



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SARBATI DEVI WOMEN'S COLLEGE, RAJGANGPUR,
SUNDARGARH, ODISHA**

**MAIN ROAD, AT/PO - RAJGANGPUR DISTRICT SUNDARGRH
770017**

www.sdwcrgp.ac.in

SSR SUBMITTED DATE: 12-04-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SARBATI DEVI WOMEN'S COLLEGE was established in the year 1981 in a semi-urban industrial town of Rajgangpur in the densely tribal populated district of Sundargarh in the state of Odisha. The Geo-location of the College is Lat **22.19167733491135N** & Long **84.57752889407475E** at city of Rajgangpur.

The initial purpose was to provide opportunities for higher education for the poor and aspiring tribal girls with a vision to empower women in this underdeveloped region. The College is striving to fulfill its mission in the past 42 years. The College now offers undergraduate degree courses in both Arts (BA Hons- 256 strength) & Science Hons (B.Sc. Hons – 64strength). The College is affiliated to Sambalpur University which prescribes the curriculum and from the session 2016-17 it has implemented CBCS (Choice Based Credit System) as a part of the National Education Policy. Now all the pass subjects have been converted into Honours. The College offers Hons teaching in subjects like Economics, Education, Political Science, Odia, History, Home Science, Physics, Chemistry, Mathematics, and Botany & Zoology.

The Official logo of college portrays a meaningful message to all. Along with name of institution being written here one famous powerful Sanskrit verse – “Tamaso Ma Jyotirgamaya” (From Darkness, (Lead me to Light) taken from the “PAVAN MANTRA” from the great Brihadaranyaka Upanishad has been used. Again, three objects are used in Logo that are -Book-symbolizes knowledge, Sun-power of Deep in character & a Veena, in addition to represents the arts, serves as a reminder to tune one's heart and mind to live in harmony with others and the world. That is why our college believes in 3-mottos- **Knowledge-Character-Harmony** in all its publications, symbols & inscribed at top of the main Gate.

Vision

The founding Mother (Late Sarbati Devi) of Sarbati Devi Women's College had envisioned this institution in a remote area of Sundargarh district to be a center for nurture and growth of girls from the weaker sections of the society like Scheduled Tribes and Scheduled Caste , the women , the minorities , the Socially and Economically Backward Classes etc. and for enabling them to be a part of the main stream of the society and to achieve glory for themselves and for the nation through its expansion of education of high excellence to them and this Institution has lived up to the vision and dream of its founding mother.

“Our vision is to create a world-class higher education system that empowers our students to become leaders and change-makers in their communities and beyond. By providing a rigorous and transformative education that fosters critical thinking, ethical reasoning and a deep sense of social responsibility, we aim to produce a new generation of leaders who are committed to building a strong and just India. Through their knowledge, skills and values our students will work to solve the challenges facing our society and make a positive impact on the world. Together, we will build a strong and prosperous India based on reasoning, conscience, Compassion and Philanthropy. ”

Mission

"Our mission is to empower the students of Rajgangpur, Kutra and Bargaon Tehsils in Sundargarh District of Odisha and its border areas to achieve their full potential and contribute to the development of their communities. We believe that quality education is the key to transforming minds and improving socioeconomic outcomes and we are committed to providing our students with access to the latest knowledge and technologies. By fostering a culture of excellence, innovation and social responsibility, we aim to create a brighter future for all."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A committed management team, dedicated Principal and experienced and hard-working teaching and non teaching staff.
- A supportive and friendly atmosphere between teachers and students.
- Scholarships and the option to pay tuition fees in installments to make education more accessible to disadvantaged groups.
- A focus on gender equality and value-based education to empower and enlighten students.
- A strong emphasis on community and social work in addition to traditional classroom teaching.
- A well-stacked library and Departmental Book Bank
- Robust Infrastructure with ICT enable class room , Laboratory, Lavatory and rooftop open Auditorium.
- Student involvement in eco-friendly activities such as tree plantation and nature visits.
- A range of support services and welfare programs for staff and students.

