



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SAHEED BHAGAT SINGH DEGREE COLLEGE

**SAHEED BHAGAT SINGH DEGREE COLLEGE AT/PO-KHANDADEULI PS-
RAMBHA DIST-GANJAM PIN-761028**

761028

www.sbsdegreecollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Saheed Bhagat Singh Degree College owes its name to the great freedom fighter of the nation Saheed Bhagat Singh was established in the year 1996-97. A rural and leading educational institution of Ganjam block of Odisha, 50 kilometres away from Berhampur one of the major cities of the state, the college is surrounded by beautiful greeneries and the nearest Rishukulya River also enhances the green glory of the college. The college draws a special attention for its name as at least 15/16 students successfully join in the Indian Army every year. It also caters to the education needs of the region which is largely inhabited by the farmers and financially backward community. With the flow of time things are changing and getting in to a shape as young mass are coming forward for perusing higher education while parents are also showing a great interest for their children's education in this age of competition and computer, At present nearly 600 students are perusing higher education in humanity with core subjects. Our college has applied for opening the science stream last year (30.03.2023) and we are going to receive the permission at the earliest. This college is affiliated to Berhampur University which is about 50 KM away from Khandadeuli . Its has been included in the UGC 2(f)&12(b) vide letter No f 8-85/2015 February 2015

Vision

To help the socially economically and educationally deprived young students with live improvising skill. And prepare them for a better society by providing excellent educational opportunities. To empower the students to meet and exceed the challenges of the day to day world. To create a positive mind community of leaners ready to invest their intellectual emotional and physical abilities for the development of the rural peripheries.

Mission

The moto of the College, “ Bidya dadati binayan” which means knowledge imparts politeness which in terms gives worthiness.

- 1-To provide affordable and sustainable education
- 2- To create a platform for local and cultural development.
- 3- To eradicate the ignorance of illiteracy and make better the life of the periphery villagers of the college.
- 4- To enlighten the students through holistic education
- 5- To promote research and innovation

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- It is one of the prominent colleges in the rural area of Ganjam district
- It is the first-degree college of Ganjam block playing a vital role to educate pre dominantly the rural girl students of the district
- Communication: Our college has an attainable communication by road, Approximately 50 KM from Berhampur the educational capital of south odisha.
- A satisfactory no of excellent teaching faculties with M.Phil. and Ph.D.
- Smart class and ICT are used for method of learning, teaching and evaluation.
- Honours programme for Arts stream.
- Trough curricular and co-curricular activities the college gives emphasis on the student personalities development.
- Initiation are taken to straighten the folk culture of the community through student activities on various occasion.
- Heathy and hygienic, Ragging free Pollution free green campus.
- Excellent teacher-student relationship availability in e library.
- A well maintained organised library with sufficient no of books periodicals, magazines and newspapers.
- Effective online classes provided during covid 19 pandemic.
- For extension activates the college takes part in several programmes with NGOS and SSG and various state Govt. organization.
- Our college scores best results in the University.
- There is College Canteen
- WIFI Campus and Yoga Kendra.

Institutional Weakness

- No hostel facilities for Boys and Girls
- No staff quarters
- Lack of Govt. fund in previous years
- A few regular course (Teaching are managed by Guest faculties
- No language laboratories

Institutional Opportunity

- Scope for higher for honours students
- Organization various awareness programmes on environment and sanitation, health and hygiene, women empowerment, gender sensitization, road safety vigilance awareness etc.
- Organization of meditation and yoga camp for spiritual growth and development of students.
- Active and efficient alumni association for development of the college
- Conduct of department wise monthly academic works shop.

Institutional Challenge

- Opening of new stream and subjects.
- GYM and Sports stadium
- Cyclone prone area.

Improvisation of college ground and boundary

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated with Berhampur University and follows curriculum design by the Higher Education department Govt. of Odisha.

The college's academic council supervised by the principal, sets an academic plan at the commencement of each semester to ensure timely and effective curriculum implementation. To meet the goals lesson plan, progress reports and daily progress reports. Faculty arranges extra classes to finish the syllabus in time if required. A student is allowed to choose and change the subject under CBCS patterns.

The academic bursar looks after the course progress while the principal supervises. The learning and teaching process in the learning and teaching process included with human values, gender, environment and professional ethics is given due priority besides mid term and term exams unit tests and surprised tests are conducted to evaluate students categorise them as advanced or slow learners. The slow learner's extra attention through extra classes while the advanced learners are encouraged to go head by providing with required supports. Courses like "Quantitative and Logical thinking" and "Communicative English" have been facilitating the students for competitive exam.

The IQAC of the college is on its constant mission to improve the academic and administrative activities of the institution in order to make it an ideal centre of higher learning. It holds different awareness programmes, seminars and constitutes different committees for the development of Institutions the quality affirmation in every aspects is the moto of IQAC.

The college arranges extension programme through NSS and YRC besides the University curriculum to instal moral and ethical value among the students. The college has established a computer knowledge centre and offers computer education to its students.

Teaching-learning and Evaluation

Our motto is to provide a comprehensive education in various fields as to make the journey of success of the students a complete one. We prioritize on quality teaching to provide our students the best possible education by a dedicated team of experience faculty members. Our teaching methods include modern pedagogical techniques, interaction with students, PPT presentation, Notes and class-work. Faculties members keep themselves update with their teaching materials in their respective fields

We encourage a student's centric approach of teaching, promoting critical thinking and problem solving skills. Our faculty members provide mentorship and guidance to the students and help them to excel academically and develop holistically.

Our college creates an ideal learning environment with a well furnish library, computer facilities and technology infrastructure. Seminars, workshop and classes guest lectures are organized to help the students exploring the real-world application and promoting an environment of continuous learning. Students a

comprehensive personal growth is attained through co-curricular and extracurricular activities.

The college follows rigorous and fair process of evaluation. The assessment system is white transparent helping the students to identify the areas where they need additional supports. The institutional follows the guide lines introduces by the affiliating university and regulatory bodies for conducting mid semester and end semester. Academic integrative is maintained and monitor are closely. We also encourage per and self-assessment methods to promote self-reflection and improvement among the students. The college provides special remedial classes for SC, ST, OBC and EWS students. A unique uniform academic calendar has been provided by the Govt. of Odisha, dept of higher education which enables smooth running of classes in the college.

The IQAC plays predominantly to ensure effectiveness in the method of teaching, learning and evaluation process. Feedback from students and faculty members are collected on regular basis to point out the areas of improvement and the required measures are taken to address them.

In a nut shell, we are convinced and committed to provide a complete educational experience that would empowers our students to excel academically and become responsible and sensible citizens.

