curriculum envisages to address such issues.
- The YRC, N.S.S., Rovers units of the college take up such issues in the course of their varied programmes.

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

Moral and Ethical Values

→ Teachers are motivated to inculcate moral and ethical values in the students, mostly during classroom transactions and also in the seminars and workshops

Employable and life skills

→ the N.S.S. YRC, Red Ribbon Club of the college give due emphasis on teaching life-skills

Better Career options

→ the career counseling cell of the college organises programmes to aware the students about better career options and also to enhance their skills for the purpose.

Community Orientation

- The N.S.S., YRC and Red Ribbon Club of the college take up community orientation programmes with sincerity and enthusiasm.
- the YRC Unit of the college, under the dynamic leadership of its counselor, undertakes active community orientation of the students. During the Nabakalebar and Bahuda festival of Lord Jagannath the YRC Volunteers installed a First Aid Centre at the nearby square to render help and assistance to the pilgrims.
- This programme was lauded by the locals and the visiting guests.
- Rallies for AIDs Awareness, Active citizenship are undertaken for orienting the students for community service.

- Blood Donation Camps by the N.S.S. and the YRC Units are organized for the same purpose.

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

- Feedbacks from the students enable the teachers to address deficiencies in the teaching methods.
- Feedbacks from the students regarding the suitability of the curriculum are occasionally collected. But as there are no viable and convenient channels to interact with the university regarding the enrichment of the curriculum-keeping the students need and expectations in mind, the institution continues implementing the prescribed curriculum.
- During class room transactions and seminars, discussions and deliberations about the effective implementation of the curriculum are held, which enlighten the students.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes ?

- the Principal , the academic bursar and the teachers regularly review the implementation of the enrichment programme.
- Emphasis is laid on Making the Classes learner-friendly and interactive
- Progress registers are scrupulously maintained and reviewed by the Principal.
- Priority is given to healthy student-teacher relationship, which enable the students to ventilate their problems relating to the curriculum.
- Review and monitoring by the Government through the officials of performance Tracking Cell, Director, Higher Education, Regional Director, Higher Education and others ensure curriculum enrichment.

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?*

- Utkal University, the affiliating university of the college designs the curriculum.
- As there is little scope for interacting with the university for the purpose of development of the curriculum, the contributions of the college are negligible
- Some members of the teaching staff have interacted with the members of the Board of Studies of the university and exchanged their views and opinions. However, this is hardly note-worthy.

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?*

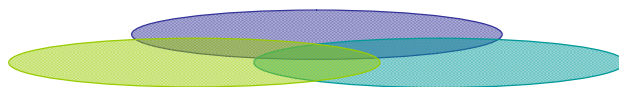
- The institution has put in place some convenient mechanisms to collect feedbacks from the students and other stakeholders on the curriculum and examination processes.
- The feedbacks thus obtained are communicated to the Board of Studies and Academic Council of the University.
- The college, being an affiliated institution, has practically little say on the design, development and enrichment of the curriculum.
- However, new programmes like opening of Honours, Electives are effected as per the feedbacks obtained from the students and other stakeholders.

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?*

- Honours courses in Commerce have been introduced on account of demand from students and stakeholders.

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

- Very candidly, it may be mentioned here that the college mainly caters to the higher education requirements of the students coming from very low social and financial status
- Most of them are first-generation learners
- The locality being predominantly rural does not offer any useful exposure to the youth
- Given these handicaps, the teachers do face an uphill task to motivate the students for improving their academic performance
- However, teachers make concerted efforts for the improvement of the standards of the students, keeping the curriculum in mind.



CRITERION II: TEACHING – LEARNING & EVALUATION

2.1 Student Enrolment & Profile

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

- Admissions to the Degree Classes have entirely been facilitated and undertaken through SAMS (Students Academic Management System) since 2011-12 from common application pool for the state as per the guidelines of the Govt. of Odisha.
- This process of E-admission through SAMS ensures required publicity and the much-desirable transparency.

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.

- The SAMS guidelines envisage that the students should apply online vide Common Application Form (CAF), which is validated by each constituent college and uploaded in the system after which Common Selection List (Merit List) is displayed online.
- This process ensures that the students take admission on the basis of merit in any of the colleges allotted to them from among the choice of colleges made by them in their (CAF, on the specified dates.
- Honours selection and admission are also done in the same manner on the basis of eligibility and merit, as per the selection list displayed online, after counselling in the concerned colleges.

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.

→The minimum and maximum percentage of cutoff marks of S.A. Mahavidyalaya and some other colleges of the district for admission (Session 2015-16) are given below:

Name of college	Minimum Cutoff Marks			Maximum Cutoff Marks		
	Arts	Science	Commerce	Arts	Science	Commerce
S.A. Degree Mahavidyalaya	35%	Physical-44.17% Biological-51.83%	40.67%	35%	Physical-60.83% Biological-51.83%	40.67%
Banamalipur Degree College	35%	---	---	35%	---	---
Kamala Nehru Degree Womens' College	42%	Physical-41.50% Biological-55.50%	35%	54%	Physical-72.83% Biological-72.60%	35%
Ekamra Degree College, Bhubaneswar	35%	Physical-36% Biological-51.83%	42.50%	51.83%	Physical-60.67% Biological-60.33%	42.50%

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 ?

→ On completion of the admission process, the admissions section of the college prepares a record of students containing data relating to the profile of the students pertaining to vital aspects such as nativity, parental income, caste, religion, gender, etc., and also their academic records and subject options.

→ Data thus obtained are analysed and reviewed by the officers-in-charge, which ensures close supervision and monitoring of

the students and the steps to be taken for adopting suitable policies for over-all academic progress and facilitation.

- The freshers' attend the orientation programmes conducted by the college with a view to informing them about the rules, procedures, ideas and policies enshrined in the college calendar, and also to acclimatize them with the existing academic and administrative ambience.
- Apart from the initial orientation meetings, teachers make it a point to raise the awareness of the students about their duties and rights, about the typical socio-cultural issues that they face and have to deal with.
- Close interactions with the students by the teachers and some other stakeholders motivate them for pursuing their studies in an atmosphere of trust, love and commitment.

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
- The reservation guidelines of the Government of India/ Odisha pertaining to admissions for different categories of students (SC-8%, ST-12%, Differently Abled-3%, ESM-1%, SDP-1%) are followed.
 - The college, on the basis of Govt. Guidelines, give priority to the accommodation of students coming from the local areas, which has clearly facilitated the higher education requirements of the students of the poor and marginalized families mostly inhabiting this region.

- This accommodating admission policies have ensured the entry of large number of girl students, who would not have found any opportunity to enroll themselves in colleges at far-off places.
- This again, has ensured the entry of a good number of students belonging to SC, ST and OBC Categories.
- Thus, this college has been fulfilling the cherished goal of giving the youths of lower social status access to higher education,

2.1.6 Provide the following details for various programmes 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.

Programmes	Number of applications received	Number of students admitted	Demand Ratio
U. G			
1. Humanities			
2012-13	286	194	
2013-14	276	182	
2014-15	353	230	
2015-16	460	288	
2. Science			
2012-13	Physical- 168 Biological- 79	Physical- 32 Biological- 32	
2013-14	Physical- 177 Biological- 89	Physical- 30 Biological- 28	
2014-15	Physical- 248 Biological- 102	Physical- 33 Biological- 31	
2015-16	Physical- 219 Biological- 156	Physical- 38 Biological- 37	

3. Commerce			
2012-13	189	64	
2013-14	128	62	
2014-15	159	69	
2015-16	212	77	

- It needs to be mentioned here that as this college is the oldest degree college of the area and has reputation for its peaceful academic and administrative ambience, most of the students of the block prefer to pursue their studies here.
- However, the entry of the students in the science stream is not promising, which may be attributed to the comparative low standard of the students coming from very poor background- the illiteracy of their parents and their ignorance about the current weightage given to science subjects.
- This apart, poor infrastructure is another reason for not motivating the parents to choose this college for the science education of their children.
- The College, thus, is in great need of continuous financial assistance for upgrading its infrastructure, particularly considering the very meager financial assistance by the State Government.

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?

- The Government policy relating to the provisions for catering to the needs of the differently -abled students have to be followed, and are strictly adhered to
- This apart, differently -abled students are provided scholarships under different categories by the Government and sometimes by the non-government agencies.

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.

- The general standard of the students, their cognitive skills are usually assessed through their initial academic records and their marks at +2 level.
- This general assessment helps in understanding the aptitude of the students and basing on this, counseling for choosing appropriate subjects takes place.
- During the counseling for allotting Honours subjects, the assessment of the standards of the students is closely undertaken.

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 ?

- As majority of the students have come from low social status and are also first-generation learners, they have low cognitive skills and very slow learners.
- This fact is a constraint for the teachers, who are often facing challenges during classroom transactions. Inspite of their close interactions, students rarely show any noticeable improvement. But this has also not deterred us to explore ways for addressing this problem. Teachers develop close and loving relationship with the students and encourage them to seek guidance at any convenient time.
- Remedial classes are taken. But it involves motivating the students to seek lesson-clarifications in the remedial classes.
- One obstacle in the path of wooing students for remedial or extra classes is the mushrooming of coaching centres nearby, where students are given very easy and simplistic solutions to somehow pass the examinations. This has lured the students and they rarely seek academic help from the teachers.

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

- The members of the teaching staff are aware about the great need of eliminating gender discrimination, adopting inclusive ways for facilitating social equality and justice. They also

sensitize themselves to these issue through their participations in various seminars, workshops organized either in the college or at other places.

- During their interactions with the students and classroom transactions, teachers sensitize the students to the issues of gender, inclusion and environment.
- Besides, Environment Education is also introduced as an interdisciplinary course at undergraduate level and gender relevant topics form a part of the Political Science Course.
- The N.S.S. YRC and the Red Ribbon Club of the college take up these issues for their projects and programmes.

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

- Advanced learners are usually identified by the teachers during classroom transactions and interactions.
- Teachers motivate and mobilize the advanced learners to update their knowledge through intensive and also selective learning .
- Advanced learners are closely monitored and whenever they seek any clarification or explanation on any matter relating to their academic pursuits, teachers reach out to them with love and eagerness.
- As the number of the advanced learners remain very low, teachers show much enthusiasm to guide such students as and when they are identified.
- Advanced learners are encouraged to go through reference books, journals and magazines.
- Considering the inadequate infrastructure in the college library, advanced learners face difficulty in going through books and journals. So, some of them are allowed to take the reference books with them for in-depth preparation.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (though 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) ?

- The general academic performance of the students is chiefly assessed through classroom transactions and teacher-student interactions.
- Oral tests are usually conducted by the teachers in the classrooms, which help in identifying the students who show some brilliance in learning.
- Reports of assessment of performance of students are thoroughly reviewed by the teachers, often in staff council meetings and steps for improving the academic performance of the slow-learners and checking the dropout rates are contemplated and adopted.
- Special attention is given to the students coming from abysmally low social backgrounds, physically challenged children and belonging to the economically weaker sections. They are guided and assisted in availing scholarships and stipends.

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.)

- The Academic Calendar prescribed by the Department of Higher Education, Govt. of Odisha ensures smooth and effective implementation of the teaching, learning and evaluation schedule.
- Teachers prepare their lesson plans covering the portions of the courses assigned to them, keeping in view the allotted teaching days as per the Academic Calendar.
- The progress Registers are regularly reviewed and discussed by the faculty members of the Department, thus enabling them to have closer co-operation and co-ordination.
- Considering the lack of the required teaching staff in some departments, teachers are sometimes forced to cover the courses assigned to their colleagues and this happens when any of the

- colleagues proceed on leave or assigned with any official or administrative duties. This practice very often makes it difficult to maintain the individual progress Registers strictly as per the mandated practice. The college has to reconcile to these problems.
- Remedial and extra classes are taken; regular oral tests are conducted during classroom transactions.
 - Dedicated teachers are always willing to monitor the academic performance of the students and close monitoring by some is a very known fact.

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

- The IQAC of the college, though put in place, has not yet fully been functional-owing to the lack of adequate infrastructural facilities to conduct and organize various quality monitoring activities, projects and programmes.
- Preponderance of students with low cognitive skills has also been a constraint. It is a huge problem to make the students respond positively to make the students respond positively to any of the programmes designed for quality monitoring and improvement.
- However, IQAC, under the enthusiastic leadership of the co-ordinator, has already chalked out plans to make optimal use of the infrasture at our disposal and motivate the students and the staff to take advantage of the innovative steps to be taken.
- The members of the teaching staff have, individually and collectively been apprised of the operational parameters and objective of IQAC and it is hoped they will co-operate actively in the coming days.
- Teachers have been motivated to address the learning deficiencies of the students through innovative and improvised ways and methods.

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 ?

- The teaching process is now supposed to be learner-centric. Hence, interactive and participatory methods of teaching is adopted during class room transactions.
- Teachers maintain personal contact with the students and also interact with the students and with the parents whenever possible.
- Given the inadequate space of class rooms, it is of course difficult to address the deficiencies' of individual students.
- Further, as a number of students are irregular in attending the classes, it forces the teachers to limit their interactions to a few students, who are comparatively regular, among whom the girl students are prominent.
- Irregularity of the students in attending classes are due to various reasons- chief among which are: Coaching Centres misleading them about classroom teaching and encouraging rote-learning without any focus on expanding the mental horizon or the cognitive, creative skills; poor family background often forcing the students to help their parents in livelihood activities; general disinuationment of the parents about the employability prospects of their children receiving higher education.
- Despite these discouraging facts, the teachers take steps for ameliorating the learning deficiencies. They very often talk to the students informally and try to motivate them to take their studies sincerely.
- Extra classes, remedial classes are taken. But again, the attendance in these classes remain poor.
- Students are encouraged to take part in extra-curricular activities which help in improving their intelligence-Quotient and Emotional Quotient.

- Apart from addressing the issues relating to the students, the college administration creates avenues for the teachers to update their skills-mainly through seminars, workshops and even during the career counseling programmes conducted by reputed companies.
- Besides, teachers are encouraged to attend Refresher Courses and Orientation Programmes conducted by the Academic Staff College of the University.

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?

- Students are encouraged to take part in debate, painting, one-act play, dialogue and song competitions organized by different associations and societies. This enriches their critical and creative faculty.
- Students take part in Seminars and Workshops in which they have exposure to new ideas and ideals, knowledge and information.
- Wall-Magazines are put up by the students, which give them an opportunity to give expression to their creativity.
- Scientific temper is inculcated in the students by the teachers during classroom interactions.
- Teachers are encouraged to touch upon diverse issues which may instill in the students scientific temper and make them liberal, secular and broad-minded.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? E.g.: 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.

- Science departments have laboratories for practical classes.
- As and when necessary, teachers, particularly of the Science Stream, make use of Audiovisuals, Charts, Models and Smart boards.

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

- Seminars, Workshops and such other programmes create opportunities for the teachers to update their knowledge and improve their skills.
- Some departments invite resource persons from reputed organizations and institutions to participate in the Seminars, and students as well as the teachers are benefited.
- Teachers sometimes attend programmes organized by other institutions as resource persons, judges or moderators and rapporteurs.
- Field and site visits, study tours are organized, which expose the students to advanced level of knowledge. However, these visits and tours are usually limited to the nearby places-places of heritage and anthropological or archaeological interest.

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

- Teachers maintain loving relationship with the students, which help them address the requirements of the needy ones.
- Career Counselling Cell, Remedial Classes, extra-mural Sessions ensure that the needy students are benefited.

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 faulty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

- As stated earlier, adoption of innovative teaching approaches and methods is a matter which is taken care of by the individual teachers during classroom transactions.
- Stated approach being learner-centric, teachers make the classes interactive, and this approach is made easier given the low attendance of students in classes (Reasons of such low attendance have been mentioned under the heads in previous pages)
- Although teachers are expected to make use of electronic gadgets, most are not yet technology-savvy. So a few teachers having expertise use electronic technology, viz-projection LCD for delivering lessons.
- Personal rapport with students help the teachers supervise, monitor and guide the later effectively.
- Study materials are provided to the students by some teachers. However, it is always stressed that the teachers show genuine love for and commitment to their profession and explore ways to be more useful to the students.

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

- The college library has a good collection of text and reference books, journals, magazines and even some rare palm-leaf manuscripts.
- The Library remains open from 10 A.M. to 5 P.M. and gives access to the desirous students to read and browse through the study materials available.
- It has also been automated and a computer with broadband has been installed to help the students surf through useful reference and get print outs.
- A Xerox machine has been installed in the library which Xerox the needed materials for the students on a nominal charge.
- Though the reading room facility is of very low quality, some students often use it profitably, particularly the advanced learners.

- When the library is shifted to a new structure (under construction) it will be of immense help to the students.

2.3.10 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.

- The Academic Calendar as prescribed by the Department of Higher Education, Govt. of Odisha is strictly followed for covering the courses.
- The teaching days prescribed are followed as far as practicable. Exigencies like natural calamities sometimes disrupt this practice. It needs to be noted here that as the classrooms are not adequate and as there are no large halls for meetings and seminars, the classes are suspended for organizing such event. In that case, teachers take extra classes, and adopt some other academic innovations to cover the courses.

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

- Inspection of classes by the Principal is the major way of ascertaining the quality and progress of teaching.
- Review of Lesson Progress Registers is another tool for monitoring the work of the teachers.
- Regular meetings and interactions of the faculty members ensure that the academic performance is monitored and evaluated.
- Collecting feedbacks from the students also help in monitoring and evaluating the quality of teaching-learning.

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.

- The recruitment process of the teachers has been done as per the norms set by the Government and by the Governing Body of the college through advertisement in leading newspapers and the

Viva-Voce Test conducted by a panel of members including a subject expert invited from outside.

- Teachers appointed following due procedure are approved / validated and in due course receive Grant-in-Aid.
- Some posts are filled up by candidates selected by the State Service Selection Board.
- The selection process gives weightage to academic brilliance and aptitude for undertaking research activities.
- However, now the Government has restricted the appointment of teachers either by the Governing Body or by the Service Selection Board. This has ostensibly hampered the smooth academic functioning as posts are lying vacant. Though the G.B. is empowered to appoint teachers on contractual basis, deserving candidates don't show interest as the payment is very low.
- There are predominantly four categories of teachers in the college: i) UGC Scale of Pay Teachers, (2) State Scale Pay Teachers, (3) Block-Grant Teachers and Management Teachers.
- The college was initially a composite college, giving education both at +2 & +3 levels. So majority of teachers have the experience of teaching at both +2 & +3 levels. Although bifurcation of +2 & +3 wings has been mandated, many colleges belonging to the category of this college still pursue the old practice, i.e. deputing teachers of +2 level to teach the +3 classes. However, this hardly compromises on the quality of teaching, given the long experience of the teachers recruited by the management.

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc./D.Litt.							
Ph.D.							
M.Phil.							

PG							
Temporary Teachers							
Ph.D	Nil	Nil	02	Nil	04	06	
M.Phil.	Nil		Nil	Nil	03	Nil	
P.G.			02	01	16	07	
Part-time Teachers							
Ph.D.							
M.Phil.							
PG							

Temporary Teachers : 41

Part-Time Teachers: None

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.

- The teachers of this college are competent enough to render effective services.
- The Management and even the Block-Grant Teachers have long experience and are equally qualified.
- Teachers attend Refresher and Orientation Courses to update their knowledge and expertise.
- Retired teachers, reputed for teaching, are sometimes invited to give talks to the students and interact with them. This helps in addressing the teaching requirements.

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.

- The college encourages the teachers to take part in the Refresher and Orientation Programmes. This contributes to the quality development of the teachers.

a) Nomination to Staff Development Programmes:

Academic Staff Development Programmes	Number of Faculty Nominated
Refresher Courses	23
HRD Programmes	Nil
Orientation Programmes	
Staff Training conducted by the University	Nil
Staff Training Conducted by other Institutions	Nil
Summer/ Winter Schools, Workshops etc.	Nil

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**

→ No training programmes has been conducted.

Handling new curriculum

→ Changes in the curriculum are intimated to the staff members of the respective departments.

- Content /Knowledge Management.

No

- Selection, development and use of enrichment materials

No.

- Assessment

No.

- Audio Visual Aids / Multimedia

No.

- Cross Cutting Issues

No.

- OER's

No.

