



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

K B V MAHAVIDYALAYA

MAIN ROAD KABISURYANAGAR

761104

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kabisurya Baladev Vigyan Mahavidyalaya is a well known college located in Kabisuryanagar, Ganjam district of the Indian state of Odisha. The college was established in the year 1983, with the objective of providing quality education to the students of the regions. The college is named after Kabisurya Baladev Rath, who was a prominent literary figure in Odisha. The college is affiliated with Berhampur University and offers undergraduate course in Arts, Commerce and Science. Kabisurya Baladev Vigyan Mahavidyalaya has a sprawling campus that spans over an area of 2.017 acres. The college has a well-stocked library, well equipped laboratories, and a ~~computer centre~~ that caters to the academic needs of the students. The college also has a playground, where students can participate in various sports and games. The faculty at Kabisurya Baladev Vigyan Mahavidyalaya is highly qualified and experienced. The college has a student-centric approach to education and focuses on developing the overall personality of the students. The college also conducts various co-curricular and extracurricular activities, including cultural events, sports competitions, and seminars.

Vision

The vision of the college is well incepted in the self-expressed views of its founding fathers long back in 1983, the day gentlemen and elites assembled to lay the foundation stone of the institution. Their views are properly inscribed its coat of Arms with the Vedic version ‘ **Tamaso ma Jyotirgamay** ’, Let the bacon of light and hope sprout amidst the encircling gloom. Thus the college concentrates on Scientific approach to all learning concepts, research solutions of global competence.

To cater the need of socio-economic, political and cultural diversities and to provide value based quality education and power of exposure by improving potency, content and communication skill.

To provide training for art of good living, skill of employability, maintaining cultural values, sportsman spirit and leadership qualities.

To boast all round development in body , mind and spirit of learners with a view to promote national integration and cosmopolitan outlook.

To include old Indian Values by up-keeping the temper of Truth , Non-Violence and Tolerance to God’s plenty.

To take the lead for regional upliftment through support and awareness programme, social service, health-hygiene tips and counseling

Mission

- To provide quality education to students and prepare them to face the challenges of the ever-changing global environment.
- To foster an academic-friendly environment promoting excellence, innovation and growth.

- To promote holistic education which focuses on academics as well as character and skill building.
- To sustain a learning environment which is student-centric with the institution providing resource support to achieve their goal.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The location of the institution is at quite convenient to students approach as it is on the road side and on the way to the nearest cities.

Multi-faculty and multi disciplinary college with CBCS pattern of education .

A vast campus area suitable for infrastructure expansion.

Having strong community support from stake holders , public, Alumni , employers and parents.

Well-experienced and trained teachers with Research and innovation abilities..

Sufficient opportunities for experiential learning through Best Practices.

Admission of students in a transparent merit system with optimum to roll strength.

Impressive progression rate in examination.

Cultural Programmes praiseworthy.

Ideal students teacher relationship and mentoring practice.

Preparing Linkage and MOUs for incubation , students visit and Learning facilities.

Multi-game facility playground in the campus and facilitating wifi with in the campus.

Automation of Library services.

Public Donation for students Merit Awards.

Best Teacher and Best Students Award available.

Transparent admission through Government SAMS portal.

Good students-teacher ratio.

Separate Science and Humanities Block functio

Institutional Weakness

Insufficient class-rooms and accommodation for support services.

Provision of students representation squeezed due to cancellation of students election.

Insufficient financial support from the Government as the institution is Grant in Aid.

Lack of Government support for opening Self-Financing Professional Courses.

Insufficiency of Smart Class and ICT support class-rooms.

Insufficient seat strength at per Demand Ratio .

Insufficient Teaching and Non Teaching Staff.

Non-Availability of quarter for staff.

Less Research and field work facilities.

No N.C.C. wing in the college.

No Hostel for Boys and Girls.

No Computer Science Department.

Language Laboratory and Network Resource Centre under-developed.

Library Automation needs to be improved.

Affinity with parents and Alumni needs to be improved.

Jubilee Celebration could not be materialised.

In-time Accreditation could not have been done.

No outward support to strengthen Departmental Libray.

Auditorium facilities not updated.

Higher proportion of students belonging to Scheduled Caste and economically poor sections.

A few publication and presentation in National Level.

Needed furnished pandel for open celebratio

Computer Laboratory needs to be updated.

Lack of e-Teaching devices and Audio-Video Centre.

Improvement required for Incubation Centre and Science Laboratories.

Needed effective linkage for student and faculty exchange.

Needed more Journals and Periodicals for Library.

Construction Separate reading room for teachers necessitated

Institutional Opportunity

Greater exposure of students to participate in National Sports, cultural events and University Games.

Representation of college in student-orientation activities.

Expansion of Academic, Administrative and Support Service Units.

Opening Post Graduation Courses and Diploma Course.

Sponsoring the staff for Orientation and Refresher Courses.

Representation of the college in various Bodies of University and Local Welfare Wing.

Construction of off-campus Boys and Girls Hostel.

Increase of seats in Arts and Science Streams.

To organize and attend National and International Seminars and Workshops in future.

More use of ICT devices in class room teaching.

Modelling library facilities for students and staff.

Sufficient place for Indoor Stadium .

Improvement of Off-Campus Lands for Boarding facilities.

For organising more Health Camps , Eye-Camps and Blood Donation Camps.

Effective linkage for student and faculty exchange is materializing.

More Journals and Periodicals for Library is including.

Introduction of more Self-Sustenance Professional Courses.

Opening of N.C.C. Wing.

Opportunity to widen the facilities for innovation and creative thinking and Research and Publication.

Institutional Challenge

Recruitment of more faculties and support staff.

Completion of the construction works which are granted by the Government and Governing Body.

More sensitised networking for Alumni and Parents contribution.

Academic excellence and completion of courses in time bound framework.

Enabling the students to improve communicative skills and job skills.

Up gradation of library and e-learning devices.

Ensuring optimum utilization of existing facilities.

Increasing the scope of skill-oriented vocational courses.

Students Career Counselling and Employment Information Cell boosting up.

Allocation of more funds for class room and support service expansion.

Opening of more Departments to cater the present era needs.

Building of off campus Boys and Girls Hostel.

Purchase more ICT devices and Smart Board for teaching and official work.

Strengthening Language Laboratory and Network Centre

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college strictly adheres to the uniform state syllabus mandated by the Higher Education Department, Government of Odisha. Consequently, the college has no involvement in crafting or developing the curriculum. Nevertheless, the college meticulously ensures the proficient conveyance of the syllabus to students through meticulous planning and execution.

The principal, as the head of the Academic Council, takes the lead in devising a comprehensive plan for the seamless and effective execution of the curriculum within the college. At the commencement of each academic session, the principal arranges a meeting with the Departmental Heads and directs them to formulate academic action plans tailored to their respective departments, ensuring the timely completion of the syllabus. Faculty members are also given instructions to create and maintain monthly lesson plans and progress reports for the

subjects they teach. If necessary, they are encouraged to conduct additional classes to meet the timeline for completing the syllabus. Monitoring course progression and maintaining academic records falls under the purview of the Academic Bursar, while the Principal provides overall supervision and guidance to ensure smooth operations.

Regarding academic flexibility, students are granted the autonomy to choose and modify their subjects within the prescribed guidelines of the University under the CBCS (Choice Based Credit System) pattern. The college closely monitors their academic performance and progress through the involvement of various entities, including the principal, academic core committee, and the IQAC (Internal Quality Assurance Cell).

Under the course curriculum, students engage in project work and fieldwork, which is supervised by the respective subject faculties at appropriate intervals.