Research, Innovations and Extension

Be a growing institution there are more possibilities available to pursue higher academic and research work. This institution allows its faculty members to peruse UGC sponsor refresher and orientation courses as well as they are encouraged to attend seminars and workshop. Study leave or duty leave is provided to the faculties for their academic achievement. Some of our teachers have publish their papers in reputed journals which are listed on the University website. Our teachers attend valuation centres for examine answer script. This institution is perfect place with its natural surrounding for innovative thought constructing idea and knowledge sharing.

Extension activities are carried out by NSS and YRC units of this college which contribute to the overall growth of both students and the peripheral community. Besides imparting an excellent academic environment, the institution is also dedicated to make its students a responsible citizen of the nation for the purpose our faculty members in collaboration with NSS and YRC of programme with many stimulating activities, which include the following

- The college conduct programmes to make a green environment like Banmaotsav and Use LED Bulbs and save electricity.
- The college conduct awareness programmes on alcohol abuse, drug abuse, say no to dowry and don't believe in Superstition.
- The college has established a woman empowerment cell to make aware its girls' students about women rights and their protection.
- The NSS and YRC of the college organize Blood donation camp and several health awareness programme to ensure that needies are helped in time

Infrastructure and Learning Resources

The college got separation from the mother college as per the bifurcation rule of 2008 GO of Odisha and instantly it was not possible to get a separate building and boundary. How ever Saheed Bhagat Degree College is situated along with SBS Junior College singly periphery covering more than 5.0 Ac of land our college has

spacious and well-ventilated class room which provide a comfortable learning atmosphere for students. The audio visual aids in the class room and enhance the teaching-learning process. The college library has a collection of huge no of books, journals and e resources related to various subjects. Students have the accesses to a peaceful reading area and a conducive platform for a self-study in the library. The college encourages physical fitness of the students. It has sports facility including big play ground for outdoor (Kabaddi, Cricket, Volleyball, badminton) games and it also give space for the indoor (chess, carrom etc) which enable the students to maintain their physical and mental health. We also offer career counselling programme to guide the students to take right decision in their future. This includes guidance on higher education, job placement and skill development. For the purpose we have MOU with organization like Odisha Knowledge Corporation Ltd and OSTARD.

Saheed Bhagat Singh Degree College, Khandadeuli, Ganjam is slow and steadily moving towards becoming a prominent educational institution of south odisha. It is committed to provide the best of its capacity for creating a healthy and harmonious environment for our students. With our availed infrastructure, extensive learning resources and dedicated faculties we make sure that our students receive a complete education that prepares them for success in a every channel of life.

Student Support and Progression

Our college was established with an aim to provide education to all. It is the first Degree College in the Ganjam block of Odisha which is regarded us an educationally backward area. This criterion, student support and progression covers many vital aspects of the college pertaining to educational journey, financial assist, skill development, career guidance, grievance resolution, placement and notable student achievement in sports and cultural activities.

Financial support is a measure aspects of our student centric approach. The college provides scholarship and free education to a significant no of students helping for their academic success. Reservation in admission which maintain a single window system under e-admission (SAMS). Post Matric Scholarship, Nirman Shramik Kalyan Yojana, Gopabandhu Sikhya Sahayata Yojana and NUA-O Scholarship is a scheme of Govt. of Odisha. The meritorious as well as SC/ST students gets scholarship from the state govt. The college has an active Mo College Abhijan Committee initiating contribution form various bodies which various bodies that gives more energy to our students support system. Systematic record keeping including sanction letters, beneficiary list and institutional policy documents help us for ensuring equal status of education to all the students. Our institutional has taken substantial step for skill enhancement among the students. This includes subskills, language and communication skills, life skills and ICT / Competing skills. We conduct career guidance and counselling programme to support our student. As we have a robust anti ragging cell which is working as per the UGC guidelines, the college has no records of Ragging since its commencement. Our student takes active participation in sports and cultural activities have achieve remarkable success at National level. The achievement are supported by award letters and certificate. The no of students taking parts in various programme is increasing over the years reflect our dedication to their overall development.

We have a student alumni association which plays and important role for the institutional development offering financial contributions and invaluable service.

Governance, Leadership and Management

Our college is committed to the substantial growth involving the overall governance of the institution. Following the National Education Policy, our institution plans to attain its Strategic Development and Deployment. We have a well defined administrative policies, meticulous appointment procedures and a strong service rules.

The principal cum Secretary plays a vital role in the governance and management of the college. For the faculty Empowerment the college coordinating management efficiently maintains a fair -administration in the college and takes require measures to establish a favourable environment for both teaching and non-teaching staff.

Team work leads to the best practices of the institution. The IQAC looks after the quality operating education. It constantly reviews our teaching-learning process and learning out come at periodic intervals.

The management includes the college building extension, providing extra facilities, introduction of new courses, setting adjustment classes. Purchasing /finance committee judiciously maintains the expenditures of the college fund. Cash Book DCR, Budget (every year) are flawlessly done.

To conclude this criterion, all the working committee of our college work with a Democratic spirit innovates and plans to introduce a quality education and strive to create harmony in the institution.

Institutional Values and Best Practices

Saheed Bhagat Sindh Degree College, Khandadeuli, in spite of being located in local remote area has an affluent facility for digital learning which has been effectively merged with traditional and digital education creating a comprehensive and engaging experience. Live classes through google meet and zoom are conducted for the better understanding of the student the distribution of educational materials through messaging apps like what's app, telegram ensures that students can effortlessly access their study resources which help them to enhances their learning experience with convenience.

State and International webinars provide students with Global perspectives and expose to the diversity of viewpoints. The college has a comprehensive e-library which empowers the students with and extensive digital resources, supporting their research capabilities and the journey of learning process.

Saheed Bhagat Sindh Degree College, Khandadeuli, has a blend of traditional and digital elements in education which help the student for a modern and innovative learning experience. As a whole, the college has successfully bridged the traditional digital gap, preparing its students for challenges and opportunities of the modern world.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SAHEED BHAGAT SINGH DEGREE COLLEGE |
| Address | SAHEED BHAGAT SINGH DEGREE COLLEGE AT/PO-KHANDADEULI PS-RAMBHA DIST- GANJAM PIN-761028 |
| City | KHANDADEULI |
| State | Orissa |
| Pin | 761028 |
| Website | www.sbsdegreecollege.in |

| Contacts for Communication | | | | | |
|----------------------------|------------------|-------------------------|------------|-----|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | MINATI PATTNAIK | 06811-276220 | 9437166909 | - | btripathy68@gmail.com |
| IQAC / CIQA coordinator | Sri Ananda Gouda | - | 9937820742 | - | debipatnaik477@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 | 01-02-2015 | View Document |
| 12B of UGC | 01-02-2015 | 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 | SAHEED BHAGAT SINGH DEGREE COLLEGE AT/PO-KHANDADEULI PS-RAMBHA DIST-GANJAM PIN-761028 | Rural | 3.129 | 1200 |