- Teaching Learning material development, selection and use

No.

c) Percentage of faculty

- ❖ **Invited as resource persons in Workshops/Seminars/conferences organized by external by external professional agencies.**

→ Sri Durgaprasad Acharya, Lecturer in English has been invited on several occasions as resource person in discussions hosted by CRD & Institute of Media Studies, SNEHA, an NGO working for the poor and depressed in Odisha; also gave a talk on post-modern writings at a forum organized by an association of young writers in Odia; gave a talk on the influence of Modern English Poetry on the Odia poets of the Sixties & Seventies, participated as one of the speakers in a seminar on the Later Poetry of Rabindranath, organized by 'JIGISHA' at Rabindra Bhawan in Bhubaneswar.

- ❖ **Participated in External Workshops/ Seminars / Conferences recognized by National /International professional bodies.**

30%

- ❖ **Presented papers in Workshops/ Seminars / Conferences conducted or recognized by professional agencies.**

25%

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.)

- It is a fact that the college, being an aided institution and largely managing through the fees collected from the students, does not have financial strength to provide grants to the teachers pursuing research work.
- However, encouragement and motivation are given to the teachers to pursue research work and also to avail research grants from UGC, ICSSR and other Governmental and Non-Governmental organizations.

- The Research Committee, mostly comprising the UGC Team Members, is in place to approve the proposals for research work.
- It is also the established policy to provide all sorts of facilities to the teachers pursuing research or those aspiring to pursue research.
- Study leave as per the State Government Guidelines is granted to the teachers pursuing research work

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.

- No such awards have been received for excellence in teaching.

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?

- Feedbacks collected from the students either in writing or orally are reviewed and considered for evaluation of the teachers.
- Basing on the feedbacks from the students, teachers are asked to make self-appraisal and take corrective measures.
- District Level consultants visit the college and evaluate the performance of the teachers, basing on the information given by the students and also the Principal.
- Designated officers of the Higher Education Department make periodic visits, which insure evaluation of teachers.
- Parents, local people sometimes inform the Principal about the teaching quality, which also serves as one of the evaluation processes.

2.5 Evaluation process and Reforms:

2.5.1 How does the institution ensure that the stake holders of the institution especially students and faculties are aware of the evaluation process?

-->The evaluation schedule and process to be followed are communicated to the students and faculty at the very beginning of the academic year through the college calendar and orientation training.

-->The schedule and programme is notified well in advance before the commencement of the examination, both in the case of internal examinations as well as the university examinations.

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?

This college being an affiliated constituent of Utkal University follows the evaluation process as envisaged by the University.

In the terminal examinations conducted by the college, University pattern question papers are set and similar valuation system is followed.

Oral tests are often conducted during class room transactions for assessing and reviewing the teaching learning improvements and deficiencies of the students. Besides, monthly tests are also conducted.

The results and performances of the students are communicated to parents/guidance who show keen interest about their children/wards performances.

Departments prepare question banks containing the University model questions for the students to practice and prepare.

It needs to be mentioned that the University has recently adopted online entry of marks at the valuation zone, which has resulted in error free valuation.

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?

- The College strictly follows the guidelines of the Government concerning the evaluation of the teachers and appraises the teachers about the requirements for ensuring quality performance.
- The guidelines are complemented in the process of evaluation of student performance in the tests and college examinations.

- Students are allowed to see their answer scripts and the deficiencies underlined by the teachers.

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.

- Formative assessment process is chiefly enacted by the teachers during classroom transactions. Students are encouraged to seek clarifications and are also given precise tasks to test their improvement. This also involves the processes where students interact with the teachers and ventilate their deficiencies freely. Intensive question-answer sessions help in identifying the problems in teaching-learning.
- Summative assessment process involves the Test Examinations conducted as per the University Question Papers.

2.5.5 Detail on the significant improvement 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.

- The UG curriculum implemented by the Utkal University does not provide for internal assessment.
- However, internal assessment measures are frequently undertaken, mainly in the classroom interactions.

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?

- The Graduate attributes specified by the college give priority to improving the cognitive aptitude of the students and to the realization of their innate potentialities. Emphasis is given to expanding the mental horizon of the students by exposing them to the events, ideas and ideals of the larger world.
- The college strives to motivate and mobilize the students to pursue studies with love and zeal. But we often face

disappointment as students of low standard hardly show interest in assimilating the things taught to them.

- N.S.S., YRC and Red Ribbon Club of the College make constant efforts to instill good citizen qualities in the students.

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

- In the case of grievance of the students relating to the university examinations, the college forwards the applications to the university.
- The Examination Section is vibrant and very proactive in addressing the grievances of the students.
- After the Test Examinations, students are allowed to go through their answer scripts and identify their problems and deficiencies.
- Corrective measures are taken by the teachers if gross irregularity in evaluating the answer scripts are detected by the students.

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?

- The Syllabi designed by the university is very categorical in its pronouncements regarding the learning outcomes.
- Teachers apprise the students about the stated objectives of the syllabi and also about the expectations from them relating to the acquiring of learning skills.

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.

- The progress and performance of the students are communicated through notice boards, classroom interactions.

→ Parents approaching the college authorities to know about the progress and performance of the students are promptly entertained (It must be noted here that the experience of the college about the parents response is very disappointing. As most of the parents are either illiterate or semi-literate, they rarely show interest about the progress and performance of their children. They have even acted very casually when they are intimated about the irregular attendance of their children in classes)

→ The results of University Examinations are communicated through internet source and the college notice board.

2012 Streams	Sanctioned Strength	Number appeared	1 st Class Hons.	2 nd Class Hons.	With out Hons.	Overall Pass out	Percentage
Arts	256(64)	Arts(Pass)-100	Nil	Nil	68	68	68%
		Arts(Hons.)	Nil	13	Nil	13	81.25%
		Pol.Sc(H)-16	Nil	11	1	12	92.31%
		Hist(H)- 13	Nil	15	Nil	15	93.75%
		Eco(H)- 16	4	8	1	13	92.86%
		Odia(H)- 14					
Science	Physical-32(16) Biological-32(8)	Physical(Pass) - 11	Nil	Nil	7	7	63.64%
			Nil	Nil	2	2	66.67%
		Biological(Pass)-3	2	2	Nil	4	66.67%
			3	2	Nil	5	62.50%
		Physics(H)-6	3	2	Nil	5	83.33%
		Chemistry(H)-8					
Commerce	64(16)	Botany(H)-6					
		Commerce(Pass)-39	Nil	Nil	26	26	66.67%
		Commerce(Hons.)	3	12	1	16	100%

		Accountancy-16					
2013 Stream s							
Arts	256(64)	Arts(Pass)- 54 Arts(Hons.) Pol.Sc(H)-14 Hist(H)- 16 Eco(H)- 16 Odia(H)- 14	Nil 1 Nil Nil 2	Nil 13 4 16 12	10 Nil 11 Nil Nil	10 14 15 16 14	18.52% 100% 93.75% 100% 100%
Science	Physical-32(16) Biological-32(8)	Physical(Pass)- 10 Biological(Pass)-1 Physics(H)-8 Chemistry(H)-6 Botany(H)-7	Nil Nil 3 1 4	Nil Nil 3 3 Nil	8 1 Nil Nil Nil	8 1 6 4 4	80% 100% 75% 66.67% 57.14%
Commerce	64(16)	Commerce(Pass)-39 Commerce(Hons.) Accountancy-16	Nil 9	Nil 5	24 1	24 15	61.54% 93.75%
2014 Stream s							
Arts	256(64)	Arts(Pass)- 45 Arts(Hons.) Pol.Sc(H)-15 Hist(H)- 14 Eco(H)- 15	Nil 2 Nil Nil	Nil 13 13 5	35 Nil Nil Nil	35 15 13 5	77.78% 100% 92.86% 33.33%

		Odia(H)- 14	4	10	Nil	14	100%
Science	Physical- 32(16) Biological- 32(8)	Physical(Pass)	Nil	Nil	7	7	77.78%
		- 9	Nil	Nil	Nil	Nil	Nil
		Biological(Pas	Nil	2	Nil	2	40%
		s)-1	2	Nil	Nil	2	33.33%
		Physics(H)-5	2	Nil	Nil	2	25%
		Chemistry(H)- 6					
		Botany(H)-8					
Comme rce	64(16)	Commerce(Pa	Nil	Nil	22	22	84.62%
		ss)-26					
		Commerce(Ho	13	3	Nil	16	100%
		ns.)					
		Accountancy- 16					
2015 Stream s							
Arts	256(64)	Arts(Pass)- 96	Nil	Nil	56	56	58.33%
		Arts(Hons.)					
		Pol.Sc(H)-15	1	13	Nil	14	93.33%
		Hist(H)- 16	Nil	14	Nil	14	87.50%
		Eco(H)- 14	Nil	12	Nil	12	85.71%
		Odia(H)- 14	1	7	Nil	8	57.14%
Science	Physical- 32(16) Biological- 32(8)	Physical(Pass)	Nil	Nil	2	2	25%
		- 8	Nil	Nil	1	1	7.69%
		Biological(Pas	1	Nil	Nil	1	14.29%
		s)-13	2	2	Nil	4	50%
		Physics(H)-7	4	1	Nil	5	83.33%
		Chemistry(H)- 8					
		Botany(H)-6					

Comme rce	64(16)	Commerce(Pa ss)-38	Nil	Nil	30	30	78.95%
		Commerce(Ho ns.)	8	8	Nil	16	100%
		Accountancy- 16					

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

- The objective of the teaching-learning process is the development of the cognitive and critical faculty of the students. Hence, while adopting teaching-learning methods, teachers keep this objective in mind and structure the processes accordingly.
- Close interactions with the students ensure effective assessment of the teaching-learning process and outcomes.
- Students are constantly encouraged and inspired to improve their learning skills and groom themselves for pursuing their careers in future.
- At seminars, workshops and career counseling programmes, students are motivated to be sincere in their studies and their community skills.

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 ?

- The courses framed by the university are relevant and suited to improving the social skills and social awareness of the students.
- Besides, the students are provided career counseling and also attend seminars and workshops organized by the departments.
- Student volunteers of N.S.S. YRC and Red Ribbon Club show necessary enthusiasm for learning social skills.
- Commerce students visit various industrial houses and companies to get exposure and become aware about the career prospects.

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

- Assessment of students' performance is chiefly done through classroom transactions and interactions and also in the examinations conducted internally in the college.
- Teachers, after going through the performance records, decide upon remedial measures to be taken for addressing the problems faced by the students.
- Students are provided study materials and motivated to use the library for updating their knowledge.

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

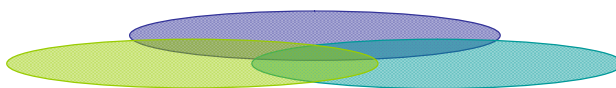
- The college monitors the performance of the students through internal examinations, oral tests, close interactions, open ventilation and guidance.
- Teachers often discuss and deliberate on the best of methods to be adopted for improving students' performance.
- Assessment, Review and Analysis of the learning outcomes are done periodically. This ensures close monitoring.

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.

- Assessment / evaluation are used by the college as the indicators for evaluating students' performance.
- Students doing well in the examinations are allowed to fill in their forms for the final examination.
- Monthly tests, mostly conducted during classroom transactions due to lack of adequate infrastructure, are the indicators for evaluating students' performance.

Any other relevant information regarding Teaching- Learning and Evaluation which the college would like to include.

- As the college caters mostly to the students coming from low social and financial background, it often faces problems in implementing more effective mechanisms for teaching learning and evaluation.
- Lack of adequate infrastructure is a major hurdle in adopting innovative measures.
- Lackadaisical attitude of the parents / guardians is another disappointing factor.
- However, efforts are always made to adopt remedial and corrective measures that would improve the quality of teaching, learning and evaluation. Students are constantly prodded to be sincere in their academic pursuits.



CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

→ No, the college does not have a recognized research centre.

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

→ The college has a formally constituted Research Committee, mostly consisting of the members of the UGC Committee and the Academic Bursar.

→ Proposals for Minor / Major Research Projects and publications funded by the UGC are endorsed by this committee to the Principal for forwarding the same for sanction.

→ One Minor Research Project proposal by Durga Prasad Acharya, Lecturer in English- on the Later Poetry of R.N. Tagore has recently been endorsed by this committee and forwarded to the U.G.C. for sanction.

→ Research Committee of the College encourages the teachers to engage themselves in research activities’.

3.1.3. What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes / projects?

- **autonomy to the principal investigator**

→ Yes, autonomy is given to the Principal Investigator.

- **timely availability or release of resources**

→ Yes, funds when sanction are released to the Principal Investigator.

- **adequate infrastructures**

→ Whatever infrastructure is available and human resources are at disposal are used for facilitating research work

- **time-off, reduced teaching load, special leave etc. to teachers**
- Teachers are allowed leave by State Govt. / UGC to undertake research work for award of M.Phil and Ph.D Degrees.
- Teachers undertaking minor research work have the privilege of reduced teaching load. However, given the shortage of teaching staff, this privilege is sometimes limited.
- **support in terms of technology and information needs**
- Steps are taken to provide whatever support and information is needed by the teachers. But this aspect is not wholesome;
- **facilitate timely auditing and submission of utilization certificate to the funding authorities**
- Required facilitation is in order
- **any other**
- Considering the workload of the teachers and lack of required technological support, research activities are not taken up with zeal and commitment.

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

- the institution caters to the higher education of the students who do not have the proper mental training at the primary and secondary levels. So it is very difficult to motivate the students to develop the critical thinking required for research work. However, students are inspired to take up minor research work, such as surveys, demographic studies, archeological tours etc.

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.

- Six of our faculty members are actively involved in research work.
- The officers of N.S.S. and YRC motivate the student volunteers to carry out survey work.

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.

- No programme for capacity building of teachers has yet been undertaken.
- As the teachers teach the UG level students, no such capacity building, which is required for advanced P.G. level research work, is in place.

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

→ This UG level institution does not have any prioritized research areas.

- However, N.S.S. and YRC student volunteers visit some nearby areas to study the socio-economic and cultural habits and practices.

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

- Since the college is a U.G. level institution and has no advanced facilities of research and prioritized areas for research, researchers usually don't visit.
- But in the Seminars and Workshops, eminent researchers attending as resource persons interact with the teachers and the students, which has some educative impact.

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

Since the college imparts education at U.G level it has no advanced research facilities.

However, eminent resource persons and academics are invited to the seminars and workshops, which enlighten the students and the staff about various research subjects and research findings.

The vibrant student voluntary wings like the N.S.S and Y.R.C have been undertaking socio-economic and cultural surveys in

some nearby villages and research oriented academics are sometimes invited to participate in such activities.

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 ?

→ There is no provision of Sabbatical Leave for UG level teachers.

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)

→ No initiative is taken in this regard since the college does not have a centre for advanced research.

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.

→ No funds are provided in the budget for research work.

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 ?

→ No

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

→ No such provision is in place since students at UG level do not engage in serious research work.

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.

→ No interdisciplinary research has been undertaken.

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

→ As mentioned, the college does not have an advanced research centre.

→ Science laboratories catering to the practical classes at UG level do not have adequate facility for being used for advance research work. However, whatever facilities and resources are available are provided to the persons pursuing research work.

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.

→ Except infrastructure development grant from the UGC and State Government, the institution has not received any special grants from any other organizations or centers.

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

→ Teachers take personal interest to know about any research project by any industry or agency. The college also publicises any such projects as and when they are known-either through newspapers, journals or postal communications.

The details of projects undertaken in the last four years are as follows:

Not Applicable.

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 Project						
Major Projects						

Interdisciplinary projects						
Industry sponsored						
Students' research projects						
Any other (specify)						

3.3 Research Facilities

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

- No research facilities are in place for the students. However, journals, periodicals and manuscripts available in the library are used by the interested students and research scholars.

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?

- Lack of adequate infrastructure, technological gadgets has been a constraint.
- The college will take required steps for putting in place strategies for planning, upgrading and creating facilities after the construction of a new structure for the library and after the renovation of the laboratory buildings.

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.

- No

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

- The college does not have any advanced research facilities. So teachers and students undertaking serious research are advised and encouraged to use the research facilities available at reputed research centres in the state.

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

- The reference books, journals and manuscripts available in the library are used by the researchers.

3.3.6 What are the collaborative research facilities developed / created by the research institutes in the college. For example- Laboratories, Library, Instruments, Computers, new technology etc.

- None

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)**

- There is no scope for filing for patents.

- **Original research contributing to product improvement**

- There is also no scope for this.

- **Research studies or surveys benefiting the community or improving the services.**

- Demographic Surveys, Survey on Social Help Groups (Women), archaeological reports on the heritage sites of the Prachi valley are some of the works likely to be beneficial for the community.

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?

- The institution does not publish or partner with any publication of research journals.

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 received journals (national or international)

Monographs

→ Nil

Chapter in Books

→ Nil

Books Edited

→ Nil

Books with ISBN/ISSN numbers with details of Publisher

→ Nil

Citation Index

→ Nil

G-Index

→ Nil

3.4.4 Provide details (if any) of

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

3.5 Consultancy

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

→ The college does not have any tie up with any industry.

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

→ Teachers offer consultancy to NGOs, Industries as and when they are commissioned. But this is very limited.

→ Some teachers interact with the Board of Studies, Academic Council with suggestions and proposals. But these are mostly informal.

→ Some members have worked as question setters and examiners of different autonomous colleges and universities.

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

→ The faculty members are allowed to avail leave for the purpose and their services are lauded by the college.

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

→ Consultancy Services are mostly taken up on honorary basis. If ever any teacher consultant receives any amount for consultancy work, that is spent by the concerned individual. Thus, there is no scope for adding to the college revenue.

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 ?

→ As stated above, there is no scope for sharing of revenue.

3.6 Extension Activities and Institutional Social Responsibility (ISR).

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

→ The three N.S.S units, the YRC and the Red Ribbon Club of the college take up extension activities in the areas of health and hygiene, community service, cleaning of lanes and plantation on the road side.

→ Blood Donation camps, campaigning for awaring the people about their social responsibility and good citizenship are organized by the students and the staff.

→ AIDs awareness campaigns have been organized every year.

→ N.S.S. Units have adopted villages for carrying out extension activities there.

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

- Student volunteers of N.S.S., YRC and Red Ribbon Club carry out extension activities under the active supervision and monitoring of the officers-in-charge and all the records are maintained with meticulous care.

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

- Parents/ guardians coming to the college for interaction with the authorities are given due respect and their views and opinions are heeded. The college encourages such interactions and exchange of opinions for bringing about any desirable reforms in the academic and administrative aspects.
- Visitors put on record their views and opinions about the college in the visitors' Record.
- Media persons of the Press Club of Balipatna sometimes come to the college for close inspection of the functioning and they are solicited for their suggestions.

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.

- The extension and outreach programmes are planned on the basis of the broad guidelines provided by the organizing agency or agencies.
- While undertaking extension activities, the situational studies are made and the needs of the locality are given priority.
- Such activities are carried out with the funds collected from the students at the time of admission and also that of the funding agencies (details at Annexure-)

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?

- Students, at the time of their entry into the college, are apprised about the avenues and opportunities available to them for Social service and Community work mainly through the N.S.S. Units, YRC and the Red Ribbon Club.
- Students joining these units as volunteers and participating in the community service or any other extension programmes are awarded certificates, and appreciated at different forums in the college.

The following activities are undertaken:

- i) Community Development.
- ii) Social Work
- iii) Health & Hygiene Awareness
- iv) Health Camp
- v) Blood Donation Camp
- vi) AIDS Awareness
- vii) Environment Awareness
- viii) Active Citizenship
- ix) Adult Franchise

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 ?

- No major social surveys, Research or extension work have been undertaken although the N.S.S. and YRC volunteers have conducted some minor surveys like the economic activities of the Women Self Help Groups, Environment Clubs etc.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institutions, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

- Extension works conducted by the student volunteers benefit them in some very noticeable ways. They get training in conducting effective social interactions, organizing camps and

events, rendering help and assistance to the needy etc. This teaches them the virtues of co-operation, co-ordination, empathy and sensitivity for serving the people and also leadership.

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?

- The inhabitants of the villages where the college undertakes extension activities are encouraged to co-operate with the volunteers. Their views and opinions are solicited. They are mobilized for adopting participatory approach in whatever community or social work they do.

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

- The N.S.S. YRC Volunteers take up extension activities in nearby villages and establish working networks with the SHGS, Youth Clubs, Media Persons and Students and teachers of different schools in the region.
- Our teachers are invited to act as judges and resource person in competitions conducted by other institutions.

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.

- The N.S.S wing of the college under the leadership of Dr. J.R. Sahoo, N.S.S P.O has earned much appreciation for the extension activities undertaken by it at various times.

Dr. J.R. Sahoo Lecturer in English and N.S.S P.O has been awarded State N.S.S award for the session 2014-15.