To assess the students' performance, periodic class tests are conducted in addition to mid-term and end-term examinations. Based on their performance, students are categorized into slow and advanced learners. Advanced learners are encouraged to progress further with necessary support, while special attention and additional classes are provided to slow learners. The college actively organizes seminars, workshops, field studies, and study tours to promote student participation and provide them with essential exposure. Regular feedback on various aspects of the institution is obtained from stakeholders following established procedures.

Teaching-learning and Evaluation

The college has established a well-structured approach to teaching, learning, and student-teacher evaluation. Right after the admission process, the college conducts orientation and counselling sessions for the students. These sessions aim to acquaint the students with various aspects of college life, including the college's rules and regulations, available facilities, academic procedures, and guidelines related to discipline and code of conduct that they must follow during their time as students.

During these orientation meetings, the principal and faculty members ensure that the students are well-informed about their syllabus, program outcomes, program-specific outcomes, and course outcomes. At the beginning of each academic session, a comprehensive yearly schedule for teaching, learning, and evaluation is created. This schedule is meticulously designed to ensure effective delivery of the curriculum throughout the academic year, IQAC, and department heads.. By adopting such a systematic approach, the college aims to promote a conducive learning environment, ensure uniformity in the teaching process, and provide students with a well-rounded educational experience.

The faculty at the college employs a blend of traditional and modern teaching methods to cater to diverse learning needs. Lectures, experimental exercises, and interactive sessions constitute the primary teaching-learning approaches. These methods accommodate individual student requirements, ensuring that both advanced and slow learners receive appropriate attention.

Periodic tests help identify fast and slow learners, and special care is provided accordingly. Fast learners are encouraged further through tips and tricks, while extra classes and study notes are arranged for slow learners to

support their progress.

Incorporating modern teaching aids, some faculty members enhance teaching effectiveness and engagement. Seminars and workshops are regularly conducted, encouraging students to actively participate and present papers, fostering a culture of interactive learning. The college adopts a student-centric approach in all its educational programs, emphasizing qualitative and effective education. As part of this commitment, the institution has established smart classrooms, IT laboratories, and language laboratories, leveraging ICT-enabled tools to enhance the learning experience.

By incorporating a mix of teaching methods, encouraging faculty development, providing student support, and utilizing modern teaching tools, the college aims to deliver a comprehensive and enriching educational experience to its students.

Research, Innovations and Extension

Research

The college fosters a conducive research environment for faculty members by offering excellent infrastructure, including free access to online magazines, journals, and computers with internet connectivity. Faculty members are encouraged to participate in faculty development programs, seminars, conferences, and workshops by being granted duty leave. This emphasis on research culture not only benefits teachers but also motivates students to engage in activities such as National Science Day celebrations, extension programs, and access to up-to-date research materials in the college library. To provide a broad-spectrum view to students on contemporary issues and advancements, faculties within Various departments organize seminars and workshops on a regular basis. The curriculum provided by Berhampur University allows for research opportunities at the undergraduate level through fieldwork, project and dissertations included in the prescribed papers. The college administration actively supports and encourages faculty involvement in research endeavours. Currently, the institution has 5 Ph.D. degree holders, 3 continuing and 3 M.Phil. degree holders and papers published in journals listed by UGC Care within the last five years.

Extension

As part of its extension activities, the college conducts a range of awareness programs and meetings in collaboration with organizations like NSS, NCC, and YRC for the local villagers. These initiatives aim to educate the community on a variety of issues including health, hygiene, sanitation, environment, women empowerment, education, sustainable development, domestic violence, child labour, gender equality, blood donation, AIDS awareness, and more. Furthermore, in addition to organizing rallies and lectures, activities such as road safety awareness programs, disaster management training, anti-ragging campaigns, voter enrolment drives, promotion of digital transactions, and other similar initiatives are arranged to raise awareness among students.

Infrastructure and Learning Resources

The institution boasts good infrastructure facilities spread across 8313.64 sq.ft. of land . The campus includes spacious classrooms with proper lighting and ventilation, providing a conducive environment for learning. The Principal's office, Administrative office , staff common room, 11 class rooms, 4 smart classrooms, Library cum Reading room, Examination section, computer lab ,store rooms, separate common rooms for boys and girls, wash rooms for male and female student and staffs etc. are well-furnished and equipped to support administrative activities. Smart classrooms have been set up to leverage modern teaching aids and technology for enhanced learning experiences. Separate common rooms for boys and girls provide comfortable spaces for students to relax and interact. A cycle and vehicle parking shed is available to accommodate the transportation needs of students and staff. An open pandal offers a space for events and gatherings.

Accordingly four computers are provided to facilitate science and commerce students. One seminar hall is equipped with LCD projector which is upgraded and maintained periodically. The institute focuses on overall development of students through participation in co-curricular and extra-curricular activities like indoor and outdoor games, a fully equipped Open Air Gym space ,a large playground as well as lush green garden in order to boost holistic development of students. The entire library is also wi fi enabled for all students and staff . Solar powered equipments have been used to save electricity. Facilities of e-content development such as Learning Management System (LMS) and sharing of knowledge through virtual class room are available. An examination section is dedicated to managing examination-related tasks efficiently. Well-equipped laboratories are available to facilitate practical learning in various disciplines. The library has been upgraded and offers a wide range of resources to support academic pursuits. The IQAC room serves as the center for internal quality assurance activities. The campus is secured and protected, with proper lighting arrangements and CCTV cameras strategically placed over crucial areas for enhanced security and surveillance. Overall, the college is equipped with various facilities to provide a conducive and enriching environment for academic pursuits and personal growth of its students.

Student Support and Progression

Since students are the axis around whom the entire educational institution revolves ,the college provides all sorts of facilities to its students for their all-round development . a well maintained website has been created in order to fulfill the academic needs of students and keep them updated about the day to day college affairs, University prescribed CBCS course ,reference books ,magazines and journal study materials are provided to students. The college is well aware of the fact that Separate toilet and common room facilities for both boys and girls and safe drinking water are essential for basic human rights that enhance the atmosphere where the education is imparted , so it makes every effort to provide the above facilities. Our college imparts quality education to its students through teaching guidance and counseling. In order to widen the mental horizon of the students and enhance their intellectual capacity the institution arranges many departmental ,state and national level seminars . The students are also encouraged to present their papers. Keeping the fact of growing health concerns our institution organizes yoga classes for its students every week. The institution also empowers its girls students physically by arranging Self Defense programmes. In our college Grievance Redressal Committee is established to address all kinds of problems of students .Our College has both NATIONAL SERVICE SCHEME (NSS) male and female units to foster a sense of community service. YOUTH RED CROSS(YRC) wings of our college also put efforts to promote overall developments of students and reminds their Social Responsibility. Our college celebrates various events of National and International importance in order to foster a sense of unity among the students. Every year annual function is organized and prizes are distributed to meritorious students in sports,cultural and Curricular competitions to encourage the students in

their area of interest.

Governance, Leadership and Management

The Institution is governed by a Governing Body consisting of Nine members and headed by the President. The principal is the ex-officio secretary of the Governing Body and being the functional head of the institution, he plays a pivotal role in the overall management of the college. All the policy matters and major decisions are taken by the Governing Body and implemented through different committees and cells of the college. The day-to-day affairs of the college are looked after by the principal with the active cooperation of the staff members. All the stakeholders take part in execution of different plans after being thoroughly scrutinized by the IQAC. Total function of the college are decentralized and power is delegated accordingly to extract maximum productivity by using the limited available resources. To bring transparency in the system, e-governance has been introduced in respect of students admission and finance & accounts. To enhance the quality education, IQAC of the institution plays a vital role in conducting and supervising all relevant activities of the college in consultation with the authority. Insofar as the financial resources required for day-to-day management of the college is concerned, it is generated through students contributions. However, salary costs of the aided staff and some infrastructure grants are received from the government of Odisha

Institutional Values and Best Practices

Gender equity and sensitization are essential aspects of creating a inclusive and equitable educational environment. The college genuinely supports gender equity and equality by adopting a gender neutral approach via numerous activities. Some important days like international women's day, national Girl Child day are celebrated to sensitize and create awareness among students

The institution uses solar energy as alternative source of energy. College also has a comprehensive waste management policy that is well executed. The water saving facilities such as rain water harvesting is available.