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,Education, | 36 | HIGHSECONDARY PASS | English,Oriya | 32 | 32 |
| UG | BA,English, | 36 | HIGHSECONDARY PASS | English | 32 | 15 |
| UG | BA,History, | 36 | HIGHSECONDARY PASS | English,Oriya | 64 | 63 |
| UG | BA,Odia, | 36 | HIGHSECONDARY PASS | Oriya | 64 | 64 |
| UG | BA,Political Science, | 36 | HIGHSECONDARY PASS | English,Oriya | 64 | 64 |

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 | | | | 4 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 4 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 4 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 4 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 3 |
| Recruited | 3 | 0 | 0 | 3 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 6 |
| Recruited | 4 | 2 | 0 | 6 |
| 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 | 1 | 1 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 3 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|---|---------------|---|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | 3 | 0 | 0 | |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG | Male | 90 | 0 | 0 | 0 | 90 |
| | Female | 148 | 0 | 0 | 0 | 148 |
| | 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 | 22 | 19 | 16 | 25 |
| | Female | 39 | 24 | 28 | 31 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 34 | 26 | 29 | 31 |
| | Female | 39 | 25 | 34 | 40 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 20 | 20 | 22 | 14 |
| | Female | 27 | 44 | 26 | 25 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 12 | 9 | 7 | 6 |
| | Female | 16 | 5 | 16 | 24 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 209 | 172 | 178 | 196 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Our college follows the guide line Choice Based Credit System. The institution has already adopted the Multidisciplinary/interdisciplinary system as our students avail the opportunity to study environmental study, quantitative attitude and logical thinking since 2015/16. The students have given the opportunity to choose the Elective subjects of their choice. To align with the new Education Policy on multi-disciplinary education the college will create a flexible curriculum that allow the student to explore subject of diversity. The use of ICT and Smart class room gives a substantial platform to the new education policy 2020. The institution is NEP supported in its full term.</p> |
|--|--|

| | |
|--|---|
| 2. Academic bank of credits (ABC): | The institution has already made a concrete plan to establish an Academic Bank of Credits to support the NEPs credit based approach since the academic year 2023-24. So that students can accumulate avail credits for course completed both in house and from external institution, making their comprehensive. We will implement an easy and transparent credit transfer system to our student. The ABC account of the students is considered as compulsory by Berhampur university to appear semester examination. |
| 3. Skill development: | The College takes sufficient initiation for the skilled development along with the career development of the student it is planning to introduce workshop, orientation programmes pertaining to different skill such as data analysis, Lab techniques and communication, which are the focus of NEP on skill development for employee ability for this we have also signed MOU with different NGOs and Govt. sponsoring institution. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | To comply with the prime requirement of New Education Policy 2020, the integration of Knowledge system, the college has planned to teach in Indian languages and culture. The institution will collaborate with experts to develop the course contain that respects the Indian knowledge and culture for this we on regular basis arrange cultural events, language-knowledge interaction enhancing the student's appreciation of their heritage, a prime aspects of NEPs' promotion of Indian culture and language. |
| 5. Focus on Outcome based education (OBE): | Realising the demand of outcome-based Education the college is planning to encompass subject specific knowledge, skills, competencies and values that student should acquire during the Education. We are giving emphasize to open new technical and vocational course so that students will enhance their employee ability skills to compete with the different challenge in the market. |
| 6. Distance education/online education: | To align with the New Education Policy (NEP) of India we are preparing to embrace distance Education or online learning it would help our students to cater divorce learners promoting accessibility for a modern education system to facilitate online learning will we develop E library digital courses. This would help our students to avail e-books, scholarly data base and a concrete support for a rich learning experience. The |

| | |
|--|---|
| | <p>college has already promoted a blended learning approach including in-person and online instruction. We have planned for an online assessment and monitoring mechanism for the students these tools would ensure academic integrity, track student progress and timely feedback. The institutional is about to adopt a culture of continual improvement in online education.</p> |
|--|---|

Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>yes, as per the 5575/Elec Dated 04/09/2023 from Ero cum Sub-Collector Chhatarpur, Ganjam, Odisha, we have constituted ELC with three members of students.</p> |
| <p>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?</p> | <p>2. For promoting electoral awareness civic and a sense of civics rights among the students the Electoral Literacy Club (ELC) was stablish in our college on date..... The aim and objective of the ELC of our college is to spread electoral Literacy among the students and to make them understand different aspects of democratic process of election. The Club members are 1) Sandya Rani Tripathy 2) Kalpana Dash 3) D Sasmita Reddy This club organize events and activities to educate their peers and college community regarding the importance of voting and the significance of democratic participation. The formation of ELC is a symbolic dedication of a college to nurture the responsibility of the citizen who should be not only academically efficient but also an active participant in the democratic procedure of the nation.</p> |
| <p>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 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>Electoral Literacy Club (ELC) as taken a number of initiatives to promote Electoral Literacy Club. The ELC support of department of Political Science arranges Voter awareness on the voter's day That falls on 25Th January Every year. One significant initiative is "Mu Bi Mitadidi" which prioritizes Voter Registration. This program motivates the students to take an active participation in the electoral process. For the awareness of new voters, the ELC organises various competition and awards the meritorious students. The ELC of our institution aims to poster Essent of social responsibility, civic duty and active</p> |

| | |
|--|--|
| | citizens the students. |
| 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. | As our college located in a remote and rural Ganjam, lack of electoral awareness among the community people is an accepted truth. In this contest for promoting democratic value and participation in the electoral process of the nation the ELC o the college organises awareness Rally in the peripheral villages with relevant Slogans and motivational song. Additionally, the college spreads the essential information regarding the electoral process and voter registration in the community. |
| 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. | Electoral Literacy Club (ELC) of the college has identified the students above 18years from its academic data base and with the help of BLOs and election officers successfully registered more than 80% eligible voters. This demonstrating a substantial commitment in empowering students with Electoral Literacy. |

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 |
|---------|---------|---------|---------|---------|
| 554 | 502 | 481 | 510 | 434 |

| 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: 9

| 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 |
|---------|---------|---------|---------|---------|
| 8 | 8 | 9 | 9 | 9 |

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 |
|---------|---------|---------|---------|---------|
| 22.51 | 2.42 | 9.63 | 18.19 | 11.78 |

| 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:

Saheed Bhagat Singh Degree College, khandadeuli is affiliated with Berhampur university, Odisha follows the guidelines of the university. Our institution sincerely conducts all the academic program set by the university's curriculum guidelines. The current curriculum is based on the CBCS pattern with effect from the Academic session 2016-17. we follow the official government calendar provided by Berhampur University and the academic action plan of academic session is finalized by the staff council before the summer vacation every year.