Three student volunteers have been awarded for best volunteer ship during the Nabakalebar Festival of Lord Jagannath held in 2015.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institute and industry for research

activities. Cite examples and benefits accrued of the initiative-collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

→ No such collaboration has been made.

→ Teachers engaged in research work are advised to use the facilities available at reputed centres- like H.K. Mahatab State Library, State Archives, Bhubaneswar, State Museum, National Library, Kolkatta, Nabakrushna Choudhury Research centre etc.

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

→ No such collaborative arrangement has been made.

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.

→ There is no formal channel for industry-institution-community interaction.

→ However, private companies visit the institution for recruiting suitable students.

3.7.4 Highlighting the name 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.

→ None

3.7.5 How many of the linkage/ 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.

→ No MoU or agreement has been made.

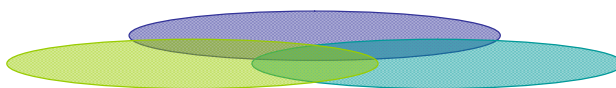
3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages / collaborations.

- No initiatives in respect of planning, establishing and implementing linkages / collaborations have been taken till date. **Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.**
- It is a fact that the research, consultancy work undertaken either by the teachers or the students are of a very limited nature. However, the zeal and enthusiasm shown by the student volunteers for extension activities are note-worthy.
- Dr. Sankarshan Samal, former Reader in Odia, who retired in 2012 from this college was an eminent litterateur and was awarded the State Sahitya Academy Award. He has published many books for children. The college was proud to have him as a teacher for a good number of years.
- Sri Sahadev Mallick, Lecturer in English has published articles in International Journals like Rock Pebbles.
- Sri Durga Prasad Achrya, Lecturer in English, Publishes articles in Odia and English in the regional newspapers and some journals.
- Dr. J.R. Sahoo, Lecturer in English, has published a book titled Sex & Violence in Kamala Markendeya's Novels' and is engaged in academic and consultancy activities.
- Dr. Srijaya Dash, Lecturer in Odia publishes articles in Odia in Magazines and Journal and participated in T.V. Programmes as anchor in Literary discussions.
- Dr. N.N. Satapathy, Lecturer in History has conducted extensive research on the archeological remains in the Prachi Valley and is an enthusiastic participant in the Seminars and Workshops.
- Smt. Alaka Nanda, Lecturer in Political Science attends seminars conducted in other institutions and is much appreciated for her anchoring skills in English and Odia. She is a classical singer and has done research in Classical Music.

Prof A.K. Tripathy, has participated in all Odisha Commerce conference and was highly commended for the critical inputs provided by him. Besides, Prof Tripathy is an active participant in Seminars and Workshops organized by the Department of Commerce, Utkal University.

Dr. Hemanta Kumar Mishra, Lecturer in Physics takes part in national seminars.

Dr. Baikuntha Narayan Dash, Reader in Chemistry has participated in National Seminars and Workshops.



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?

→ This institution is making optimal use of its resources (which are scanty) for creation and enhancement of infrastructure. But as many of its structures are old and in a dilapidated condition, continuous repair and renovation has always been underway. Natural calamities like Floods and Cyclones have ravaged its old structures, which puts a strain on its financial sustainability as the ravaged or partially ravaged structures need repair. Again, as the Sub-Collector of Bhubaneswar is the President of the Governing Body for the last five years, plans for allocating funds for infrastructure development are not promptly approved, the reason being the usual bureaucratic delay and suspicion. Notwithstanding these issues, the college has been making efforts, though minimal, for putting in place some new structures- like one for the library, other two for Boys' Common Room and upstairs extension of the Main Building for classrooms. It needs to be candidly stated that colleges like ours do have to face many challenges- from local vested interests and petty politicians.

The major sources of its funds are:

- i) Collection of Development Fees from students.
- ii) Funds from UGC
- iii) M.P. /M.L.A LAD Fund
- iv) Infrastructure Development from the State Government (very rare & minimal)

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.

- 1) Class Rooms : 25
- 2) Seminar Halls : Nil
- 3) Library : 01 (a section of the building is use as reading room)
- 4) Laboratories : 04
- 5) Botanical Garden : 01

Specialized facilities and equipment for teaching, learning and research

- i) Sharp LCD Projector : 05
- ii) Project Screen : 05
- iii) Smart Board : 10
- iv) Magnetic Board: 01
- v) Computer with accessories : 25
- vi) Laptop : 03
- vii) Photo Copiers (with Printer) : 05
- viii) Printers: 10
- ix) Refrigerator : 02
- x) Vacuum Oven : 01
- xi) Binocular Research Microscope : 01
- xii) Public Address System: 01
- xiii) Digital top pan weighing Machine:
- xiv) Overhead Projector : Nil
- xv) Slide Projector : Nil
- xvi) Spectrometer: 01
- xvii) Wikon Camera: Nil
- xviii) Dissecting Microscope : 08
- xix) Telescope : 02
- xx) Viscometer: 02
- xxi) Concave Mirror: 25
- xxii) Calorimeter: 04
- xxiii) Detraction Grafting: 02
- xxiv) Fly wheel: 01
- xxv) Katers pendulum: 01

- xxvi) Sonameter: 01
- xxvii) Sodium vapour transformer: 01
- xxviii) Haemolyte Meter: Nil
- xxix) DG Set Kirloskar: 01(Mahindra)
- b) Extra-curricular activities:
 - i) Sports and outdoor games: (Play ground available)
 - ii) Indoor Game: 01 (in the Girls' Common Room)
 - iii) N.S.S. : Three Units
 - iv) Youth Red Cross : 01
 - v) Red Ribbon Club: 01
 - vi) Self Defence Programme for Girls
 - vii) Auditorium for Cultural Activities: 01 (open air auditorium)

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).

- The infrastructural resources of the college though limited, have been optimally used for curricular and extracurricular activities.
- The authorities allow all its resources to be reasonably and judiciously utilized for facilitating all kinds of activities relating to teaching-learning and administration.
- Plans for augmentation, rejuvenation or renovation of the facilities are chalked out in specialized forums (chiefly consisting of the Principal, Administrative Bursar, Accounts Bursar, Academic Bursar, Professor-in-Charge, Examinations, some other Senior and experienced Staff Members and some Members of the teaching staff coming from the areas under the Balipatna Block-the location of the institution)
- Construction and purchase committees have been formed to look after, the related activities.

→ College buildings have occasionally been used for conducting important meetings concerning the public. This creates much good will for the institution.

The Master Plan of the college is enclosed

Following works have been planned and some of them approved to be taken up in the coming days:

- 1) Construction of new structure for the library with adequate space for Reading Room facility.
- 2) A new structure for Boys' Common Room.
- 3) Renovation of the old buildings of the laboratories.
- 4) Completion of the Girls' Hostel, sanctioned by the UGC under the 12th Plan.
- 5) A Botanical Garden (the existing garden is very small)
- 6) Completion of the remaining parts of the Boundary Wall.
- 7) A new building for Conference, NSS, YRC and some other cells.

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

- No suitable and conspicuous arrangements are in place for students with physical disabilities.
- However, such students sit for their examinations in the ground floor and are closely watched in case they have any problem.
- Teachers and the ministerial staff are usually empathetic and are vigilant enough for ensuring minimum comfort for such students.

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

- **Hostel facility- Accommodation available**
 - Hostel facility for girls will be available after the completion of the UGC sponsored structure.
- **Recreational facilities, gymnasium, yoga centre etc.**
 - College playground is used for such purposes.
- **Computer facilities including access to internet in hostel.**

→ There is one UGC resource centre with computer facilities, which is used by the students.

- **Facility for medical emergencies**

→ First-Aid-facilities are available.

→ The nearest Public Health Centre is of immense help during emergencies.

- **Library facilities in the hostels**

→ None

- **Internet and Wi-Fi facility**

→ With the completion of the Girls' Hostel, all such facilities are to be provided.

- **Recreational facility – common Room with Audio Visual equipment**

→ T.V. has been installed in the Girls' Common Room

- **Available residential facility for the staff and occupancy, constant supply of safe drinking water**

→ There is one residential facility for the Principal.

→ Safe drinking water (water coolers(03)) has been provided.

- **Security**

→ There are two campus watchmen for 24 X 7 watch.

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?

→ The nearest PHC provides medical assistance to students.

→ In case of serious health problems, the hospitals (both Government and Private) in Bhubaneswar, which is 25 Kms away, are of help.

→ First-Aid facilities put in place by YRC are available.

→ Health Check-up Camps and Blood Donation camps are organized.

→ Students are also covered under the safety insurance scheme.

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.

- Existing infrastructure is used for such facilities.
- After the creation of new structures, separate space will be provided for each of such facilities.

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?

- There is an advisory committee for the library-consisting of senior members of the faculty.
- The members-in-charge supervise and monitor the activities of the library. However, as the existing structure of the library is of limited space, required facilities have not been fully provided. With the construction of a new structure, the library will be equipped wholesomely.
- The library is fully automated. There is provision of safe drinking water.
- Budgetary allocations for the library are made every year, after detailed discussions and planning's by the advisory Committee.

4.2.2 Provide details of the following:

- **Total area of the Library: 1200 Sq.Ft**
- **Total Seating Capacity:** 20 (seating arrangements are now available on the verandah of the existing structure.
- **Working hours (on working days on holidays, before examination days before examination days during vacation) :** 10 AM to 5 P.M. on all working days.
- **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading) :** With the construction of the new structure, such provisions will be put in place.

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.

- After allocation of funds as per the budget estimate, the indent of new titles to be produced is prepared basing upon the lists provided by different faculties.
- Order is then placed with reputed firms/ sellers for supply of the enlisted books, journals and periodicals are also subscribed as per the proposals of different departments.
- Books are issued to the members of the staff and the students as per rules of the library.

Library holdings	2011-12		2012-13		2013-14		2014-15a	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	1165	1,45,600	Nil	Nil	40	2,648	Nil	Nil
Reference Books	2042	3,86,408	06	2,173	11	1,070	07	3,600
Journals/ Periodicals	65	2,260	68	1,510	62	850	57	850
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** : No
- **Electron Resource Management for e-journals** : No.
- **Federated searching tools to search article in multiple databases:** Yes
- **Library Website** : No -Information on the college library provided in the college website.
- **In-house /remote access publication** : No
- **Library Automation** : Yes
- **Total number of Computer for Public access** : 01
- **Total number of printer for public access** : 01

- Internet bandwidth /speed 2mbps/10mbps/1GB : 2 Mbps
- Institutional Repository : No
- Participation in resource sharing networks/consortia (like inflibnet) : No

4.2.5 Provide details on the following items:

- Average number of walk-ins : 120
- Average number of books issued /returned : 60
- Ratio of library books to students enrolled : 128
- Average number of books added during last three years : 300 books per year.
- Average number of login to opac (OPAC) : No
- Average number of login to e-resources downloaded / printed : 04
- Number of information literacy trainings organized :
Three information literacy programmes arranged for improving computer literacy.
- Details of 'weeding out' of books and other materials : 252 books have been weeded out so far during last four years.

4.2.6 Give details of the specialized services provided by the library:

- **Manuscripts:** Palm leaf manuscripts available.
- **Reference:** Reference books are provided to the staff for use in the departmental accommodations and staff common room. Besides, teachers use reference books inside the small space of the existing structure of the college library.
- **Reprography:** Reprography facility is provided at subsidized rates for students and the teachers.
- **ILL(Inter Library Loan Service):** No
- **Information deployment and notification (Information deployment & Notification) :** Information about important matters is provided in the notice board.

- **Download:** Librarian and staff members are given the facility to download academic materials, results of University Examination and important notifications.
- **Printing:** Printing facility when urgently required is available.
- **Reading list/ Bibliography compilation:** Yes
- **In-house remote access to e-resources :** This facility is available (restricted)
- **User Orientation and awareness:** Guidelines on use of library are provided in the college website and calendar.
- **Assistance in searching Databases:** This assistance is provided by the librarian and the teachers.
- **INFLIBNET / IUC facilities:** No

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

→ Prompt and reasonable help is given to the students by the library staff and the teachers.

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

→ Special care is accorded to physically-challenged students.

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

→ No formal process of obtaining feedback has been put in place.

→ However, the library staff, the teachers are always prompt in raising any issues of the library before the college administration, which are addressed as far as practicable.

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.**

Dell Desktop- 12 PCs Each with Intel i3 Processor, 2 G.B RAM, 320 G.B. H.D, DVD Writer, Keyboard, Mouse, 18.5 TFT Monitor
H.P Computer: 5 PCs
Compaq: 3 PCs
L.G. : 2 PCs- damaged
SAMS Lab(Govt. Supply): 2 PCs

- **Stand alone facility: Yes**
- **LAN facility: Yes**
- **WiFi facility : yes**
- **Licensed Software: yes**
- **Number of nodes/computers with internet facility : 25**
- **Any other : No**

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

- The Principal's office, Accounts Section, UGC resource centre, IQAC Cell, Head Clerk's, Examination Section, Physics Department have been provided with computers.
- The Dealing Assistant in charge of Stock is provided with computer with internet facility.
- SAMS DEO operates computers with internet facility.

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

- Expansion in the deployment of IT infrastructure is proposed to be made after the creation of new infrastructural facilities.
- Steps are now taken to upgrade the existing computers.

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)

- Provisions are made for procurement, deployment and maintenance of computers and their accessories from the Grants sanctioned by UGC.
- The institution allocates small amounts for such work.

DETAILS ON THE PROVISION MADE IN THE BUDGET FOR COMPUTERS

Heads	2012-13	2013-14	2014-15	2015-16	Total
Procurement	Nil	Nil	Nil	70,000	70,000
Upgradation	Nil	Nil	Nil	Nil	
Deployment	Nil	Nil	Nil	Nil	
Maintenance	30,000	40,000	40,000	50,000	1,60,000

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 ?

- The existing facilities are optimally utilized for ICT and computer aided teaching-learning.
- Teachers have been trained to use LCD Projectors. However, due to less familiarity with this facility, teachers (very few) rarely use them.

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.

- We know that today's teaching-learning can be more effective with use of technology, like computer and others. We hope in the coming days, this aspect will be strengthened.

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 ?

- No, the college, at present, does not have such facility.
- The university has not made any provision for this purpose.

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) ?

- The college makes optimal allocation and utilization of the available resources for maintenance and upkeep of its infrastructure and amenities.

Details of budgetary allocation for the purpose (viz-building, furniture, equipments) for the preceding four years are given below:

DETAILS OF BUDGET ALLOCATION

Budget Allocation					
Sl. No.	Items	2011-12	2012-13	2013-14	2014-15
a.	Building	9,80,000	49,50,000	37,50,000	38,00,000
b.	Furniture	1,28,000	1,90,000	1,20,000	1,30,000
c.	Equipment(Lab)	50,000	60,000	60,000	60,000
d.	Computers	30,000	30,000	40,000	40,000
e.	Vehicles				
f.	Any other				

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

- Maintenance work of building and furniture is generally undertaken by the construction committee-including an Asst. Engineer to render technical assistance.

- Repair, maintenance work of equipment, computers, water supply system etc are done periodically/ annually or as per AMC (Annual Maintenance Contract).
- Immediate repair work is undertaken by the concerned departments.

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

- At the end of the academic year, the departments submit reports about the repair/ renovation/ maintenance requirements of the equipment, instruments used in their departments.
- Prompt steps are taken to do the needful after the reporting by the teachers, staff or the departments.
- This process is followed for checking and rectifying such equipments that require calibration and precision measures.

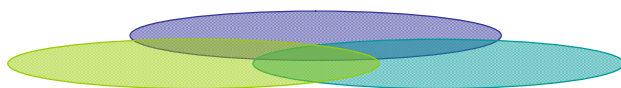
4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

- To prevent voltage fluctuations, stabilizers have been put in place.
- A Gen Set has been installed to back up power failures.
- Technicians and electricians are immediately contacted to look after these problems.

Any other relevant information regarding infrastructure and Learning Resources which the college would like to include.

- The college is located in a rural area, which is prone to natural calamities.
- The old structures of the college have been ravaged in the floods and cyclones and the repair and renovation has not been adequate –the reason being the difficulty in getting the plans duly approved by the President of the Governing Body on time. This has adversely affected the morale of the authorities. However, in spite of this problem and also the scarcity of resources, the college takes required steps for repair, renovation and maintenance of the resources.

- As a public road runs between the Administrative Block and the Main Building, it has not yet been possible to erect boundaries around all the structures.
- It is earnestly hoped that in the coming days there will be creation of adequate infrastructure.



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?

- The college used to publish its own prospectus annually upto 2011 before the Commencement of Admissions.
- After the introduction of e-admission system, a common prospectus is made available online with information relating to number of seats, subject combination, fee structures etc.
- The college publishes its annual calendar with detailed information on the academic and administrative aspects- rules, procedures, examination schedules, student union and associations etc.
- This apart, the administrative units of the college are always accessible to students and the stakeholders to provide necessary information on any aspect relating to the academic and other matters.

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 ?

- The college does not provide any scholarship but freeship.
- Scholarships/ Freeships as granted by the State Government, Central Government and other agencies under various schemes are availed by the students.
- As scholarships / Feeships are mostly applied for online and funds are created directly to beneficiary account, details regarding the amount sanctioned are not readily available. Whatever information is with the college is enclosed in Annexure-

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

- The State Government provides financial assistance in the form of merit scholarship (Medhabruti) through the Higher Education Department, Post-Matric Scholarship (Prerana) to students belonging to SC/ST/OBC/SEBC Categories through the SC/ST Welfare Department and also scholarships to the Physically-Challenged ones.
- The Ministry of Minority Development, Govt. of India has extended scholarships to students belonging to Minority Sections.
- Other scholarship awards include National Scholarship, Scholarship to Beedi /Mine Workers, scholarship for Children of Primary School Teachers, Rashtritgy Sanskrit Sansthan Scholarship, Hindi Scholarship, Sports Talent Scholarship et.
- Approximately 28% of the students have been receiving scholarships on an average over the past four years.
- **Exposure of Students to other institutions of high learning / corporate / business house etc : No**
- **Publication of Student Magazines : - Yes**

5.1.4 What are the specific support services/ facilities available for

- ✓ Students from SC/ST, OBC and economically weaker sections.
- Due weightage (as per Govt. norms) is accorded to them during admission and for granting of scholarships.
- ✓ Student with physical disabilities
- Required weightage is given to this category of students.
- ✓ Overseas students
- No students of overseas or NRI parents are enrolled.
- ✓ Students to participate in various competitions /National and International.
- Students participate in the competitions organized either locally or state-wise. Teachers closely guide the students for sports participation and constantly provide encouragement.
- ✓ Medical assistance to students: health centre, health insurance etc.
- Students have been registered under the student safety insurance and the amount collected for the purpose is deposited with the government.

- First Aid provision are in place
- Nearby PHC renders medical assistance to ailing or injured students.
- ✓ Organizing coaching classes for competitive examinations.
- No
- ✓ Skill development (spoken English, Computer literacy, etc.)
- Communicative English classes are taken.
- As majority of the students have poor schooling at primary and secondary level and as they usually come from low social level, they do not have enough exposure to English language. Hence, English teachers face difficulties and are forced to devote much time to teaching the communicative and the compulsory English classes, Mother tongue is used for making the students grasp ideas presented in English.
- Some outside companies organize short-time workshops to encourage students for developing job-oriented skills.
- N.S.S. & YRC units organize camps and workshops to teach the students various life-skills.
- ✓ Support for “slow learners”
- Teachers take personal care for improving the learning efficiency of the slow-learners. They make themselves accessible to the students approaching them for clarifications.
- UGC sponsored Remedial classes have been taken.
- Question-bank facility, books and other study materials from library are provided.
- ✓ Exposures of students to other institution of higher learning/ corporate business house etc.
- The college Magazine is published every year.
- ✓ Publication of student magazines.
- Wall Magazines are put up by students in the entrance of the main building and also in the departments.

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

→ Resource persons are sometimes invited to motivate the students for developing entrepreneurial aptitude.

→ However, no major attempts in this direction has yet been taken.

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 discussion, cultural activities etc.

→ Students are constantly encouraged and motivated to participate in co-curricular and extra-curricular activities.

→ The N.S.S. and YRC units are very active in motivating students for extra-curricular activities.

→ The Sahitya SAMAJ of Odia Department organizes literary Seminars.

→ Competitions are organized by the college student union and Dramatic Society.

→ Students do participate in competitions conducted by the state or other agencies.

→ Students in general show keen interest for co-curricular and extra-curricular activities.