Green and eco friendly initiatives are implemented on campus. The institution prohibited single use of plastics and many saplings have been planted in college premises to create a green campus. Across the campus, institutions effectively support those with disabilities. There are equipments and accessible walkways. College also provides writing assistance and audio visual aid. The institution observes significant days like republic day, independence day, constitution day, human rights day, international women's day, world environment day, national education day, national voters' day, earth day, international day of yoga, world intellectual property day, etc. To raise awareness among students and staff about their constitutional duties, values, and responsibilities. The institution has implemented several programs where students perform community services as part of its commitment to build rapport between students and communities. Self defense programs are offered by college to empower female students.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | K B V MAHAVIDYALAYA |
| Address | MAIN ROAD KABISURYANAGAR |
| City | KABISURYANAGAR GANJAM |
| State | Orissa |
| Pin | 761104 |
| Website | www.kbvm.org.in |

| Contacts for Communication | | | | | |
|----------------------------|------------------|-------------------------|------------|--------------|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | K PURUSHO TTAM | 06810-270110 | 8984363362 | 091- | kbvm2012@gmail.com |
| IQAC / CIQA coordinator | ASHOK KUMAR SAHU | 091-7894798748 | 7894798748 | 06810-273110 | ashoksahu4mail@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 | 19-07-2007 | View Document |
| 12B of UGC | 19-07-2007 | View Document |

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

| 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 | MAIN ROAD KABISURYANAGAR | Semi-urban | 2.07 | 2534 |

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,Arts,EC ONOMICS | 36 | HIGHER SE CONDARY | English + Oriya | 32 | 32 |
| UG | BA,Arts,ED UCATION | 36 | HIGHER SE CONDARY | English + Oriya | 32 | 32 |
| UG | BA,Arts,ODI A | 36 | HIGHER SE CONDARY | English + Oriya | 32 | 32 |
| UG | BA,Arts,POL ITICAL SCIENCE | 36 | HIGHER SE CONDARY | English + Oriya | 48 | 48 |
| UG | BA,Arts,HIS TORY | 36 | HIGHER SE CONDARY | English + Oriya | 48 | 48 |
| UG | BSc,Science, BOTANY | 36 | HIGHER SE CONDARY | English | 32 | 31 |
| UG | BSc,Science, PHYSICS | 36 | HIGHER SE CONDARY | English | 24 | 23 |
| UG | BSc,Science, CHEMISTR Y | 36 | HIGHER SE CONDARY | English | 24 | 24 |
| UG | BSc,Science, MATHEMA TICS | 36 | HIGHER SE CONDARY | English | 16 | 16 |
| UG | BSc,Science, ZOOLOGY | 36 | HIGHER SE CONDARY | English | 32 | 30 |

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 | | | | 0 | | | | 25 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 4 | 0 | 20 |
| Yet to Recruit | 0 | | | | 0 | | | | 5 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 2 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | | | |
|---|-------------|--|---------------|--|---------------|--------------|
| | Male | | Female | | Others | Total |
| Sanctioned by the UGC /University State Government | | | | | | 24 |
| Recruited | 9 | | 4 | | 0 | 13 |
| Yet to Recruit | | | | | | 11 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | | | 4 |
| Recruited | 3 | | 1 | | 0 | 4 |
| 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 | 0 | 0 | 0 | 6 | 0 | 0 | 6 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 5 |
| 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 | 1 | 0 | 0 | 1 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 0 | 7 |
| 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 |
| | | | | | |
| | 3 | | 7 | | 10 |

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 | 282 | 0 | 0 | 0 | 282 |
| | Female | 652 | 0 | 0 | 0 | 652 |
| | 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 | 15 | 16 | 19 | 17 |
| | Female | 35 | 35 | 32 | 28 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 1 | 1 |
| | Female | 0 | 0 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 46 | 67 | 51 | 70 |
| | Female | 167 | 120 | 123 | 109 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 9 | 26 | 32 | 30 |
| | Female | 44 | 54 | 41 | 47 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 316 | 318 | 300 | 302 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | The institution is following the guidelines of CHOICE BASED CREDIT SYSTEM (CBCS) pattern, The Institution has already adopted the multidisciplinary/ interdisciplinary system such as |
|---|---|

| | |
|---|--|
| | <p>Arts and Commerce students have been availing the opportunity to study the Environmental Studies, Quantitative Aptitude and Logical Thinking and Economics respectively in under Graduate level since 2015-16. The students have given the choice to choose the Elective Subjects of Two Papers in each year of Under Graduate along with their Core Subjects. The use ICT and Smart Class Rooms is in cope with the New Education Policy 2020. The institution is fully prepared to adopt the NEP.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>In accordance with the guidelines of New Education Policy regarding (Academic Bank of Credits) or ABC of students, the institution is committed to make all necessary arrangements in future for maintaining the records of entry and exit of all the students chronologically and digitally. All the students of the institution has registered in the Digi Locker and has crested their ABC IDs . In further the Institution will follow the Standard Operating Procedure or SOP in connection with ABC issued by the Department of Education ,Government of India . The objective of the institution would be enable the dropout students to get the benefit of exit period from the institution through crediting that period into their account. This will benefit the students for their career development.</p> |
| <p>3. Skill development:</p> | <p>The institution is endeavoring and determinedly committed to develop the skills of the students for their Career Development. In this direction we are working on to develop Communication Skills, Spoken English and Career counseling. The Institution is planning to give Civil Seviles Coaching to the merit students. The Girls Students are getting Self Defence skills by the Self Defence Cell of the College.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>For fulfilling the basic requirements of New Education Policy 2020 regarding integration of Knowledge system, the institution is making effort to the maximum extent of its capacity to integrate regional language of Odisha(Odia) in each and every discipline. Already, the institution has been imparting teaching in regional language in Humanity subjects. In Humanities they are taught India specific knowledge on Education, Economics, Ethics and Values, History, Status of Indian Women and Child Labour, Drugs Abuse , Politics and Philosophy. In Moreover, the institution will take steps for</p> |

| | |
|--|--|
| | integrated approach to fulfill the holistic need of the students. |
| 5. Focus on Outcome based education (OBE): | Visualizing the demand of Outcome Based Education in the past the institution has produced many graduates who have already been placed in different public and private sector organizations ..Now the college is emphasizing to open new technical and vocational courses, so that students will enhance their employability skills to compete in the employment market. |
| 6. Distance education/online education: | The institution has decided to open short term online courses very soon for the local needs and the employed students .The institution wants to ease the learning process through Distance Mode of Education The institution has already conducted the Distance Education Programmes or Correspondence courses under National Institute of Open Schooling (NIOS). |

