



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

POLASARA SCIENCE COLLEGE

COLLEGE STREET, POLASARA DIST- GANJAM, ODISHA.761105

761105

www.pscpolasara.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Polasara Science College, Polasara, established on August 15, 1979, is located near the headquarters of Polasara Block and is affiliated with Berhampur University, Odisha. It also happens to be one of the district's premier institutions. It was founded to meet the expanding requirements of rural students who could not afford to study elsewhere. It has started to offer Intermediate classes in Arts, Science and Commerce. During 1989-90 Under Graduate class in Arts started under Berhampur University. At present, it is a Composite college recognized by the Government of Odisha and affiliated with Berhampur University. Since its founding, the college has worked hard to attain these significant goals and objectives.

Late Kanhu Charan Nayak, a social reformer from Mathura village in Polasara, envisioned the college as a dream project. Now in its 43rd year of operation, the college successfully meets the requirements of economically disadvantaged local pupils.

Since its inception, it has been controlled by the Governing Body, which was constituted in accordance with government requirements and with the agreement of the Department of Higher Education. The college promotes holistic development. The college designs balanced inputs of educational and co-curricular components into its practice by continuously recognizing value-additions to the university-specified curriculum. The institution prepares students to be self-sufficient, independent thinkers, globally relevant, skilled, and socially valuable citizens of the nation, inspired with ideals that will allow them to give their own might to society.

Students on campus have adequate freedom, as well as responsibility and discipline. The college promotes research projects and lateral thinking. Entrepreneurial activities are also encouraged.

The goal and vision of this college are presented through hoardings located at the college's main entrance, as well as in the college Calendar and on the college website. The mission and visions of the college are set forth in the college's crest.

Vision

- Quest for knowledge, freedom of expression and respect for culture is the hallmark of the college.
- The spirit of scientific inquiry is encouraged, and students and faculty are motivated toward continuous research and learning.
- The college believes in attaining curricular and extracurricular excellence.
- Emphasis is laid on the complete harmonious development of personality where awareness of one's rights is matched with the consciousness of one's responsibilities.
- Enhance skill-based activities, Encourage a high standard competitive approach and Promote philanthropic activities.
- Empowering girls to take the challenges to shape their social status through education, and self-employment in their domain.

Mission

- To set a golden example of ethical values and scientific temperament among the region's students.
- To improve the educational standard of the female section of this region.
- To empower rural students with intellectual and emotional strength to meet upcoming challenges.
- The major aim is to transform the students into responsible citizens who face challenges decorous, accountable, dutiful, and prove to be an asset to society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

We are the pioneer college in Polasara Block of Ganjam District offering undergraduate courses in 11 different Programmes (Honours).

We are lucky to have supportive and visionary leadership that allows for the holistic development of the students.

I. ACADEMIC CULTURE

1. An active IQAC has been crucial in establishing quality initiatives and supporting the Institution's growth and expansion.
2. Curriculum feedback has been methodically gathered from various stakeholders, including students, teachers, alumni, and parents.
3. There is a focus on research through conferences, student promotion for field/academic studies relating to research, and the construction of an incubation cell.
4. The College has a network of environmental consultants and non-governmental organisations.
5. Through different social projects, the College promotes value-based education.
6. The examination process at the College is completely transparent.

II. STUDENTS

1. Over the last five years, the number of students admitted to the College has steadily increased.
2. The College places a great emphasis on students' overall personality development through extra-curricular and co-curricular activities.

III. FACULTY

1. The College's teaching faculty is experienced and skilled in the fields of economics, management, information technology, and the environment.
2. Faculty members use ICT in the teaching, learning, and evaluation processes.
3. The College organises faculty development programmes to help faculty members improve their academic performance.
4. 05 Faculty promoted to the next level, 05 are now Associated professors.
5. Faculty publish articles in refereed peer review journals of repute.
6. The administrative personnel of the College is youthful, active, and dedicated.

IV. ALUMNI

1. The College maintains strong links with dynamic alumni who participate in a variety of activities for students.
2. Alumni provide financial assistance to eligible students.

IV. INFRASTRUCTURE

1. The College is centrally located in NAC, Polasara, and is easily accessible by all modes of transportation.
2. The central library meets the fundamental needs of both staff and students.
3. Well-equipped ICT, and Science Laboratories
4. ICT facilities are kept up to date.

Institutional Weakness

Interaction with stakeholders identifies institutional vulnerabilities. They contribute to the development of new rules and practises that will allow the institution to function efficiently.

I. External FACTORS

1. As a Berhampur University associate, the College must follow the University's curriculum and examination system. As a result, the institution does not have the freedom to modify the curriculum to meet current needs.
2. There is little interaction between academia and industry at the college.
3. The College lacks a working Memorandum of Understanding (MOU) with organisations for internships.
4. Need to fill vacant posts on priority basis.
5. Registration of Alumni Body.

FACTORS RELATED TO STUDENT

1. The teacher-to-student ratio is high, limiting individual attention to students.
2. Students have not received awards at University-level cultural activities.

Institutional Opportunity

Opportunities allow an institution to capitalise on its strengths. By investigating the possibilities, we hope to realise our motto of 'Rise with Education.'

I. EXTERNAL ENVIRONMENT:

1. MOUs with outside entities to support research-based academic activities are possible.
2. Because the College is multistream, there is a potential to incorporate more interdisciplinary courses.
3. The College can have a functional Memorandum of Understanding for E-Waste management.
4. A Memorandum of Understanding (MOU) between the Environmental Laboratory and Industry for the solid waste recycling process is possible.

II. INTERNAL ENVIRONMENT:

1. Due to the small number of faculty members who have earned Ph.D., there is a need to provide opportunities for others to do so.
2. Effective utilization of alumni for quality enhancement.
3. Software for Plagiarism Testing can be placed at the College to promote high-quality research.
4. Classrooms can be modernised to improve the use of ICT in the teaching and learning process.
5. There is potential for increasing technological advancement by utilising in-house skills.
6. Existing infrastructure can be fully utilised.
7. The use of alternate energy sources should be investigated.
8. The College must develop a long-term framework for the Waste Management System.
9. An auditorium and a well-equipped library with a reading room are essential.

Institutional Challenge

The College faces a difficulty in persuading students to pursue careers and participate in a variety of activities.

I. STUDENT RELATED:

1. It is difficult to motivate students to participate in internships, field trips, and other activities in programmes when they are not mandatory.
2. Getting students to use library resources more effectively does not always produce the desired results.
3. It is difficult to secure student participation in university-level cultural events.
4. Guiding students to be career-focused after graduation is only successful to a limited extent.
5. To expedite filling up of vacant positions.

II. OTHERS:

1. It is tough to teach all stakeholders in IT to support the E-Governance system.
2. Associating with industries for strengthening Industry Academia interface involves a number of formalities.
3. Student responses and trainer availability are not promising for implementing more certificate courses in the fields of Commerce and IT.
4. Ongoing computer infrastructure upgrade owing to curriculum changes and new LMS systems is expensive, both financially and technically.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The college is affiliated with Berhampur University, Berhampur (Odisha) and strictly adheres to the University's curricula.
- The college offers 11 Honours programmes and promotes research activity among staff members.
- All Undergraduate programmes follow the CBCS curriculum.

- Permission is granted to teachers to pursue short-term/value-added/skill-based/career-oriented courses to achieve graduate qualities and learning outcomes.
- Faculty representation is maintained through Academic Council membership and evaluation work (as Chief as Assistant Examiners in different University Examinations). In addition, Dr. Dibakar Mishra, Principal, is nominated to the Syndicate of Berhampur University.
- Academic calendar preparation, departmental meetings, workload allocation, timetable preparation, teacher's diary, daily lesson notes, field projects, on-the-job training, use of various academic software, and feedback mechanism are some of the tools used by the college to ensure effective curriculum delivery.
- In the current academic year, all Hons. students have completed field projects.
- IQAC holds seminars/workshops/symposia, guest lectures, and faculty orientation programmes to expand and develop the curriculum.
- The programme effectively integrates cross-cutting themes related to Gender, Environment, Human Values, and Professional Ethics.
- In addition to the University curriculum, the college organises numerous programmes such as 'No Vehicle Day,' plastic-free campus, gender-sensitization programmes, AIDS awareness counselling through its NSS, YRC, and NCC units.
- The structural offline feedback on the curriculum is gathered from all stakeholders, which is then examined and debated in departmental meetings and reported to appropriate authorities for improvement and further action.
- During the current academic year, 256 students in the Arts stream and 128 students in the Science stream participated in field projects.

The following are the specific subjects taught to students relevant to Gender, Environment and sustainability, and Human values, in addition to regular curriculum, to improve their accountability to society and the nation.

- Feminism (Theory and Practice): Political Science GE-I
- Perspectives on International Relations (Political Science III semester),
- Introduction to Human rights (Political Science V Semester),
- Environment & Public Health (II Semester)
- Science and Society (III semester)
- Cultural Diversity (V & VI semester),
- Intelligence ,Creativity and Individual Difference (I Semester),
- Economics (for all years)
- Ethics & Values (for all semesters)

Teaching-learning and Evaluation

The college is located in the rural, and students come from nearby communities. According to the Department of Higher Education, Odisha's rules, the Student Academic Management System (SAMS) completely covers the online Common Application Form (CAF) for admission into the TDC Choice Based Credit System (CBCS). A series of orientation programmes are organised to identify advanced and slow learners. Advanced students are encouraged to compete in various career-related events to expand their expertise.

Special guidance classes and remedial coaching for slow and medium grade learners are organised to achieve

the greatest results with intermediate assessment programmes.

Differentially abled pupils have access to the necessary facilities.

The regular operation of the Parent Teacher Association (PTA) and counselling cell adds significance to the college's academics.

Many student-centric learning methods and tools such as field projects, survey method and so on have been implemented to improve teaching-learning processes. Through the Mentor-Mentee method, regular meetings with students about their doubts and shortcomings in study, other career-related concerns, and flaws in course-related project preparation are held. Mentorship is assigned by department to continue the student-centered learning method. The Mentor-Mentee Ratio is 24:1 this year.