- Additional academic support, flexibility in examinations

→ Additional academic support through exemption in attendance, extra-classes, remedial classes are provided to students taking part in co-curricular and extra-curricular activities.

→ Care is taken to conduct such activities when college examinations are not held.

- Special dietary requirements, sports uniform and materials.

→ Provisions for special dietary requirement have not been made.

→ Students are not provided sports uniform

→ Sports materials, though not adequate, are available in the college.

Any Other

→ Applicants representing State and National level competitions are given weightage in admissions.

→ Relaxation in class attendance is given to students participating in State-Level competitions.

→Students winning in important competitions are felicitated at various forums in the college.

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

→ Support and guidance to students for preparing for competitive examinations are not provided, except the motivational efforts made by the teachers during classroom transactions or in the career counseling programmes.

→ Information about students qualifying in competitive examinations is not available with the college as most of these students appear such examinations after they pass out, even after a lapse of some years.

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

→ Academic help and assistance are provided by the teachers.

→Counselling Services are usually provided through career counseling programmes organized in the college by external agencies.

→Teachers have good rapport with the students, which ensure some personal care

→As parents/ Guardian of a majority of students do not show keen interest in the progress of their children/wards, it has been very difficult to address the irregularity of some student in attending the classes.

→Mushrooming coaching centres in the locality has been a major hurdle.

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).

- The Career Counselling Cell is prompt in welcoming companies or any other agencies to conduct counseling programmes in the college.
- However, since it is a rural area college and giving education to students usually perceived to have come from low social background, having negligible skills that would ensure employability, very few companies visit the college for recruitment.
- Notwithstanding this, the college continues in its mission of fulfilling the higher education requirements of the children of the poorest of the poor families. Hopefully, the efforts of this college will have a gradual impact and students will have prospects for being recruited by reputed companies. Given this candid fact, this institution needs to be nurtured and promoted in the right earnest.

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.

- Yes, the college has a Student Grievance Redressal Cell that takes expeditious steps for redressing the grievances as and when reported.
- It needs to be mentioned that as the college has a peaceful academic ambience and empathetic administration, there has not been a single case of any serious grievance reported by the student.

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

- There is a Sexual Harassment Cell to take immediate steps in case any such case is reported or comes to notice.
- Again, it needs to be mentioned that there has not been any such harassment.

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

- Yes, there is an Anti-Ragging Cell.
- As the students are usually humble and peace-loving, there has been no case of ragging.

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

- No formal provision of welfare schemes has been in place.
- However, the poor and the needy students are often helped by the members of the staff, particularly at the time of admission.

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 ?

- The college has an Alumni Association, but it has not been registered.

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.

- No formal mechanism has been put in place to record the career progression of students
- Whatever information is available about the employment of students is gathered by teachers on personal contact. Hence, there has been no systematic maintenance of records about this matter.

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-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.

- The programme-wise details of pass percentage for the last four years given below:

Sl. No.	College	Programme	Year-wise pass percentage			
			2012	2013	2014	2015
1.	S.A. Mahavidalaya	Arts	76.10%	60.53%	79.61%	67.10%
2.	S.A. Mahavidalaya	Science	67.65%	71.88%	44.83%	30.95%
3.	S.A. Mahavidalaya	Commerce	76.36%	70.91%	90.48%	85.19%

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

- The career counseling cell, from time to time, guides the students about their career choices.
- External agencies conduct programmes informing the students about career prospects.
- Teachers take personal interest in informing the students about career opportunities.

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

- Regular academic assessments are conducted through class tests and personal supervision and monitoring.
- Extra classes and remedial classes are taken for special support to slow-learners.

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.

- The N.S.S., YRC & Red Ribbon Club, the Student Union and other student Associations take particular interest for motivating the students to take part in extra-curricular, cultural activities.
- Various competitions and events are held in literary, cultural, athletic and games and prizes are distributed in the Annual functions of the Student Union and that of other societies and associations.
- Students do also participate in the competitions hosted by the university and other organizations.

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.

DETAILS OF MAJOR STUDENT ACHIEVEMENT IN COCURRICULAR / EXTRA-CURRICULAR / CULTURAL ACTIVITIES

Sl. No.	Name of the students	Name of the Events	Level of Achievement	Year
1.	Priyadarshini Sahoo	Essay(Legal Cell, State)	2nd	2014-15
2.	Sumitra Jena	Debate(Legal Cell, State)	2nd	2014-15
3.	Bhagyadhar Nayak	Best Volunteer Nabakalebar 2015		2015-16
4.	Puja Behera	Best Volunteer Nabakalebar 2015		2015-16
5.	Chandan Nayak	Best Volunteer Nabakalebar 2015		2015-16

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 ?

- There is no formal provision for collecting feedback from graduates and employers.
- However, ex-graduates of the college achieving success in extra-curricular fields are invited to college on celebratory occasions to inspire the students.

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.

- The college magazine has provided a handy and useful avenue for the students to give expression to their ideas and ideals, their creativity.
- The Wall Magazines provide opportunities to students for self-expression.

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

- The College has an executive committee of the Student's Union consisting of President, Vice-President, Secretary and Asst. Secretary and other office bearers.
- Athletic, Dramatic, Cultural Societies are in place for student representation.
- Annual election is held for representation of students in the Students Union and other societies- as per programme notified by the Govt. of Odisha.
- Every bonafide student of the degree class is a member of the union and is eligible for election and to vote.
- Any member of +3 Arts, Science, Commerce Classes can be President and Secretary.
- Students of +3, 1st year & 2nd Year of +3 Streams can be Vice-President or Asst. Secretary.

The activities of the college union are :

- To organize competitions like Debate, Quiz, Dialogue, Song, Slogan-writing, Essay, Short Stories etc.
 - To observe Annual Function.
 - To maintain student discipline and assist the college administration for smooth functioning.
- All members of the union pay an annual membership fee at the time of admission.

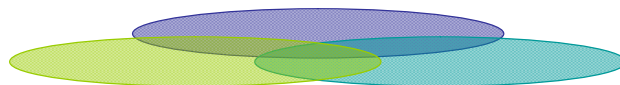
For other details-see the Bye-Law consisting of the rules and procedures of election to the Students Bodies. (Annexure-)

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

- The student representatives are in the executive committee of the students' union and other societies.
- Student representatives are there in the Sexual Harassment and grievance redressal cell.

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

- The old students, mostly belonging to the locality, actively participate in many of the programmes held in the college.
- Their views, opinions and suggestions are often solicited for the smooth functioning of the college.



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. ?

The Vision, Mission and Objectives of the College have been stated under Criterion –I.

- This college caters to the Higher Education of Students mostly coming from poor and marginalized families of a predominantly rural area.
- The vision of this institution is basically to provide enabling higher education environments to its students. Since its establishment, the college has been making concerted efforts to translate its core vision into reality.
- As this locality has a hallowed past, renowned in history as the seat of Prachi Valley civilization and as the sacred seat of Shishu Ananta, a fifteenth century devotional poet and Kabi Jayadev, the famous poet of Geeta Govinda, the people have deep cultural roots, who give importance to traditional human values. So the focus of this institution is to constantly remind the students about their cultural past, thereby inculcating in them human values.
- This apart, the college strives hard to create and maintain a peaceful academic ambience where students can pursue their education with love, trust and confidence. We have been successful in this aspect to some extent.
- However, much remains to be done to fulfill the mission and objectives. The college has to struggle through its journey due to scanty resources, and also due to confusing, often muddled Government Policies.
- The authorities of the college are hopeful that with proper financial assistance and logistics, it will realize the core ideas and ideals incorporated in its vision and mission.

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

- The Governing Body members are the important stakeholders. Proper co-operation and co-ordination between this body and the teaching and other staff of the college, including the Principal steers the institution along its path.
- However, for the last five or six years, regular Governing Body has not been formed, thanks to the opaque policy of the State Government. At present, the Sub-Collector of Bhubaneswar is the President and this one-man head system has resulted in slow implementation of developmental plans. But recently the State Government has notified that the local M.L.A. will be the President of the Governing Body. It is yet to be formed to a full body.
- The Principal and the teachers of the college, inspite of very many hurdles, put in their best efforts for improving the academic and administrative aspects.
- Teachers are assigned with different portfolios and perform their duties constructively.

6.1.3 What is the involvement of the leadership in ensuring?

- The Principal seeks the help and assistance of all the stakeholders for implementing plans and policies chalked out collectively, at forums meant for decision making.
- The local intelligentsia offers constructive suggestions which are carried out as far as practicable.
- The Principal, along with the Administrative, Accounts and Academic Bursars and the senior faculty members, takes innovative steps for quality maintenance.
- The needs and requirements of different departments are identified and feasible steps are taken for amelioration.

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 ?

- The Governing Body monitors and evaluates the development plans. However, as there is not a full-fledged G.B., the Principal and the staff

- are the policy and decision makers, which they do with utmost responsibility.
- Staff council meetings are conducted for taking and approving important decisions.
 - Academic progress of students is periodically discussed in staff council meetings and also in the departments, which ensure implementation of plans and policies.
 - UGC Committee, construction and purchase committees are actively contributing to the implementation of developmental policies.

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

- The Department of Higher Education has appointed District Level Consultants, who visit the college for inspection. This has a very positive impact.
- The academic guidelines framed by the Government are carried out and this ensures quality management

6.1.6 How does the college groom leadership at various levels ?

- The College assigns important academic and administrative duties to teachers competent enough to handle their tasks with responsibility.
- The Administrative, Accounts and Academic Bursars are teachers with a great sense of duty and commitment. They show exemplary leadership qualities and inspire others to apply themselves to their professional responsibilities with dedication.
- The teachers in charge of other assignments like Examinations, Library, Cultural and Dramatic Societies, Construction and Purchase execute their respective assignments commendably.
- The institution relies on its man power for optimum performance and because of its trust in its teachers, its smooth functioning is ensured.
- Teachers in charge of N.S.S., YRC and Red Ribbon Club are very active and take leading roles in organizing related programmes.
- The college grooms leadership qualities by allocating the assignments judiciously.

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 ?

- The Departments function as per the prescribed guidelines of the Deptt. Of Higher Education.
- The rules and ideals of the institution are flexible enough to give utmost autonomy to the staff.
- Delegation of authority in a reasonable way holds the key to smooth functioning and the college takes care of this cardinal principle.

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

- Some members of staff are inducted into the Governing Body, which ensures participative management.
- As a rule, the college functions on the basis of participative action by all the members of the teaching and non-teaching staff.

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?

- The college adopts appropriate strategies for optimal use of its resources –physical as well as human.
- Reviews and Assessments are frequently undertaken to ensure that the college fulfills its stated objectives.

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

- The college has a perspective plan of opening Honours subjects in all the departments and increasing Hons. Seats in Science Subjects- Physics, Chemistry and Botany.
- However, this ambitious plan depends on the creation of new infrastructure and provision of the required facilities.
- The college has a plan for constructing an auditorium in the coming days.

6.2.3 Describe the internal organizational structure and decision making processes.

- The Department of Higher Education and Director, Higher Education are the top decision making authority.

- As per the decision and guidelines of the Government, a Governing Body is constituted to advise the Principal, who is also the Principal-cum-Secretary.
- Bursars of different Sections and Teachers in charge of important wings take policy decisions which are subsequently gone through and if found suitable, approved .

Department of Higher Education
(Govt. of Odisha)

↓
Director of Higher Education

↓
Governing Body

↓
Principal

Administration	Academics & Examination	Finance	Library & Extension
1. Administrative Bursar	1. Academic Bursar	1. Accounts Bursar	1. Library Committee 2. N.S.S
2. Head Clerk	2. HODs	2. Accounts	3. YRC
3. Discipline Committee	3.Exam. Committee	3.Construction Committee	4. Red Ribbon Club
4.Grievance Redressal Cell	4. Library Committee	4.Purchase Committee	5.Cultural Club 6.Environment Club

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

- Teaching & Learning

→ Interactive and participative method of teaching is given emphasis. However, given the limited space in the classrooms, teachers find it difficult to engage all the students in discussions, doubt-clearing sessions. Still, efforts are always on to interact

with most of the students and encourage them to shed shyness while interacting with teachers.

→ Oral tests are regularly conducted to obtain a quick idea about the learning capacities of the students.

→ Internal written tests are conducted.

→ Inspiration given to students to participate in extra-curricular, particularly extension activities.

- Research & Development.

→ Many of the teachers have been awarded Ph. D or M. Phil Degrees, which shows their interest in research work.

→ Teachers without any such awards are not to be taken as the ones shying away from research and development work. In fact, it has been found that some of such teachers are academically very sound and very useful to students. It is sad that there is a common perception that teachers with Ph.D degrees are invariably brilliant. In many cases, it is just dogged perseverance that accounts for award of Ph.D degrees.

→ However, there is provision for granting study leave to teachers engaged in research work. Such teachers are also allowed reduced teaching duties.

- Human Resource Management.

→ As stated earlier, human resource management is successfully enacted by allocating important assignments to teachers of considerable competence.

- Industry Interaction.

→ To be candid, it may be mentioned that there has not been any effective industry interaction on the part of the students.

→ However, the teachers of commerce and Economics Departments sometimes take some students with them for visit to reputed industries.

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 ?

→ Feedbacks from students and other stakeholders, reports of the HODs of different departments, teachers entrusted with assignments are the chief sources for gathering information. The Principal reviews and assesses the feedbacks and ensures appropriate measures for reforms and improvement.

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

→ It is the common practice of the Management to involve the important stakeholders in the adoption and implementation of policies and decisions.

→ Teachers and the members of the non-teaching staff give importance to strategic co-operation and co-ordination, which ensures the effectiveness and efficiency of the institutional processes.

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

→ As the Sub-Collector of Bhubaneswar functions as President, no mandatory meetings have been held for passing resolutions.

→ Decisions taken by the Principal with consultations with the Bursars, Head Clerk and teachers with assignments are sent to the Sub-Collector-cum-President for approval.

→ The President's File is in the office in which all such approvals have been made.

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?

→ Yes, the affiliating university accords the status of autonomy.

→ The college has not made any effort in that direction, as it is still on the path of development.

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

→ The grievances of the students are sorted out by the members of the Grievance Redressal Cell.

→ In case of serious grievances, the Principal convenes a staff council meeting in which measures are consensually adopted for redressal.

→ The grievances of the members of the staff are looked into by the Principal and the Administrative Unit. In case of any serious grievance, matters may be placed before the president of the Governing Body or the authorities in the Department of Higher Education for being sorted out.

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 ?

→ Details of the Court Cases are enclosed (See Annexure-)

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 ?

→ Feedbacks from the students and their demands are taken with due seriousness.

→ Renovation of the Main Building and Installation of new ceilings fans have been undertaken in the recent past because of the demands of the students.

→ New College Uniform of +3 Students has been introduced in 2015 on account of the appeal of the students.

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 ?

- The members of the staff are encouraged to attend refresher and orientation classes.
- Teachers are motivated to do research work and attend seminars and workshops organized at other colleges.
- The members of the non-teaching staff are encouraged to undergo Accounts Training and acquired computer knowledge.
- The Library Staff members have been trained to be familiar with the processes of Library Automation.

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 ?

- The college encourages the faculty members to seek new and innovative avenues of knowledge and undergo training and retraining as required for their aptitude and personality development.
- Care is taken to avoid disruption and dislocation in academic and administrative matters in case teachers of any department go outside to attend any training or retraining programmes.

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.

- The institution follows the guidelines and systemic requirements prescribed by the Govt. for performance appraisal of the teachers.
- A proforma is provided to each of the staff members for self-appraisal
- This proforma underlines appraisals on effectiveness in classroom transactions, execution of assignments, conduct and etiquette etc.
- The Department of Higher Education has very recently made it mandatory for the Principal to forward the CCRs online to the designated authorities.

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 ?

- On the basis of the Self-appraisal reports and the Principal's assessments, grades like 'outstanding', 'satisfactory' 'good' are given in the CCRS.
- If any adverse remark is to be given, there is provision for informing the person(s) concerned, which ensures rectification.
- In serious cases, the matter is brought to the notice of the President, Governing Body and disciplinary actions as deemed fit are taken.

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 ?

- No such welfare schemes are available in the college.

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

- Posting of teachers and members of the non-teaching staff are made either by the Government (through Selection Board) or by the Management.
- Aided employees (mostly teaching staff) are transferred by the Govt. So there is little scope for attracting or retaining eminent faculty.

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 ?

- At the beginning of the financial year, the Draft Budget is prepared and put up before the Budget Committee for additions or deletions, if any.
- The Budget is then placed before the President of the Governing Body for approval.
- The UGC Committee makes allocations for developmental work (UGC Sanctioned funds only)
- College general fund is utilized judiciously for various works.

→ As the resources are scanty, care is taken to ensure sustainability at the time of allocating funds for developmental work.

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.

- No mechanism for internal audit is in place.
- The alertness and expertise of the Accounts Bursar is one of the most reliable sources to check mis-utilisation of fund.
- The External Audit is done by the Local Fund Audit of the Government.
- The Government has recently directed the college to engage a Chartered Accountant and his firm for auditing of the college accounts and expenditures.
- The latest Audit report is enclosed (see Annexure-)

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.

- Development fees are collected from students at the time of admission.
 - UGC assistance and assistance from State Government are the other sources of institutional receipts
- Audited income and expenditure enclosed as (annexure -)

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

- MLA LAD, MP LAD, State Government Grants are the additional funds besides UGC Grants.
- The institution has received Rs. 5 Lakh from State Government in the Year 2014-15 for the construction of the Girls Common Room.

6.5 Internal Quality Assurance System.

6.5.1 Internal Quality Assurance (IQAC)

- a) Has the institution established an Internal Quality Assurance Cell (IQAC) ? If 'yes', what is the institutional policy with regard

to quality assurance and how has it contributed in institutionalizing the quality assurance processes ?

→ The institution has set up Internal Quality Assurance Cell in 2014.

→ The core objective of this cell is to ensure quality in teaching and learning and address the loopholes, deficiencies and grey areas, if found.

→ As the cell has been set up very recently, it is in the process of creating and consolidating mechanisms for quality enhancement and quality maintenance.

→ Since its inception, the co-ordinator and the members of the cell have been making and exploring ways and methods for its effective functioning.

b) How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented ?

→ A few resolution of IQAC have been placed before the Principal and the staff council and been approved for implementation.

→ One such resolution pertains to creation and maintenance of a database about the students' personal information.

→ Another resolution regarding the close mentoring of minimum 10 students by each teacher has been approved.

c) Does the IQAC have external members on its committee ? If so, mention any significant contribution made by them.

→ Yes, the IQAC has two external members, one of whom Mr. Rudra Narayan Pal is an expert in Insurance Sector. Mr. Pal has visited the college on two occasions and gave motivational talks to students of Commerce and Economics Departments.

d) How do students and alumni contribute to the effective functioning of the IQAC ?

→ Students and some members of the Alumni have evinced interest in the functioning of IQAC. However, they have not yet contributed significantly for its effective functioning.

e) How does the IQAC communicate and engage staff from different constituents of the institution ?

- The Principal interacts with the members of IQAC and gives constructive suggestions.
- The resolutions of IQAC are informed to all the members of the staff for compliance and implementation.

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.

- The circulars, orders and notifications of the government pertaining to quality development are placed in the Staff Common Room Guard File and put up in the notice board if necessary.
- The college given importance to performance appraisal of the staff and this is the chief framework for quality assurance.
- The non-teaching staff are motivated to update their skills and knowledge.

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.

- Various training programmes are conducted by the Department of Higher Education, Regional Director and other such govt. agencies in which members of both teaching and non-teaching staff participate.
- The College encourages and motivates the staff to be familiar with computers and other electronic gadgets. However, there has not been any positive improvement of skills in this regard.
- Faculty Members attend orientation programmes, attend workshops for updating their knowledge and skills.

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

- No such mechanism has seriously been adopted till date.
- However, the DLC and the Members of Performance Tracking Cell of the Government visit the college, which ensures better efforts on the part of the teachers for executing their duties effectively.

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

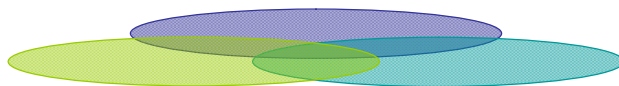
- The Quality Assurance Mechanisms of both the internal and external agencies give importance to maintaining and enhancing quality in teaching-learning and other activities of the college. The objectives of both the agencies are almost identical. Thus, there is alignment between the Quality Assurance Mechanisms of the internal and external agencies.

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 ?