For effective teaching in the class, the faculty members of the institution prepared the academic plan as per the syllabus offered by the university. Time table is set by the Time Table Committee and led by the principal which in consequence enable to maintain discipline in the study environment of the college. Selection of appropriate textbooks, reference books, web sources, and ICT tools are adopted for smooth teaching and learning process in the class. The institution conducts class room/ surprise test to monitor the students progress.

The institution has a good collection of library books totalling 5,655 hard copies and 10,501 e-books and 1,405 e-journals for students and teacher's reference.

Every department conducts seminar state and national, departmental seminars, skill development programmes, quiz and debate competitions to enhance creativity of the students. Besides extra curricular activities like sports, games and cultural programs are conducted to encourage the students for different activities. For installing the value and ethics among the students our college has NSS and YRC and we also take initiatives to create awareness related to different social and environmental issues.

Above all our institution follows a thorough and continuous academic and non academic activities to ensure a comprehensive curriculum for the students.

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

1.2 Academic Flexibility

1.2.1

Number of 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 |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | View Document |

Other Upload Files

1

[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 |
|---|-------------------------------|
| 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:

The priority of higher educational institutions is to set a process of transformation of the students from normal to ethical individuals. Accordingly, the institution's courses cover the issues like gender studies, Environmental Studies, human values and professional ethics.

Gender equality in an educational institution should be a prime focus in order to reduce the violence against women and to promote human rights for in the community. The Women Development Cell and Internal Complaints Committee of our institution aims to motivate and change the mindset of the peripheral rural students of the college. The Grievances Redressal Cell in the college creates a protective environment and counselling programs for women promotes gender equality in the college.

The course syllabus of core & elective subjects are guided by the university are based on women's literature (10 th pep -English hon.,11th pep Odia hon. and Elective -1 (political sc) which makes it's concerns for gender issues. Literature students' study

women's writing, political science department covers issues like affirmative action for women, besides in 4th sem the course curriculum of political science focuses on women, power and politics and women emancipation in Indian politics.

Nature is the replica of our mother, but we never give her due respect. Hence to create awareness among the students for mother nature the curriculum covers nature in Environmental studies. The annual celebration Environment Day, Plantation week and No plastic Day to preserve and protect the Mother Earth. Education hon.

Core -02 focuses on Education and environment provides a broad platform to understand the Nature with a better understanding.

All the semesters of the CBCS Curriculum encompasses Ethics and Values which imbibes ethics and moral values among students. 5th semester of political sc. teaches Human Rights.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.3.2

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

Response: 30.51

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

Response: 169

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

| 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 |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 77.73

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 |
|---------|---------|---------|---------|---------|
| 238 | 209 | 172 | 178 | 198 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 256 | 256 | 256 | 256 | 256 |

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](#)

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: 38.02

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 |
| 38 | 28 | 35 | 35 | 37 |

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 |
| 91 | 91 | 91 | 91 | 91 |

| 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 |

2.2 Student Teacher Ratio

2.2.1

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

Response: 69.25

2.3 Teaching- Learning Process

2.3.1

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

Response:

Teaching and Learning process

The teaching technique of our college is purely student-centric which in turn transform the students to become a complete being. We engage our students in a learning procedures to enhance their intellectuality, creativity, social and emotional depth in concern with the subjects taught and eventually make them sensible heading towards success.

The institution regularly organizes seminars, debates, poster, Elocation and essay competition, song and dance programs, folk/local song and dance pr which as a whole creates a conducive environment for our students.

Departments are using audiovisual techniques, smart class rooms and projects for achieving an active participation in learning.

Internal evaluations are done in such a way to not to harras the students. Students must submit written task provided an independent involvement for boosting confidence, developing writing abilities and improvising the style of presentation.

Creativity is always given a prime focus, for which the college follows some ethics in it's dealing with the students

.. Self control, logical thinking and leadership qualities are given emphasis in order to nurture discipline and culture among students.

The students are facilitated with a well equipped library where they refer reference books, e-journals and newspapers.

NSS and YRC have been established for students to participate and integrate in different fields.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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: 95.56

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 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 9 | 9 | 9 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | 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: 4.65

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 2 |

| 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 |

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:

Evaluation process and Reforms

Internal and external exam and evaluation process are main components of CBCS pattern which is

prescribed for higher education system. Our institution follows the guidelines of its affiliating Berhampur university which advocates the CBCS pattern of education for its students.

Every semester, Examinations are held on the basis of internal exam at the college level and external exam by Berhampur university under a meticulous and complete supervision of a dedicated examination committee. The team ensures a flawless conduct of the examination and evaluation process to avoid any complaints from the students.

Much before the university exam a detail information regarding question pattern and distribution of mark and score, all these information's are given to the students prior to the university exam so that they can appear the exam with confidence. For a smooth conduct of the exam, meetings are held by the examination committee including all the teaching and non-teaching staff before every internal or mid Sem exam. The committee arranges exams assignments and responsibilities and makes notice to the concerned persons before a day. All the components of the exam procedures are maintained systematically like no malpractice on ethical behaviour during the exam, no leakage of questions, informing the students online and offline regarding the time schedule of each and every exam at least before a fortnight.

Evaluation of the conducted exams are done in time with all transparency by the efficient teaching staff of different colleges under the university at the assigned evaluation centres and they are strictly instructed to do their job in a time limit.

The university has given the option of revaluation of the exam peps if any student has any complaint regarding the mark he /she has scored in any exam he /she has appeared.

The institution follows a clean and clear pattern and maintains all the and transparency in its examination and evaluation system.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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:

programme outcomes, programme specification outcomes and course outcomes are duly evaluated by the institution on a regular basis. For every semester Internal examination of 20 marks for non-practical subjects and 15 marks for practical subjects are conducted by the college. The pattern of examination is as per the guideline of CBCS system which include both objective and subjective types of questions. As per the Berhampur University Examination Guidelines, it is mandatory for the 6th (sixth) semester students to undertake a project work of 100 marks. The students are allowed to choose the topic of their choice and are guided by the subject experts as per their project topic. Undertaking and working on these projects had resulted in the improvement of the student's thinking capacity and writing abilities 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 different innovative 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. The Head of the Department and faculty members periodically review 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 |

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Pos, PSOs and Course Outcomes stated by the institution are attained by executing the policies and principles adopted by the institution during the course of three years.