All teaching staff members are technologically literate and prefer to use technology in the classroom.

In last academic year (2020-21), the pass rate for Arts is 100% and for Science it is 98.91%. The incentives and recognitions gained by the institution's students and staff improve talents and foster a competitive spirit at the institution, which is crucial for the self-development and evolution of both teachers and pupils.

The college determines the learning outcomes for all programmes and conveys them to teachers and students via the college website and notice boards. In addition, learning results are evaluated regularly.

To perform Continuous Internal Evaluation, the college closely adheres to the academic calendar. Regular class examinations, seminars and home assignments are held in this approach.

Learning outcomes are demonstrated in the students' high pass rate and their success in University merit ranking. The college has a transparent, time-bound, and effective process to handle examination-related complaints. IQAC evaluates each department's academic achievement.

Research, Innovations and Extension

The institution is actively engaged in research and fosters research by providing administrative assistance to its faculties during their Ph. D. and M. Phil. programmes. During the last five years, two ongoing research initiatives and approximately 07 papers have been published in prestigious journals. Approximately 15 book chapters in edited volumes, and papers in national and international conference proceedings have been published in the last five years. Workshops/seminars on IPR, IQAC awareness, new trends in science and social sciences, and so on have been held at the college.

The college has NSS, NCC, and YRC units through which we conduct extension activities in the surrounding areas and contribute in the overall development of students and the surrounding community. The college has implemented extension and outreach activities in conjunction with numerous societal stakeholders. Through community services such as AIDS awareness, gender sensitization, health and hygiene awareness such as yoga programmes, blood donation camps, environmental awareness, road safety and Swatch Bharat Programmes, and voters' awareness with the help of NSS and other local volunteers, the college has an excellent track record. Smt Jyochhana Rani Pattanaik and Lt. Binata Kumari Das got prizes for outstanding achievement at the state and national levels.

The college's NSS and NCC units have excelled in various activities. Many activities at college have contributed to neighborhood and community involvement. Over the last five years, the institution has conducted five Extension activities and obtained three prizes from recognised bodies/government. More than 60 students participated in NGO/GOVT-organized extension programmes like Swachh Bharat, AIDS awareness, and gender concerns.

Infrastructure and Learning Resources

- The college is located in a semi-urban location on the top of a small hill about 50 metres above road level, where state-of-the-art infrastructure facilities are being built on 4.70 acres of land.
- There are 26 panchayats and one N.A.C. surrounding the college.
- The college features great infrastructure and learning resources, including as ICT-enabled lecture rooms, seminar halls, well-equipped laboratories, and other support facilities. It contains a library and it is automated using the e-Granthalaya.
- The college has a well-equipped SAMS Lab.
- The budget is allocated for upgrading, maintaining, and employing physical, academic, and support facilities.
- The institution contains three classrooms with a sitting capacity of 250 students, three classrooms for 100 students, and eight classrooms for 60 students each.
- For science students, there are five well-equipped laboratories with computer system and Internet access.
- Separate Common Rooms for both Boys and Girls are provided with well equipped lavatory.
- A Bore Well with a submersible motor is installed within the campus to deliver water round the clock.
- It has excellent facilities for sports and athletics. A very well developed playground covering two acres is located within the campus.
- A magnificent botanical garden is located on campus.
- In addition, various cells such as Internal Complaints Committee, Career Counselling Cell, Anti-ragging Cell, Grievance Redressal Cell, Pension Facilitation Cell, RTI Cell etc. are developed to ensure flawless campus discipline.
- CCTV surveillance is in place in the classrooms and laboratories.
- There exists two administrative Blocks. The Principal's Chamber, Accounts, Establishment, Diary and Examination sections are all housed in AD Block-I.
- The AD Block-II has the SAMS Lab, Staff Common Room, IQAC Cell, and Conference Hall.
- Under AD Block-II, there is a large Cycle Stand with a capacity to accommodate 500 bicycles.
- In addition, every room in the AD Block has its own washroom and drinking water supply.
- The employees are validating their attendance via the biometric system.
- To supply backup power, there is one generator, five inverters and planned to instal Solar Power system.
- In a nutshell, the college offers best infrastructure and instructional resources to meet the needs of everyone involved.

Student Support and Progression

The institution has done everything possible to support the students' holistic development since it opened in 1979. Activities of a well-established student support system can be identified as being extremely successful.

The college website provides key information to interested parties. Proctorial classes raise pupils' academic achievement in corrective education programmes.

A Career Counselling Cell has been built on campus to assist students with placement and training. The college has a good structure in place to help students with competitive exams, placement, and entrepreneurial growth.

Furthermore, Grievance Redressal Cell and Anti Ragging Cell has been established to check ragging and a single case of ragging was not reported. Ragging is not permitted on campus.

The college has 2060 alumni on record and more than 200 active members. They come to the campus frequently to interact with the students enrolled in various programmes. Some alumni serve as judges in various competitions, as well as guests in the relevant department.

Students are benefited from different scholarship programmes. The college provides help to needy and economically disadvantaged students at a rate of Rs2500/per year.

Extension activities are undertaken effectively by Youth Red Cross, NSS, NCC, and Self Defense Programmes to improve the personality, social responsibility, employability and good citizenship among the students. One Programme Officer, NSS has received Best PO award of the University. NCC ANO was successfully trained at Gwalior.

Games and sports facility improves youth vitality, and students have made significant contributions in this field. The Odisha Police and Defense Departments have hired some cadets.

Besides Seminars are held on regular basis. The Library offers numerous opportunities for intellectual development and broadening students' perspectives. Students' Council (Students' Union and sister associations) is formed in accordance with the norms and regulations established by the Odisha Government. Teachers are encouraged for research and extension activities. Students participate in literary and cultural competitions organized by the college on a regular basis.

In essence, the institution leaves no stone unturned in order to thrive in the field of "Student Support and Progression."

Governance, Leadership and Management

- Since its founding in 1979, this college has been guided by values and ideals. Accordingly, the governance of the institution is structured to achieve both the Mission and Vision components.
- After over 43 years of service in the field of education, this institution continues to operate with the objectives of providing access to higher education for underprivileged and rural students.
- The college's goal and objectives are consistent with national higher education policies and are founded on education as a method of national growth and social transformation.
- The college's vision and mission are implemented through programmes and activities such as NCC, NSS, YRC, Self Defense Program, Welfare Schemes, Sports, Career Guidance, etc.
- The institution's organisational structure is based on the doctrine and philosophy of the college's founder, Late Sri Kanhu Charan Nayak. Through different academic and administrative committees, the institution encourages a culture of decentralisation and participatory management in order to promote cooperation, information sharing, innovation, and faculty empowerment.

- The Principal works with the Staff Council, IQAC, and other college bodies to govern and administer the college.
- The college is constantly eager to encourage faculty members to pursue additional academic opportunities such as Refresher, Orientation, Faculty Development Programs, M. Phil, Ph. D. programmes, and so on.
- Faculty are given study leave and financial help to attend seminars, workshops, and conferences.
- In administration, finance, accounting, student admissions, and examinations, the college uses e-governance.
- The institution has comprehensive welfare measures for teaching and non-teaching personnel.
- The Annual Performance Appraisal System is used to evaluate the performance of teaching and non-teaching staff.
- Faculty orientation programmes, seminars, conferences, and workshops are held on a regular basis.
- Students must be commended for their initiative in making the college a ragging-free zone.
- The accounts are audited regularly and strictly by Local Fund Auditors in accordance with government regulations.
- IQAC ensures high-quality, value-added higher education and quality improvement measures.

Institutional Values and Best Practices

- The institution is concerned about climate change and the environment, gender equity, Environment friendly methods like energy conservation, waste recycling, green practices, paperless office operations, plastic-free campus, safe drinking water facility, smoke-less laboratories etc.
- The institution provides assistance to the differently abled (Divyangjan friendly), has an explicit concern for human values and professional ethics.
- Appropriate steps taken for ragging-free campus through Anti-Ragging Cell.
- Regular self-defense training programmes for female students as part of women's empowerment.
- The common rooms for the girls are equipped with First Aid Box, sanitary napkins, safe drinking water, and suitable sanitary amenities. Boys' Common Room is well equipped with modern facilities.
- Modernization of the Library Management System includes revamping the library by replacing old books with new volumes and computerising the library with e-Granthalaya.
- Staff, students, teachers, the Governing Body, administration staff (including the Principal), and office support personnel strictly follow the **moral code of conduct**. E-governance through HRMS, IFMS, IOTMS developed by the Government.
- NCC, NSS, and the Youth Red Cross Society are all involved in community outreach. Building civil responsibility among students by organising on and off campus welfare activities such as blood donation drives, AIDS awareness campaigns and literacy.
- To make students aware and promote patriotic and nationalistic values, the college arranges programmes like Swachha Bharat Abhiyan, International Women's Day, Teachers Day, Gandhi Jayanti, Republic Day, Independence Day etc.
- The institution's financial, academic, administrative, and auxiliary functions are all completely transparent.
- LED bulbs help in minimising the annual illumination power requirements.
- The college has Grievance Redressal Cell, Internal Complaints Committee, and CC camera in every classroom to maintain perfect campus discipline.
- The college organises a variety of functions and competitions for students in order to foster creativity and to enhance skills.
- 'Prerana', the college's annual magazine, is published to aid students in developing their literary and

analytical abilities. It significantly affects how their personalities develop.