- Inspection of classes by the Principal, periodic visit of the District Level consultants and officers of the Higher Education Department are the chief mechanisms to ensure teaching – learning quality.
- Feedbacks from Students, most often given orally, are the other mechanism for reviewing the quality in academic activities.

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

- Any other relevant information regarding Governance Leadership and Management which the college would like to include.
- The quality assurance policies of the college are placed before the staff council meetings for discussion and complementation.
 - The HODs are intimated about these policies and instructed to ensure their effective implementation.
 - The Quality Assurance Reports will be sent to the UGC in the coming days.



CRITERION VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

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

- The N.S.S. Units have been taking up programmes like plantation, cleaning and creating awareness about deforestation.
- The Environment Club of the college consisting of the YRC Members and students of some departments conducts green audit of the college campus from time to time.

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

- Energy conservation
 - Members of the staff and the students are made aware about the need for conserving energy.
 - At the time of load shedding, the Gen Set running on diesel is used sparingly, thus conserving energy.
- Use of renewable energy.
 - No renewable energy source has been created.
- Water harvesting
 - No
- Check dam constructions
 - No
- Efforts for carbon neutrality
 - The dense mango grove near the college serves this purpose to some extent.
- Plantation
 - The N.S.S. Units take up plantation activities. However, cyclonic storms have not allowed the tender plants to take strong roots. In the phailin storm of 2012, much damage was done to the plantations on the college campus.
- Hazardous Waste Management
 - No
- E-Waste Management
 - No

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.

1. E-admission process has been one of the major innovative practices introduced by the Government and successfully adopted in the college.
2. Self defence Training of Women students.
3. New College Dress Code.
4. On-line salary billing, EPF Credit, University mark sheet and Admit Card generation, including preparation of Memo of Answer Scripts.
5. Close Mentoring of Minimum 10 Students by each teacher.

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.

FORMAT FOR PRESENTATION OF BEST PRACTICE

1. Title of the Practice : Wisdoms in Epigrams (English)

2. Goal

- i) To broaden the cognitive aptitude of the students
- ii) To enhance their comprehensive understanding and critical thinking
- ii) To give the students an idea about the beauty and expressiveness of English language

3. The Context

→ It is found that the students are not good at comprehending ideas and wise sayings. Most of them have come from Odia background Primary and Secondary Schools and so they do not have enough

exposure to English language. Further, this practice is followed to improve the students' grasping and assimilating power.

4. Teachers are asked to devote at least five minutes in their classes for giving the students epigrammatic lines / Sentences containing some noble or educative idea. Students are asked to remember the epigrams and also they are made to comprehend the ideas through brief explanation.

5. **Evidence of Success**

- It is found that students have responded to this practice positively and with enthusiasm.
- Students are found to have memorized some epigrams and exchange them between one another during interactions.
- This practice is contributing to the improvement in their power of comprehension.
- Visitors coming to college for seminars and workshops have appreciated this practice.

6. **Problems Encountered and Resources Required**

- As this practice is entirely teacher-centric and linguistic, no problem in its implementation has been encountered and no resource is required too.

5. **Notes (Optional)**

- The implementation of this very simple and hassle-free practice in the college has been appreciated by the students of other colleges.

6. **Contact Details**

Name of the Principal : Prof. Sudhir Kumar Mohanty
Name of Institution : Shishu Ananta Mahavidyalaya,
Balipatna, Khurda, Odisha.
Accredited Status : C ++
Work Phone : 06742462230
Website : <http://www.samvbalipatna.in>
E-mail :
shishuananta.mahavidyalaya@gmail.com

FORMAT FOR PRESENTATION OF BEST PRACTICE - 2

1. **Title of the practice** : Observance of Important Days (particularly the Birth Anniversaries of Eminent Freedom Fighter of Odisha) through rallies and Seminars.
2. **Goal:** :
 - To aware the students about the contributions of great Freedom Fighter of Odisha
 - To inculcate in the Youth of the present generation love for the State and its hallowed past.
3. **The Context**
 - It is seen that the young generation is quite indifferent to the ideas and ideas shown and propounded by the great men and women of Odisha who sacrificed their lives and careers for the Independence of the Country. So this practice is followed to instill the required sense of love for the past and also for the great contributions of the Freedom Fighters.
4. **The Practice**
 - On the birth Anniversaries of great Freedom Fighters like Utkalmani Gopabandhu Das, Pandit Nirakantha Das, Sarala Devi, Acharya Harihar Dash, Biju Pattnaik, Harekrushna Mohatab, etc. Students, particularly the volunteers of N.S.S. YRC organize small rallies, with placards and raise moving slogans that succinctly describe the greatness of these fighters. Seminars are organized and teachers enlighten the students about the lives and contributions of these great persons.
5. **Evidence of Success**
 - This practice has been very educative and it has made the students aware about the great men and women of the state who had fought for the country's freedom.

6. Problems Encountered and Resources Required

- Given the simple and convenient nature of this practice, problem have not been encountered for implementation.
- With small financial assistance-often from the donations of the staff, the rallies and the seminars are organized.

7. Notes (Optional)

- The college has found that the observance of the Birth Anniversaries in this simple manner has awakened the students' interest in the lives and times of the Freedom Fighters of Odisha.

8. Contact Details:

Name of the Principal : Prof. Sudhir Kumar Mohanty

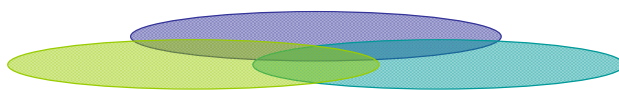
Name of Institution : Shishu Ananta Mahavidyalaya,
Balipatna, Khurda, Odisha.

Accredited Status : C ++

Work Phone : 06742462230

Website : <http://www.samvbalipatna.in>

E-mail : shishuananta.mahavidyalaya@gmail.com



CHAPTER- III

EVALUATIVE REPORT OF THE DEPARTMENTS:.

A. EVALUATIVE REPORT OF THE DEPARTMENT OF ENGLISH

1. Name of the Department : English

2. Year of Establishment: Intermediate -1980-81

BA(Pass)-1986-87

3. Name of Programmes/Courses offered (UG, PG, M.Phil., Ph.D, Integrated Masters; Integrated Ph.D., etc.)- **UG**

4. Name of interdisciplinary courses and the departments / units involved.-Nil

5. Annual/Semester/choice based credit system(Programme-wise)-
UG-Annually

6. 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 reason.-Nil

9. Number of Teaching Posts.

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	05	05

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.
Mr.D.P.Acharya	M.A	Lecturer	American Literature	31 Years	Nil
Mr.S.Mallick	M.A. B.Ed	Lecturer	Indo-Anglian Literature	25 Year	Nil
Mrs.Sujata Das	MA,	Lecturer	Linguistics Literature	24 Year	Nil
Dr.J.R.Sahoo	MA,M.Phil, Ph.D	Lecturer	American Literature	24 Yrs	Nil
Mr.S.K.Ray	M.A	Lecturer	American Literature	24 Yrs	Nil

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)- 1 to 80

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/ M.Phil /PG- PG-5, PhD-1

16. Number of faculty with ongoing projects from a) National 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. (Dr.J.R.Sahoo-17 & Mr.S.Mallick-05)
- ❖ 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 Nil
- ❖ Chapter in Books Nil
- ❖ Books Edited Nil
- ❖ Books with ISBN/ISSN numbers with details of Publishers Nil
- ❖ Citation Index Nil
- ❖ SNIP Nil
- ❖ SJR Nil
- ❖ Impact factor Nil
- ❖ H-index Nil

20. Areas of consultancy and income generated-Nil

21. Faculty as members in-

- a) National committees b) International Committees c) Editorial Boards –College Magazine

22. Student projects -

- a) Percentage of students who have done in-house projects including inter departmental/ programme- Nil

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.-

Dr.J..Sahoo, State NSS Award-2015

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

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	
20.12.13	286	194	82	112	76.10%
2013-14	276	182	56	126	60.53%
2014-15	353	230	99	131	79.61%
2015-16	460	288	113	175	67.10%

* M = Male *F = Female

27. Diversity of Students

Name of the Course	%of Students from the same States	% of Students from other States	% of Students from abroad
UG-2011	100	Nil	Nil
UG-12	100	Nil	Nil
UG-13	100	Nil	Nil
UG-14	100	Nil	Nil
UG-15	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL SERVICES, Defense Services, etc. ?- Information not available

29. Student Progression

Student Progression	Against % enrolled
UG to PG - UG	05%
PG to M.Phil.	NA
PG to Ph.D	NA
Ph.D. to Post-Doctoral	NA
Employed	
Campus Selection	Nil
Other than campus recruitment	40%
Entrepreneurship/Self-employment	5%

30. Details of Infrastructural facilities.

- a) Library - Central Library available for the Students
- b) Internet facilities for Staff & Students-Nil
- c) Class rooms with ICT facility -Nil
- d) Laboratories -NA

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.

- Importance is given to communicative English
- Slow learners are constantly motivated and encouraged.
- Emphasis is given to enabling the students to master the basics of English
- Individual students are closely monitored and guided

33. Teaching methods adopted to improve student learning

- Classes are made interactive
- Discussions & deliberation are often made to improve the quality of class room transaction
- Oral test are held twice a month
- Students are Constantly motivated to shed shyness and take part discussion

34. Participation in Institutional SOCIAL Responsibility (ISR) and Extension activities.

- Students participate in extension Activities organized by NSS, Red Ribbon Club and YRC
- Teachers are assigned portfolios to carry out extension activities undertaken by NSS, RRC & YRC
- Participation in the observance of the birth anniversaries of the important freedom fighters makes the students aware

about our history and also instills in them great civic sense and citizenship values.

35. SWOC analysis of the department and Future plans.

Strength”-

- Dedicated and experienced teachers
- Loving relationship between students & teachers
- Class room transactions very disciplined

Weakness

- Students coming from low social back ground having no early exposure to English is a handicap.
- No training of students at primary or secondary level schooling in the mastering of skills of learning English.
- Fear of English language having been ingrained in the children of the rural areas.

Opportunities

- General docility of the students enables the teachers to employ innovative ways for making class room transaction more effective and also delightful.
- Honours courses is to be opened in the coming days for making the department full-fledged.

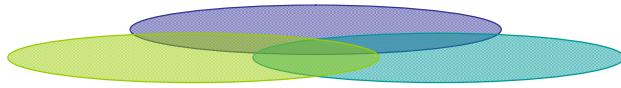
Challenge

- Eliminating the fear elements affecting the learning of English language.

- Most of the students being first generation learners , it is an uphill task to motivate them for mastering English language.

Future Plan

- To open a language laboratory.
- To use ICT during class room transaction.



EVALUATIVE REPORT OF THE DEPARTMENTS:

B. EVALUATIVE REPORT OF THE DEPARTMENT OF ODIA

1. Name of the Department : ODIA

2. Year of Establishment: Intermediate-1980-81

B.A(Pass)-1986-87

B.A(Hons)-1991-92

3. Name of Programmes/Courses offered (UG, PG, M.Phil., Ph.D, Integrated Masters; Integrated Ph.D., etc.)- **UG**

4. Name of interdisciplinary courses and the departments / units involved.-Nil

5. Annual/Semester/choice based credit system(Programme-wise)-UG-Annually

6. 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 reason.-Nil

9. Number of Teaching Posts.

	Sanctioned	Filled
Professors		
Associate Professors	01	01
Asst. Professors	05	05

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.
Mr.A.Pattnaik	MA,BEd	Reader	Dharmadhara	32 Yrs	Nil
Dr.(Mrs).S.S.Das	MA, M.Phil PhD	Lecturer	Modenpoetry	31Yrs	Nil
Dr B.S.Dash	MA,Ph.D	Lecturer	Drama	25Yrs	Nil
MrsR.Mohapatra	MA,Ph.D	Lecturer	Modenpoetry	24Yrs	Nil
Dr.(Mrs) S.Sahoo	MA,Ph.D	Lecturer	Relion	24Yrs	Nil
Mrs M.Mohapatra	M.A	Lecturer	Religion	23 Yrs	Nil

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)- 1 : 50
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/ M.Phil /PG.
PG-06,M.phil-04, PhD-04
16. Number of faculty with ongoing projects from a) National 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:

- Publication per faculty: Mrs.A.Pattnaik – 01,
Dr.B.S.Das-03, Dr.S.Das-02
- 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 Nil
- Chapter in Books Nil
- Books Edited Nil
- Books with ISBN/ISSN numbers with details of Publishers:- Nil
- Citation Index Nil
- SNIP Nil
- SJR
- Impact factor Nil
- H-index Nil

20. Areas of consultancy and income generated-Nil

21. Faculty as members in-
 - a. National committees
 - b. International Committees
 - c. Editorial Boards –College Magazine

22. Student projects -
 - a. Percentage of students who have done in-house projects including inter departmental/ programme- Nil
 - 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.-Nil
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	
2012-13	286	33	09	24	76.10%
2013-14	276	28	06	22	60.53%
2014-15	353	41	10	31	79.61%
2015-16	460	288	110	174	76%

* M = Male *F = Female

27. Diversity of Students

Name of the Course	%of Students from the same States	% of Students from other States	% of Students from abroad
UG-2011	100	Nil	Nil
UG-12	100	Nil	Nil
UG-13	100	Nil	Nil
UG-14	100	Nil	Nil
UG-15	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL SERVICES, Defense Services, etc. ?- Information not available

29. Student Progression

Student Progression	Against % enrolled
UG to PG - UG	50%
PG to M.Phil.	NA
PG to Ph.D	NA
Ph.D. to Post-Doctoral	NA
Employed Campus Selection Other than campus recruitment	Nil 45%
Entrepreneurship/Self-employment	05%

30. Details of Infrastructural facilities.

- e) Library - Central Library available for the Students
- f) Internet facilities for Staff & Students-Nil
- g) Class rooms with ICT facility -Nil
- h) Laboratories -NA

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.

- Seminars & workshops are held
- Inspiring the students for creative writing in Odia
- Awarding the student about the rich literary heritage of odia language, particularly in the contest of the recent announcement of Odia as a classical language.

- Motivating the students to do minor research work in the study of palm leaf manuscripts & ancient literature of Odisha.

33. Teaching methods adopted to improve student learning

- Classes are made delightful through story telling methods, anecdotes etc.
- Interactive & participatory classroom transactions.

34. Participation in Institutional SOCIAL Responsibility (ISR) and Extension activities.

- Student & staff visit nearest areas to get an idea about the Socio Economic condition of the community.
- Students & staff take part in Social welfare services carried out by NSS/YRC.

35. SWOC analysis of the department and Future plans.

Strength”-

- Qualified & experienced teachers .
- The number of girl students being preponderant in the General /Hons classes, there is discipline in the class rooms, which makes it easy for the teachers for make the classes effective & also amusing.

Weakness

- No separate Departmental Library
- The general perception about lack of career opportunities for students having Odia at under graduate level creates problem for getting good student in the department.

Opportunities

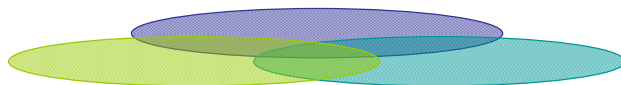
- With Odia being declared as a classical language, research opportunities are likely to be opened at different forums, which may increase the possibility of creative engagement of students.
- Recent policy decisions by the State Govt. for opening up of Universities & institutions exclusively for study & research of odia language and literature is likely to create job opportunities for students having odia for higher studies.

Challenge

- Disillusionment of the younger generation about the utility of Odia as subject of Study.

Future Plan

- .To open a separate Department Library.
- .To establish an archives for palm leaf manuscripts and extant ancient Odia literary works.



EVALUATIVE REPORT OF THE DEPARTMENTS:

C. EVALUATIVE REPORT OF THE DEPARTMENT OF POLITICAL. SCIENCE

1. **Name of the Department –POLITICAL SCIENCE**
2. Year of Establishment: Intermediate -1980-81
B.A(Pass)-1986-87
B.A(Honours)-1991-92
3. Name of Programmes/Courses offered (UG, PG, M.Phil., Ph.D, Integrated Masters; Integrated Ph.D., etc.)- **UG**
4. Name of interdisciplinary courses and the departments / units involved.-Nil
5. Annual/Semester/choice based credit system(Programme-wise)-UG-Annually
6. 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 reason.-Nil
9. Number of Teaching Posts.

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	04	03

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.R.Dash	MA.PhD	Lecturer	Municipal Admn.	32 Yrs	Nil
Mrs.A.Nanda	M.A	Lecturer	Displacement	26 Yrs	Nil
Mr.A.Sahoo	M.A	Lecturer	Pol.Sociology	23 Yrs	Nil

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)- 1 to 50
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/ M.Phil /PG- PG-3, PhD-1
16. Number of faculty with ongoing projects from a) National 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: Nil
 - ❖ a) Publication per faculty.

- ❖ Number of papers published in peer reviewed journals (national/ international) by faculty and students. Nil
- ❖ 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 Nil
- ❖ Chapter in Books Nil
- ❖ Books Edited Nil
- ❖ Books with ISBN/ISSN numbers with details of Publishers Nil
- ❖ Citation Index Nil
- ❖ SNIP Nil
- ❖ SJR Nil
- ❖ Impact factor Nil
- ❖ H-index Nil

20. Areas of consultancy and income generated-Nil

21. Faculty as members in- Nil

b) National committees b) International Committees c) Editorial Boards –College Magazine

22. Student projects -

c) Percentage of students who have done in-house projects including inter departmental/ programme- Nil

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.-Nil

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

c) National -Nil

d) 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	
2012-13	286	120	31	89	81.25%
2013-14	276	111	42	69	100%
2014-15	353	157	68	89	85%
2015-16	460	207	97	110	94.90%

* M = Male *F = Female

27. Diversity of Students

Name of the Course	%of Students from the same States	% of Students from other States	% of Students from abroad
UG-2011	100	Nil	Nil
UG-12	100	Nil	Nil
UG-13	100	Nil	Nil
UG-14	100	Nil	Nil
UG-15	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL SERVICES, Defense Services, etc. ?- Information not available

29. Student Progression

Student Progression	Against % enrolled
UG to PG - UG	30%
PG to M.Phil.	NA
PG to Ph.D	NA
Ph.D. to Post-Doctoral	NA
Employed Campus Selection Other than campus recruitment	Nil 15%
Entrepreneurship/Self-employment	30%

30. Details of Infrastructural facilities.

- i) Library - Central Library available for the Students
- j) Internet facilities for Staff & Students-Nil
- k) Class rooms with ICT facility -Nil
- l) Laboratories -NA

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.

- Organising Seminars.
- Organising co-curricular activities like debates Essay, Group discussion & Quiz competition.
- Orientation & remedial classes are taken..

33. Teaching methods adopted to improve student learning

- Classes are made interactive & participatory.
- Close interaction with the students.
- Collecting feedbacks from students for identifying their problems & deficiencies’.

34. Participation in Institutional SOCIAL Responsibility (ISR) and Extension activities.

- Students & staff participate in the NSS/YRC activities..
- Awareness campaigns & programmes are organized.

35. SWOC analysis of the department and Future plans.

Strength”-

- Active teachers committed to conducting classroom transaction effectively.
- Students disciplined & obedient.

Weakness

- No separate building for the department.
- Poor standard of students in English.
- No separate library

Opportunities

- With emphasis laid on strengthening and activating the governance system of the state & the country, proper training in civic duties & responsibilities is essential & as

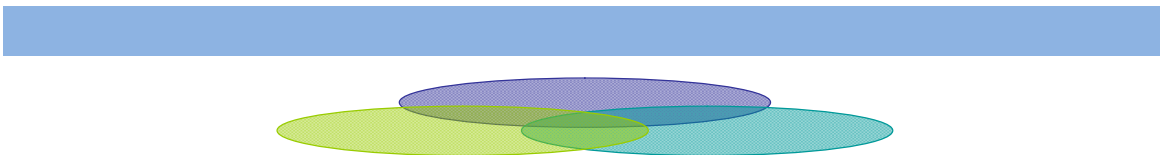
political science as a subject empowers students in the related field, there is likely to be growing interest of the younger generation for pursuing studies in Political Science .

Challenge

- Making the department full fledged despite the lack of resource of the college.

Future Plan

- To open a separate library
- To use more & more ICT materials during classroom transactions.