Institutional Weakness

- Lack of organizing National & international-seminars.
- Poor in Research & Publication.
- Dependence on current faculty due to restrictions on new recruitment by the Government of Odisha
- Financial limitations caused by reduced grants from the university, the Government of Odisha and funding agencies such as the UGC, RUSSA .
- Lack of Own Play ground.

Institutional Opportunity

- To commence more UG and PG in Different subjects.
- To organize more value added programme & Skill development courses.
- To organize more & more Exchange Programmes.
- Encouraging students to participate in online programs such as MOOCs, SWAYAM and NPTEL.
- Providing special indoor and outdoor sports training for students interested in pursuing a career in sports.

Institutional Challenge

- Providing a systematic learning process to help students from low socioeconomic backgrounds to adapt new learner-friendly environment and perform at their best.
- The rising cost of education.
- The trend of students moving towards technical education.
- Students' employability after graduation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is affiliated with Sambalpur University, Odisha and follows the curriculum designed by the university. The institute offers a wide range of undergraduate and postgraduate courses in the fields of Arts, and Science. The institute adopted the Choice Based Credit System (CBCS) pattern in 2017-18 which includes self-learning and value-based non-CGPA courses of interdisciplinary nature. The institute prioritizes the importance of social and human values, professional ethics, gender equality, health and hygiene and environmental respect in their curriculum. To promote these values, they regularly conduct programs such as seminars, workshops and invited lectures on topics such as saving and educating girls, women's empowerment, gender issues, health awareness and yoga.

The institute places a high emphasis on teaching human values to students by arranging lectures or speeches on the occasions of celebrating the birth and death anniversaries of national leaders and freedom fighters. Through these activities, students are exposed to the lives and teachings of these leaders and learn about the values they upheld and the impact they had on society. The institute follows the guidelines of IQAC and collects feedback from all stakeholders on the curriculum annually. This feedback is then analyzed and discussed in Staff Council meetings and necessary actions are taken after communicating with the President Governing Body. The actions taken are based on the feedback analysis and include improving infrastructure, implementing value-added courses and enhancing student facilities such as tutoring and other resources available to students.

Teaching-learning and Evaluation

- The institute has a diverse student population with most coming from the local Tribal community but also including a small number of students from other Categories.
- The institute places a strong emphasis on inclusiveness and provides adequate facilities for differently abled students. In the last five years, an average about 3800 students has enrolled.
- Upon admission, the institute assesses each student's learning level and organizes special activities to accommodate both advanced and slow learners. The faculties at the institute implement student-centric teaching methods such as Experiential Learning, Participative Learning and Problem-Solving Methodologies.
- The institute utilizes various innovative teaching and learning methods and tools to enhance the educational experience.
- Teachers are encouraged to acquire higher qualifications and awards. As a result, numbers of faculty members have been awarded with Ph.D. and received awards and recognition.
- The institute conducts the CIE as per the academic calendar. Students' performance is evaluated through Assignments, Unit Tests, Seminars, Quizzes, Projects and Group Discussions etc.

- The institute has a mechanism to deal with grievances related to University and College examinations, ensuring that the CIE is transparent, time-bound and efficient.
- The institute has defined Program Outcomes (POs) and Course Outcomes (COs) for each program and course. It uses direct and indirect methodologies to assess these outcomes.

Research, Innovations and Extension

- The institute has a Research Committee and specific policy which encourages teachers and students to undertake research projects, publish research articles, books and chapter in books.
- Our institute has a good environment for research. The laboratories are well equipped and all necessary facilities are made available to researchers.
- Library is having good number of reference books and journals.
- Over the past five years, 08 research articles have been published in various UGC-listed and UGC - CARE listed journals.
- One faculty Dr. Smruti Rekha Nayak has published 04 books / chapter in books and many research papers in the proceedings of various conferences.
- The institute has a research Policy and a Committee to expedite and encourage faculties and students to undertake various research activities.
- The Institute now has 11 No of Ph.D. Holder faculties.
- The 6th semester students are mandatorily to take up dissertation work/Project Work. The college has collaboration and MOU for academic exchange of knowledge and technique for strengthening the academic activities among the students.
- The institute has a culture of consultation through NSS, NCC, YRC . Activities such as Blood Donations, Cleanliness Campaigns, Environmental Awareness Campaigns, Health and Hygiene related activities and
- Constitutional Rights related activities, Gender Awareness activities are regularly conducted to promote the dignity of work and awareness of Social, Environmental and Health issues.
- The institute has been recognized for these activities and has received the best renewal award from Sambalpur University, Sambalpur.