Alumni gatherings, award presentations for former employees and students, seminars, and career counselling add to the institutional value and best practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	POLASARA SCIENCE COLLEGE
Address	COLLEGE STREET, POLASARA DIST-GANJAM, ODISHA.761105
City	Polasara
State	Orissa
Pin	761105
Website	www.pscpolasara.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Dibakar Mishra	06810-282268	9040800900	-	drdkm@hotmail.com
IQAC / CIQA coordinator	Rudra Prasad Gouda	-	9437785768	-	rudragouda29@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Orissa	Berhampur University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	COLLEGE STREET, POLASARA DIST- GANJAM, ODISHA.761105	Semi-urban	4.7	4764.62

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics	36	HIGHER SECONDARY	English	96	75
UG	BA,Education	36	HIGHER SECONDARY	English	144	137
UG	BA,History	36	HIGHER SECONDARY	English	144	134
UG	BA,Odia	36	HIGHER SECONDARY	Oriya	144	133
UG	BA,Philosophy	36	HIGHER SECONDARY	English	96	70
UG	BA,Political Science	36	HIGHER SECONDARY	English	144	136
UG	BSc,Botany	36	HIGHER SECONDARY	English	96	87
UG	BSc,Chemistry	36	HIGHER SECONDARY	English	72	66
UG	BSc,Mathematics	36	HIGHER SECONDARY	English	48	31
UG	BSc,Physics	36	HIGHER SECONDARY	English	72	58
UG	BSc,Zoology	36	HIGHER SECONDARY	English	96	84

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				11			
Recruited	0	0	0	0	5	0	0	5	5	1	0	6
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				17			
Recruited	0	0	0	0	0	0	0	0	6	11	0	17
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	7	0	0	7
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	17	4	0	21
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	1	2	0	4
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	4	0	0	12	10	0	26
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	36	36	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	361	0	0	0	361
	Female	650	0	0	0	650
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	49	37	36	34
	Female	88	83	66	55
	Others	0	0	0	0
ST	Male	4	4	3	4
	Female	7	5	4	4
	Others	0	0	0	0
OBC	Male	160	135	94	122
	Female	245	198	144	131
	Others	0	0	0	0
General	Male	57	100	123	119
	Female	113	139	142	124
	Others	0	0	0	0
Others	Male	93	75	55	33
	Female	195	131	74	25
	Others	0	0	0	0
Total		1011	907	741	651

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Since 2015-16, an Interdisciplinary curriculum has been offered as part of the Choice Based Credit System (CBCS) at the undergraduate level to provide students with overall academic advancement.
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	Environmental Studies and Disaster Management, Quantitative Aptitude and Logical Thinking, and Economics are studied by students in the Arts and Science programmes. As a result, the College is completely prepared to implement the NEP.
2. Academic bank of credits (ABC):	Academic bank of credit provisions provided in the proposed NEP to permit numerous entry and exit points in their academic programmes. This is a novel way to earn and deposit credit through national schemes such as SWAYAM, NPTEL, and V-Lab. Furthermore, according to the guidelines, a centralized database, in addition to the college database, will be established to digitally store the academic credits earned by the student from various courses so that the credit earned previously by the student can be forwarded when the student enters the programme again.
3. Skill development:	As an affiliated college, we adhere to the University's designed curriculum. In terms of skill development, we want to provide courses in computer programming and office management, among other things, subject to University affiliation and the building of appropriate infrastructure.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The preservation and promotion of India's cultural wealth must be regarded as a top priority for the country, as it is vital to its identity and economy. These modifications will also increase the employability of these languages teachers and subject matter specialists. In addition, frequent field trips to local historical sites/museums will help students appreciate their culture and traditions. The College already provides instruction in Odia and English in Arts subjects. Following approval by the University, necessary procedures regarding the integrated approach will be done on a priority basis to meet the students' basic needs.
5. Focus on Outcome based education (OBE):	Outcome-based curriculum aims to bring uniformity in the syllabus for all programmes by incorporating a variety of teaching approaches such as lectures, seminars, tutorials/workshops/practical and project-based learning fieldwork, technology-enabled learning internship and apprenticeship, and research work is suggested in the NEP. Many of our students work in the public and private sectors. The institution is prepared to fulfill the objectives and accomplish

	the target set out in the NEP based on the structural curriculum the affiliating university offers.
6. Distance education/online education:	<p>During the COVID 19 epidemic, all faculties in all programmes delivered excellent online classes. Both professors and students have had first-hand experience with online teaching and evaluation tools. The College has provided students with access to numerous e-learning services such as INFLIBNET, Virtual Tutorial Projects, NPTEL, and others, allowing them to study e-content for all topics throughout all semesters. The College has also inked a Memorandum of Understanding (MOU) with Odisha State Open University (OSOU) for several Distance Education Programs.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1014	907	741	651	438

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 33

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	33	32	32	31

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
80.3	53.2	115.02	103.4	27.63

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

- Polasara Science College is affiliated to Berhampur University and recognized by the Department of Higher Education, Govt. of Odisha. Hence the curriculum followed by this college is prepared by Berhampur University in accordance with uniform Model Syllabus.
- All the UG programmes offered by the college have been in the form of CBCS and Semester system since 2016-17.
- The college is being provided with the Academic calendar by Department of Higher Education, Govt. of Odisha. According to the Govt. calendar and Berhampur university schedule the college meticulously develops action plans for effective implementation of the curriculum.
- Before summer vacation staff council meeting is conducted to finalise the action plans for upcoming academic year.
- Then HODs call on the departmental meeting to allot the topics of different papers of various semesters.
- The Time Table committee headed by the Principal publishes the time table for different streams.
- Each faculty member prepares detailed course plan including the text book(s). Reference book (s), web resources and ICT tool(s) for teaching.
- Lesson scheme of various subjects are distributed among the students which enable them to come with a bird's eye view of the topic to make them participate in the discussion.
- Each faculty member prepares the progress register which includes the time-table, course plan, course outcomes, attainment levels and targets, identified curriculum gaps, corrective actions, materials, module wise handouts, previous question papers and previous performances. After the completion of the semester it is updated with analysis of students' feedback.
- The lesson plan and progress register is maintained by each teacher which is countersigned by the HOD and the Principal on the last working day of every month.
- Innovative teaching techniques in addition to traditional lecture methods are adopted to deliver the content. Employing of learner-centric techniques such as peer learning, group discussion, video lectures, chart preparation, quiz etc. which encourage students' active participation.
- Periodical review on the coverage of syllabus and regularity of the students is performed by the HODs through daily progress register (DPR) and suggestions are invited for the improvement of teaching-learning process.
- All faculty members and students have been provided with unique user ID & password for accessing NLIST site that offers 80,409 e-books and 3,828 e-journals in full text form.
- In addition to the central library, seminar libraries have been setup in every department for enhancement of in-depth knowledge of the students.
- Remedial / special classes are conducted for slow learners.
- All departments organize study tours in every year.
- IQAC organizes departmental and inter-disciplinary seminars on themes that are important, sensitive and inter disciplinary in nature. To make these more impressive resource persons are

invited from other institutions/Universities.

- The college encourages faculty members to attend Orientation / Refresher courses, workshops and present papers in seminars conducted by colleges and universities for acquiring necessary skills for effective delivery of the curriculum.
- A panel of Resource persons, mainly retired teachers for Guest Lecture Classes has started from the academic session 2022-23 which will increase the scope of learning of the students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years	
Response: 0	
File Description	Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years				
Response: 0				
1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0
File Description	Document			
Upload supporting document	View Document			
Institutional data in the prescribed format	View Document			

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human

Values, Environment and Sustainability into the Curriculum

Response:

The college's courses and programmes not only prepare students for jobs, but also teach them morals, right and wrong, and other life skills. The institute provides programs and courses that address cross-cutting themes such as gender, environment and sustainability, human values, and professional ethics. The institute is committed to ensure a healthy environment for all of its stakeholders.

Gender Equity

Gender equality is inextricably related to society's inexorable growth. It contributes to the realisation of human rights for all. It also helps to prevent violence towards women. Internal Complaints Committee, Women's Empowerment Cell, and Anti-Ragging Cell are all engaged in providing equitable opportunity. Women's development seminars are also held at college to improve the college's environment. Self-defense training programmes are held for female students at Polasara Science College, which teaches women how to defend themselves and makes them as powerful as guys. Many classes are also held to help everyone comprehend the value of females. These classes also cover some important biological components of gender.

The institution has established a Grievance Redressal Cell to provide counselling, promote gender parity, and deal with issues concerning the safety and security of students and female faculty members, as well as to resolve problems with students and faculty members.

A specific course on "Ethics and Values" has been introduced by the Odisha Government and adopted by the University, with an emphasis on women's concerns. This not only informs the students in depth about moral ideals, but also sensitises them to the need of protecting women's rights in society.

The Juba Sanskar Programme, which launched in 2021-22, also helps students improve their mindset in order to safeguard women's rights and norms.

Human Values and Professional Ethics:

Students will learn the value of ethics in the workplace through "Professional Ethics." This course consists of class discussions based on real-life scenarios. It also addresses ethical issues that are frequent in human service contexts. It is in response to a long-felt and pressing need in their fields to integrate value education with decision-making abilities. The course focuses on several key stages for beginning the road toward holistic and value-based life.

Environmental Studies:

Mother Nature has always taken care of us, but irresponsible usage of natural resources and negligent designs involving human-made infrastructure have exacerbated the issue. The issue might become disastrous if Nature is not properly cared for. As a result, the syllabus includes nature, its components, the value and influence of human actions on the environment. The syllabus includes a unique chapter on disaster management to educate students about the negative consequences of human actions against nature. Every year on June 5th, World Environment Day is commemorated to remind us of our responsibility to conservation and preservation of our 'Mother Earth.'