- Class tests and instant tests are conducted to create confidence in the relevant subject and the weaker areas are identified and discussed with the student.
- Apart from the written internal assessment tests, assignments and seminars talks are given to the students to enable them to gain more knowledge on the subject.
- Regular seminars, debates, essay competitions, quizzes pertaining to the relevant subjects are conducted in the class room to make learning an integrated and interesting process.
- Students' attendance is taken regularly in the classes and attendance registers are maintained meticulously
- The students having poor attendance are counselled to attend extra classes to make up for their attendance.
- Every year I results are analysed in the staff counselling meeting and broad steps are taken for students' academic growth

| 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: 91.08

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 |
|---------|---------|---------|---------|---------|
| 120 | 138 | 149 | 149 | 159 |

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 |
|---------|---------|---------|---------|---------|
| 136 | 143 | 161 | 156 | 189 |

| 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: 3.67

| 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

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:

Our institution has a beautiful eco-friendly environment. It creates its own initiatives roles to transfer of knowledge through creating the various facilities. Eco-system is a group of living organisms that live in and interact with one another for the specific environment. According to the vision and mission our college is committed to implement the innovation and entrepreneurship agenda for that purpose. The College promotes the students from different activities through career counseling cell etc, and provides necessary support to the science faculties such as innovation incubating. The Institution gives priority to the entrepreneurship, because it helps for the development of economic growth of the state as well as the country. Accordingly we provide required support to the students of our college as suitable to them.

The institution has been organizing Career Counseling programmes for the students in different fields by inviting experts from Banking Sector, Agriculture, Animal husbandry fields, Small scale industries, Horticulture, Sericulture etc. They explain the students about the usefulness and benefits of different schemes to make a better career in their future

| 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: 0.11

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 | 0 | 0 | 0 | 1 |

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

3.3.2

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

Response: 0.33

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 |
|---------|---------|---------|---------|---------|
| 02 | 01 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | 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 SBS Degree College has been adopting various extension activities through the NSS and YRC. The NSS Co-units of our college have a selected adopted village Satoshpur to carry out the community services throughout the year. Through the NSS and YRC, the students of the institution get opportunities to know the various social activities for the community. To develop the humanitarian in the minds of the students, the volunteers go to their adopted villages and meet the people by conducting different socio economic surveys. The NSS and YRC units of our college have been organizing special and normal camps at adopted villages from time to time. From the year 2019-2020 to 2022-23, the college had been organized various Special Camps at adopted villages i.e. from 22.12.2019 to 28.12.2019 at Poirasi village, from 20.12.2021 to 26.12.2021 at Santoshpur villages, from 24.12.2022 to 30.12.2022 at adopted Khandadeuli villages. During the special camping programme, the NSS units had undertaken the activities on Yoga, awareness on AIDS/HIV, Road safety Awareness, Van Mahotsav, Use of Helmets while driving, women related issues program, Plantation program. To make the programmes success, the students volunteers choose various strategies like survey at adopted villages, organize different rallies and campaigns with leaflets, organize the Santoshpur move from door to door to motivate the people and

organize public meetings at adopted villages to aware on various issues on health, sanitation, etc. The normal camps are organized at adopted villages to carry out the regular social activities throughout the year. The normal activities of NSS unit are to be done at a regular basis at adopted village.

The YRC unit of our college also organized various community programs at nearby communities. A district level Three days Youth Red Cross camp was held at our college from 23.10.2021 to 25.10.2021 about 70 Nos YRC volunteers were attended from the different colleges of Ganjam district.

The college had observed various National and International Days like World AIDS Day , National Constitution day.

3.4.2

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

Response:

Still now the college has not received any awards or appreciation for extension activities from any Government or Non-Government recognised bodies

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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: 12

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 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 0 | 1 | 1 |

| 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: 0

| File Description | 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:

Saheed Bhagat Singh Degree College, Khadadeuli has sufficient infrastructure facilities for the efficient teaching and learning process. The institution is having 5 acres of land under its possession and the built-up areas covers 20421 sq fts. The total built up area is consisting of 8 class rooms, 4 smart class rooms, and a common room for staff with modern facilities and Technologies. The institution has a Principal's chamber, an administrative office, one staff common room, one Boy's common room, 8 Nos of class rooms, one auditorium hall, two computers Lab, one for SAMS purpose and another for students use. The Computer Laboratory is having 12 Nos of Computers. The college is also having a IQAC Cell, a canteen for staff, student's and visitors, one parking shed for parking of bi-cycles and two and four wheelers , one open pandal in college campus for conduct of different cultural programmes and functions of the college.

There is a library with free Wi-Fi facilities both for students and teachers. We also have reading room for staff.

The college is having well equipped facilities to organize the cultural and sports activities for the students. For this purpose, there is a playground with Football ground and a open Pandal inside college campus.

| 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: 45.44

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 |
| 11.28 | 0 | 4.15 | 9.47 | 4.42 |

| 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 |

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:

Library as a learning resource

- i) The college is under process of library automation
- ii) No. of books as per record 3200.
- ii) Reading room for students & faculties
- iv) One Librarian and one an attendant are working for management of library

| 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:

College is having 12 nos of computers for the use of students. The college encourages the students to use these computers for gaining the fundamental knowledge in computer & Information Technology. The college is having a 100 MBPS broadband connection with free Wi-Fi for use of employees & students. 4 Nos. of LED Smart TVs have been installed in smart class rooms for encouraging of teaching learning process

| 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: 46.17

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

Response: 12

| File Description | 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: 41.95

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 |
|---------|---------|---------|---------|---------|
| 6.90137 | 2.05486 | 5.61504 | 6.40328 | 6.09628 |

| 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 |

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: 28.9

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 |
|---------|---------|---------|---------|---------|
| 172 | 148 | 121 | 144 | 132 |

File Description

Document

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

[View Document](#)

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

[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: 0.93

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 |
|---------|---------|---------|---------|---------|
| 23 | 0 | 0 | 0 | 0 |

| File Description | 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: C. 2 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 |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | 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: 0.7

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 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 1 | 1 | 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 |
|---------|---------|---------|---------|---------|
| 120 | 138 | 149 | 149 | 159 |

| 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 |

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 |

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 1

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 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

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:

Saheed Bhagat Singh Degree College Khandadeuli is having a college level

committee to monitor the activities of alumni " Mo College" programme have been launched by the State Government to look after the activities and contribution of alumni. The outgoing students register themselves in the "Mo College" portal. The College conducts Alumni meets every year on a regular basis. The faculty members of different departments take their own initiatives to strengthen the alumni association

| 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:

Saheed Bhagat Singh Degree College, is situated at Khandadueli under Ganjam Block, which is the rural belt college of this block. It is a rural and leading educational institution was established with a vision to promote the spirit of healthy educational atmosphere in the community.

Vision

- To help the socially economically and educationally deprived young students with live improvising skill and prepare them for a better society by providing excellent educational opportunities.
- To empower the students to face the challenges of the day to day world.
- To create a positive mind community of learners makes them ready to invest their intellectual and physical abilities for the development of the rural people.

MISSION-

The motto of the College, “ Bidya dadati binayam” which means knowledge imparts politeness which in terms gives worthiness.