Infrastructure and Learning Resources

- The institute offers top-notch facilities including ICT-equipped classrooms, a seminar hall, labs, computer labs and other necessary resources to support the learning experience.
- The Institute has Two No of Women's Hostel funded by UGC to cater the needs of Tribal students coming from faraway places to encourage women's Education in the district.
- The Institute has 14 smart class with Interactive Panel Board and two class with LCD Projectors
- The institute offers 11 graduate programs with sports infrastructure, both indoor and outdoor sports facilities and a strong record in sports events at the University, State, National and International levels.
- The campus also has a Gymnasium and a Yoga Center with certified instructors for students, staff and faculty members.
- The institute has an Integrated Library Management System (ILMS) that allows efficient management and organization of library collections. It is a registered user of N-LIST Platform.
- The college website and library are regularly updated and the institute has Wi-Fi facilities and CCTV surveillance systems for security.
- The institute has advanced IT infrastructure which includes a robust Wi-Fi network, 28 regularly

Updated computers for academic and administrative work with licensed software, LCD projectors

- The Institute has established a 32 seated Computer labs and the procurement of the equipments and furniture are on the pipeline.

Student Support and Progression

Our institute strives to support the overall development of our students by providing a healthy environment. Nearly 90% of students take advantage of various types of Government Scholarships. Mentoring and counseling services are provided for their overall well-being. Every effort is made to build the overall development and competencies of students by organizing workshops and training programs to improve their soft skills, communication skills, life skills, ICT literacy etc. Every year, a number of students progress to higher education through succeeding entrance examinations. We have had MOU with Nandi foundation to provide Soft skill Training under Mahindra Pride class, and Niyati foundation to provide Free coaching for various Competitive Examinations.

The special efforts have been taken for the inculcation of human values and social awareness in the students through the activities like Blood Donation Camp, Covid-19 Vaccination Camp, Tree Plantation activity, Cleanliness Campaign (Swachh Bharat Abhiyan), AIDS Awareness, celebration of birth and death anniversary of the national leaders and freedom fighters, Women's day, Teachers day, Voters Awareness activity, Anti corruption oath, Fit India Abhiyan, Human Rights day etc.

The Competitive Examination and Career Counseling Cell holds training/counseling sessions on a regular basis and many students qualify for them. The institute has a robust Student Grievance Redressal Cell, Internal Complaints Committee and an Anti-Ragging Cell.

The institute has a prosperous sports culture and has a good infrastructure for sports and cultural events. Numbers of students have won awards at Zonal, Inter zonal, University, State, National and International levels. Students' representation to various academic, administrative bodies, including IQAC ensures that students are enabled to participate in the institutional developmental process.

Governance, Leadership and Management

- The institute aligns its vision and mission with national policies on higher education, focusing on education as a means of nation-building and social reform.
- To achieve this, the institute implements programs and activities such as NSS, NCC, Soft Skills Development, Value-Added Courses, Welfare Schemes, Sports, Cultural Programs and Career Guidance.
- The institute fosters a culture of decentralization and participation through the appointment of coordinators and various academic and administrative committees.
- The Principal plays a key role in governing and managing the institute through the use of committees

such as Governing Body and IQAC.

- The institute encourages faculty to participate in professional development opportunities such as Orientation, Refresher Courses, Short-Term Courses and Faculty Development Programs.
- The institute also supports faculty members in their pursuit of advanced degrees such as M. Phil and Ph.D. Faculty members are granted duty leave and financial support for attending Seminars, Workshops and Faculty Development Programs.
- The institute has implemented e-governance in various areas such as Administration, Finance, Accounts, Scholarships, Student Admissions and Examinations.
- The institute has in place various welfare measures for both teaching and non-teaching staff. The performance of teaching staff is evaluated through a Performance Based Appraisal System in HRMS. And Annual Self Appraisal System (ASAR).
- Efforts are made to secure funding from sources such as University, UGC, DMF, WB and RUSSA.
- The Institute adopts e Governance Management system in Admission, Examination, Finance, IFMS, and NPS and in other fields as per the guidelines of Govt and University The institute's accounts are audited regularly.
- The IQAC works to ensure quality and enhance quality measures within the institute.