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | An Electoral Literacy Club has set up in the college before the 2024 General Elections for awareness of New Voters and the Youths of this institution who are going to cast their votes for the First Time. Under Nodal Officer or Coordinator Sri Sarbeswar Das , Assistant Professor in Political Science, the Club carries its functions |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The Student's Coordinator and Co- ordinating faculty members are appointed by the College. The ELCs are functional .As the initiation is new for the college , the institution is trying to streamline its formation and functions along with the Government Officials of local and District level. There are no proper guidelines regarding the representation of the Electoral Literacy Club from the University and the Government. Hence the Own its own trying to make it more representative from time to time involving the students, Faculties and if need other stake holders obeying Gender Equality |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of | Most of the students are voluntarily participated in the Awareness campaigns conducted by the Institution and by the Government electoral officials. The Volunteers helped the Polling Officials before |

| | |
|--|---|
| <p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>the pole and on the Poll Day for their staying and food. An arrangement was done in the Campus premise for assisting the Polling Officials . On the Poll day the volunteers helped the Senior Citizens, Disabled and Bedridden citizens with the Wheel Chair facilities to cast their votes. Before the General Election 2024 the ELC has organized Voter Awareness Programme and New Voter Registration Programme at the College Level and at the community level along with the Local Government Officials under Election Commission of India. On the eve of National Voter’s Day on 25th January 2024 the ELC has organized open deliberation among the Students, Teachers and Civil Society member. For the awareness of New Youth Voters it also organized various competitions like Essay, Debate and General Awareness .And the meritorious were awarded with Prizes at College,Block & District level.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>For advancing democratic values and participation in electoral processes the ELC has organized awareness drives in the town with relatable slogans and a town walk.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>The College has indentified the students above 18yrs of age from its Academic Database and approached them for the Registration of FORM-6 with the help of BLOs and other Election Officers.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 920 | 916 | 945 | 970 | 1005 |

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2 Teachers

2.1

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

Response: 32

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 15 | 18 | 20 | 24 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 235.94 | 50.93 | 107.38 | 123.59 | 54.85 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

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:

Kabisurya Baladev Vigyan Mahavidyalaya, affiliated to Berhampur University, employs a systematic approach to implement the curriculum effectively. The college incorporates both innovative and traditional teaching methods to enhance the learning experience for students. To ensure efficient curriculum coverage, syllabi are divided into units with specific deadlines, enabling students to focus on one topic at a time for better understanding and retention.

Regular internal meetings among teaching staff members foster collaboration and coordination, ensuring a cohesive learning experience throughout the academic year. The college provides diverse learning opportunities through presentations, assignments, discussions, workshops, seminars, and industrial visits, catering to various learning styles and promoting active engagement and critical thinking.

Maintaining lesson plans by teachers and counter-signing the principal promotes accountability. Following the academic calendar issued by the affiliating university ensures standardized and well-coordinated educational activities. Distributing lesson schemes to students allows them to prepare in advance and actively participate in lectures.

The college's Time-Table Committee prepares the timetable for theory and practical classes before the academic year starts, published on notice boards and the college website for easy access. Integrating Information and Communication Technology (ICT) with conventional teaching enhances the learning process, making it more learner-centric with multimedia presentations, online resources, and educational apps.

Setting up Seminar Libraries in some departments enhances students' in-depth knowledge with subject-specific resources. Conducting Internal Examinations based on the academic calendar assesses students' progress and supports slow learners through remedial classes.

Organizing study tours and industrial visits for specific departments offers practical insights and real-world exposure, bridging the gap between theory and practice. The college's efforts to support academic growth through various initiatives demonstrate a student centric approach, providing a well-rounded and enriched learning experience.

The college's departmental and inter-disciplinary seminars address important and sensitive themes. Inviting visiting professors and resource persons from other institutions enriches the academic environment, inspiring intellectual exchange. Students are encouraged to present papers during these seminars, fostering discussions and engagement.

Faculty development is promoted through attendance at Orientation/Refresher courses, workshops, and seminars, equipping teachers with necessary skills for effective curriculum delivery. The college's emphasis on interdisciplinary learning ensures a vibrant and intellectually stimulating atmosphere, encouraging students and faculty to actively participate in academic exploration.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 0

| File Description | Document |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs | View Document |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 0

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 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 in transacting the Curriculum

Response:

This college setting encompass a set of principles and standards that guide the behaviour and decisions of faculty, staff, administrators, and students. These ethics are essential for creating a positive learning environment and ensuring respect and integrity within the institution. The college emphasize integrity and honesty by upholding truthfulness in academic work, research, and administrative responsibilities. Valuing diversity, treating all individuals with dignity and maintaining a respectful environment helps free from discrimination and harassment. This college organized a number of programs to raise students' awareness ingender-related issues.The college has also established various cells, such as the Sexual Harassment Cell, Women Counselling Cell, and Grievance Redressal Cell, and organized self-defence programs just for female students as preventative steps to ensure the safety and security of the female students. Different courses are included in CBCS syllabus to encounter the gender related issues. The college has implemented several human values programs with the assistance of the NSS units, YRC and Self Defence Units in order to instill a sense of human values in the students.Encouraging these human values via educational initiatives promotes a pleasant and peaceful society as well as helps people build a solid ethical foundation. It fosters attributes that enhance one's sense of communal responsibility, meaningful relationships, and personal well-being. "Environment and sustainability" refers to the relationship between human activities and the natural world, with a focus on ensuring that current actions do not compromise the ability of future generations to meet their needs.A sustainable future for all can be ensured by society incorporating environmental and sustainable concepts into laws, practices, and daily decisions. This will help societies cohabit with nature in a more resilient and peaceful manner. Different papers are being taught to students in this regard under CBCS syllabus.

| 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: 27.39 | |
| 1.3.2.1 Number of students undertaking project work/field work / internships | |
| Response: 252 | |
| File Description | Document |
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.4 Feedback System

| | |
|--|-------------------------------|
| 1.4.1 | |
| <i>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</i> | |
| Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies | |
| File Description | Document |
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 97.69

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 318 | 300 | 302 | 314 | 329 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 320 | 320 | 320 | 320 | 320 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 33.71

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 47 | 51 | 43 | 42 | 53 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 140 | 140 | 140 | 140 | 140 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | View Document |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.2 Student Teacher Ratio

| |
|---|
| <p>2.2.1</p> <p>Student – Full time Teacher Ratio (Data for the latest completed academic year)</p> <p>Response: 43.81</p> |
|---|

2.3 Teaching- Learning Process

| |
|---|
| <p>2.3.1</p> <p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process</p> |
|---|

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 extra-curricular programmes assist students' development, innovation and competitive advantage in their academic endeavors. 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.

Apart from these all department lecturers arrange seminars, symposia, workshops, debates, intellectual discourses, sports, and cultural events are 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:

- PowerPoint 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 introduced 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: 75.38

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 26 | 26 | 26 | 26 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.4.2

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

Response: 37.76

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 08 | 8 | 7 | 7 | 7 |

| File Description | Document |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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 s their appraisal of the same. It adheres to the norms established by Berhampur University. The notification provided by the institution 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. The committee is constituted with the convener, 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 behavior 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

Response:

The institution offers the Bachelor of Arts (BA), bachelor of science (BSc) and B.com (self-financing) Honours programmes under the Choice based Credit System (CBCS) of its affiliating Berhampur University. Due to its affiliation, the college strictly follows and enforces the programme and course outcomes laid down by the university. All the courses of the institution have well defined learning outcomes. Programme Outcomes (PO), and Course Outcomes (CO) for all programmes offered by the institution are stated and displayed on college websites and communicated to teachers and students. The programme structure consists of core courses, discipline specific electives, skill enhancement courses and generic courses. Core Courses are oriented towards in depth and comprehensive knowledge of the domain. Discipline Specific Elective Courses engage with disciplinary boundaries while focusing on emerging areas of research and changing academic paradigms through an interdisciplinary lens. Skill Enhancement Courses equip students for entrepreneurial orientation. Heads of the concerned Department ensure that the teaching and learning outcomes are achieved through close monitoring of the performance of the students through class work, internal assessment and formative and summative assessments.

In general, a Bachelor of Arts degree program is intended to give students a wide education in the humanities, social sciences, and other liberal arts fields. Some common program outcomes for a Bachelor of Arts degree could include:

- i. Critical thinking and problem-solving abilities: Graduates should be capable of analysing complicated issues and problems, evaluating evidence, and making sound decisions.
- ii. Cognitive Skills: By studying a variety of disciplines given by the institution, our students gain a strong understanding of our country's history, society, culture, and political legacy. The program helps

our kids understand our sociological, cultural, and religious variety and harmony. As a result, the cognitive abilities learnt will assist students in developing an outlook on contemporary society, both locally and nationally and internationally.

iii. Cultural awareness and understanding: Graduates must be able to accept and comprehend various cultural perspectives and experiences.