- 1-To provide affordable and sustainable education
- 2- To create a platform for local and cultural development.
- 3- To eradicate the ignorance of illiteracy and make better the life of the periphery villagers of the college.
- 4- To enlighten the students through holistic education
- 5- To promote research and innovation

The Governing Body formed under the Society Registration Act 1860, which is the apex managerial body of the college. It looks into the internal control mechanism of the college as per rules and guidelines of the government issued from time to time. It meets at regular intervals to review the process of progress. The Principal of the college is the ex-officio secretary of the Governing Body and he/she looks after the general administration, financial position, academic enrichments and infrastructure development matters and keeps up-to-date the governing body members

The Governing Body maintains control over the employees through appointment, regularization of service and sanction of leaves, maintenance of ACR/CCR and disciplinary actions if necessary. The principal is the approved head of the institution, by the department of Higher Education to run the college smoothly. He is the institutional link between the Director, Higher education on the one hand and Governing Body and the staff members of the college on the other.

The principal of the college is the head of different committees who takes the responsibility to carry out different activities of the college. The institution has a staff council under the leadership the principal to look after all the activities and evaluate them from time to time. Activities of the college like academic, examination; admission and etc. are distributed and assigned to the teachers. Responsibility and accountability are fixed to them. The committee meets at least once in a month and plans for sustainable growth.

The following committees are formed and functioned under chairmanship of the principal and the other teachers are assigned.

- Academic Committee
- Purchase Committee
- Faculty Devolvement Committee
- Welfare Committee
- Career Counseling Committee
- Admission Committee (SAMS)
- Examination Committee
- Anti Raging Committee

Internal Complaint Committee

| 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 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 institutional perspective plan is deployed effectively according to a set of principles of governance prescribed by the government. It is carried out by the president of Governing body and the principal with the consultation of other stake holders. Primarily governance is executed through a systematic and structured approach. All decisions are made with a clear vision and mission statement that aligns with the college's goals and objectives. The management and the Principal engage and Identify key stakeholders, including students, faculty, staff, alumni, and the community through surveys, focus groups, and meetings to understand their needs and expectation. The principal and the president of the governing body in consultation with others allocate resources (financial, human, technological) to support strategy implementation. Although curriculum, pedagogy, and academic programs are prescribed by the Government but the principal and Academic Bursar look after implementation. By deploying the institutional perspective plan, colleges attempts to achieve strategic objectives, improve student outcomes, and enhance their reputation. 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, grievances on a regular basis through Parent- Teacher meetings is an opportunity for students parents or guardians to discuss the child's progress. Governing Body deals with appointment, promotion, salary, superannuation, and relevant to different categories of employees as laid down by the State Government for Non-Government Aided Colleges. The Finance section along with the management takes care of all financial aspects such as preparation of budgets, salary for the employees under management post, income tax deposits, all kinds of payments etc. The internet banking platform or cheque payment is being used to handle all external financial transactions for efficient record-keeping and traceability. The Examination led by Superintendent of Examinations plays a very crucial role in the conduct of University Examinations form fill up process in a routine manner. Other various committees like IQAC, discipline, Cultural execute their work with meticulously. Admission Committee plays a pivotal role in the process of admission of students explaining them the ethics of the college and to ensuring them not to indulge in ragging.

| File Description | Document |
|--|-------------------------------|
| Institutional perspective Plan and deployment documents on the website | 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 |

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:

Our institution provides welfare measures for the teaching and non-teaching staffs. In this context the, college encourages the teaching staff to attend different Seminars, Conferences, workshop and they are also inspired to attend as the Resource Person for better exposure in their intellectual abilities either in outside inside of college. Duty leaves are allowed to staff to attend all these programmes. permission has been granted to the teachers to attend the Refresher and Orientation programmes for their academic excellence. As per the guideline of the Government of Odisha, Maternity Benefit is provided for the lady teachers.

Keeping in view for the Social Security of employees, college is providing EPF share from college funds to the staff for their better future. The annual increments for the employees have been set up as per directions of the Governing Body. Casual leaves and special leaves are given to the staff as per the government leave Rules.

The institution provides a well set sanitization system i.e.separate toilets facility for the staffs for (both Male and Females) separately. The Water purifier has been installed in the building for the purpose of drinking water. Fire Extinguishers facility is installed in the college building in order to maintain safety and security of the institution. One canteen and one two-wheeler stand and one four-wheeler stand are available in the college for the staff and students. There is a common room with well sanitization facilities for all the staff.

The college has its own evaluation mechanism for both the teaching and non-teaching staff members. For the teaching staff members performance, students feedback system has been given more emphasis and on the basis of feedback the institution gives its concern to the teachers if it is needed. They are advised to prepare Lesson Plans and progress reports to follow the syllabus and same is to be discussed in classes. The students are advised to attend class regularly and to make them active

participants instead of being mute listener in the class room. As the authority of the college, the principal verifies the Daily Progress Report (DPR) of the teacher on the weekly basis and ascertain the progress to ensure definite coverage of all the units of a paper by the end of the academic session. If extra classes are needed for weak learners, they are conducted in the right earnest. Besides ,many co-curricular and extracurricular activities are conducted by the institution for gaining extra knowledge of students. For the smooth conduct of these programmes, some teachers are instructed to guide properly to the students. The government implements the Human Resource Management System (HRMS) to regulate the service conditions of approved employees of the college. In this way, the college appraises the teachers performance. In case of Non-teaching staffs performance appraisal and evaluation, great importance is given to punctuality, integrity and sincerity and friendly attitude with students.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 0

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 |
| 0 | 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 |
| 8 | 8 | 8 | 8 | 8 |

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Our institution basically avails its fund collected from the students that is being utilized to carry out financial necessity in every academic year with due approval of the governing body. For payment of salary of the staffs the State Government, Odisha extended its Grand-in Aid Policy from time to time. We received RUSA Grant, M L A Lad and funds from the Department of Higher Education towards the development of the infrastructure of the college. The financial management of the resources is carry out by the governing body of the college and executed by the principal as the ex-officio secretary as per guidelines issued by the Director of Higher Education (DHE) Odisha . The annual budget of the college is prepared by the Accountant under supervision of Accounts Bursar and it is placed before the president G.B. for approval. The Account Bursar is assigned to a faculty member by the principal to look after the financial transaction of the college from time to time. He supervises the records such as cashbook, receipt and expenditure voucher, counterfoils of receipt book, transit register and etc. The external financial audit is done by the external agencies which are approved by the local Find Audit Department of Govt. of Odisha. The audit has been completed for last five years.