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 29.78

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 302

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 94.06

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
354	322	366	385	379

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
384	384	384	384	384

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (Exclusive of supernumerary seats)

Response: 24.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	44	47	39	23

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

2021-22	2020-21	2019-20	2018-19	2017-18
171	171	171	171	171

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio (Data for the latest completed academic year)

Response: 30.73

2.3 Teaching- Learning Process

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

Response:

The institution aspires to make practically all programmes entirely student-centered. Aside from conventional curriculum delivery, numerous co-curricular activities are implemented at the College, such as conducting seminars, workshops, Guest Lectures, and so on, to provide students with many opportunities for interactive learning. Peer-teaching assists advanced learners in expanding their knowledge. Industrial trips and study excursions are also organised to provide students with hands-on learning opportunities. Most Cells/Associations conduct different co-academic and cultural activities such as quizzes, poster-making, essays, paper-reading, debates, mono-action, dancing, and so on to assist students shape their personalities. Inter-college and inter-departmental academic and extracurricular programmes assist students develop innovation and a competitive advantage in their academic endeavours. To improve interactive skills, the institution provides computer laboratories with internet access, OHPs, and a seminar hall. The institution makes special efforts to instill and cultivate creativity and a scientific mindset in its students by giving chances for the following:

The College promotes educational and life-long learning opportunities by instilling good habits such as discipline, leadership, entrepreneurship, and so on, thereby contributing to the social, cultural, and economic growth of our area and the nation at large. By allocating assignments during departmental functions, lifelong learning is guaranteed. Also it is ensured by providing moral education to them through the articles displayed on the notice board. The College arranges many awareness programmes such as National Youth Day, gender sensitization, environmental concerns, health, blood donation, water conservation, spiritual/yoga programmes, and disaster management programmes, among others.

Invited lectures, seminars, symposia, workshops, debates, intellectual discourses, sports, and cultural

events are all organised by the College. Newspapers, journals, periodicals, and magazines are available through the College library. The faculty has used innovative teaching approaches to increase the potential of young minds to learn and to teach meaningful application of information. The institution encourages faculty to supplement the academic system with practical skills through a variety of instructional methods that go beyond the classroom. Almost all practical disciplines include a variety of activities that are integrated into the academic objectives.

Activities undertaken:

- Power Point Presentations and the use of the internet to make teaching-learning more dynamic and exciting.
- Educational field tours and visits to manufacturing plants
- Sociological studies of social problems and topics
- Planning and organising national and departmental seminars
- Workshops and extended lectures by renowned academics and subject matter specialists.
- Practical job experience is interwoven into the academic programme for practically all practical disciplines.
- Certain ideas are explained via models and experimental kits.
- Feedback from students on faculty members' lectures.
- To promote library visits, pupils are given assignments that they must complete using library books.
- Supplemental lessons are given for slow learners.
- Students are motivated to keep a wall magazine.
- Students participate in experimental workshops.
- Teachers are available in their departments during their free periods for pupils to address their unique topic concerns.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 89.44

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
38	38	38	35	31

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 22.36

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	6	6

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The examination process is open and focuses on the students' qualitative progress as well as their appraisal of the same. It adheres to the norms established by Berhampur University. The notification provided by the institution/college informs students about the internal evaluation exams.

A dedicated examination committee oversees the flawless operation of the internal examination procedure, which begins with the start of the examination and concludes with the posting of the results to the university website or the link supplied by it. The committee is constituted with the convenor, co-convenor, and members of the college's senior staff. Non-teaching personnel are often employed for administrative and clerical duties.

- The examination answer sheets are printed in the required manner, which includes the college name and other details.
- Students are appropriately educated about the pattern of the internal assessment examination so that they comprehend the pattern without any doubt.

- There is a Staff Council meeting, which includes the Examination Committee, so that all HODs may decide on the examination modalities.
- Questions are set by the appropriate department in accordance with the CBCS model curriculum.
- During the COVID19 period, questions were only asked from the second unit of each paper, which requires self-study according to the Government's examination criteria. The question pattern and collection of questions are created on a regular basis in accordance with the CBCS criteria and directions from the Government/University.
- The confidentiality of the question paper is carefully maintained. It is securely stored in the strong room which is monitored by CCTV 24x7.
- The examination schedule is announced at least a week before the internal test on the General and Departmental Notice Boards.
- The Examination Committee prepares the assignment of examination-related responsibilities, which is communicated to the concerned employees a day in advance.
- Seating arrangements are made in such a way that malpractice and unethical behaviour are not possible. Students are advised to sit at a safe distance from one another to avoid the possibility of cheating.
- After completion of examination the answer copies are collected by the Examination Section and as per schedule these are valued centrally by the Internal Examiners. Evaluated scripts and Mark foils are kept with the Examination Section.
- The marks are uploaded in the link provided by the University. Timely completion of the internal assessment process ensures enough space for students to prepare for the end semester examination.
- Internal assessment marks are published, and students are given time to ask questions/clarify any discrepancies or errors. These issues are addressed at the primary level by the faculty teaching that specific paper. If a student reports a grievance, it is forwarded to the Grievance Redressal Cell, where such cases are investigated and resolved. Suggestions, if any, are communicated to the Principal for action.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Response:

- The institution evaluates students' achievement of programme and course outcomes.
- The programme outcomes are explicit enough to illustrate how those broad expectations are met within a certain programme, whereas course outcomes will specify that an instructor has for the course, which are tied to one or more programme outcomes. Course outcomes are high-level assertions that explain what students should know and be able to do by the end of each course.

These are the abilities, knowledge, and behaviour that students choose in India graduation.

- The programme outcomes and programme specific outcomes are assessed using direct and indirect approaches using course outcomes from relevant courses. The direct method of assessing course outcomes is based on Mid assessments and semester and examinations. Each question in the middle and end of the semesters, as well as through assignments, is linked to the associated course outcome, and the total attainment of that course outcome is based on the average marks it as the aim for final attainment.
- For each semester, mid-semester tests are held, and each one covers the evaluation of all important course outcomes attainment. The end-of-semester test includes objective and descriptive questions, as well as a measure or parameter for determining whether or not the complete course outcomes are attended.
- Direct approaches include direct assessments or observations of students' knowledge or abilities in relation to quantifiable course outcomes. The information and abilities indicated by the course outcomes are applied to particular issues on end-of-semester exams, internal exams, and project assignments. Assignments are offered at the end of each module. Students are given assignments that require them to consult textbooks, appropriate reference books, and journal articles to obtain answers and comprehend the desired purpose of the presented subject.
- The course and survey are used for indirect assessment. Assignments are created to evaluate laboratory work, projects, and lectures. The college's Career Counselling Cell records the students' employability in terms of placement in both the private and public sectors. Many enthusiastic students had participated in such Career Counseling programmes organized by the college in collaboration with farms of the locality. Enrollment of students in higher education at the state's prominent universities reflects programme and course outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 93.42

2.6.2.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
258	305	303	318	251

2.6.2.2 Number of final year students who appeared for the university examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
306	316	332	274	308

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.85	
File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The Institution fosters an environment conducive to staff and student innovation and incubation. All necessary facilities are available, and pupils are given assistance. Students are encouraged to participate actively in the use of technology to meet societal requirements. Documentation and publication of project papers are supported if needed. For example, B.Sc. Zoology students learn about pisciculture, dairy farming, poultry and animal husbandry, among other things, through comprehensive field research as part of their project work, and they are encouraged to contribute new ideas and proposals. Similarly, other students are given the opportunity to propose new ideas as part of their project work.

The Career Counselling Cell organises entrepreneurship awareness meetings, workshops, seminars, and guest lectures. Students are provided opportunities to interact with business owners. Economics students are active in Marketing Research activities.

The Incubation Center's only purpose is to help students turn their ideas into technologies. Students are given the opportunity to visit various areas/institutions in order to get relevant exposure to a variety socioeconomic problems and to collect necessary information in the locality/study region. IQAC hosts workshops on new technology trends. Students are encouraged to get practical experience and exposure.

The College allows submission of proposals for Minor, Major, and Doctoral research projects to be undertaken by academic members.

In partnership with local people, as well as regional markets, we help professors and students commercialize their innovative research. In this direction, several Mahila Swayam Sahayika Gosthi (self-help groups), lifelong learning and agricultural extension, social work, rural studies and yoga practice have been carried out together with several villages around the framework. College staff for the purpose of community development and rural restructuring in and around the academy. Women's empowerment and women's entrepreneurship programs are organized regularly to improve the socio-economic status of women. To raise awareness about entrepreneurship, community orientation, programs such as community skills development, farmer awareness raising, health and education are also organized. Outreach efforts to revive traditional folklore are also made in the missionary mode. A number of social awareness programs such as the fit India movement, meditation and yoga camps and health camps are also organized in nearby schools. Interaction with children is also practiced to help children develop their sports activities. To this end, cultural and sports meetings are organized. With available resources, the institution will do its best to provide maximum support to staff and students in research, innovation and publication.

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 30

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals on UGC care list during the last five years

Response: 0.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 0.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	2	0	1

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The institution is dedicated to serving the community through extension programmes that involve students and faculty from all departments as well as various committees such as NSS, NCC, YRC, and others. As a result, significant partnerships have been formed with the local community, local administration, schools, social and non-profit organisations.

Students' humanitarian values have been awakened as a result of these experiences. They have been trained to act rapidly in the event of an emergency. They have demonstrated outstanding initiative in both active situations such as storm aid and passive ones such as traffic safety.

The following are some of the College's extension activities:

1) Welfare

There have been AIDS awareness rallies, drug abuse lectures, and blood donation drives. Fire safety training have been carried out. Every year, disaster management programmes are implemented because the district is classified as a "cyclone prone area."

2) Waste Management, Swachh Bharat Abhiyan, Anti Plastic Drive, Save Electricity, Tree Plantation, Paper Bag Making and Distribution in nearby shops are some of the initiatives that student volunteers often do.

3) Civic awareness

Student volunteers with the local police have implemented campaigns such as the "No Helmet, No Entry" rule and "Obey Traffic Restrictions," raising awareness about traffic rules in the community. They have also advocated for road safety measures.

4) Voter Sensitization Program

Each 18+ year old student is taught how to register to vote and how to educate others about their voting rights. They are also sufficiently trained to use the Government of India's 'Voter Helpline app.'

5) Underprivileged

Students participate in the Each One Teach One initiative, which involves them to visit schools and teaching classes to members of the society who are less fortunate.