Institutional Values and Best Practices

- The Institute ensures openness and honesty in all its activities.
- The institute regularly celebrates significant birth and death anniversaries of social reformers freedom fighters as well as national festivals as declared by the Government of Odisha and Sambalpur University.
- The institute actively engages programs and campaigns in partnership with faculty, staff and students to raise awareness on gender issues specifically the empowerment of women and environmentally conscious practices.
- To secure the well-being of female students, the institute conducts anti-ragging sessions and campaigns such as Beti Bachao and Beti Padhao and organizes rallies.
- The Institute takes necessary steps to manage solid, liquid and e-waste.
- The institute has implemented rainwater harvesting.
- The institute carries out green audits to maintain a clean and green campus.
- The institute uses LED lamps to reduce energy consumption and also conducts energy audit for implementation of energy-saving strategies and installation of Solar Energy is on the process.
- To keep the campus free of pollution, the institute schedules a "**No Vehicle Day**" on the every Saturday day to create awareness among students and faculty to use public transportation, bicycles and shared vehicles.
- The institute aims to enhance future academic excellence through the introduction and development of more UG and postgraduate programs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SARBATI DEVI WOMEN'S COLLEGE, RAJGANGPUR, SUNDARGARH, ODISHA
Address	MAIN ROAD, AT/PO - RAJGANGPUR DISTRICT SUNDARGRH
City	RAJGANGPUR
State	Orissa
Pin	770017
Website	www.sdwcrgp.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bipin Choudhury	06624-220352	6371265842	06624-70086 35162	sdwcrgp@gmail.com
IQAC / CIQA coordinator	Sapan Kumar Panda	06624-9238582320	9238582320	06624-92385 82320	sapan.panda72@gmail.com

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Orissa	Sambalpur University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	13-04-1993	View Document
12B of UGC	13-04-1993	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MAIN ROAD, AT/PO - RAJGANGPUR DISTRICT SUNDARGRH	Semi-urban	2	8325.97

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,Odia,	36	Higher Secondary	Oriya	64	64
UG	BA,Education,	36	Higher Secondary	English	64	62
UG	BA,Economics,	36	Higher Secondary	English	16	15
UG	BA,History,	36	Higher Secondary	English	32	31
UG	BA,Political Science,	36	Higher Secondary	English	48	47
UG	BA,Home Science,	36	Higher Secondary	English	32	31
UG	BSc,Physics,	36	Higher Secondary	English	16	11
UG	BSc,Chemistry,	36	Higher Secondary	English	16	6
UG	BSc,Mathematics,	36	Higher Secondary	English	8	1
UG	BSc,Botany,	36	Higher Secondary	English	16	16
UG	BSc,Zoology ,	36	Higher Secondary	English	8	7

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				22			
Recruited	0	0	0	0	0	0	0	0	8	14	0	22
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	0	10	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	6	2	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	4	8	0	12
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	2	4	0	6
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	5	18	0	23
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	7	0	7
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	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	0	0	0	0	0
	Female	291	0	0	0	291
	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	0	0	0	0
	Female	31	32	24	28
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	217	206	206	170
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	9	23	13	20
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	34	47	24	37
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		291	308	267	255

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary refers to the involvement of multiple disciplines or areas of study in a research project or endeavor. This can involve combining knowledge and expertise from different fields to
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address a complex problem or issue. Interdisciplinary refers to the integration of knowledge and approaches from multiple disciplines to create a new field of study or to solve a problem that cannot be addressed within a single discipline. This often involves combining concepts and methods from different fields to create a more holistic understanding of a topic or issue. Both multidisciplinary and interdisciplinary approaches can be valuable in addressing complex problems or issues that require a broad range of knowledge and expertise. They can also facilitate the development of new insights and approaches that might not be possible within a single discipline. Our institute plans for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of the first, second and third years of undergraduate education. It allows students to tailor their course of study to their individual interests and goals by-