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:

As per the provision of the Government of Odisha, the internal Quality Assurance Cell (IQAC) was formed in the year 2018. It plays a vital role for maintaining the quality education of our college. All plans for quality education inclusive of academic, curricular, co-curricular, extra-curricular activities and quality based development strategies are planned by the IQAC in-continuous. As per the guidelines provided by the Government and University, every year IQAC prepare the academic calendar of our college. It comprises the days and dates of the internal assessment tests, list of holidays and the name of Core syllabus for different subjects offered. Time table are prepared before the commencement of every academic session which are displayed on the notice board. It collects the feedbacks from the students and stakeholders to assess and evaluate the teachers' performance. It also suggests improving academic strength of students through smart class rooms and infrastructural development.

The IQAC takes initiatives to encourage the faculty members for completion of the courses in time and maintain lesson plan accordingly. At the end of the examination the students are given feedback form to exercise their opinions regarding the overall performance of the institution.

The IQAC looks into the following aspects:-

1. Enrichment of college library and proper use of Smart Class.
2. Suggesting all the committees in effective implementation of all the facilities.
3. Conduct of workshop / Seminars.
4. Taking responsibility for remedial classes.

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: D. Any 1 of the above

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:

Saheed Bhagat Singh Degree College has adopted a well observed ethical work Culture & ethical Standards in all its activities to create a discrimination free environment on the basis of Gender. We sought and give equal opportunities to everyone in the college irrespective of Gender, Cast, Creed, colour and Language. To ensure Gender equity in the college we give at most importance on Safety, Security and Well- being of the staff as well as the students. For security and safety, the college has taken following steps.

The Campus is monitored by close Circuit Camera (CCTV) Installed at entrance, class rooms and other important places.

Sufficient No. of lights are provided in campus at night. Anti –Ragging cell of the college takes considerable steps and strictly enforced them to declare the Campus a Ragging – Free zone.

NSS/YRC Student Volunteers Conduct Street Plays, rallies make awareness program on women's health and hyphen and women's education. Girl students are escorted by the female teachers whenever they go for any outdoor activities (cultural and sports.)

For Social Security of the students, the college has a grievance redressal Cell. To maintain discipline in the Campus the College has constituted.

To receive student grievance or Suggestions, The College has setup a Complain Box which are addressed by the appreciate Committees.

Gender Sensitization programs are being organized by the College on Women's rights, Human right, child right, Gender justice, Gender equity, Gender Sanitation awareness, Campaigns against female feticide, and also health Counselling and career counselling taken periodically.

The College is having separate common rooms for male & female students. The students are asked to participate in co- curriculum and Extra – curriculum activities actively.

Gender Sensitization is included in the curriculum and course work and co- curriculums activities. All these are reflected in the vision and mission of the College. The College has organized the field

visits, which is encouraging the students to work together and learn the practical exposure for the social needs.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Geo-tagged photographs/videos of the facilities. | 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 |
|---|-------------------------------|
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | 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 college has zero tolerance policy on discrimination based in religion, region, cast and cultural believes. The institution always makes an endeavor to establish a sense of equality among all students and various programs are designed from time to time to develop cultural sensitivity and a welcoming campus environment campus. The YRC and NSS wings organize various programs to develop promoting students connection and belonging.

Ethics and Values is a AECC subject which is introduced by the Department of Higher Education, Odisha to impart proper behaviour among students so that they would change their attitude towards society and in the college campus. The institution observes the Constitution Day On 26th November to commemorate the contributions of the great Indian leaders, on 12th January national youth day, on 23 March saheed diwas and many events are observed with an aim for boost up the morality and harmony among the students. The faculties and students avail the opportunity to expose and explore different cultures while doing all these programs

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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 of the Practice: sukanya -samrudhi– (Women Empowerment)

As SaheedBhagatsingh Degree College belongs to a rural belt of Ganjam, Odisha, is a source of hope for higher education for the poor deprived girls of the community. The college takes initiatives to empower the women from all sectors of the rural society providing them higher education. Firstly it creates an opportunity for them to step out from the rigid and restricted environment of their home and society which is synonymous to gender discrimination of their It has a good track record in transforming the lives of the countless young women students that have passed through its portals. YVNR Government

Degree College continues to challenge itself to stay ahead of the curve and address the changing needs of its students and society in the most innovative, engaged, compassionate way while providing cutting edge, competitive education.

Vision: Empowering Women through a substantial education.

Mission

*To prepare the women students to face different form of social, economical and personal challenges in life.

*To create awareness among the girl students of their rights and responsibilities as the major human resources for a complete growth and development of the society and nation.

*It aims to make the women students culturally rich.

Objectives

To foster a culture of respect and a sense of equality for women in the college.

*to make them aware of different laws and regulations related to sexual harassment inside and outside the campus.

Context

The institution has 70% of girls students which proves rightly that the college is on it's track to give a perfect platform to educate and empower the women students of the community. In this context the women empowerment cell conducts different awareness pr. pertaining to women health and hygiene issues, to promote dowry less mirrage, to get rid of the social stigma like child marriage and to discourage the girl child foetus killing in society.

Best Practice-2

The institution ensures that most of the girl students should participate in various competitions that are being conducted for their individual growth and development like essays, debates, quizzes dance competitions concerning women empowerment topics.

Make them feel confident about themselves and for this the institution conducts beauty contest, alpona and cooking competition where the girls explore their inner talents.our students also participate in 'betipadhaobetibachao' and 'Mu bi Mitahebi' pr. to exercise their capabilities."

Problems Encountered:

Due to Parental illiteracy and superstitious beliefs and consequently the girls to go for early marriages.

Due to poverty and poor back ground the girl students are forced to work as workers in the fields.

Due to lack of security and poverty the girl students are not allowed to go for community service.

Missing social interaction in terms of academic excellence."

Sources required

Initiatives from government as well as NGOs should be appreciated.

Gender equity program

| | |
|------------|--|
| 11.05.2018 | Mother Day |
| 28-05-2018 | Rangoli |
| 11.10.2018 | Girls Child Day |
| 14.08.2019 | Alpona Competition |
| 08.03.2019 | International Women Day |
| 11.05.2019 | Mother Day |
| 11.10.2019 | Girls Child Day |
| 11.10.2021 | Girls Child Day |
| 24.11.2021 | Women Health orientations |
| 14.12.2021 | Drawing Competition: Women Empowerment |
| 08.03.2022 | International Women Day |

11.05.2022 Mother Day
11.10.2022 Girls Child Day
13.09.2022 Jhoti : Odisha Jhoti
08.03.2023 International Women Day

Best practices -2

Enlightening and Strengthening the rural community through NSS and YRC

Objectives of the practice:

Spreading the message of higher education among the remote rural community of Ganjam Odisha.

To make the deprived rural students self reliant and self sufficient.

Creating awareness for different chronic health issues like tuberculosis, HIV AIDS among the illiterate rural community.

To create a positive environment for the rural students through different activities.

Context

The practice was framed on the basis of following contexts

A lack of higher educational facility in the are.

To sort out the educational disparities and supports the students for their socioeconomic uplift meant.