6) Entrepreneurial abilities

The College encourages students' entrepreneurial talents through various Career Awareness programmes, exhibitions, and participation in other training programmes organised by the local Panchayat Samiti.

7) Sensitization to gender

The SDP and NSS promote gender equality by organising programmes and discussions on women's issues such as Female Foeticide, Save Girl Child, Sexual Harassment at Workplace, Gender Inequality, Healthy Lifestyles for Young Females, and Handling Relationships for Youth, Women's Rights, Self Defense Workshop, Standard Operating Programmes on Covid19, and so on.

8) Senior citizens

Our College serves as a hub for students to learn about social responsibility. Students participate in festivities like as Ganesh Chaturthi, Navratri, and Christmas with them, demonstrating a strong empathy for their feelings. Students also pay visits to the Hatiota Old Age Home.

File Description	Document
Upload Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Extension education has been reoriented as a result of changing times. Extension activities focus on communicating new ideas and improved technologies of practical utility to rural, tribal, and urban privileged and underprivileged people in an understandable manner. It enables us to apply newly acquired knowledge and skills to improve their overall quality of life. It is a social science that attempts to change people's behaviour patterns through technological and scientific innovations in order to improve their standard of living. The idea behind extension work is to bring people together for the purpose of social upliftment. Extension improves and advances good communities. Extension helps national development programmers.

Participants typically gain leadership and teamwork skills, as well as become more accustomed to working with people of different ethnicities or socioeconomic backgrounds. More satisfied students, who are often more motivated and likely to stay in college, will benefit the institution, as will improve relationships with potential employers, neighbouring communities, voters, state legislators, parents, and current and future alumni. Extension is a method of connecting meaningful community service to academic curricula. In order to benefit participants and recipients, service learning combines community service goals with formal and informal (standard/academic and experiential/non-standard) educational goals. Extension activities and learning are a collection of techniques and tools that can be used to strengthen community relationships and connections.

NCC, NSS, Youth Red Cross, and Self Defense Programs are the most trusted tools for students to improve their personalities through community service. Students become acquainted with the rural community and its inhabitants' lifestyles, including their source of income, health status, environmental conditions, and socioeconomic standards.

With the goal of 'NOT ME BUT YOU,' the student workforce begins community service, which has brought not only appreciation from the hearts of the beneficiaries, but also laurels and recognition from the government.

Dr. Jyochhanarani Pattnaik, NSS Programme Officer, for example, received the NSS University Level & State Level Award in 2014-15, as well as the University Goldfest Award for social service in 2016.

Dr. Dibakar Mishra, Principal, received the State-level Best Principal Award for providing Self Defense Training to female students in 2015-16, and Dr. Jyochhanarani Pattanaik received the Best Programme Coordinator Award for the same programme in 2016-17. Similarly, in August 2018, Lt. Binata Kumari Das, ANO, NCC received the prestigious Rajiv Gandhi Sikhya Sammana Award.

File Description	Document
Upload Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1 Number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities during the last five years:

Response: 0

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

To facilitate effective and efficient teaching, the institution has adequate facilities. To meet the critical needs of students, the institution has very good basic infrastructure and a building that covers the 4.70 acre campus. The institution's built-up area includes 38309 square feet for the ground floor and 15720 square feet for the first floor. In keeping with the growing strength of students every year, the institution has spacious classrooms to host general classes and the remaining rooms are for honours class. In addition, the spacious and well-equipped laboratories on campus contribute appropriately to the productive atmosphere for conducting hands-on graduate classes. There are 13 classrooms, 5 laboratories including 1 computer room, smart classroom, fully equipped library, reading room, SAMS laboratory, two common rooms for girls with safe drinking water and hygienic toilets, common room for boys, a generator, ten fire extinguishers, 15 podiums, 16 computers, CCTVs, a canteen and a spacious two-wheeler stand.

In order to respond well to teaching and learning, the institution not only has well-equipped laboratories with the most modern equipments there are also smart classes with internet facility.

To increase interest in the academic field, we organize seminars, research trips to industrial and historical sites. The institution administration pays great attention to the faculty members to improve their academic performance by allowing them to attend national and state-level seminars, international conferences, and publish research papers. Central library provides better facilities for all members of the institution. The college has an examination control room with computers with webcams, CCTV cameras, Copier and Internet connection. The college also has 01 multi-purpose room, 01 conference room, 01 outdoor theater. Drinking water is provided by a bore-well drilled on campus. Appropriate provisions are maintained to conserve rain water. Refrigerators are available for official use and for teaching and non-teaching staff. The holistic development of students includes participation in extracurricular activities. We have a rich culture of extracurricular and co-curricular activities.

Sports:

The Sports Committee has made the college extremely proud by bringing laurels to the institution. The Committee caters to various sports and is instrumental in promoting the performance of students in different sports. The college Sports Committee encourages students to participate in events at Intra and Inter-Collegiate, District, State and National level. Students are also encouraged to participate in the events organized by the University. It strives to imprint the importance of physical fitness on the minds of students by conducting practice sessions regularly. The Institute has a dedicated and experienced Physical Trainer who looks after the sports related activities on the campus. Outdoor game facilities for Volley Ball, Cricket, Kabaddi are available in the college with sufficient equipments.

Cultural:

The College believes in the importance of imbibing our cultural values on the young minds. Along with

academics and sports, cultural activities play an important role in the holistic development of students. The College has various committees promoting the rich cultural heritage of our country. These committees conduct several activities wherein there is an active participation by students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 48.9

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
29.16	17.98	34.45	58.5	45.5

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

This college is under the process of automation. About fifteen thousand three hundred eighty-six books have been uploaded in MS Excel file in the form of Accession Register during the session 2019-20. This college Library contains 15386 Number of books which are mainly purchased from college development fund. The automation process is going on.

The original version of e-Granthalaya has been installed.

Library has a reading room open for students and the staff.

All the Departments of the college has separate seminar library having access for the Honours students.

Books, journals and magazines on various subjects have been made available.

Library staff assists students to get reading materials to fulfill their requirement. The IQAC has taken initiative to make the library fully automated with future provisions for system-based library facility for staff and students. Moreover, to make the library user friendly and more accessible, the college has initiated discussions with different firms.

The college provides online facility to the staff and students through INFLIBNET and digital learning facility through: Virtual Tutorial Project, ProQuest, e-Pathshala, National Digital Library of India, NPTEL and online study materials on the newly added course: Ethics and Values.

Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
3.42	00	3.29	3.48	7.72

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Response:

Information technology has become an essential component of the operation of any organisation. As a result, in order to meet the needs of its various stakeholders, the Institute regularly updates its IT infrastructure.

Until January 2021, the College had a 64 Mbps shared Campus Broadband connection. A dedicated broadband connection of 100 Mbps has been in place since February 2021. Because rapid technological advancement in the current era of communication has profoundly influenced the teaching learning process, the primary goal of the institution is to make tomorrow's citizens, learners of today, and more tech-savvy. To meet this requirement, the institution has provided IT facilities in the field of education, such as WI-FI installation on campus, to ensure students' easy learning and easy access to course materials of specific subjects via the internet in the classroom.

Furthermore, LCD Projectors for various departments, as well as the use of computers and the internet in the classroom, bear blazing testimony to the acquisition of knowledge with the assistance of adequate IT facilities for academic and administrative purposes. On February 28, 2021, the college's optical fibre cable

installation was launched. It is done using a leased line (OFC Optical fibre cable) that is linked to an ILL (internet leased line) with a 100 mbps (1:4) connection to provide high-speed internet. In terms of the nature of the update, it provides students with e-library, e-admission. There is also the option of using a projector in the seminar hall. All laboratories in the science stream have access to the internet and the necessary audio-visual teaching aids.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 50.7

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

Response: 20

File Description	Document
Upload supporting document	View Document

Other Upload Files	
1	View Document
2	View Document
3	View Document
4	View Document
5	View Document
6	View Document
7	View Document
8	View Document
9	View Document
10	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)**Response:** 8.57**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
8.0	0.9	6.58	6.39	10.66

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 36.68

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

2021-22	2020-21	2019-20	2018-19	2017-18
379	247	210	288	252

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: E. None of the above

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

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

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: D. Any 1 of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 0.98

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	8	2	1

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
301	306	316	328	274

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.3 Student Participation and Activities

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 4.2

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	5	5	5

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The college has initiated the process of forming an alumni association. There is a College Level Committee that monitors ALUMNI activities and has been working to build a strong alumni base that contributes significantly to the institution's development.

The Odisha government has launched the "Mo College" programme to support various activities undertaken by alumni. Students in their final year register in the Mo College portal (link provided in the college website). Our alumni have kept in touch with our current students by advising them on their chosen career path. After bidding farewell to the final year students at the end of each session, they are advised to register in the portal.

College Alumni Meet: The College hosts alumni meet on a regular basis. The most recent such gathering, with over 300 attendees, took place on April 27, 2019.

Department Alumni Meet: Each department has its own initiative to strengthen ties between alumni and current students. To keep alumni connected with the department and to provide appropriate exposure, guidance, and mentorship to students in order to help them choose the right career path, alumni always proposes innovative initiatives.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The College's Governing Body is proactive and dynamic. As a result, the College's vision and mission are expanded to include "making it one of the most admired academic institutions in India." The special features of the New Education Policy 2020 are also being integrated. The College has evolved into an institution that serves the entire community. Adoption of villages like Devi Nagar, Hirapalli, and Mardarajpur etc. is a concrete example.

The Governing Body's steps are followed by the College. A hierarchy is followed within the framework established by it. The Principal is the Institution's Head, who is assisted by the Academic Bursar for academic purposes and the Administrative Bursar for administrative purposes. The Accounts and Establishment Sections are centralised, allowing the College to run smoothly. Under the direction of the Principal, Coordinators of various activities/committees steer the programmes to achieve the College's goals. The faculty members are assigned clearly defined roles in this exercise.

The Administrative Bursar performs administrative duties and is assisted by the Head Clerk, clerks, and peons.