- Offering a range of core and elective courses: The curriculum might include a set of required core courses that all students must complete as well as a range of elective courses that students can choose from based on their interests. This allows students to customize their course of study to some extent, while still ensuring that they are receiving a well-rounded education.
- Providing multiple entry and exit points: Students might be able to enter the program at different points such as after completing the first year, second year or third year of study. Similarly, students might be able to exit the program at different points such as after completing the first year, second year or third year of study. This allows students to pursue their studies at their own pace and to take breaks or pursue other opportunities as needed.
- Maintaining the rigor of learning: While the curriculum may be flexible, it is important that the institution maintains the rigor of learning and ensures that students are receiving a high-quality education. This might involve setting high standards for coursework and assessments, providing support and resources to help students succeed and regularly evaluating and revising the curriculum to ensure that it is meeting the needs of students. The institute is taking efforts to provide a well-rounded and holistic education that aligns with the goals of the National Education Policy 2020. The college offers a range of multidisciplinary and interdisciplinary programs including and adopted a Choice Based Credit System

	<p>which allows students to have flexibility in their course choices and encourages the integration of humanities and science with Skill Enhancement courses and Ethics and Value subjects. Overall, the institute is committed to developing the capacities of its students in an integrated manner as outlined in the National Education Policy 2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits facility is introduced by the Government of India in the National Education Policy (NEP) 2020. It has the provisions of creating a digital platform for the students that will store the academic credits earned by the students of various higher education institutes across the country. Under National Education Policy-2020, the Government of India intends to enable students across the nation with the “Academic Bank of Credits” (ABC) system to fulfill the students’ thirst for knowledge and education by providing academic flexibility. Academic Bank of Credits id will be an online repository where students’ academic credit calculated on the basis of their class work and tutorials will be stored. It will offer the students a seamless mobility within or between degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption. The Credits deposited on the ABC id platform will be valid for the maximum seven years or the duration specified for a given discipline. Once the degree or certificate is collected by the students, all the credits earned by them till then will be deleted from their respective ABC accounts. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. There will be “multiple exits” & “multiple entries” points during the higher education tenure and the credits will be transferred through the ABC seamlessly. Academic Bank of Credits (ABC) can be considered as an authentic reference to check the credit record of any student at any given point in time. The concept of ABC is like fuel to boost the efficiency of faculty and help students to embrace a multidisciplinary educational approach. The idea is to make students skillful professionals and help their overall development. Our institute is affiliated to Sambalpur University, and as per the guidelines of NEP 2020 and university registration in Academic Bank of</p>

	<p>Credits is an important mandate under National Education Policy for ministry of Education, Government of India and State Government of Odisha. The State Government has also recognized ABC as a foundation for implementation of multi disciplinary Education, enabling an ecosystem which offers more flexible career choices to students. The institute has been informed by the university about the necessary action regarding an implementation of ABC. The institute has formed a committee and one faculty has been appointed as a nodal officer for the proper implementation of ABC. The faculties of the institute instructed the registration process to the first year students of all programs. The students have opened their account on Digi Locker from ABC console. The students submitted their ABC id to the institute and the institute has registered it on the university website under Academic Tab</p>
<p>3. Skill development:</p>	<p>The main purpose of these courses is to provide students life-skills so as to increase their employability. A Student opting for Honors is offered two SEC papers along with Ethics and Value The institution offers two Skill Enhancement Courses (SEC), Communicative English (SEC-I) and Quantitative and logical thinking (SEC-II)</p> <p>Communicative English -This course aims to engage the students more creatively to improve their English language and communication skills. The main intent of this paper is to strengthen the language competency of graduate students, majority of who are set to enter the job market with high hopes. Needless to say, a good command over English language is one skill which various companies expect from the prospective employees. The course content is adopted from the study material of Infosys Foundation. They have had the experiences of conducting faculty development programme under Project Genesis in Odisha.</p> <p>Quantitative and logical thinking -The main intent of this paper is to strengthen the quantitative & logical thinking of undergraduate students, majority of who are set to enter the job market with high hopes. Needless to say, a good command over Quantitative Aptitude and Logical Thinking is one skill which various companies expect from their prospective employees. In addition to the above, we have partnership with Nandi Foundation – Tech Mahindra Group to take Mahindra Pride classes</p>