The outcomes of a B.Sc. program include:

1. A B.Sc. program aims to provide students with a thorough understanding of scientific concepts and procedures in their chosen subject. Students learn to analyse and evaluate scientific facts, as well as how to think critically and solve problems.

2. A Bachelor of Science degree can prepare students for a number of occupations in healthcare, research, technology, and education. It can also serve as a stepping stone to further study, such as an M.Sc., an M.Phil., a Ph.D., and add to the body of research, which can then be used to inform policy and improve the welfare of humanity.

3. The Bachelor of Science program aims to prepare students to comprehend the post-graduate coursework and assess both simple and complex circumstances.

The outcomes of a B.COM. program include:

1. Students have a solid understanding of business ideas and procedures such as accounting, finance ,marketing, economics, and management.

2. Analytical and critical thinking skills: Students will learn how to analyse and assess business challenges and possibilities, as well as how to think critically and solve difficulties.

3. Professional skills: Depending on their field of study, students may gain professional skills including project management, negotiating, and leadership.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of programme outcome, programme specification and course outcomes are duly evaluated by the institution. The college conduct internal examination of 20 marks for non-practical subjects and 15 marks for practical subjects. The pattern of examination is as per the guideline of CBCS system which include both objective and subjective types of questions. Apart from this all the science department conduct practical and viva test at the end of every semester examination for proper evaluation of students understanding on particular domain. According to the Berhampur University Examination Guidelines, it is mandatory for the 6th (sixth) semester students, to undertake a project work on 100 marks. The students are permitted to choose the topic of their interests and are guided by the subject expert as per their project topic. Undertaking and working on these projects had resulted in the improvement of the student's thinking capacity and writing capabilities thereby enhancing their idea of research and its necessity. The viva-voce, seminars, presentations etc have been conducted by all the departments for measuring the programme outcomes and course outcomes smoothly. The students are also encouraged to participate in various activities organised by various organisations. All the departments attempt to enhance the knowledge of students through innovations and experimental work outside the syllabus. Feedback mechanism from students, parents and alumni are also an indicator for measuring the programme outcomes and course outcomes. The targets set for the attainment of POs, PSOs and COs are discussed in the HODs meeting which also discusses various steps to take to increase the target level for the attainment of stated POs, and CO's. The Head of the Department and faculty members periodically reviews program specific outcomes and course outcomes through interaction with students concerned.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 97.81

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 255 | 277 | 272 | 286 | 296 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 263 | 282 | 277 | 291 | 304 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | View Document |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.68

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | 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 in the institution during the last five years (INR in Lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The Eco-Club has implemented several initiatives to distinguish the college among its peers, such as tree planting programs, distributing saplings in the community, maintaining a plastic-free campus, establishing tropical fruit, herbal, and medicinal gardens, practicing rainwater harvesting, and managing waste. These efforts aim to foster a harmonious relationship between humans and the ecosystem, albeit on a small scale but with significant impact. Since its inception, the institute has actively supported the local higher secondary school in both academic and administrative capacities. Many faculty members regularly teach classes in various subjects as part of the institute's broader initiatives to benefit the neighbouring community. Prioritizing project-based learning, smart classes, and audio-visual aids improves the prospects for long-term retention of knowledge and enhances the integration of theory with practical application. The institution aims to foster a supportive research environment by providing all possible facilities like free access to library, research journals etc, though progress in this realm has been somewhat lacking.

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

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: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| | |
|---|-------------------------------|
| 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 notified on UGC care list during the last five years

Response: 0.13

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 2 | 1 | 0 |

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Link to re-directing to journal source-cite website in case of digital journals | View Document |
| Links to the papers published in journals listed in UGC CARE list or | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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: 0.25

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The college aims to foster inclusive growth in rural India through a comprehensive approach to higher education in the surrounding impoverished areas, where many students come from families reliant on labour and daily wages. The institution emphasizes the integration of academic and outreach efforts to raise awareness about societal issues and challenges. To achieve these goals, the college actively organizes various extension activities through NSS, and YRC. Recent initiatives facilitated by NSS, and YRC, with support from the Student Council and faculty, include events such as Road Safety campaigns, disaster management training, anti-ragging drives, voter registration campaigns, National Voter's Day celebrations, Environmental Day observances, Yoga Day events, Child Education programs, and women empowerment activities. Additionally, the college's Eco Club engages the community in promoting sustainable living practices, such as waste management and establishing a plastic-free environment on campus. Annual awareness programs on afforestation are conducted during Van Mahotsav, providing free saplings to local residents for plantation. The NSS units of the college play a pivotal role in organizing extension and outreach activities in neighbouring villages and towns, aiming to raise widespread awareness on various social issues.

3.4.2

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

Response:

The college has persistently endeavored to merge enriching academic and outreach programs to move hands-on. Despite unwavering dedication, the hard-earned efforts did not yield success. While locally admired, broader recognition has remained elusive. Nevertheless, amidst disappointment, there is a glimmer of hope that from failed endeavors, seeds of future triumph will sprout. As an organization, we hold firm to the belief that our ambitious spirit will eventually garner the recognition and success we strive for, reaffirming our commitment to fostering a brighter future through continuous perseverance and resilience.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community 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 etc., year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates. | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 00

| File Description | Document |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The institution has adequate infrastructure and physical facilities for effective and efficient teaching learning. The college now has 2.07 acres of land and extensive building spreading over 22736.22 sq.ft with a built-up area 8313.6 per sq.ft. consisting with 15 no. of classrooms, four of which are smart rooms, 4 no. of well-equipped science laboratories with computer facilities, two sufficiently equipped administrative of faire room ,a well-furnished principal's office room ,one furnished staff common room , one common room each for boys and girl , one adequately equipped library room with more than 8202 no of books , one examination section ,one SAMS laboratory, one IQAC cell,one student's union office, one parking shed for cycles and two wheelers , six numbers of toilets for teachers and students and one store room,there is also an open pandal. This area accommodating the college complex is well protected by the manmade boundaries. All the rooms and some strategic points of the college area are under cctv surveillance. The campus area is well light by the lighting arrangements. A Generator is being installed for emergency power supply in addition to installation of 4 no of inverters at different places. The college has set-up its own transformer inside the campus. There is also a playground in possession of the college and The institution has been received grants from the Department of Higher Education Odisha for infrastructure development. The institution has established systems and procedures for maintaining and utilizing physical academic and support facilities. The college follows this system for proper maintenance and effective utilization of all its physical facilities under the guidance and supervision of the principal and senior faculty members. The use and maintenance of laboratory equipments is vested in the hands of the demonstrators who work under the direct supervision of the departmental heads, the maintenance of library books under the supervision of the officers in charge of library, the sports and game facilities and equipments are maintained by the PET and vice president of sports council jointly. So for as the general maintenance of all other physical facilities of college like building, classroom, electrical, equipments electric fittings, computers, reprographic machines and printers are concerned, a specific committee is being appointed and entrusted with the work of their repairs and maintenance. For ensuring proper use of various items, stock registers are maintained at different levels. The financial facilities for repairs and maintenance are made in the annual budget on the basis of past requirements.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 1.97

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.18 | 0.6 | 1.94 | 4.36 | 1.23 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The institution is automated using library management system. The library automation work is done by both manual system and software system. Recently it has been transformed from a manual library to an automated library with the help of e-granthalaya software. The institution is serious to promote its library

system. The principal has made correspondence with e-granthalaya officials for the installation of latest advanced software and the digitalization of our library. Presently e-library facility as well as N-LIST extended to our stake holders. The library is well equipped with lighting facility and full ventilation for teachers and students. The institution has a good collection of U.G books, magazines, journals text books and reference books for the students and faculty members. The library is registered with N-list and has access to various e-books and e-journals available to its students and staff through the website. The total number of books available are nearly 8202. It is partially automated and software is used for issuing and returning the books from students. The college library maintains accurate data of each and every book available in it.