The College's motto is "**Excellence through Education.**" This is accomplished by providing students with holistic development that meets the following criteria:

1) Emphasizing high academic, professional, and societal performance standards.

- Consistent efforts are made to maintain commendable results through proper planning and execution of lectures, tests, examinations, and assessments, among other things, which provides a solid academic foundation for students to pursue various professions.
- Value-based education through programmes that promote discipline, social awareness, patriotism, financial inclusion, and gender equality, as well as leadership abilities.

2) Promoting academic-industry interaction:

- Industry experts' guest lectures
- Field trips
- Research-based activities
- Internships

3) Transfer of knowledge while keeping up with changing technologies:

- Using ICT in the classroom
- Equipping students with ICT skills through presentations

4) Responding creatively to a constantly changing global society:

- Introducing programmes that meet the needs of society, organizing activities and events that foster creativity.

5) Enabling learners to expand their knowledge by providing library resources and a conducive learning atmosphere.**6) Promoting cultural and ethnic diversity in the community.**

The College is multicultural in the sense that the students represent a diverse range of cultures because admission to the College is based solely on merit. The College does not have any caste-based norms in effect, from admitting students to appointing Principals and faculty members to awarding scholarships and assisting with placements. In its dedicated attempt to accomplish, the College adopts a multi-stakeholder approach.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment**6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc****Response:**

The institution's organisational structure includes the Director, Higher Education, Odisha, the Governing Body, the Principal, teaching and nonteaching staff, students, and different governing councils such as associations, clubs, and cells.

The Principal is the college's administrator, and he or she works with the Governing Body to regulate and maintain a pleasant academic environment. The decisions and policies of the Governing Body are implemented by the Principal and members of the teaching and non-teaching staff.

Academic Bursars, Department Heads, Faculty Members, Physical Education Teachers, and the Librarian report to the Principal and carry out college activities. The administrative staff at the College follows a well-defined organisational structure. Staff hierarchy, service regulations, procedures, recruitment, promotional policies, and grievance redressal mechanisms are all set by the Department of Higher Education, Government of Odisha.

In addition, a number of committees comprised of students and faculty members are active in many departments to facilitate effective student learning. The college features a democratic structure in which each unit is given the freedom to create and design its own course of development, but it operates within a structured organisation for discipline and smooth operation. To maintain accountability, the roles and

responsibilities of various bodies are clearly defined.

The administrative structure follows the laws and regulations of the Government of Odisha's Education framework for Higher Educational Institutions. The various bodies operate in accordance with the UGC & DHE, Govt. of Odisha Code of Conduct. Teaching, non-teaching, and other support employees have been governed by the state government's service regulations, procedures, recruiting, and promotion policies, as well as the suggested grievance redressal method. By posting the Manual of the Code of Conduct on the college's website, the institution calls the attention of its staff and students to the norms and actions of all stakeholders.

The government recruits teaching and non-teaching staff for non-government colleges like ours through the Staff Selection Board. The Governing Body has also been empowered to recruit temporary and contractual faculty as needed, in accordance with Governmental procedures.

The government has established a promotional mechanism. It is time-bound and in accordance with the State Government's Placement Act. There is a Grievance Redressal Committee that handles issues of College stakeholders. The Principal, as Secretary of the Governing Body, would be the last appellate authority.

For Service rules, procedures, recruitment, promotional policies, following links may be referred:

<https://www.pscpolasara.in/wp-content/uploads/2022/07/Orissa-Education-Establishment-Recognition-and-Management-of-Private-Colleges-Rules-1991.pdf>

<https://www.pscpolasara.in/wp-content/uploads/2022/07/The-Orissa-Education-Recruitment-and-Conditions-of-Service-of-Teachers-and-Members-of-the-Staff-of-Aided-Educational-Institutions-Rules-1974.pdf>

<https://www.pscpolasara.in/wp-content/uploads/2022/07/NGC-Lecturers-Placement-rules-2014.pdf>

File Description	Document
Upload Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The following are the effective welfare measures that are taken at the college for members of staff (both teaching and nonteaching): -

1. The college encourages teaching staff to attend various seminars, conferences, workshops, and Symposia as resource persons for increased exposure, as well as to arrange the same.
2. Authorizes attendance at a refresher and orientation course for academic excellence.
3. The college provides computers and internet access to both teaching and non-teaching personnel.
4. The college organises computer technical training for staff skill improvement.
5. The college administration provides the benefit of a provident fund by depositing its part to ensure the future of its employees and their families.
6. The college stands as guarantee for any loan sought by its employees from a nationalised bank in this area for medical purposes, house construction/renovation, and so on.
7. Annual increments in accordance with government regulations.
8. Casual and emergency leaves are granted in accordance with government leave policies.
9. This institution has a group insurance system (GIS) and a pension plan in accordance with government policy for the benefit of both teaching and nonteaching staff.
10. The college has also implemented health education initiatives for both staff and students. Maternity leave is granted to female employees for six months.

The following is a list of additional existing welfare measures available to teaching and non-teaching staff:

I. Teaching Staff:

- Provident Fund from the date of appointment
- Retirement Gratuity
- Staff Club Recognition in the Annual Staff Report Gathering of the following staff members:
 - who retire when they reach the age of superannuation
 - Doctoral-level teachers

II. Non-teaching personnel:

- Provident fund at retirement
- Recognition of non-teaching workers who retire at the age of superannuation
- Two-wheeler and four-wheeler parking spaces are available.

Performance Appraisal System for teaching and non-teaching staff

Faculty Performance Appraisal: An annual performance appraisal system is in place for government-approved teaching staff, as mandated by the Government of Odisha Service Rules. Previously, faculty members were required to submit Performance Appraisal Report (PAR) annually and a Performance Based Appraisal System form (PBAS) at the time of promotion. After the government implements the Human Resource Management System (HRMS) to regulate the service conditions of approved personnel, the annual PAR is submitted online using the link available in the HRMS portal via employee login. The Principal evaluates the submitted PAR and forwards it along with his recommendations online to the Director of Higher Education, Odisha for approval. At the end of every academic session the Principal asks for Annual Performance Appraisal from the adhoc staff which after screening by a committee headed by the Administrative Bursar is forwarded to the Governing Body for necessary steps.

Appraisal of Non-teaching Staff: Non-teaching staff is required to fill up the self-appraisal form annually which are evaluated by the Principal and countersigned by the President, Governing Body.

File Description	Document
Upload Additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Response: 6.21

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five

years

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	3	0	2

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Financial auditing aims to ensure financial transparency, which is essential for the smooth operation of the institution. The Institution's budget is prepared at the start of each fiscal year. Academic requirements are met by Coordinators of various courses in collaboration with other faculty members in their department. Other sections, such as the library, laboratory, sports, examination, and establishment, also fill out their forms in the prescribed format.

The Accounts section provides the previous fiscal year's income and expenditure statement, and the current year's budget is prepared and presented to the Principal for review before being forwarded to the President of the Governing Body for approval. At every level, actual expenses are kept within the budgeted amount.

Accounts are audited in two stages: internal and external.

Internal audit: The Principal appoints a committee of faculty members convened by the Accounts Bursar to conduct a periodic internal financial audit of stock and to examine financial transactions for each fiscal year by verifying various records such as cash book, receipt and expenditure voucher, counterfoils of receipt book, transit resister, and term deposit register, among others.

External audit: Each year, the Odisha government's Department of Higher Education appoints external

auditors, such as Chartered Accountant firms approved by Local Fund Auditors, through the Automation of Local Fund Audit (Alfa) portal. The report is submitted to the Department by the auditors. The Principal complies any audit objections through the accounts section.

The college audit has been completed from 2015-16 to 2020-21.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) monitors the college's efforts to achieve excellence in various areas. By the end of the session, IQAC has developed an action plan for the next year and has ensured and reviewed the institution's efforts to implement that plan. The institute has a number of committees, each led by a coordinator, that contribute to quantitative and qualitative changes in the College. IQAC conducts an internal academic audit of the college to review academic achievements, as well as documentation of the various programs organised in the College. It also collects and analyses student and parent feedback.

The IQAC meets on a regular basis to discuss the measures and strategies to be implemented for quality assurance. Here are two examples of practises used as quality improvement measures:

1. Advance Action Planning: HODs, conveners/coordinators from all units are invited to the IQAC meeting. It is implemented on the initiative of the institution by the Principal and across the all the sections of the College. The academic calendar is created prior to the start of the academic session.

2. Students' Satisfaction with Overall Institutional Performance: From the final semester students, the Internal Quality Assurance Cell of the College conducts a manual student feedback system on overall institutional performance regarding the teaching-learning process, evaluation process, library services, and administration by the College.

Students' responses are analysed and discussed in the IQAC meeting. It improves the student-teacher relationship; assists teachers in improving their teaching-learning methods; fosters healthy communication between students and teachers, evaluation skills; and assists the college administration in improving services and facilities in a variety of areas such as the library, drinking water, cleanliness in classrooms and toilets, hygienic food services provided by the canteen, and so on.

Improving Teacher Quality:

- In order to improve teacher quality, the IQAC has been motivating the teachers to attend different National and International workshops/ Seminars.

- Workshops are being conducted by IQAC, Research Committee, and other committees encouraging the faculty to use ICT and e-resources.
- Different Departments organize various seminars and workshops on current issues like Managing change and Teacher as mentor.
- A large number of teachers are enrolled for Online learning platforms conducted by Indian Universities.
- A workshop on how to identify and deal with students who have learning disabilities was organized by IQAC.
- In order to promote Inclusive Culture, Administrative and supporting staff needs are addressed by organising various programs.
- IQAC is continuously engaged in imparting and sharing ideas by organizing workshops on Best practices for Quality enhancement, interpreting and implementing new NAAC guidelines, how to write SSR etc.