	<p>which includes in improving Life skills, Soft Skills, Communication Skills, Presentation Skills and Interview skills of the students. Apart from that the College has been organizing field trips and study tour in enhancing their skill development.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>An appropriate integration of Indian Knowledge systems in education involves incorporating traditional Indian knowledge and practices such as teaching in Indian languages and promoting Indian culture into the curriculum and teaching methods. This is done through a variety of approaches including:</p> <ol style="list-style-type: none"> 1. Teaching in Indian languages: This involves using Indian languages as the primary medium of instruction, rather than English or other foreign languages. This can help students to understand and connect with the knowledge and culture of India. 2. Incorporating Indian culture into the curriculum: This involves including topics such as Indian literature and history in the curriculum. This can help students gain a deeper understanding and appreciation of Indian culture and heritage. 3. Using online courses: With the increasing availability of online education platforms, it is now possible to access a wide range of Indian Knowledge system-based courses online. These courses can be a convenient and flexible way for students to learn about Indian Knowledge systems and culture. <p>Overall, the appropriate integration of Indian Knowledge systems in education can help students to gain a deeper understanding and appreciation of Indian culture and heritage and can also help to preserve and promote traditional knowledge and practices in modern times. Events gain a deeper understanding and appreciation of Indian culture and heritage. The institute is taking initiatives to integrate Indian Knowledge systems into its curriculum and teaching methods including through the use of Indian languages and the incorporation of Indian culture into the curriculum. The institute offers a range of degree courses taught in Indian languages and is also planning to offer various certificate courses on online and offline mode to introduce students to Indian culture and traditions. These efforts are aimed at promoting Indian language culture and traditional knowledge at the grassroots level and align with the goals of the National Education Policy 2020. Our institute actively engaged in spreading the rich</p>

	<p>heritage of our country and traditional knowledge in the fields of arts, literature and culture. We adopted three language systems for running the programmes of UG Courses.. We use English as an international language, Hindi as the national language and Odia as a state / regional language in our curriculum. All the Humanity subjects are taught in bilingual mode i.e Odia and English. To preserve and spread Indian culture and tradition, we organized various activities such as traditional day celebrations, Mehendi, Rangoli, Dance, Singing, Puchi , Sankhanaad and various festivals and Odia Bhasha Sammilani etc. We inculcate Indian culture and values through the participation of students in university level youth festivals.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-based education is a teaching approach that focuses on the outcomes or goals of the learning process rather than the content or methods used to achieve those goals. In outcome-based education, the emphasis is on what students should know, understand and be able to do because of their learning rather than on the specific content or methods used to achieve those goals. There are several key characteristics of outcome-based education</p> <ol style="list-style-type: none"> 1. Clearly defined learning outcomes: Outcome-based education involves defining the specific knowledge, skills and abilities that students should acquire as a result of their learning. These outcomes should be specific, measurable and achievable. 2. Student-centered learning: Outcome-based education focused on the needs and goals of the individual student rather than on a predetermined curriculum or teaching methods. This allows students to take an active role in their own learning and to tailor their learning experiences to their own needs and interests. 3. Assessment of learning outcomes: In outcome-based education, assessment is used to measure whether students have achieved the desired learning outcomes. This may involve a variety of assessment methods such as exams, projects, essays, presentations and portfolios. 4. Flexibility and adaptability: Outcome-based education is flexible and adaptable allowing for a range of teaching methods and approaches to be used to achieve the desired learning outcomes. Outcome based education has a student centric approach that focuses on the goals and outcomes of the learning process. It aims to provide a flexible and adaptable