| 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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The institution has been trying its best to adopt to the new environment and replace the traditional way of doing this with the use of modern technology. Whole campus has been made internet friendly and wi-fi enabled so that most of the official works as well as academic works of the institution can be done without any hassles. The internet and wi-fi facilities have been provided for the student in library, teachers, office, and IQAC which have helped in day to day works of all. All the computers are connected to the internet and individual laptops mobile phones are connected via Wi-Fi. At present there are 12 numbers of computers which are in use for performing administrative, IQAC and teaching works. All the science laboratories have been equipped with desktops, besides this all departments are also provided with one computer. The teaching facilities of the institution have been digitalized in order to impart best education to its students. All the teachers use the available ICT tools like that of computers, smart boards, projectors audio visual aids etc. The campus of the institution is under CC tv surveillance for better security. The college website is regularly updated with news events and important notifications related to the institution and admission of the students is done via a dedicated portal connected to the main website.

| | |
|---|-------------------------------|
| 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: 54.12

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

Response: 17

| | |
|---|-------------------------------|
| File Description | Document |
| Purchased Bills/Copies highlighting the number of computers purchased | View Document |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 26.64

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)

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 47.46 | 36.92 | 18.10 | 18.89 | 31.17 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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 institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 34.92

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 468 | 463 | 385 | 201 | 144 |

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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: 1.58

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 75 | 0 | 0 | 0 | 0 |

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

5.1.4

The institution adopts the following for 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: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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: 1.23

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 1 | 4 | 2 | 0 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 255 | 277 | 272 | 286 | 296 |

| File Description | Document |
|--|-------------------------------|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | View Document |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2.2

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

Response: 0

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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: 2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1 | 1 |

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[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: 2.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 0 | 0 | 0 |

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:

Kabisurya Baladev Vigyan Mahavidyalaya accords high value to alumni engagement so that the fresher graduates are made proactive to face the current challenges of competitive professional world. Our alumni plays a crucial role in building a bridge between college life and career life, providing job opportunities to fresh bachelors through references of professionals conducting orientation and training programs to students on various topics to enhance their skills ,creating awareness among students about the scope of their subjects in the professional world, providing a platform for students to develop their qualities and participating in social welfare activities for social accountability .Our institution creates a strong bond between its Alumni, the on-campus students and college. It maintains regular communication with its Alumni through social media platforms and seeks feedback from its Alumni on program-updates, curriculum-enhancements and strategic-planning. Our Alumni-community also provides valuable Academic support by sharing their knowledge and experience with current students of this institution. It plays a vital role in guiding and motivating our students in their career paths which help them to navigate challenges. The continuous interaction of the Alumni-community helps the alumni to connect, collaborate and foster a lifelong relationship between student community and the college. Students of our college have achieved marvelous success in various fields. Some of the students have been placed in teaching profession while some other have excelled in competitive examinations. There are many who have created a special place for themselves in the political sphere, even students of our college have represented us in the national sports .All these achievements of our students speak volume of our colleges glory.

| 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 institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The governance and leadership of the institution is reflective of its vision and mission and its objectives. The vision of the institution is settled with the open deliberation of founding fathers of the institution, Governing body and the Civil society. It ensures to provide qualitative higher education to the Backward classes with the different socio-economic status of the society in the periphery of about 50kms and larger section of the Ganjam district in Odisha. The institution became a knowledge hub for about 40-50 small surrounding villages and the main towns Kabisuryanagar and Aska. The institution is caring for the development of the Scientific temper, humanism, spirit of enquiry and to bring social reform in the society through the stakeholders. The institution is catering the needs of social, economic, cultural and political diversities to provide qualitative higher education, power of exposure by improving the potency, competitive skills, communication, interaction, participation & value-based education. The innovative teaching skills and application of creative teaching methods using the modern science and technology is working for the holistic development of the students. The institution preaches Art of Living Skills, self-employment skills, entrepreneurship and leadership skills to become aware and responsible citizens of India. Kabisurya Baladev Vigyan Mahavidyalaya is committed to achieve its vision and mission in both academic as well as administrative functions in accordance with the New Education Policy 2020. The focus of the institution has been to facilitate higher education for students of all sections of the society, encourage local culture and heritage, and create a value system among the students and employees. Students are admitted into various Graduate programs through a transparent admission process by giving due weightage to career and performance. Reservation policies of the government are strictly followed to give equal opportunity to different strata of the society. Students are encouraged to participate in various curricular and extra-curricular activities in order to develop confidence among them and nurture their inherent talents. Participation in events such as essay writing, debate, painting, athletics, games and sports and various cultural and literary events help the students to develop their creativity. The institution also organizes workshops, special lectures on issues relating to human rights, science, woman, physically and visually challenged, innovations in science and technology, on local cultures/heritage, environment issues and other societal issues to create awareness among the students. The Institution extends all facilities to empower the teachers both in teaching and research. In addition to teaching, faculty members are also engaged in research as well as executing funded projects from various agencies. This helps in contributing to knowledge and solving many of the societal problems. Further, teachers are encouraged to organize as well as participation refresher courses, conferences, seminars, workshops etc. to update their knowledge in their respective fields. Teachers are given freedom to engage the students in different learning experiences through group activities, service to the community, street plays, poster, photo and art exhibitions, and various other innovative schemes. Folk and traditional cultural artists, scholars of Southern Odisha literature, eminent alumni, outstanding teachers & non-teaching staff, and meritorious students are duly recognized with awards during Annual Function Day.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The institution follows a bottom up approach in all its governance and policy making. The Governing Body President, The Principal and other Administrative officers meet students, faculty and staff on a regular basis. The administration facilitates everything with a positive attitude within the stipulated rules and regulations for smooth functioning of the institution. At the department level Staff council meetings are held frequently on matters related to curriculum design, seminars and other academic as well developmental activities, and decisions are made which is communicated to the appropriate higher authority. The administration tries to build confidence of its stake holders in its leadership and listens to grievances on a regular basis through Parent- Teacher meetings. Overall, a humane, accessible and friendly administration is on display everywhere. Distinguishing faculty as senior or junior are done away with, and young faculty members are given opportunity to lead departments and other institutional affairs independently. The activities of the Institution are effectively managed by its well-defined functional units. The Administrative office is responsible for the day-today general administration, planning and implementation. It also deals with appointment, promotion, salary, superannuation, and service rules relevant to different categories of employees as laid down by the State Government for Non-Government Aided Colleges. The Finance section takes care of all financial aspects such as preparation of budgets, salary, income tax deposits, all kinds of payments etc. The internet banking platform is being used to handle all external financial transactions for efficient record-keeping and traceability. The Examination section plays a very crucial role in the conduct of CHSE & University examinations & form fill up. The examination section is headed by the Superintendent of Examinations, and is assisted by five membered Examination Committee and support staffs. Most part of the examination system is completely automated, and thus helps in eliminating human error to a large extent. The institution frames policies through various committees such as admission committee, grievance redressal committee, student discipline committee etc., and implements in the best possible manner.

| File Description | Document |
|--|-------------------------------|
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | View Document |

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Standard performance appraisal is basically put forth by the Department of Higher Education to its employees of the state as a whole, to reach at its goal and mission. This is simply not enough to lead institution to its progressive mode. The institution adopts its own mechanism in its performance appraisal. In this context, the academic council takes an important role in course progression and students attendance. Further, Principal, time to time verifies the progress reports. He needs the committed staff who can wholeheartedly support beyond the call of general duty. Weak students are stressed introducing

extra classes. Besides all such, teachers are allowed for their faculty exchange programme. Performance of teachers is assessed through the analysis of feedback collected from the stakeholders. On the basis of this, the employer maintains the C.C.R records of the faculty members. So far as the performance appraisal of the non-teaching staff is concerned their sincerity, punctuality and time bound performance come into account.