Promoting Research Culture:

- The IQAC works hard to create a research-friendly environment.
- Students are encouraged to present case studies and research papers.
- Through IQAC, the College reviews its teaching learning process and learning outcomes on a regular basis.
- Much effort is being made to bring about a reformation in the teaching learning process for the enhancement of qualitative education by utilising modern technology and putting less emphasis on traditional methods of teaching.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: D. Any 1 of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The college has a strong ethical work culture built on inclusion. It adheres to the highest ethical standards in all of its activities. Individuals are given equal opportunities regardless of gender, race, caste, colour, creed, language, religion, political or other opinion, national or social origin, property, birth, or other status. The primary concerns are safety, security, and well-being, as well as gender equity and a pleasant working environment.

1. Security and safety

- There are security checkpoints at all campus entrances and exits.
- All faculty members rotate duty for discipline and security.
- Strict Anti-Ragging measures are strictly enforced, and the campus is ragging-free.
- NSS and NCC student volunteers conduct street plays, rallies, and camps to raise awareness about women's safety and gender sensitivity.
- The college campus is monitored by CC cameras installed in all classrooms.
- Enough lighting is provided on campus at night in the event that regular hours are extended for placements or cultural activities.
- Female faculty members accompany female students on outdoor activities or tours.
- The Internal Complaints Committee (ICC) interacts with the girl students on a regular basis and resolves the issues raised by them.
- The Anti-Ragging Committee and Grievance Redressal Cell ensure social security, and the Disciplinary Committee prevents indiscipline on campus.
- A complaint box is set up to receive student grievances or suggestions, which are addressed by the appropriate committees.

1. Counseling

- During mentoring, faculty counsel students on academic performance, career plans, and personal and psychological issues that are monitored by the HODs.
- ICC members inquire about and counsel students about their problems on a regular basis and organize guest lectures on topics such as health, stress, and gender sensitization.
- Prominent police officers and constitutional members are invited to counsel students on ragging, eve teasing, and harassments.
- Online grievance redressal system is available for both staff and students.
- Gender sensitization programmes are organised on Women's rights, Human rights, Child rights, Gender justice, Gender equality, Gender sensitization workshops, Campaigns against female feticide. Apart from this Health Counseling, Career Counseling takes place periodically.

(c) Common Rooms: Separate common rooms are provided for male and female students.

(d) Other Gender Sensitization Measures include:

- Curriculum and Coursework, Co-curricular Activities.
- In its efforts to consistently achieve its vision and mission, the college has been successful in caring for its diverse student and staff population in a harmonious manner. This is also evident from the frequent feedback received from all of its students and parents.

e) Other initiatives:

- Additional initiatives ensure that students actively participate in co-curricular and extra-curricular activities.
- Field Visits encourage students to work together in regular field work in MVGR adopted villages regarding practical exposure to the societal needs.
- The Life-Long Learning Education programme provides opportunity to girl students from all walks of life to get trained in entrepreneurship and self-employable skills. Free multi-specialty medical camps are organized periodically in neighbouring villages, which help transform rural women in building awareness about health, hygiene and importance of child education.

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: B. 3 of the above

File Description	Document
Upload supporting document	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: D. Any 1 of the above

File Description	Document
Upload supporting document	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution believes in the equality of all cultures and traditions, as evidenced by the fact that students from various castes, religions, and regions study together without discrimination. Despite the institution's diverse socio-cultural background and linguistic diversity, we do not tolerate cultural, regional, linguistic, communal socioeconomic, or other differences. National festivals, birth anniversaries, and memorials of great Indian personalities such as Mahatma Gandhi, Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr. Bhimrao Ambedkar, Sarvapalli Radhakrishnan, and Lal Bahadur Shastri are celebrated with zeal. Every year on the birth anniversary of Sardar Vallabhbhai Patel, October 31, the institution observes Rashtriya Ekta Diwas (a pledge is taken by staff and students on National Integration Day).

Our college's NSS and NCC Units participate in various social issues-related programmes organised by other colleges. Third-year undergraduate students in the B.A. and B.Sc. programmes are required to complete the project, which is a four-credit course that allows students to work on social issues.

Department of Economics, for example, have projects on Economic Empowerment of Women in Odisha and Employment Programme for Women in Odisha. The students of Political Science department have submitted the projects on Women Empowerment in Odisha, Women Politics in Odisha and Feminism.

Various departments organise field studies and tours to visit industries and historical sites. This Faculty and students are exposed to various cultures.

7.2 Best Practices

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

Response:

The college follows the 4I & 1D Model, which has chosen the best two practises, which are mentioned below through Identification, implementation, institutionalization, internalization and dissemination of best practices.

Practice 1: Teacher –Pupil- Community relationship

The institution has a special position in terms of the healthy and live relationship that exists between the interests involved. When the entire nation has been subsumed by global knowledge and cultures, this institution preserves its identity as distinct from other institutions. Despite the fact that the student enrolment has beyond 1000, faculty members are able to carry out their tasks and responsibilities in a pleasant environment.

Objectives:

Teachers and students' living relationships promote a sense of belonging to the society in which they live. To feel at peace in the school, the majority of students, particularly those from minority groups and women, require extra care. For a better tomorrow, every effort is being made to incorporate all linguistic, religious, and social groups equally.

The Context:

Keeping discipline and promoting constitutional ideas among the great majority of pupils, who come from a variety of language and cultural backgrounds, while also creating a sense of oneness and amity, appears to be a huge challenge.

A comprehensive methodology is created at the college's decision-making level, and orders are sent to all stakeholders involved to ensure strict adherence to the plan.

The single most important feature of this technique is a strong commitment to resolving all unpleasant incidents without the intervention of any external enforcement body; as a result, the practise fosters a strong familial relationship between teachers on one side and students and the community on the other.

The Practice:

A system for group deployment of teachers to counsel pupils and guide them toward discipline and performance is being developed. Teachers make every effort in letter and spirit to maintain the institution's apolitical legitimacy. During NCC, NSS, and YRC activities, there is a strong bond of solidarity between teachers and students.

The Success story:

The success of the efforts of the staff and administration is demonstrated by the climate of peace and camaraderie that is maintained throughout the session, making it very conducive to the pursuit of studies and all other activities in the institution. In general, the college is devoid of problems. There is not a single instance of agitation or student discontent on campus.

Problems encountered and resources required:

The institution is confronting a funding gap that will be required for effective practise execution. Inadequate human resources offer a barrier to full implementation of this strategy. Because of the stress of college academics, teachers do not have the opportunity or time to push the practise to obtain satisfactory results. It is remarkable to witness a cordial relationship that maintains the college free of any unwanted occurrences during elections and examinations.

Without this strategy, it would not have been able to operate such a large college without incident during its many stages of life. The students, who are largely from rural areas and have liberal outlooks, give the college a special global appeal. All differences in caste, creed, religion, and language are irrelevant because they are joined by a shared connection and identity as students of this excellent institution, of which they are proud. After all is said and done, the profession still has difficulties and roadblocks that must be overcome.

Practice 2: Increasing access to excellent higher education.**Objectives:**

To provide equity and access, to students from disadvantaged communities, women, minorities, and economically challenged parts of society the college has been providing all possible assistance. Emancipation of the body, mind, and spirit, as well as the development of personality, character, and productivity are all essential components of our institutional mission and vision statements.

The Context:

The presence of large-scale poverty, a lack of parental care and supervision, the need for the development of a meaningful and purpose-based educational system, and a lack of funds and infrastructure, to name a few contextual features/challenging issues that the institution had to address while designing and implementing the practices.

Because there is no single answer to these myriad of issues, the school has carefully devised an integrated programme to fight back and assure quality and value-based higher education at an accessible cost.

The Practice:

Some reflections of updated strategies to broaden access to higher education to a diverse range of rural community students from disadvantaged communities, women, minority-community students, and economically disadvantaged sections of society are listed below, which help to promote inclusion, equity, and access to higher education for these students.

- **Quota of seats for SC/ST students:** The College adheres to the Government of Odisha's reservation policy.
- **Relaxation of admission cut-off percentages for SC/ST students:** The College adheres to the SAMS standards. For SC/ST students applying for courses to be studied against their reserved seats, there are no cut-off percentages.

The Success story:

The institution has devised its best practices with the long term goal of bringing about a significant change in the fields of education, study, and research in mind. These best practices have also contributed to the institution's and stakeholders' short-term functioning gains.

The institution's personality development programme instilled leadership abilities in the students, transforming them into good employees and resourceful organisers. As a result, they have made a valuable contribution to the many welfare programmes devised by the service units. The mural lecture has provided students and teachers with new avenues of knowledge and insight.

The institution's teaching-learning process demonstrates an increase in classroom participation, aid for slow learners and academically advanced students, and so on. It has also showed a constant improvement in the academic health of the school. The college's health care initiative focuses at preparing an educated workforce capable of making individuals' and the institution's ambitions a reality.

Problems encountered and resources required:

The institution has limited infrastructure and resource limits to support various schemes and programmes of the organisation, making successful operationalization challenging. Furthermore, the current workforce position is insufficient to support the aforementioned programmes.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness**7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words****Response:**

Contributing to society and the environment "This society should honestly serve the cause of the ordinary man's education needs in this rural and economically backward area." This was our college's mission, and we believe in high standards of academic, professional, and societal achievement in this spirit of sincerity. We believe that college life is more than just academics, games, friends, and having a good time. It is also about learning to communicate with others, becoming conscious of social, environmental, and gender issues, as well as societal imbalances. Every student has the potential to contribute to making the society in which they live a better place and to grow as individuals.

Our college has devoted to instilling social ideals and duties in its students, particularly girls. In keeping with its aim of contributing to the socioeconomic growth of the country, the college has made every effort to give back to the community. Several student committees are formed to carry out societal responsibilities. Intense introduction sessions provide new students with an understanding of the institute's beliefs and objectives. Along with other sports and cultural activities, NSS units organise activities such as tree planting and field trips to expose students to current challenges in our society.