EVALUATIVE REPORT OF THE DEPARTMENTS:

D. EVALUATIVE REPORT OF THE DEPARTMENT OF HISTORY

1. Name of the Department - HISTORY

2. Year of Establishment: Intermediate- 1980-81

B.A(pass)-1986-87

B.A(Hons) -1991-92

3. Name of Programmes/Courses offered (UG, PG, M.Phil., Ph.D, Integrated Masters; Integrated Ph.D., etc.)- **UG**

4. Name of interdisciplinary courses and the departments / units involved.-Nil

5. Annual/Semester/choice based credit system(Programme-wise)-
UG-Annually

6. 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 reason.-
Nil

9. Number of Teaching Posts.

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	06	06

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(Mrs)M.Rath	MA, PhD	Lecturer		26 Yrs	Nil
Dr.N.Satapathy	MA, PhD	Lecturer	Odisha History	26 Yrs	Nil
Dr.L.K.Ray	MA, BEd, PhD	Lecturer	Ancient India	26 Yrs	Nil
Mr.P.K.Patra	MA	Lecturer		27 Yrs	Nil
Mr.A.K.Jena	MA	Lecturer		26 Yrs	Nil
Mr.C.S.Behera	MA	Lecturer	Odisha History	26 Yrs	Nil

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)- 1 to 80

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/ M.Phil /PG- PG-06, PhD-3

16. Number of faculty with ongoing projects from a) National 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: Nil

- ❖ a) Publication per faculty.
- ❖ Number of papers published in peer reviewed journals (national/ international) by faculty and students. Nil
- ❖ 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 Nil
- ❖ Chapter in Books Nil
- ❖ Books Edited Nil
- ❖ Books with ISBN/ISSN numbers with details of Publishers Nil
- ❖ Citation Index Nil
- ❖ SNIP Nil
- ❖ SJR Nil
- ❖ Impact factor Nil
- ❖ H-index Nil

20. Areas of consultancy and income generated-Nil

21. Faculty as members in-

- a. National committees
- b. International Committees
- c. Editorial Boards –College Magazine

22. Student projects -

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

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.-Nil

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	
2012-13	286	16	07	09	92.31%
2013-14	276	16	03	13	93.75%
2014-15	353	18	06	12	92.86%
2015-16	460	16	03	13	87.50%

* M = Male *F = Female

27. Diversity of Students

Name of the Course	%of Students from the same States	% of Students from other States	% of Students from abroad
UG-2011	100	Nil	Nil
UG-12	100	Nil	Nil
UG-13	100	Nil	Nil
UG-14	100	Nil	Nil
UG-15	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL SERVICES, Defense Services, etc.?- Information not available

29. Student Progression

Student Progression	Against % enrolled
UG to PG - UG	5%
PG to M.Phil.	NA
PG to Ph.D	NA
Ph.D. to Post-Doctoral	NA
Employed Campus Selection Other than campus recruitment	Nil 20%
Entrepreneurship/Self-employment	05%

30. Details of Infrastructural facilities.

- m) Library - Central Library available for the Students
- n) Internet facilities for Staff & Students-Nil
- o) Class rooms with ICT facility -Nil
- p) Laboratories -NA

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.

- Seminars & workshops are organized in the Department.

- Resource persons from outside are invited for giving lectures in the seminars.
- Maps & pictures are sometimes used to make the class room transaction delightful & educative.
- Study tours to Historical places, Museums & State Archives are conducted.

33. Teaching methods adopted to improve student learning

- Students are involved in discussion & deliberation
- Close contact with individual students is made.
- Question & answer sessions are held.
- Oral tests are often taken during classroom transactions .
- Feed backs from students enable the teachers to take remedial steps for improving the learning skills of the students.
- Extra mural lecturers are organized by outside expert academics.

34. Participation in Institutional SOCIAL Responsibility (ISR) and Extension activities.

- Students & staff observe important national days & events.
- Students participating extension activities conducted by NSS/YRC/RRC.

35. SWOC analysis of the department and Future plans.

Strength”-

- Devoted & highly qualified teachers
- Rapport with students.

- Eagerness of students for knowing about the rich history & heritage of the country & the world.

Weakness

- No separate Seminar library, reading room.
- Lack of adequate books & reference materials in the central library by the college.
- No conference Hall..

Opportunities

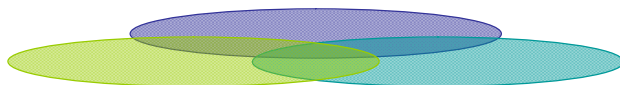
- With the expansion of the tourism sector of the state, there is growing demand of candidates well versed about the historical places & heritage sites which is likely to motivate the students to take up this subject with more intense enthusiasm
- Growing demand for guides for the tourism sector is likely to increase the job opportunity for the students pursuing higher study in history.

Challenge

- As there is no seminar library, it is difficult on the part of teachers to conduct effective teaching activities.
- Growing disillusionment about the utility of Arts subjects makes it difficult to get good students.

Future Plan

- A Separate seminar Hall library regarding & reading room with ICT materials.
- Increase of seats in Honours classes.



EVALUATIVE REPORT OF THE DEPARTMENTS:

E. EVALUATIVE REPORT OF THE DEPARTMENT OF ECONOMICS

1. **Name of the Department –ECONOMICS**
2. Year of Establishment: Intermediate -1980-81
BA (Pass) 1986-87
B.A (Honours)-1991-92
3. Name of Programmes/Courses offered (UG, PG, M.Phil., Ph.D, Integrated Masters; Integrated Ph.D., etc.)- **UG**
4. Name of interdisciplinary courses and the departments / units involved.-Nil
5. Annual/Semester/choice based credit system(Programme-wise)-
UG-Annually
6. 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 reason.-Nil
9. Number of Teaching Posts.

	Sanctioned	Filled
Professors		
Associate Professors	01	01
Asst. Professors	04	03

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.
Mr.B.B.Mohanty	M.A	Lecturer	Math. Eco	30 Yrs	Nil
Dr.K.P.Nayak	MA, M.Phil, PhD	Reader	Agricultural Eco.	30 Yrs	Nil
Dr.Ifat Nayak	MA,PhD	Lecturer	Econometrics	22Yrs	Nil
Mr.P.K.Mishra	M.A	Lecturer	Laboar Economics	22 Yrs	Nil

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)- 1 to 30

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/ M.Phil /PG- PG-4, M.Phil-01, P.hD-02

16. Number of faculty with ongoing projects from

a) National

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: Nil

- Publication per faculty.
- Number of papers published in peer reviewed journals (national/ international) by faculty and students. Nil
- 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 Nil
- Chapter in Books: Nil
- Books Edited Nil
- Books with ISBN/ISSN numbers with details of Publishers:- Nil
- Citation Index Nil
- SNIP Nil
- SJR Nil
- Impact factor Nil
- H-index Nil

20. Areas of consultancy and income generated- Nil

21. Faculty as members in-

- a). National committees
- b). International Committees
- c) Editorial Boards –College Magazine

22. Student projects -

- a) Percentage of students who have done in-house projects including inter departmental/ programme- Nil

- 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.-Nil
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	
2012-13	286	21	09	12	93.75%
2013-14	276	24	05	19	100%
2014-15	353	14	06	08	33.33%
2015-16	460	18	09	09	87.50%

* M = Male *F = Female

27. Diversity of Students

Name of the Course	%of Students from the same States	% of Students from other States	% of Students from abroad
UG-2011	100%	Nil	Nil
UG-12	100	Nil	Nil
UG-13	100	Nil	Nil
UG-14	100	Nil	Nil
UG-15	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL SERVICES, Defense Services, etc. ?- Information not available

29. Student Progression

Student Progression	Against % enrolled
UG to PG - UG	25%
PG to M.Phil.	NA
PG to Ph.D	NA
Ph.D. to Post-Doctoral	NA
Employed Campus Selection Other than campus recruitment	Nil 20%
Entrepreneurship/Self-employment	5%

30. Details of Infrastructural facilities.

- a) Library - Central Library available for the Students
- b) Internet facilities for Staff & Students-Nil
- c) Class rooms with ICT facility -Nil
- d) Laboratories -NA

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.

- Class room transaction interactive and learner-centric
- Students are motivated to aware themselves about the general economics scenario and challenges in the field.
- Topics are done in light and delightful ways.
- Seminars and workshops are organized for enabling the students to update their skills and enhance their cognitive faculty.

33. Teaching methods adopted to improve student learning

- Classes are interactive and participatory
- Regular oral tests are conducted along with occasional written test.
- Complex subjects are elucidated through educative stories and examples.

34. Participation in Institutional SOCIAL Responsibility (ISR) and Extension activities.

- Extension Activities carried out by student..
- Voluntary wings of the college enable the students and the staff to render valuable community and Social service

35. SWOC analysis of the department and Future plans.

Strength”-

- Committed teachers
- Enthusiastic students.
- Class room ambience invariably disciplined,.

Weakness

- Poor infrastructural facility
- No separate department library.

Opportunities

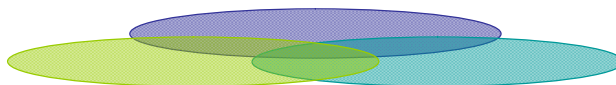
- There being growing demand for well trained students for pursuing careers in Banks, corporate houses, stock market, commercial firm etc; students may be motivated to choose economics as a subject at the undergraduate level.

Challenge

- Most of the students coming from marginalized families and low social background lack necessary cognitive skills.
- Economics being generally perceived as a difficult subject acts as deferrent for expanding the department with increase of seats & enrollment of more students.
- To inculcate in the students desired human values was make them proficient in the core subject.

Future Plan

- To open a separate department library.
- To use adequate ICTs materials during class room transaction.



EVALUATIVE REPORT OF THE DEPARTMENTS:

F. EVALUATIVE REPORT OF THE DEPARTMENT OF LOGIC & PHILOSOPHY

1. **Name of the Department -LOGIC & PHILOSOPHY**
2. Year of Establishment: Intermediate-1980-81 B.A(Pass)-1986-87
3. Name of Programmes/Courses offered (UG, PG, M.Phil., Ph.D, Integrated Masters; Integrated Ph.D., etc.)- **UG**
4. Name of interdisciplinary courses and the departments / units involved.-Nil
5. Annual/Semester/choice based credit system(Programme-wise)-UG-Annually
6. 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 reason.-Nil
9. Number of Teaching Posts.

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	02	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.
Prof.S.K.Mohanty		Reader	Logic & Set theory		

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)- 1 : 10
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/ M.Phil /PG- P.G-1
16. Number of faculty with ongoing projects from a) National 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:
 - Publication per faculty-
 - Number of papers published in peer reviewed journals (national/ international) by faculty and students- Nil

- 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.) -Nil
- Monographs Nil
- Chapter in Books Nil
- Books Edited Nil
- Books with ISBN/ISSN numbers with details of Publishers. Nil
- Citation Index Nil
- SNIP Nil
- SJR Nil
- Impact factor Nil
- H-index Nil

20. Areas of consultancy and income generated-Nil

21. Faculty as members in-

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

22. Student projects -

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

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	
2012-13	286	04	01	03	100%
2013-14	276	01	01	-	100%
2014-15	353	Nil	Nil	Nil	Nil
2015-16	460	Nil	Nil	Nil	Nil

* M = Male *F = Female

27. Diversity of Students

Name of the Course	%of Students from the same States	% of Students from other States	% of Students from abroad
UG-2011	100	Nil	Nil
UG-12	100	Nil	Nil
UG-13	100	Nil	Nil
UG-14	100	Nil	Nil
UG-15	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL SERVICES, Defense Services, etc. ?- Information not available

29. Student Progression

Student Progression	Against % enrolled
UG to PG - UG	20%
PG to M.Phil.	NA
PG to Ph.D	NA
Ph.D. to Post-Doctoral	NA
Employed Campus Selection Other than campus recruitment	Nil 05%
Entrepreneurship/Self-employment	10%

30. Details of Infrastructural facilities.

- a) Library - Central Library available for the Students
 - b) Internet facilities for Staff & Students- Nil
 - c) Class rooms with ICT facility - Nil
 - d) Laboratories - NA
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.
- Students are motivated to participate in inter disciplinary seminars.

33. Teaching methods adopted to improve student learning

- Interactive teaching method

34. Participation in Institutional SOCIAL Responsibility (ISR) and Extension activities.

- Students take part in the extension activities carried out by NSS, YRC, RRC.
- Students and the staff participate in the extension activities carried out by the students voluntary wings of the college

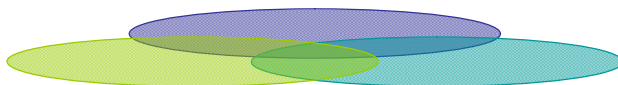
35. SWOC analysis of the department and Future plans.

Challenge

- Unwillingness of students to take up Philosophy as a subject at undergraduate level

Future Plan

- To motivate and mobilize students to opt for philosophy subject at +3 level



EVALUATIVE REPORT OF THE DEPARTMENTS:

G. EVALUATIVE REPORT OF THE DEPARTMENT OF PHYSICS

1. **Name of the Department -PHYSICS**
2. Year of Establishment: Intermediate-1992-93
BSc(Pass)-1993-94
BSc(Hons)-2006-07
3. Name of Programmes/Courses offered (UG, PG, M.Phil., Ph.D, Integrated Masters; Integrated Ph.D., etc.)- **UG**
4. Name of interdisciplinary courses and the departments / units involved.-Nil
5. Annual/Semester/choice based credit system(Programme-wise)-UG-Annually
6. 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 reason.-Nil
9. Number of Teaching Posts.

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	03	03

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.H.K.Mishra	M.Sc, M.Phil, Ph.D	Lecturer	Solid state physics & Group theory	28 Yrs	
Mr.S.N.Rath	M.Sc	Lecturer	Electronics	22Yrs	
Mrs.S.T.Sahoo	M.Sc	Lecturer	Electronics		

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)- 1 to: 32
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/ M.Phil /PG- PG-3,M.Phil-01, PhD-1
16. Number of faculty with ongoing projects from a) National 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- Dr.H.K.Mishra

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

05 in international magazines

05 in National Magazines

❖ 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.)
-Nil

❖ Monographs Nil

❖ Chapter in Books Nil

❖ Books Edited Nil

❖ Books with ISBN/ISSN numbers with details of Publishers. Nil

❖ Citation Index Nil

❖ SNIP Nil

❖ SJR Nil

❖ Impact factor Nil

❖ H-index Nil

20. Areas of consultancy and income generated-Nil

21. Faculty as members in-

a. National committees

b. International Committees

c. Editorial Boards –College Magazine

22. Student projects -

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

- 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.-Nil
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	
2012-13	168	32	14	18	66.67%
2013-14	177	30	13	17	75%
2014-15	248	25	16	09	64.29%
2015-16	219	38	21	17	53.33%

* M = Male *F = Female

27. Diversity of Students

Name of the Course	%of Students from the same States	% of Students from other States	% of Students from abroad
UG-2011	100	Nil	Nil
UG-12	100	Nil	Nil
UG-13	100	Nil	Nil
UG-14	100	Nil	Nil
UG-15	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL SERVICES, Defense Services, etc. ?- Information not available

29. Student Progression

Student Progression	Against % enrolled
UG to PG - UG	45%
PG to M.Phil.	NA
PG to Ph.D	NA
Ph.D. to Post-Doctoral	NA
Employed Campus Selection Other than campus recruitment	Nil 49%
Entrepreneurship/Self-employment	20%

30. Details of Infrastructural facilities.

- q) Library - Central Library available for the Students
- r) Internet facilities for Staff & Students-Nil
- s) Class rooms with ICT facility -Nil
- t) Laboratories -NA

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.

- Students are asked to discuss different topics that have been taught in the previous classes, they are encouraged to have interaction with their co-students under active supervision.

Students usually enjoy this, especially after finishing their term of deliberation.

- In addition to the process of preparing the students for their University examinations, they are asked to frame innovative questions out of the portion taught in the previous classes of time.
- Instead of making the classes lecturer oriented one, utmost care is taken to produce a student-learning oriented class.
- Students are trained to comment and give feed back freely without any fear about the teaching methodology.

33. Teaching methods adopted to improve student learning

- From the very beginning of the academic session, students are motivated to develop inclination to love the subject(s) that they have opted for. For this, interesting facts and history of the topics are lucidly placed before them so that they get some interest in studying the subject without any compulsion.
- Students are frequently asked to prepare reports on any topic they find interesting. No stricture, no binding is imposed on them to prepare a specified topic. They find this way of studying very interesting and challenging. Students also gradually develop the quality of inquisitiveness.
- In class Seminars are arranged among the students to make them ready to face inter-departmental, State-level, national-level seminars and workshops.

- Students are advised to go through different science journals to keep them updated especially in the field of physics and allied branches of science.

34. Participation in Institutional SOCIAL Responsibility (ISR) and Extension activities.

- Students and the staff participate in the extension activities carried out by the Students voluntary wings of the college.

35. SWOC analysis of the department and Future plans.

Strength”-

- Highly qualified and resourceful teachers.
- A good percentage of students having genuine interest in science subjects.

Weakness

- Inadequate laboratory facilities
- Old and partially damaged department building.

Opportunities

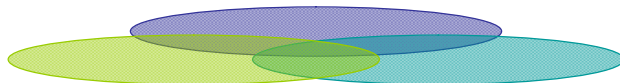
- There is now increasing awareness about study and research in Natural sciences.
- This may act as a motivating factor for the younger generation to choose science subjects like Physics at undergraduate level.

Challenge

- No separate department library.
- Inadequate infrastructural facilities
- Students of the local area do not usually choose science subject.

Future Plan

- With strengthening and expanding of infrastructure the department may apply for increase in honours seats.
- Separate library and use of ICT materials extensively.



H. EVALUATIVE REPORT OF THE DEPARTMENT OF CHEMISTRY

1. Name of the Department: **CHEMISTRY**
2. Year of Establishment: Intermediate – 1992-93,
B.Sc(Pass) 1993-94
B.Sc(Honrs)-2006-07
3. Name of Programmes/Courses offered (UG, PG, M.Phil., Ph.D, Integrated Masters; Integrated Ph.D., etc.)- **UG**
4. Name of interdisciplinary courses and the departments / units involved.-Nil
5. Annual/Semester/choice based credit system(Programme-wise)-UG-Annually
6. 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 reason.-Nil
9. Number of Teaching Posts.

	Sanctioned	Filled
Professors		
Associate Professors	01	01
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.B.N.Dash	MSc. PhD	Reader	Advanced Physical Chemistry	27 Yrs	Nil
D.L.Narayan	M.Sc	Lecturer	Organic Chemistry	21 Yrs	Nil
L.D.Sethi	MSc	Lecturer	Advanced Physical Chemistry	03 Yers.	Nil

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)- :1:18
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled. –Demon Strator-01
15. Qualifications of teaching faculty with DSc /D.Litt. /Ph.D/ M.Phil /PG- PG-3, PhD-1
16. Number of faculty with ongoing projects from a) National 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:

Publication per faculty- Dr.B.N.Dash

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

International -06

- i. 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.) Nil

➤ Monographs Nil

➤ Chapter in Books Nil

➤ Books Edited Nil

➤ Books with ISBN/ISSN numbers with details of Publishers:
Nil

➤ Citation Index Nil

➤ SNIP Nil

➤ SJR Nil

➤ Impact factor Nil

➤ H-index

20.Areas of consultancy and income generated-Nil

21.Faculty as members in- Nil

a. National committees

b. International Committees

c. Editorial Boards –College Magazine

22.Student projects -

a)Percentage of students who have done in-house projects including inter departmental/ programme- Nil

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.-

Dr.Dayanidhi Pattnaik Memorial Award.

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

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	
2012-13	168	32	13	19	62.5%
2013-14	177	30	16	14	66.67%
2014-15	248	25	12	13	60%
2015-16	219	38	11	17	100%

* M = Male *F = Female

27. Diversity of Students

Name of the Course	%of Students from the same States	% of Students from other States	% of Students from abroad
UG-2011	100	Nil	Nil
UG-12	100	Nil	Nil
UG-13	100	Nil	Nil
UG-14	100	Nil	Nil
UG-15	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL SERVICES, Defense Services, etc. ?- Information not available

29. Student Progression

Student Progression	Against % enrolled
UG to PG - UG	45%
PG to M.Phil.	NA
PG to Ph.D	NA
Ph.D. to Post-Doctoral	NA
Employed Campus Selection Other than campus recruitment	Nil Nil 50%
Entrepreneurship/Self-employment	5%

30. Details of Infrastructural facilities.

- a)Library - Central Library available for the Students
- b)Internet facilities for Staff & Students- Nil
- c)Class rooms with ICT facility - Nil
- d)Laboratories- NA

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.

- Honours students are encouraged to participate in departmental Seminars organized in the College.
- Students are motivated & inspired to improve ICT skills & handle the LCD projectors.
- Career Counseling's programmes are conducted for enhancing students' awareness about career opportunity in the related sectors.