To address the taboos, social stigmas and superstitions, nonproductive beliefs which are predominantly associated with the community.

Practices

The institution creates the scope for higher education in arts for the deprived rural students for their better future

NSS and YRC organize one day camp, special camps and make aware the students related to life enhancing issues.

Encourage the students to be concerned for nature preservation through different plantation pr.

The institution makes an initiative to imbibe the spirit of patriotism and social conscious among it's students by celebrating national and international days.

Encourages the students to participate in different debate, essay, dance, song competitions and improvise

their individual talents.

Evidence and outputs of the practice

Gradual increase in the number of students participation in different programs in NSS and YRC .

Students realisation and students understanding of their responsibility as the sensible citizens of the country.

Problems encounter and resources required.

Limited resources for related activities .

Geographical Challenges in reaching remote villieges.

Resources required

More fund to work out the initiatives.

Transportation Facilities to reach remote villaiges.

07th April National Health Day

21th June International Yoga Day

10th September World First Aid Day

24th Septermber NSS Day

01st December World AIDS Day

Conclusion

Our college is committed to the values of community enrichment ,holistic education and inclusivite for the betterment of the society.

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:

Portray the performance of the institution in one area distinctive to its priority and thrust.

Saheed Bhagat Singh Degree College khandadeuli Ganjam was established years back with a mission to imbibe education to the deprived rural of the peripheral villages. Majority of our students are girls and almost all the students are belong to farmer's family. The college encourages the poor students to get quality education by reducing their fees as possible it also encourages it's boys for refraining them from going to far off places like Mumbai, Bangalore in search of livelihood.

The students are always curious to know about different new aspects of the Higher Education. So the Institution provides a platform to it's poor and weak students for their overall growth and success in future.

The college is on it's constant effort for the mental and social wellbeing of the students by taking sufficient measures to install social and moral responsibility in its students with the aim to contribute for a substantial growth of the country. College also conducts different sports and cultural activities where students are selected to go for District level or State level Competition.

The NSS Unit of the college is a Co-Unit having both male and female volunteers organizes different programmes including special and one day camps in its adopted villages as well as in the community.

The youth Red Cross wing of the college organises different activities where the volunteers are trained to face the challenges in the present society. Self defence pro. for girls, yoga fitness pr. for students not only help them to develop courage but also keep them physically fit. In the process they learn to work for the community with discipline & dedication under the able guidance of the faculty members & Principal of the college.

Khandadeuli and its peripheral villages are recognized for its unique folk culture which contribute to the richness and diversity of human experience. The institution also fosters traditional folk dance and song and ceremonies that are passed down through generation and some of our students have mastered that art form such as 'hadi baida', 'kothi shala gita' and 'dahani nacha' and the institution will continue to work to preserve and promote such art forms and cultural practices.

5. CONCLUSION

Additional Information :

Saheed Bhagat Singh Degree College, as premiere higher educational institute in the region, has made significant strides in achieving its Vision and Mission, with a strong focus on academic excellence, discipline and community service. We have strengthened our focus on overall development of students, enhanced our infrastructure, and expanded our outreach programs. Our faculty and staff have been instrumental in driving these initiatives, and we are proud of their dedication and commitment.

However, we are also aware of the challenges that lie ahead. We recognize the need to further improve our teaching-learning processes, enhance our research output, and strengthen our partnership with different organizations. We are committed to addressing these areas and continuing our journey towards excellence. The college has already taken initiative for the opening of Science Stream which is under active consideration of the High-Power Committee constituted for by the Government of Odisha for the purpose. The college has successfully developed a strong bond with the Alumni of the college and has received a considerable amount of financial assistance under “*Mo College Abhijan*”. The institution has made significant contributions to reduce college drop out among girl students of the locality. This is well reflected in admission trend in recent years where girl students out number the boys.

Concluding Remarks :

Concluding Remarks:

This SSR has been a collaborative effort, involving all stakeholders, including students, faculty, staff, and alumni. We believe that this report provides a fair and accurate picture of our institution's performance and serves as a valuable resource for NAAC's assessment and accreditation process. We look forward to the NAAC team's visit and feedback, which will help us refine our strategies and achieve our goals. We are confident that this process will enable us to become a better institution, serving our students, community, and society.

In conclusion, we are confident that our efforts will yield positive outcomes to solidify our position as a premiere institution of higher education.

Finally, we pledge to continue our journey of self assessment, improvement, ensuing our students a better future.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 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)</p> <p>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>60</td><td>61</td><td>43</td><td>44</td><td>56</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>38</td><td>28</td><td>35</td><td>35</td><td>37</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</p> <p>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>91</td><td>91</td><td>91</td><td>91</td><td>91</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>91</td><td>91</td><td>91</td><td>91</td><td>91</td></tr></tbody></table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 60 | 61 | 43 | 44 | 56 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 38 | 28 | 35 | 35 | 37 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 91 | 91 | 91 | 91 | 91 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 91 | 91 | 91 | 91 | 91 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 60 | 61 | 43 | 44 | 56 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 38 | 28 | 35 | 35 | 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 91 | 91 | 91 | 91 | 91 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 91 | 91 | 91 | 91 | 91 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.2.2 | <p>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p> <p>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</p> <p>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>7</td><td>3</td><td>5</td><td>7</td><td>3</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></td><td></td><td></td><td></td><td></td></tr></tbody></table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 7 | 3 | 5 | 7 | 3 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 3 | 5 | 7 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|

Remark : As detailed reports of the programs are not provided so based on that DVV input is recommended.

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 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 02 | 01 | 00 | 00 | 00 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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 | 7 | 0 | 7 | 0 |

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.1804 | 0.2016 | 0.19648 | 0.8306 | 0.8232 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11.28 | 0 | 4.15 | 9.47 | 4.42 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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***

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**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 174 | 148 | 121 | 0 | 0 |

Answer After DVV Verification :

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

| | | | | |
|-----|-----|-----|-----|-----|
| 172 | 148 | 121 | 144 | 132 |
|-----|-----|-----|-----|-----|

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is

recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 9 | 9 | 7 | 7 |

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the supporting documents provide by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|------|------|-------|-------|
| 1.1 | <p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <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>8.08177</td> <td>2.25646</td> <td>5.81152</td> <td>7.23388</td> <td>6.91948</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>22.51</td> <td>2.42</td> <td>9.63</td> <td>18.19</td> <td>11.78</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 8.08177 | 2.25646 | 5.81152 | 7.23388 | 6.91948 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 22.51 | 2.42 | 9.63 | 18.19 | 11.78 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 8.08177 | 2.25646 | 5.81152 | 7.23388 | 6.91948 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 22.51 | 2.42 | 9.63 | 18.19 | 11.78 | | | | | | | | | | | | | | | | | |