Students are encouraged to serve the community with dedication and discipline under the capable guidance and leadership of the Principal, who is a recipient of the Indira Gandhi National NSS Award for Best Programme Officers and the state's Best Principal awardee for the successful implementation of the Self Defense Programme in college.

A training on Personality Development via Community Service is always scheduled at the beginning of every session to instil in the students the importance of giving back to the community. Not only that, but every first-year student is mandated to complete at least 15 hours of community service, and the Programme Officers interact with the students on a regular basis through open conversations on a variety of themes. Several events are planned for first-year students in order to introduce them to the pressing environmental challenges that plague us. They are taken on field trips to the adopted villages and

encouraged to participate in environmental competitions. Last year, the poster competition event was launched particularly for first-year students to exhibit their ideas for addressing environmental challenges. As a special emphasis, societal development is implanted in students on a broad scale through active NSS units that do various duties to impart social ideals. Throughout the year, the NSS unit organises a variety of events such as street plays, cleanliness drives, tree planting drives, trash management drives, gender equity, field trips, and many others. The NSS units were also a part of 'No plastic on campus' campaign, which was successfully adopted on campus. It underlined the topic: 'Plastic is not harmful; it is how you dispose of plastic that is problematic.'

The college guarantees that social principles and the desire to give back to society are not restricted to the NSS unit. In addition to NSS activities, many students have come up with ideas to contribute to society, and we encourage them to push forward by assisting them in putting their ideas into action. Previously, the students organised charity campaigns for cyclone victims. During the initial wave of Covid 19, a team of faculty and students also functioned as organisers and caregivers for the migrant labourers, and they managed a 'Temporary Medical Centre' on campus for 21 days. Students also held a rally to raise awareness about COVID 19.

Keeping in mind the worries about mental health during the lockdown, volunteers gathered student experiences during the shutdown. Since the last three years, the college has followed a reduced paper drive. Only WhatsApp and G-suite are used for communication. Students also contribute to this project, and lessons, exams, and other activities were held online during the pandemic.

Our mission is to equip females to face challenges in shaping their social standing through education and self-employment in their field. The self-defense programme for females not only helps them develop moral courage, but it also keeps them physically fit and healthy.

Similarly, the NCC ladies' wing of the institution has proven to garner praise from all people involved and glory for the college by not only obtaining 'B' or 'C' certificates but also successfully participating in activities such as trekking, mountaineering, and para-gliding. Education combined with these extension efforts has always provided them with jobs and the opportunity to be decent citizens of India, and many of these ladies are now working as police officers in Odisha and as soldiers in the Indian Army.

As the saying goes, "it costs nothing to light another candle." As a result, we have promised to be the inspiration candle and to light the Lighthouse of Knowledge. Every student, individually and collectively, participates in this never-ending voyage of giving back to society and transforming it to make it a better place.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college operates under the rules and regulations of the Higher Education Department of the Government of Odisha and of Berhampur University. The Governing Body is the apex body in charge of managing all college activities through the Principal-cum-Secretary. The college is located in the heart of Polasara Tehsil, we have a 4.7-acre green, differently abled campus.

We have always attempted to increase our attempts to:

- Contribute to the core values.
- Enhance the institution's identified strengths
- Taking action to correct the deficiencies identified by the institution
- Putting forth efforts to improve quality.
- Future plans to improve the institution's quality.
- Holding conferences, seminars, workshops, and invited talks to expose students to the brightest minds and emerging fields of research.
- Making it possible for faculty members to attend Faculty Development and Refresher courses.
- Five faculty members were promoted to the level of Associate Professor.
- Making it easier for faculty to publish articles in reputable referred peer-reviewed journals.
- Providing large classrooms, tutorial rooms, and laboratories with ergonomic furniture creates a comfortable learning environment.
- Staff and students have access to INFLIBNET.
- Well-equipped ICT and science labs.

- For more efficiency we hope that:
 - Priority must be given to filling vacant positions.
 - The Alumni Body must be registered.
 - Effective use of alumni for quality improvement
 - Establishment of Language Laboratories

Concluding Remarks :

- The College is committed to provide an inclusive and gender-sensitive education that allows students to realise their potential and self-worth.
- The College engages in dialogue with its stakeholders and has a rigorous feedback mechanism in place for students, faculty, alumni, and parents. On a regular basis, the ongoing evaluation and suggestions provided by stakeholders are reviewed.
- The College strives to uphold the dignity and worth of every individual who is a part of the institution. When it comes to sexual harassment and ragging, it has a "zero-tolerance policy" All members of the staff refrain from sexually explicit verbal, nonverbal, and/or physical misconduct.
- An active Internal Quality Assurance Cell (IQAC) is vital for the overall quality monitoring, enhancement, and maintenance of the institution.
- We wish to create an eco-friendly campus that generates little waste, saves energy, protects biodiversity,

and practices self-sufficiency in electricity, water, and sanitation. The College is committed to raising students' social consciousness and sensitivity to the upliftment of the underprivileged segments of society through outreach programmes.

- Students are regularly assessed and reviewed through class presentations, assignments, group discussions, and examinations, followed by corrective actions.
- In order to achieve the college's vision and mission, it is rationally summarised, keeping in mind all of the aforementioned seven criteria, that the college has endeavoured to comply with the requirements and comply with the norms as per the NAAC guidelines to the greatest extent possible.
- Because the college is primarily concerned with quality education and the overall development of students pursuing higher education, all activities have been completed on time, efficiently, effectively and all necessary documents have been provided.
- Following the ethics and values, the college has always served as a beacon for all individuals involved and needs everyone's advice, patronage, support and recommendations to realise its visions.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 1011 Answer after DVV Verification: 302</p>																																								
1.4.1	<p>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1011</td> <td>907</td> <td>741</td> <td>651</td> <td>438</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>354</td> <td>322</td> <td>366</td> <td>385</td> <td>379</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1152</td> <td>1152</td> <td>1152</td> <td>1152</td> <td>896</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>384</td> <td>384</td> <td>384</td> <td>384</td> <td>384</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1011	907	741	651	438	2021-22	2020-21	2019-20	2018-19	2017-18	354	322	366	385	379	2021-22	2020-21	2019-20	2018-19	2017-18	1152	1152	1152	1152	896	2021-22	2020-21	2019-20	2018-19	2017-18	384	384	384	384	384
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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384	384	384	384	384																																					
2.1.2	<p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (Exclusive of supernumerary seats)</p> <p>2.1.2.1. <i>Number of actual students admitted from the reserved categories year - wise during the last five years</i></p>																																								

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
494	494	494	494	384

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
171	171	171	171	171

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

2.4.1.1. Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
38	38	38	37	34

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
38	38	38	35	31

2.6.2 Pass percentage of Students during last five years

2.6.2.1. Number of final year students who passed the university examination year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
305	304	318	251	250

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
258	305	303	318	251

2.6.2.2. Number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

3.2.2 **Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years**

3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
39	30	30	24	27

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

3.3.1 **Number of research papers published per teacher in the Journals on UGC care list during the last five years**

3.3.1.1. Number of research papers in the Journals notified on UGC CARE year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	1	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	0	0	0

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

3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	7	2	4	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	2	0	1

4.1.2	<p>Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)</p> <p>4.1.2.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24.2</td> <td>17.98</td> <td>34.45</td> <td>58.5</td> <td>45.5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>29.16</td> <td>17.98</td> <td>34.45</td> <td>58.5</td> <td>45.5</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	24.2	17.98	34.45	58.5	45.5	2021-22	2020-21	2019-20	2018-19	2017-18	29.16	17.98	34.45	58.5	45.5
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2021-22	2020-21	2019-20	2018-19	2017-18																	
29.16	17.98	34.45	58.5	45.5																	
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p> <p>Answer before DVV Verification : 20</p> <p>Answer after DVV Verification: 20</p>																				
4.4.1	<p>Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1373 1046 1507"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>8.32</td> <td>0.9</td> <td>6.58</td> <td>6.39</td> <td>10.66</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1585 1046 1720"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>8.0</td> <td>0.9</td> <td>6.58</td> <td>6.39</td> <td>10.66</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	8.32	0.9	6.58	6.39	10.66	2021-22	2020-21	2019-20	2018-19	2017-18	8.0	0.9	6.58	6.39	10.66
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5.1.1	<p>Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 2000 1046 2085"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

79	202	217	279	263
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
379	247	210	288	252

5.1.4 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

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

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	9	20	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	8	2	1

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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5.3.2 **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	19	16	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	5	5	5

Remark : HEI has not provided the supporting documents.

6.2.2

Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

Remark : as per supporting documents.

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	8	2	1	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	3	0	2

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Data updated as per the documents provided by the HEI

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s)/ membership of international networks 3. Participation in NIRF 4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per the documents provided by the HEI</p>

2.Extended Profile Deviations

ID	Extended Questions																								
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1756 986 1868"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1011</td> <td>907</td> <td>741</td> <td>651</td> <td>438</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1948 986 2060"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1014</td> <td>907</td> <td>741</td> <td>651</td> <td>438</td> </tr> </tbody> </table>					2021-22	2020-21	2019-20	2018-19	2017-18	1011	907	741	651	438	2021-22	2020-21	2019-20	2018-19	2017-18	1014	907	741	651	438
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2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 33 Answer after DVV Verification : 33</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 472 986 584"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>33</td> <td>33</td> <td>29</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 663 986 775"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>33</td> <td>32</td> <td>32</td> <td>31</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	33	33	33	29	26	2021-22	2020-21	2019-20	2018-19	2017-18	33	33	32	32	31
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33	33	33	29	26																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
33	33	32	32	31																	
3.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 936 986 1048"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>49.18</td> <td>53.2</td> <td>115.02</td> <td>103.4</td> <td>27.63</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1126 986 1238"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>80.3</td> <td>53.2</td> <td>115.02</td> <td>103.4</td> <td>27.63</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	49.18	53.2	115.02	103.4	27.63	2021-22	2020-21	2019-20	2018-19	2017-18	80.3	53.2	115.02	103.4	27.63
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