33. Teaching methods adopted to improve student learning

- Available ICT materials are sometimes used during class room transactions.
- Students are encouraged to interact with the teachers in the class room.
- Study tours are organized.

34. Participation in Institutional SOCIAL Responsibility (ISR) and Extension activities.

- Students take part in the community porogrammes organized by the Department & also the students' voluntary wings of the college.
- Teachers participate in the people oriented programmes organized by the college.

35. SWOC analysis of the department and Future plans.

Strength"-

- Highly qualified teachers
- Students show zeal & interest for the teaching & learning activities.

Weakness

- No separate Departmental Library
- Inadequate laboratory equipment
- Partially damaged department building.

Opportunities

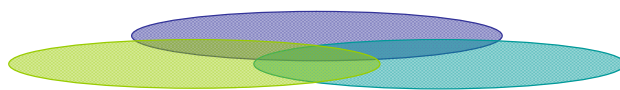
- There is now a growing awareness about the utility of pursuing Higher studies in natural sciences, which may inspire students to opt for this subject at undergraduate level

Challenge

- To improve the cognitive skills of the students who mostly come from low social background.
- To make teaching & learning effective with the existing infrastructure, which is inadequate.

Future Plan

- Construction of a new building for the department.
- Purchasing more number of ICT materials.
- Strengthening the laboratory facilities.



I. EVALUATIVE REPORT OF THE DEPARTMENT OF MATHEMATICS

1. Name of the Department -MATHEMATICS

2. Year of Establishment: Intermediate-1992-93

BSc(Pass)-1993-94

3. Name of Programmes/Courses offered (UG, PG, M.Phil., Ph.D, Integrated Masters; Integrated Ph.D., etc.)- UG

4. Name of interdisciplinary courses and the departments / units involved.-Nil

5. Annual/Semester/choice based credit system(Programme-wise)-UG-Annually

6. 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 reason.-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.
P.D.P Dash	MSc, M.Phil	Lecturer	Numerical Analygn	24 Yrs	Nil
P.K.Gochayat	M.Sc	Lecturer	Number Theory	12 Yrs	Nil

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)- 1 :20
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/ M.Phil /PG- PG-02, MPhil-01
16. Number of faculty with ongoing projects from a) National 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:

Publication per faculty- Panigrahi Durga Prasad Dash

- Number of papers published in peer reviewed journals (national/ international) by faculty and students- 05
- 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.) Nil
- Monographs Nil
- Chapter in Books Nil
- Books Edited Nil
- Books with ISBN/ISSN numbers with details of Publishers Nil
- Citation Index Nil
- SNIP Nil
- SJR Nil
- Impact factor Nil
- H-index Nil

20. Areas of consultancy and income generated-Nil

21. Faculty as members in- Nil

- a. National committees
- b. International Committees
- c. Editorial Boards –College Magazine

22. Student projects -

- a) Percentage of students who have done in-house projects including inter departmental/ programme- Nil

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.-Nil

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

National -Nil

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	
2012-13	168	14	05	09	84%
2013-14	177	12	06	06	87.10%
2014-15	248	16	08	08	79.31%
2015-16	219	38	20	18	63.41%

* M = Male *F = Female

27. Diversity of Students

Name of the Course	%of Students from the same States	% of Students from other States	% of Students from abroad
UG-2011	100	Nil	Nil
UG-12	100	Nil	Nil
UG-13	100	Nil	Nil
UG-14	100	Nil	Nil
UG-15	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL SERVICES, Defense Services, etc.?- Information not available

29. Student Progression

Student Progression	Against % enrolled
UG to PG - UG	15%
PG to M.Phil.	NA
PG to Ph.D	NA
Ph.D. to Post-Doctoral	NA
Employed Campus Selection Other than campus recruitment	Nil 25%
Entrepreneurship/Self-employment	05%

30. Details of Infrastructural facilities.

- a) Library - Central Library available for the Students
- b) Internet facilities for Staff & Students- Nil
- c) Class rooms with ICT facility - Nil
- d) Laboratories - NA

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.

- Special lecturers are occasionally conducted.

- Workshops and career counseling programmes are organized from time to time for Enrichment of students learning & cognitive skills.

33. Teaching methods adopted to improve student learning

- Classes are usually interactive and participatory
- Question & Answer sessions are frequently held
- Some ICT materials are occasionally used.
- Students are motivated & encouraged to actively interact with the teachers.
- Examination oriented question patterns & probable answers are given emphasis during classroom transaction.

34. Participation in Institutional SOCIAL Responsibility (ISR) and Extension activities.

- Students & teachers take part in the Social welfare & Community Service activities carried out by NSS, YRC RRC wings of the college.
- Awareness campaigns on various pressing issues are organized.

35. SWOC analysis of the department and Future plans.

Strength”-

- Teachers with high commitment to their profession.
- Students are usually enthusiastic for improving their learning skills.

Weakness

- There is a general fear about mathematics as subject, which dissuades students to opt for it at undergraduate level.

Opportunities

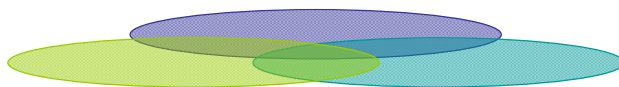
- As there is gradual increase of interest in pursuing higher studies in Mathematics', particularly with the opening of few premier mathematics institutions in the state, children may choose mathematics as a subject at undergraduate level

Challenge

- To remove the fear of mathematics from the mind of the students.
- To make the department full fledged with expansion of infrastructural facilities.

Future Plan

- To open separates Department library.
- To use more & more ICT materials during class room transactions.
- To organize more number of workshops & Seminars.



J. EVALUATIVE REPORT OF THE DEPARTMENT OF BOTANY

1. Name of the Department -BOTANY

2. Year of Establishment: 1993

Intermediate 1992-93

B.Sc(Pass) 1993-94

B.Sc(Hons.) 2006-07

3. Name of Programmes/Courses offered (UG, PG, M.Phil., Ph.D, Integrated Masters; Integrated Ph.D., etc.)- **UG**

4. Name of interdisciplinary courses and the departments / units involved.-Nil

5. Annual/Semester/choice based credit system(Programme-wise)-
UG-Annually

6. 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 reason.-Nil

9. Number of Teaching Posts.

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	02	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.
Mrs. S.M.Rout	M.Sc,M.Phil	Lecturer	Biochemistry & Enzymology		

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)- 1 to 16 (1:16)
 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/ M.Phil /PG- PG-01 & M.Phil-01
 16. Number of faculty with ongoing projects from a) National 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: Nil
- ❖ Publication per faculty.
 - ❖ 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
 - b. International Committees
 - c. Editorial Boards –College Magazine
 22. Student projects -
 - a) Percentage of students who have done in-house projects including inter departmental/ programme- Nil
 - 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.-Nil
 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	
2012-13	79	62	08	24	83.33%
2013-14	89	28	04	24	57.14%
2014-15	102	31	17	14	22.22%
2015-16	156	37	13	24	66.67%

* M = Male *F = Female

27. Diversity of Students

Name of the Course	%of Students from the same States	% of Students from other States	% of Students from abroad
UG-2011	100	Nil	Nil
UG-12	100	Nil	Nil
UG-13	100	Nil	Nil
UG-14	100	Nil	Nil
UG-15	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL SERVICES, Defense Services, etc. ?- Information not available

29. Student Progression

Student Progression	Against % enrolled
UG to PG - UG	40%
PG to M.Phil.	Nil
PG to Ph.D	Nil
Ph.D. to Post-Doctoral	Nil
Employed Campus Selection Other than campus recruitment	45%
Entrepreneurship/Self-employment	10%

30. Details of Infrastructural facilities.

- a) Library - Central Library available for the Students
- b) Internet facilities for Staff & Students- Nil
- c) Class rooms with ICT facility - Nil
- d) Laboratories - NA

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.

- Visual Aid used during classroom teaching.
- Classes are made alive & interesting.
- Environmental awareness is created in the students.
- Seminars & workshops are organized.

33. Teaching methods adopted to improve student learning

- Interactions with the students make the class participatory.
- Discussion on the topics taught on the previous classes are often made for refreshing the memory of the students.
- Some ICT materials are used in the class.

34. Participation in Institutional SOCIAL Responsibility (ISR) and Extension activities.

- Awareness campaigns on environmental pollution deforestation, soil erosion are often organized in which students & staff take active part.
- Community services carried out by student voluntary wings of the college enable every one of the department to render useful service.

35. SWOC analysis of the department and Future plans.

Strength

- Resourceful teachers committed to their Professional responsibilities.
- Humble & disciplined students..

Weakness

- No separate library, Study room.
- No adequate ICT materials
- Lack of space for classroom & practically in the existing departmental building.

Opportunities

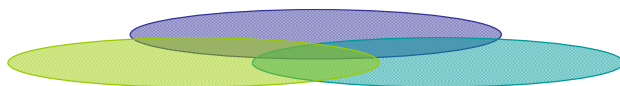
- Prospects of jobs in the related sectors

Challenge

- To make the department more effective in teaching & learning activities with the existing inadequate infrastructure & lack of proper laboratory facilities..

Future Plan

- To open separate department library. Study room
- To prepare a bigger Botanical garden for field study & experiences.



K. EVALUATIVE REPORT OF THE DEPARTMENT OF ZOOLOGY

1. Name of the Department -ZOOLOGY

2. Year of Establishment:

Intermediate -1992-93

B.Sc(Pass)-1993-94

3. Name of Programmes/Courses offered (UG, PG, M.Phil., Ph.D, Integrated Masters; Integrated Ph.D., etc.)- **UG**

4. Name of interdisciplinary courses and the departments / units involved.-Nil

5. Annual/Semester/choice based credit system(Programme-wise)-UG-Annually

6. 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 reason.-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.
Mr.T.K.Nayak	M.Sc	Lecturer	Cytogenesis	23 Yrs	
Mr.B.K.Satapathy	M.Sc	Lecturer	Fisheries & Aqua culture	08 Yrs	

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)- (1 :18)

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/ M.Phil /PG- PG-2

16. Number of faculty with ongoing projects from a) National 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: Nil

- Publication per faculty.
- 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
- b. International Committees
- c. Editorial Boards –College Magazine-Nil

22. Student projects -

- a) Percentage of students who have done in-house projects including inter departmental/ programme- Nil
- 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.-Nil
25. Seminars/ Conferences/ Workshops organized & the source of funding
- National -Nil
 - 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	
2012-13	79	32	09	23	90%
2013-14	89	28	05	23	100%
2014-15	102	23	17	06	100%
2015-16	156	37	13	24	100%

* M = Male *F = Female

27. Diversity of Students

Name of the Course	%of Students from the same States	% of Students from other States	% of Students from abroad
UG-2011	100	Nil	Nil
UG-12	100	Nil	Nil
UG-13	100	Nil	Nil
UG-14	100	Nil	Nil
UG-15	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL SERVICES, Defense Services, etc.?- Information not available

29. Student Progression

Student Progression	Against % enrolled
UG to PG - UG	10%
PG to M.Phil.	NA
PG to Ph.D	NA
Ph.D. to Post-Doctoral	NA
Employed Campus Selection Other than campus recruitment	Nil 15%
Entrepreneurship/Self-employment	20%

30. Details of Infrastructural facilities.

- a) Library - Central Library available for the Students
- b) Internet facilities for Staff & Students- Nil
- c) Class rooms with ICT facility - Nil
- d) Laboratories - NA

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.

- Seminars & workshops are organized
- Students are sometimes taken on tours to famous national parks & sanctuaries.
- Maps & pictures of flora & fauna are shown & displayed.

33. Teaching methods adopted to improve student learning

- Interactive & Participatory classes.
- Lerner's – centric, class room transactions .
- Use of few ICT materials in the class
- Close rapport and relationship with individual students.

34. Participation in Institutional SOCIAL Responsibility (ISR) and Extension activities.

- Extension activities conducted under the auspices of NSS, RRC & YRC of the college motivate the student's staff to take part in people oriented programmes.

35. SWOC analysis of the department and Future plans.

Strength"-

- Dedicated & committed teacher
- Obedient & disciplined students.

Weakness

- Inadequate infrastructure
- No separate Library
- Lack of adequate laboratory equipment..

Opportunities

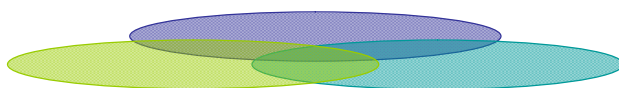
- Opening of Honours seats with expansion of infrastructural facilities.

Challenge

- To motivate students to opt for science subjects like Zoology.

Future Plan

- Opening of department Library
- Use of more & more ICT materials during class room teaching.



L. EVALUATIVE REPORT OF THE DEPARTMENT OF COMMERCE

1. Name of the Department – **DEPARTMENT OF COMMERCE**

2. Year of Establishment:

Intermediate-1990

- i. Introduction of B.Com Pass Course-2007
- ii. Introduction of B.Com Honours Course-2009

3. Name of Programmes/Courses offered (UG, PG, M.Phil., Ph.D, Integrated Masters; Integrated Ph.D., etc.)-

B.Com (General)

B.Com (Hons)(Honrs in Accountancy & Management)

4. Name of interdisciplinary courses and the departments / units involved.-

Interdisciplinary Courses	Departments involved	Level of study
Business Economics	Economics	UG

5. Annual/Semester/choice based credit system (Programme-wise)-
UG-Annual system.

6. 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 reason.-Nil

9. Number of Teaching Posts.

	Sanctioned	Filled
Professors	-	-
Associate Professors	01	01
Asst. Professors	01	03

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.S.K.Mohapatra	M.Com, Ph.D	Reader	Management & Marketing	28 Yrs	Nil
Mr.A.K.Tripathy	M.Com,M.Phil, Ex-MBA	Lecturer	Accountancy Business Mathematics	23 Yrs	Nil
B.D.Routray	M.Com,M.Phil	Lecturer	Costing & Management	08 Yrs	Nil
N.Sahoo	M.Com,M.Phil	Lecturer	Management	06 Yrs	Nil

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)- 1 :52

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/ M.Phil /PG.-PhD-1, M.Phil-03
16. Number of faculty with ongoing projects from a) National 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:
 - Publication per faculty.
 - 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
 - b. International Committees
 - c. Editorial Boards –College Magazine
22. Student projects -
 - a. Percentage of students who have done in-house projects including inter departmental/ programme- Nil
 - 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.- Nil
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) B.Com	Applications received	Selected	Enrolled		Pass Percentage
			*M	*F	
2012-13	189	64	35	29	76.36%
2013-14	128	62	33	29	70.91%
2014-15	159	69	48	21	90.48%
2015-16	212	77	38	39	85.19%

* M = Male *F = Female

27. Diversity of Students

Name of the Course	%of Students from the same States	% of Students from other States	% of Students from abroad
UG-2011	100	Nil	Nil
UG-12	100	Nil	Nil
UG-13	100	Nil	Nil
UG-14	100	Nil	Nil
UG-15	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL SERVICES, Defense Services, etc. ?- Information not available

29. Student Progression

Student Progression	Against % enrolled
UG to PG - UG	20%
PG to M.Phil.	NA
PG to Ph.D	NA
Ph.D. to Post-Doctoral	NA
Employed Campus Selection Other than campus recruitment	Nil 35%
Entrepreneurship/Self-employment	10%

30. Details of Infrastructural facilities.

- a) Library - Central Library available for the Students
- b) Internet facilities for Staff & Students- Nil-Yes

- c) Class rooms with ICT facility -Nil
- d) Laboratories -Computer Laboratory
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.
- Remedial and orientation classes are taken.
 - Exposure of students to eminent resource persons having expatriates in related fields is encouraged.
 - Students are sometimes taken by the teachers to different factories & co-operate homes for experience gathering.
33. Teaching methods adopted to improve student learning
- Interactive and student centre classroom transactions.
 - Commerce being a usually perceive as dry and exacting subject, teachers take care to make the teaching and learning process amusing and delight full as far as practicable .
34. Participation in Institutional SOCIAL Responsibility (ISR) and Extension activities.
- Students and staff take part in the extension activities organized by NSS & YRC.
35. SWOC analysis of the department and Future plans.

Strength”-

- Excellent and Dedicated Faculty
- Students are disciplined and obedient
- Enthusiastic students.

Weakness

- Majority of the students have poor standard in English, which make it difficult to encourage them for consulting good reference books,
- No separate department library and Seminar Room

Opportunities

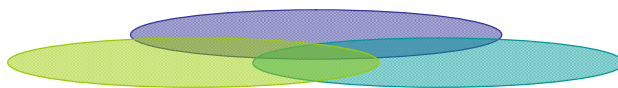
- Job opportunities for commerce graduate and post graduate are plenty, which is likely to motivate good students to enroll in the subject.
- Opportunity to have industry linkage

Challenges

- No separate conference hall.
- No separate Library and reading room
- Lack of adequate ICT materials
- Providing Commerce education for rural background students

Future Plan

- To open a separate department library, Seminar Library and to have separate building.
- To increase seats in B.Com Pass and open finance honours.



CHAPTER-IV

POST ACCREDITATION INITIATIVE

A REPORT ON POST Accreditation initiative (in compliance to the suggestions of the NAAC peer team during the Cycle –I accreditation) submitted for the Cycle-II accreditation.

Infrastructural Development

- As per the suggestions of the esteemed members of the NAAC peer team during cycle –I accreditation, some steps have been taken for strengthening infrastructural facilities of the college.
- Extension of the Administrative Block has been made.
- The Construction of Girls' Hostel with UGC Special grants is nearing completion.
- The Construction of spacious Girls Common room with indoor game facility has been completed.
- A permanent structure for the college cafeteria has been in place.
- A new structure of the cycle stand has been provided.
- Extension of Main Building for class room has been made.
- UGC resource centre with installation of 20 Nos of computer (NET facility available) has been made.
- Renovation of Principals quarter has been made.
- Construction of CC road connecting the main road to college campus.
- A new structure for library under construction provision of safe drinking facility (cooler-03 Nos) has been provided.
- Wi-Fi & LAN systems have been introduced.
- Existing Library has been aggraded has been upgraded and modernized (Automated) with addition of more books, Journals and computerization with internet facility.
- Library has been equipped with Xerox machine for minor printing activity.
- Installation of Generator, TV in different section has been provided.

TEACHING LEARNING FACILITY

The following facilities have been put in place for facilitating teaching learning programme;

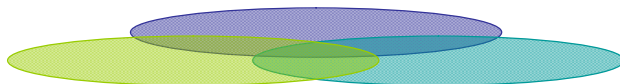
- White board in the class rooms.
- LCD projector for classroom transactions, Seminars and workshops.
- The science department has been provided with LCD projectors & Computers.
- Suitable mechanisms have been introduced for collecting feed backs from the students to address their problems & grievances.

ACADEMIC IMPROVEMENT / ENHANCEMENT

- Honours subjects in Physics, Chemistry and Botany have been opened in the year 2006-07.
- Honours subjects in Commerce stream have been opened in 2011-12.
- E-Admission through SAMS has been introduced by the State Govt. and is strictly followed by the college.
- More number of Seminars, Workshops and Career counseling programmes have been undertaken for student enrichment.
- A Career counseling cell under a senior faculty has been put in place.

ONGOING STUDENT ORIENTED PROGRAMMER

- Women's self defence programme being conducted every year (from 2013-14)
- Active citizenship programme being organized in the college for student awareness.
- Red Ribbon club has been formed in the college for extension activities.



ଅଧ୍ୟକ୍ଷଙ୍କ କାର୍ଯ୍ୟାଳୟ
ଶିଶୁ ଅନନ୍ତ ମହାବିଦ୍ୟାଳୟ
(ଉଚ୍ଚମଧ୍ୟମିକ ଶିକ୍ଷା ପରିଷଦ ଓ ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଦ୍ୱାରା ସହଜଞ୍ଜିତ)
[ନାୟ (ସ୍ୱାଧିଷ୍ଠିତ) ଦ୍ୱାରା ସିଂଗ୍ଲ ଗ୍ରେଡ୍ ପ୍ରାପ୍ତ ମହାବିଦ୍ୟାଳୟ]
ସା/ସୋ-ବାଲିପାଟଣା, ବାଲିପାଟଣା, (ଓଡ଼ିଶା), ପିନ୍-୭୫୨୧୦୨



Office of the Principal
SHISHU ANANTA MAHAVIDYALA
(Affiliated to C.H.S.E. & Utkal University)
[ACCREDITED AS C** BY NAAC(UGC)]
A/P.O.-Balipatana, Dist.-Khurda (Odisha) Pin-752102

Letter No. (ପତ୍ର ସଂଖ୍ୟା).....