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Policy document on providing financial support to teachers | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | View Document |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3.3

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

Response: 2.53

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 0 | 0 | 0 | 0 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 16 | 20 | 25 | 26 |

| File Description | Document |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Annual reports highlighting the programmes undertaken by the teachers | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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:

The College receives funds from different funding agencies such as Higher Education Department of the State Government under different infrastructure development projects, research projects, establishment of research facilities etc. Alumni also contribute to support specific projects of the College. The available infrastructural resources such as office space, buildings, equipment, and all other facilities within the campus are used optimally, ensuring that the available resources are never underutilized. Efforts are constantly being made to incrementally augment new infrastructure in terms of buildings, scientific labs, library facilities, expansion of internet connectivity, hostel facility etc. Collaboration with industry and different private organizations are also being planned to create resources for common use and to support research activities. Administrative approval by the appropriate authority is mandatory for every expenditure and the limits of such expenditure needs to be concurred by the Principal and Sub Collector. All the financial transactions are regularly audited by a group of internal Auditors and records are maintained after their satisfactory report. The institution is utilizing the CAPA accounting software for preserving and correcting its data for the Accounting and Auditing Purpose. This will streamline the institutions accountability towards its stake holders. The institution runs with the funds collected from the students at the time of their admission and readmission. All financial transactions are handled through banks only. All expenses of the institution through out the year are incurred as per the annual budgetary provision, approved by the Governing body. In addition to it, for meeting major expenditure a prior approval from the governing body is obtained. The major financial changes required by the institution are approved by the governing body before its implementation. The major source of raising funds of the institution is collection of admission and readmission fees from the students. Besides, the institution receives GIA grants towards salary of the staff which is rightly disbursed to its employees in time. The utilization certificate is placed to the department of higher education after disbursement and similarly requirement is also placed to the concerned authority. Further, different grants also received from various bodies like, UGC and State Government. These grants are utilized for infrastructure works of the college. All financial matters are followed as per the Government procedure. The Principal takes opinion of the concerned committee and resolution is made as per the decision. The financial management of the resources is regulated by the Governing body and executed by the Principal as per the common minimum standard (CMS) guidelines issued by the DHE, Odisha. The internal audit team and Account bursar of the college check and verify these matters before coming to the Principal desk.

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

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:

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals. The Internal Quality Assurance Cell is committed to its responsibility of ensuring quality in the academic activities of the Institution. It has its representation in all academic bodies of the college to suggest quality aspects to be incorporated while framing syllabi, rules and regulations, policy adoption, etc. It keeps track of the performance of students in various examinations and suggests remedial measures wherever necessary. It evaluates the academic performance of teachers which plays an important role during career promotions. It conducts workshops and seminars on a regular basis to create awareness on aspects such as use of software tools for plagiarism, technical writing, filing of patents, writing skill for research papers and publications. IQAC also monitors College for NAAC accreditation. For the greater interest of the academic development, the IQAC encourages the faculty members to maintain lesson plans for completion of the courses in time. At the end of the examination the students are given feedback form to exercise their opinion regarding the overall performance of the institution. The IQAC collects the feedbacks from the students and stakeholders to assess the teachers performance. The IQAC also suggests for further academic upliftment through smart class rooms and infrastructural development. The IQAC takes part in the preparation of the academic calendar. The IQAC suggests to organise different non-academic activities like sports and athletics, all extension activities including Govt. sponsored programmes.

| 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); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: C. Any 2 of the above

| File Description | Document |
|---|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | View Document |
| NIRF report, AAA report and details on follow up actions | View Document |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | View Document |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender equity and sensitization are essential aspects of creating an inclusive and equitable educational environment. The college genuinely support gender equity and equality by adopting a gender-neutral approach via numerous activities. Various gender sensitization programs have been conducted during last five years. Some important days like International Women's Day, National girl child day are celebrated to sensitize and create awareness among students. Our college offers self defence program to female students in an effort to enhance their mental and physical well being and increase their self-assurance.

To promote gender equality college has taken various curricular and co- curricular activities.

Curricular activities:

Affiliated university offer a special course of study known as "Ethics and Value" in which students are taught specific topics like issue related to women.

College provides equal representation of gender in every curricular activity to all the students and faculty members.

Cocurricular activities:

Our institution offers sports, physical activities and various competitions that are inclusive and accessible for all genders.

Our college provides equal scope to students and staffs of all genders to take on leadership roles and develop their skills.

Some facilities are provided for women on college campus to ensure their safety, comfort and empowerment.

- campus wide CCTV surveillance
- security checkpoints at campus entrance
- separate common rooms for male and students
- gender sensitization committee against sexual harassment headed by senior female faculty with adequate women representatives from faculty staff and students.
- Anti ragging committee and grievance redressal cell assure security and discipline committee

- prevents indiscipline on campus
- fire safety facilities inside the campus.

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

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: A. 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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 has implemented several programmes to promote and support cultural socioeconomic, and other diversity on campus, demonstrating its concern for creating an inclusive environment for both students and staff. Several campus programmes focused on creating inclusive surroundings consist of:

Students and staff from all religions and cultures celebrate cultural and religious festivals, such as Ganesh Chaturthi and Saraswati Puja, with great enthusiasm. Activities under the National Service Scheme (NSS) engage students in community outreach programs to promote diversity and inclusion in the surrounding community. College provides state government sponsored scholarship and support services and also exempt some fees from girl, SC and ST students to meet the socio-economic diversity. In order to foster regional sense college, ensure representations from diverse regions and communities in student admissions. College has established anti-discrimination policies and reporting mechanisms for incidents of discrimination and harassment.

The institution conducts a number of programmes to educate academic staff, faculty, and students about their constitutional responsibilities. Students and staff are inculcated with the principles, rights, obligations, and responsibilities outlined in the constitution. Every year on November 26th, the institution observes Constitution Day as a commemorative event. The contribution, suffering, and sacrifice of the freedom fighters are honoured along with the principles, rights, and responsibilities of citizens as outlined in the constitution. Republic Day and Independence Day are observed to foster a sense of patriotism among pupils.

Institution observing different social awareness initiatives to instil in pupils a sense of responsibility and organises a variety of activities, such as essay contests, debates, quiz contests, and more, to develop students' value to society. In order to familiarise students with the democratic system and administration

of the nation, as well as to emphasise the importance of voting and its role as a social obligation for all Indian citizens, the institution also hosts Voters' Day.

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

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:

Best practice 1:

Title

Smart campus initiative

the smart campus initiative is a visionary approach to transforming educational institutions into futuristic, tech enabled hubs of learning and to enhance the overall educational experiences. Implementation of smart class rooms and automation of library and administration aim to improve the overall efficiency and productivity of services provided.

The Objectives:

- To provide interactive, technology enabled learning space to students.
- To streamline teaching processes, reduce manual labor and optimize time
- To streamline administration, registration and fee payment process.
- To improve cataloging and search through library automation
- To provide easy access to library resources

The Context:

The institution is a leading higher education institute in southern Odisha. The college serve hundreds of students annually. College provides ICT enabled education to create a personalized efficient and sustainable learning environment that enhances student engagement, academic performances and campus experience. Non-teaching staffs provide services such as administrations, examinations, scholarships and book distribution to many stakeholders. Maintain records of student profile, college fees require a significant amount of manpower to ensure smooth service delivery.