561/SAm

Date. (ତାରିଖ).....

29/9/15

Declaration by the Head of the Institution

I certify that the data included in the Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution 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.


28.9.15

Signature of the Head of the Institution
with Seal

Principal
Shishu Ananta Mahavidyalaya
Balipatna, Khordha

ANNEXURES

Annual Quality Assurance Report 2014-15

Shishu Ananta Mahavidyalaya, Balipatna, Khordha received grants from U.G.C on 12.05.2014 vide sanction No. FIQAC-0356/13-14, dtd. 19.03.2014 towards establishment and monitoring of the IQAC.

As per 12th Plan Guideline, the IQAC of the College is constituted vide this office letter No. 530/SAM, Dtd. 13.09.2014. Mr. Prasanta Kumar Padhi, IPO, Balipatna Block & Mr. R.N. Pal, Consultant General Insurance Sales, Services & Solutions have been nominated to the IQAC as two external experts on quality management. In response to the letter No. 968, dtd. 20.01.2015 of the Regional Director of Education, Odisha, Dr. K.P. Nayak, Reader in Economics attended the Workshop on capacity Building at Ranapur Degree College, Nayagarh.

A meeting of the IQAC was held on 08.01.2015 and the following resolutions have been passed.

- ❖ The Principal was requested to go for opening of college Website on war footing which is mandatory for functioning of IQAC.
- ❖ The Coordinator, IQAC appraised the structure, goals and functioning of IQAC.
- ❖ The authority of the college requested the members present to gear up the mechanism for quality enhancement and quality maintenance as per the prescribed parameters of UGC.

The second meeting of IQAC was held on 02.08.2015. The following matters were resolved.

- It has been unanimously decided to create and maintain a database about the students' personal information.
- Each teacher must mentor at least 10 students.
- A general notice to be given to members of the staff inviting suggestion for improvement of teaching learning process.
- It was decided to distribute the feedback form to the students and self appraisal format among the teachers after thorough assessment and review in the staff council.
- The coordinator and members of the IQAC have been discussing and deliberation on various effective mechanisms to be adopted in future for smooth functioning of the IQAC and to undertake different measures for improving teaching learning methods and ensuring quality in academic transactions.

I
11

Certificate of Registration
ACT XXI OF

No. 16729 of 1979-
1563

I hereby certify that

*Shishu Ananta Mahavidyalaya
Balipatna Po Balipatna Dist
has this day been registered under*

Registration Act (No. XXI of 1880)

Given under my hand at

this 18th day of

One thousand nine hundred and

Registrar

OGP (Forms) 1269-23,850-30-3-1979

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI-110002.

No.F.8-139/89 (CPP-I)

October, 1992

The Registrar,
Utkal University
Vanvi Viher
Bhubaneswar-751 004

2 NOV 1992

Subj: - Inclusion of Shishu Ananta Mahavidyalaya, Balipatna,
Distt. Puri under section 2 (f) 12-B of the UGC Act,
1956.

Sir,
I am directed to refer to your letter No. Ad(f) Dev.1/
1670/13924/92 dated 25th September, 1992 on the subject cited
above and to inform you that the Shishu Ananta Mahavidyalaya,
Balipatna, Distt. Puri has been included in the approved list
of colleges under section 2 (f) of the UGC Act, 1956 under the
head "Non-Govt. Colleges Teaching upto Degree level" as
detailed below :-

<u>Name of college</u>	<u>Year of Estt.</u>
Shishu Ananta Mahavidyalaya Balipatna, Puri Principal : Mr. Kaveri Ali	1978

The said Mahavidyalaya is also declared fit to receive
assistance from UGC and other Central sources in terms of Rules
framed under section 12-B of the UGC Act, 1956.

Yours faithfully,

R. L. Sondhi
(R. L. SONDHII)
UNDER SECRETARY

Copy forwarded to :-

1. The Principal, Shishu Ananta Mahavidyalaya, Balipatna,
Distt. Puri, Orissa.
2. The Secretary, Govt. of India, Ministry of Human Resource
Development (Deptt. of Education), New Delhi.
3. All Officers/Section Officers in UGC.
4. S.O. Account 'G' section, UGC
5. S.O. (CD-Section) UGC
6. Computer Cell.
7. Guard file.

D. D. Menta
(D. D. MENTA)
SECTION OFFICER

S.A. Mahavidyalaya



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Shishu Ananta Mahavidyalaya
Balipatna, Khurda
affiliated to Utkal University, Orissa as
Accredited
at the C⁺⁺ level.*

Date : March 31, 2007



Handwritten signature
Director

This certification is valid for a period of Five years with effect from March 31, 2007.
An institutional score (%) in the range of 55-60 denotes C grade, 60-65-C⁺ grade, 65-70-C⁺⁺ grade,
70-75-B grade, 75-80-B⁺ grade, 80-85-B⁺⁺ grade, 85-90-A grade, 90-95-A⁺ grade, 95-100-A⁺⁺ grade
(upper limits exclusive)

March 31, 2007/326



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Shishu Ananta Mahavidyalaya

Place : Balipatna, Khurda, Orissa

Criterion	Weightage (W _i)	Criterion Score (C _i)
I. Curricular Aspects	100	61
II. Teaching Learning and Evaluation	400	277
III. Research, Consultancy and Extension	50	31
IV. Infrastructure and Learning Resources	150	87
V. Student Support and Progression	100	77
VI. Organization and Management	100	64
VII. Healthy Practices	100	68
Total	$\Sigma W_i = 1000$	$\Sigma C_i = 665$

$$\text{Institutional Score} = \frac{\Sigma C_i}{\Sigma W_i} \times 100 = \frac{665}{1000} \times 100 = 66.50$$

Date : March 31, 2007

[Signature]
Director

March 31, 2007/326



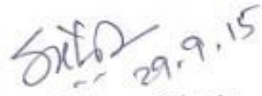
Prof. Santosh Kumar Tripathy
Director,
College Development Council

Dated 29.09.2015

TO WHOM SO EVER IT MAY CONCERN

This is to certify that, Shishu Ananta Mahavidyalaya, At/Po- Balipatana, Dist- Khurdha, Pin- 752102, Odisha is affiliated to Utkal University and recognized by the University Grants Commission 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 B.A. Pass Courses in English, MIL (O), Political Science, History, Odia, Economics & Philosophy	Permanent		2014-15
II	Three year B.A. Hons Courses in Political Science, History, Odia & Economics	Temporary		2014-15
III	Three year B.SC. Pass Courses in Physics, Chemistry, Mathematics, Botany & Zoology	Temporary		2014-15
IV	Three year B.SC. Hons Courses in Physics, Chemistry & Botany	Temporary		2014-15
V	Three year B.COM. Pass Courses	Temporary		2014-15
VI	Three year B.COM. Hons Courses in Accountancy	Temporary		2014-15


Prof. Santosh Kumar Tripathy
Director, CDC
Utkal University
Director,
College Development Council
Utkal University, Vani Vihar

UTKAL UNIVERSITY
Vani Vihar, Bhubaneswar-751004

NOTIFICATION NO. Aff/ 5848 /92, dt. 15-4-92

It is notified for information of all concerned that the Vice-Chancellor has been pleased to grant permanent affiliation at +3 Degree Arts stage with number of seats and subject mentioned below in S.A. Mahavidyalaya, Balipatna in the dist. of Puri from the session 1991-92.

Subjects +3 Degree Arts

Core

1. History
2. Economics
3. Pol. Science
4. Oriya
5. Philosophy

Foundation course

- Gr.A.1. Science in everyday life
- Gr.B.1. Social & Cultural History of India

Compulsory

1. English
2. M.I.L. (O)

Ancilliary subject

1. Rural Industrialisation.

with 224 seats from the session 1991-92.

By Order

Sd/-
REGISTRAR

Memo No. Aff/ 5849

/92, dt. 15-4-92

Copy to:

- By Regd. Post: 1. The Secretary, S.A. Mahavidyalaya, Balipatna, Puri for information. He is required to apply in the prescribed form with documents for enlisting under 2(f) & 12(B) of UGC Act immediately through University.
2. The Joint Secretary to Govt. of Orissa, Education Deptt., Bhubaneswar;
 3. The Director, Higher Education, Orissa, Bhubaneswar;
 4. The Controller of Examinations, Utkal University;
 5. The Section officers of all the Examinations General Sections/Dev.I/Public Compliance, Utkal University;
 6. The Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi-110002; for information;
 7. Guard files.

REGISTRAR

pnb

17.08
25.03.03
4 1/2
22/3/03
53
Permanent

OFFICE OF THE REGIONAL DIRECTOR OF EDUCATION,
PUSTAK BHAVAN, BHUBANESWAR-22.

OFFICE ORDER NO. 3157 /RDE, Dt. 10-3-2003

In exercise of powers conferred under Section 6(6) of O.R. Act, 1969 the committee constituted in Government Notification No. 64249/HE Dt. 21.11.2000 after careful consideration has been pleased to grant recognition (Permanent) to the under named institution from the session 2002-2003 (for degree class) with the details mentioned therein.

Name of the Institution: Sishu Ananta Mahavidyalaya,
At. P.O. Balipatna, Dist. Khurda.

<u>Stream/Subjects</u>	<u>No. of Seats.</u>
1. +3 Arts (Pass)	Increase of seats 218 to 256
2. +3 Arts (Hons.) Pol. Sc., Hist., Eco., Oriya	16 each.
3. +3 Science (P.C.M-32, C.B.2-32)	64

Sd/-Dr. J.N. Mohanty
Regional Director of Education I/C.
& Prescribed Authority, Bhubaneswar.

Memo No. 3158 /RDE, Dt. 10-3-2003
Copy forwarded to the Principal/Secretary,
G.B. of Sishu Ananta M.V., Balipatna, Dist. Khurda for
information & necessary action.

Memo No. 3159 /RDE, Dt. 10/3/2003
Copy forwarded to the Registrar, Utkal University,
Vanivihar, Bhubaneswar for information & necessary action.

Memo No. 3160 /RDE, Dt. 10/3/2003
Copy submitted to the Commissioner-cum-Secretary
to Government, Deptt. of Higher Education, Orissa, Bhubaneswar
for favour of information.

Memo No. 3161 /RDE, Dt. 10/3/2003
Copy forwarded to the Director, Higher Education,
Orissa, Bhubaneswar for information.

Deputy Director, RDE

Page 207

733251
Permit to Recognize
+3 Commerce
27/12/11
OFFICE OF THE REGIONAL DIRECTOR OF EDUCATION, BHUBANESWAR
OFFICE ORDER

No. 25200/RDE. Dated the 26/12/11

In exercise of power conferred under sub-section 6 of section 6 of the O.E.Act.1969, the Committee constituted in the Govt. Notification No15641/HE Dated 1.5.2004 in the H.P.C. held on 25th November, 2011 after careful consideration has been pleased to grant **Permanent Recognition** from the academic session 2011-12 to Degree classes to the under named institution.

1. Name of the Institute :- Sishu Ananta Mahavidyalaya
 2. Address :- Balipatna
 3. Name of the Block :- Balipatna Dist.:- Khurda
- | | | |
|---------------|--|------------------------------------|
| <u>Stream</u> | <u>Comp.Subject with seats</u> | <u>Optional subject with seats</u> |
| +3 Commerce | (All Compulsory & Optional subjects as per the syllabus of the University) | |
| | Accountancy Honours-16 seats | |

Sd/- Dr.K.P.Mahapatra
Regional Director of Education,
Bhubaneswar & Prescribed Authority.

Memo No. 25201 / Dated the 26/12/11
Copy forwarded to the Secretary, Governing Body of Sishu Ananta Mahavidyalaya, Balipatna, Dist-Khurda for information and necessary action. You are required to submit Annual Enrolment Return (AER) in every Academic session latest by 31st August.

leabz
26/12/11
Regional Director.

Memo No. _____ / Dated the _____
Copy forwarded to the Registrar, Utkal University, Vanivihar, Bhubaneswar for information and necessary action.

Regional Director.

Memo No. _____ / Dated the _____
Copy submitted to the Joint Secretary to Govt., Deptt. Of Higher Education, Orissa, BBSR for information and necessary action.

Regional Director.

Memo No. _____ / Dated the _____
Copy submitted to the Director, Higher Education, Orissa, Bhubaneswar for information and necessary action.

Regional Director.

BRIEF REPORT OF YOUTH RED CROSS UNIT

Shishu Ananta Mahavidyalaya
Balipatna, Khordha
From 2013 to 2016

1. Total No. of Volunteers Enrolled

Year	Allocation	Actual Enrolled
2014-15	20	63
2015-16	20	64

2. Name of the Counsellor

Mr. Antarjyami Sahoo

Lecturer in Political Science

Counsellor from 2013

3. Orientation & Training Programme Attend

State Level Counsellors Programme at Red Cross
Bhavan, Bhubaneswar From 25.03.2015 to 27.03.2015

4. Programme Organised

- a. HIV/AIDS Awareness Campaign Programme on
22.01.2014 & 30.01.2014
- b. Plantation Programme on 13.08.2014
- c. Hud-Hud Special Cyclone camp on 12.10.2014 to
13.10.2014
- d. HIV/AIDS Awareness Campaign Programme on
31.10.2014, 03.11.2014 & 22.11.2014
- e. Observance of World AIDS day on 01.12.2014
- f. Swachha Bharat Abhijan on 12.12.2014

- g. Orientation Programme on 19.12.2014
- h. Observance of Republic Day on 26.01.2015
- i. First Aid Training Camp on 10.04.2015 to 12.04.2015
- j. Observance of World Red Cross Day on 08.05.2015
- k. First Aid Centre at Balipatna Chhaka from 17.07.2015 to 19.07.2015 & 25.07.2015 to 27.07.2015 h. Observance of Republic Day on 26.01.2015 on the occassaion of Nabakalebara, Ratha Yatra & Bahuda Yatra of Lord Jagannath at puri in the year 2015
- l. Observance of 69th Independece Day on 15.08.2015
- m. Blood Donation Camp on 07.09.2015 & there were 39 units of Blood Colected
- n. HIV/AIDS Awareness Campaign Programme on 26.09.2015

Asish
26.9.15
Counsellor
COUNSELLOR
YOUTH RED CROSS
Shishu Ananta Mahavidyalaya
Balipatna, Khordha







AUDIT REPORT
21-05-2015

X

LOCAL FUND AUDIT, BHUBANESWAR, ODISHA

CATEGORY : Aided College

Audit Report No : 66293/AR/2014-2015-BHUBANESWAR

PARA: 1 TITLE SHEET

1	Name of the Institution :	Sishu Ananta Mahavidyalaya, Balipatna
2	Year of Accounts under Audit :	2012-2013 2013-2014
3	Name of the Local Authority during the year of A/Cs :	Sri Sanjay ku Das(01-04-2012 to 31-05-2012) Sri Subir Das(01-04-2013 to 31-05-2013) Sri Sudhir Kumar Mohanty(01-06-2013 up to till date)
	Name of the Local Authority at the time of Audit :	Sri Sudhir Kumar Mohanty
4	Duration of Audit :	01-12-2014 To 13-01-2015 (Mandays Consumed :-)
5	Name of the Auditors :	SRB & ASSOCIATES 310009E - Lead Auditor
6	Name of the Reviewing Officer :	SANJUKTA MOHAPATRA(Audit Superintendent)
7	Date of submission of report by Reviewing officer :	03-02-2015
8	Entry Conference Date :	
9	Exit Conference Date :	
10	Name of the District Audit Officer :	BANITA SETHI
11	Date of approval of report by District Audit Officer :	20-05-2015

page 1 / 27

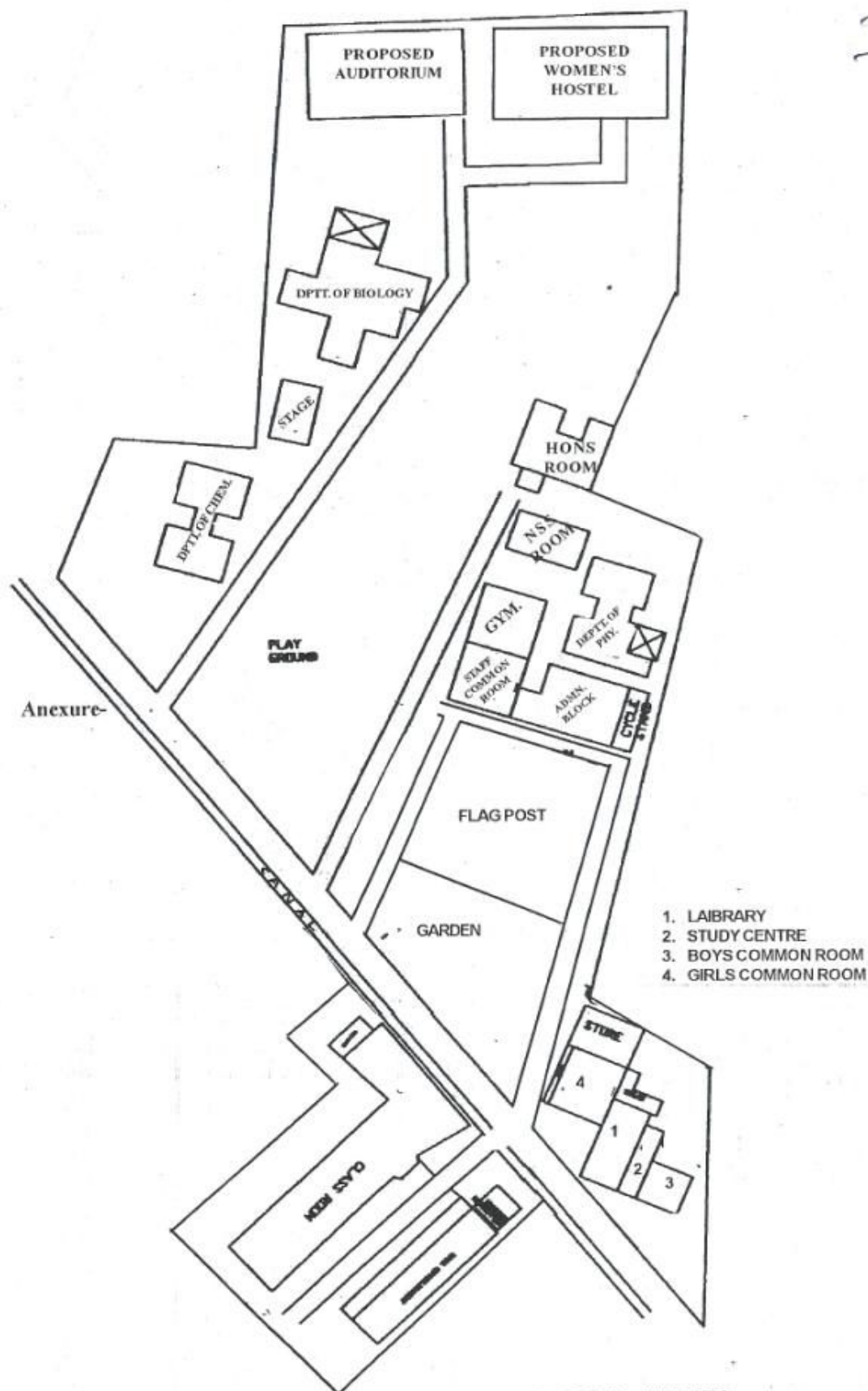
PARA: 19 AUDIT OF LOAN/DEPOSITS/CPF INCLUDING POSITIONS

20.1 -	
20.2 -	

Sl No	Name Of The Paragraph	Amount suggested for recovery(In Rs:)	Amount kept on objection(In Rs:)	Amount Surchargeable(In Rs:)	Amount Embezzlement(In Rs:)	Amount Othercases(In Rs:)	Remarks
1	8.1	27000.00	27000.00	27000.00	0.00	0.00	
2	14.1	0.00	19000.00	0.00	0.00	0.00	
	Total	27000.00	46000.00	27000.00	0.00	0.00	

Certified that the accounts of Sishu Ananta Mohavidyalaya, Balipatna for the financial year 2012-2013 2013-2014 audit and found correct subject to the comments / remarks offered in the foregoing paragraphs . have been covered under

Sl No	Ref Para No/Audit Objection Statement Page No	M.R.No	Date	Amount(In Rs.)	Name of the person
Total					



MASTER PLAN OF SISU ANANTA
MAHAVIDYALAYA, BALIPATNA.

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