The practice:

- College have developed several audiovisual assisted classrooms and installed interactive panels for smart class rooms.
- College has procured the automation software from Otrine tech franchise Berhampur and installed the same
- Accountants, DEO and other staffs participate in various training program to get acquainted with the technology based administration work.
- College also trained librarian for smooth conduction of library work
- Computerization has been introduced in fields like fees collection, Pay roll preparation, Accounts, Book search in library, Maintenance of correspondence and records etc.
- The entire campus is provided with internet connections

Evidence of success:

Implementation of smart classroom increased student participation, motivation and interest in learning.it also streamline the teaching process and optimize the time. Through automation of library resource utilization has increased and manual labor has reduced. it also streamlines the access and borrowing processes. Complex processes like admission, examination, salary payment, scholarship, correspondence etc are performed effectively and efficiently.

Problem encountered:

Ensuring seamless connectivity and network reliability is the biggest challenge faced .and to address teacher resistance to change and lack of technical expertise.

Best practice 2:**Green campus initiative****The objectives:**

- Reduce energy and water consumption through efficient practices and technologies.
- Minimize waste generation on campus through recycling programs.
- Protect and enhance campus green spaces, promote native plant species, and create habitats that support local wildlife.
- Raise awareness among students, faculty, and staff about environmental issues and the importance of sustainability.
- Encourage alternative transportation options such as cycling, walking, and public transport.
- improve the financial sustainability of the institution by reducing operating costs through energy savings
- integrate sustainability education, hands-on learning and community engagement

The context:

A green campus initiative is a comprehensive program aimed at reducing a campus's environmental footprint, promoting sustainability and creating a healthy and environmentally conscious community. Growing awareness of environmental issues such as climate change, biodiversity loss, and resource

depletion prompts institutions to take proactive measures to mitigate their environmental impact.

The practice:

- institute has adopted power management system by replacing all the traditional electric appliances with energy efficient LED lightening.
- Student led environmental club has established to promote ecofriendly practices and organize various initiatives
- Different recycling bins has setup by the college for proper disposal of paper, plastic, glass, organic waste and e- waste.
- . In order to create an ecofriendly environment college, encourage its student and staffs to promote sustainable transportation system like cycling and using public transport.
- The institution has increased its green space by creating verdant campus environment. And promoting biodiversity
- to encourage sustainability and ecofriendly practices institute take initiatives to reduce paper usage and encourage digital documents.
- Institute has installed solar panels as an alternate source of energy to reduce its dependency on non-renewable energy sources.
- To sensitize students about sustainable development institute has organised seminars on sustainable living, waste management and ecofriendly practices.
- Institute organize regular clean up drives and awareness campaigns.
- Institute has installed rooftop rainwater collection systems to gather and store rainwater.

Evidence of practice:

Through green campus initiatives enhanced student experience by integrating sustainability education, hands-on learning and community engagement. Energy cost has reduced to a great extent and carbon emission has also reduced. Landfill waste reduced. The institution has increased its green space by creating verdant campus environment by creating gardens, enhancing biodiversity and ecosystem services. Institute has created a healthier, more comfortable, and productive environment, enhancing occupant well-being. Enhanced campus resilience to climate change, natural disasters, and other disruptions.

Problem encountered:

The upfront costs associated with installing renewable energy systems, upgrading to energy-efficient infrastructure, and implementing waste reduction programs can be substantial. Many institutions operate within tight budgets, making it difficult to allocate sufficient funds for large-scale sustainability projects. Moreover, achieving meaningful sustainability goals often necessitates **behavioural change** among students, faculty, and staff. Encouraging individuals to adopt energy-saving habits, embrace recycling programs, or participate in alternative transportation options requires ongoing education, engagement, and incentives.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |
| Any other relevant information | 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:

Sustainable development has become a pivotal goal for institution to balance economic growth with environmental protection and social equity. Our institute has a strong priority and thrust on sustainable development and environmental stewardship, aiming to reduce its carbon footprint and promote ecofriendly practices. Central to institute’s sustainability efforts are its environmental initiatives. These encompass:

Student led environmental club has established to promote ecofriendly practices and organize various initiatives. To sensitize students about sustainable development institute has organised seminars on sustainable living, waste management and ecofriendly practices. Students get educated about environment by some curriculum subject like environmental studies and disaster management. The institution has implemented a comprehensive waste management system to reduce landfill and to recycle the wates. Different recycling bins has setup by the college for proper disposal of paper, plastic, glass, organic waste and e- waste. The institution replaces all the traditional electric appliances with energy efficient ones to foster sustainability. In order to create an ecofriendly environment college, encourage its student and staffs to promote sustainable transportation system like cycling and using public transport.

The institution has increased its green space by creating verdant campus environment. And promoting biodiversity.to encourage sustainability and ecofriendly practices institute take initiatives to reduce paper usage and encourage digital documents. All the NSS and YRC volunteers perform cleanup drive inside campus and in adopted village on regular basis and also create awareness campaigns on environment. Institute has installed solar panels as an alternate source of energy to reduce its dependency on non-renewable energy sources.

Institute has established a community outreach program, engaging with local organizations and supporting social causes.To foster a culture of sustainability all members of the campus, students, faculty and staff are engaged in ecofriendly initiatives and practices.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

The institution is striving for achieving its long miles towards its Vision and Mission. A Club has been formed in the college to spread awareness about the environment. From the current session , it has been mandatory for the first year students of Graduation to take membership of the Eco Club. Giving priority to fill vacant positions of Teaching and Non Teaching staffs .For holistic development the Alumni Body is streamlining with the State Government's "Mo College Abhiyan" and started registration .The Institution is Planning to establish Language Laboratories for developing Research and innovation.

The College Campus has been declared as a polythene free zone. Single Use Polythene is banned in our campus. In tune with the present demands, the Social media account of the college has also been created on Instagram and Facebook. In this channel, students and public can easily get Information about various activities of the college. The institution continuously striving to get more Grants and Aids from the Government and Other bodies for its Infrastructure development.

Concluding Remarks :

The College achieved the dream and objective of its founding fathers, to provide Quality Higher Education to the students belonging to rural and Semi urban areas . The gradual increase in the number of students in the College is clearly seen in its full fledged admission data base. This shows that the people of this area have increased inclination towards Higher Education and have become aware of providing Higher Education to their children. The gradual increase in the enrollment of girls students shows its gender sensitivity and women empowerment . After completing the Degree from this College , many students have adopted various professions and rendering their services to the Nation. In future, the College will give it's best for achieving the perspective plan and support the students in achieving new highs in their lives.

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 : 257 Answer after DVV Verification: 252</p> <p>Remark : DVV has considered the supporting document and made changes accordingly</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>51</td><td>53</td><td>46</td><td>43</td><td>53</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>47</td><td>51</td><td>43</td><td>42</td><td>53</td></tr></tbody></table> <p>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:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>140</td><td>140</td><td>140</td><td>140</td><td>140</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>140</td><td>140</td><td>140</td><td>140</td><td>140</td></tr></tbody></table> <p>Remark : DVV has considered the supporting document and made changes accordingly</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 51 | 53 | 46 | 43 | 53 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 47 | 51 | 43 | 42 | 53 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 140 | 140 | 140 | 140 | 140 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 140 | 140 | 140 | 140 | 140 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 51 | 53 | 46 | 43 | 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 47 | 51 | 43 | 42 | 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 140 | 140 | 140 | 140 | 140 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 140 | 140 | 140 | 140 | 140 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4.2 | <p>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 8 | 7 | 7 | 7 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 08 | 8 | 7 | 7 | 7 |

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 3 | 1 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 2 | 1 | 0 |

Remark : DVV has considered the supporting document and made changes accordingly

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7 | 5 | 0 | 1 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : DVV has considered the supporting document and made changes accordingly and made

output as 0 as no detailed report has been provided

2.Extended Profile Deviations

| Extended Profile Deviations |
|-----------------------------|
| No Deviations |