	<p>learning environment that meets the needs and goals of individual students. The institute is affiliated with Sambalpur University, and offers programs with clearly defined outcomes. The focus of the programs is on developing specific knowledge, skills and abilities that will prepare students for future success and enable them to stand out in a global context. The institute uses an outcome-based education approach which involves designing learning experiences that are focused on achieving specific goals. The institute offers programs in arts and science. The specific outcomes for each of these programs are published on the institute's website. The outcomes for the programs focus on a range of areas including human values, social service, critical thinking, communication skills, problem solving, environmental awareness and entrepreneurial skills.</p>
<p>6. Distance education/online education:</p>	<p>We at our college as it's an affiliating college does not have Distance Education facility or outline education system but if NEP introduced in our state, then all preparedness for online teaching are available here. Smart classrooms, Fiber internet connections with 100mbps and LCD, projector facility are there.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literacy Club has been set up in the College. Under the initiative of Systematic education and Electoral participation (SVEEP), Electoral Literacy Club was established in the academic year 2021-2022 on 24/05/2022. The objectives of Electoral Literacy Club are as follows. • To create democratic awareness among students • To increase participation of students in the electoral process. • To register first time voters. • To give systematic education to voters. ELECTROL LITERACY CLUB 2021-2022 1) Mr. R.K. Mohapatra (Nodal Officer) 2) Ms. Geeti Rekha (Nodal Officer) 3) Mrs. Bikashlata Soreng (Nodal Officer) 3) Student Members ELECTROL LITERACY CLUB 2022-2023 1) Mr. R.K. Mohapatra (Nodal Officer) 2) Ms. Geeti Rekha (Nodal Officer) 3) Mrs. Bikashlata Soreng (Nodal Officer) 3.) Executive Officer Rajgangpur Municipality Ambassador 4) -SUPRIYA NANDA –ROLL NO- BS(B)22-045.MEMBER 5) JAYANTI</p>
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	<p>SINGH ROLL.NO-BS(B)22-007. MEMBER 6) ANUPAMA NAIK. ROLL.NO-BS(B)21-042. MEMBER 7) ILLIN XALXO ROLL.NO-BS(P)21-025. MEMBER 8) RASNARANI MADHUAL ROLL.NO-BS(P)23-006. MEMBER 9) TAPASWINI LAKRA – ROLL NO-BA-23-010- MEMBER 10) SARON TIGGA - ROLL NO - BA-22-258- MEMBER 11) DEEP JYOTI SINGH - ROLL NO - BA-23-177- MEMBER 12)NAMITA NAIK - ROLL NO - BS-23-09- MEMBER 13)NAMITA BHOI - ROLL NO - BS-22 -014- MEMBER 14)SOMARI XALXO – ROLL NO – BA23073 – MEMBER 15)RASHMI DANDSENA – ROLL NO BA23170 – MEMBER 16)PUJA DILA- ROLL NO – BA23019- MEMBER 17)ANKITA GUDIA ROLL NO BA21208 – MEMBER 18) SOUMYA KALLET – ROLL NO BA21111 - MEMBER</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>The Committee is functional and is coordinated by student representatives and co-coordinating faculty members. The student representatives are usually chosen by the Principal of the institution comprising of students from NSS/NCC/YRC wing. The Electoral Literacy Club (ELC) is a student-faculty unit whose focus is to harness the potential of ELC members for carrying the electoral literacy in communities. The ELC is typically led by a coordinator, who is responsible for overseeing the club's activities and managing its events. The coordinator is typically assisted by a co-coordinator who helps to plan and execute events and programs to facilitate voter registration for its eligible members who are not yet registered. The ELC is representative in character, it implies that students from all different departments and wings like NSS/NCC/YRC are encouraged to participate in it. This helps to ensure that the club's activities and programs are inclusive and accessible to all the students. The ELC committee, which is made up of the coordinator, co-coordinator and student representatives is responsible for planning and executing the club's programs and activities for the year. The committee works closely with the faculty co-coordinator who provides guidance and support to develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'. They also help in educating</p>

	<p>the targeted population regarding voter registration and electoral process.</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>Through the ELC, the following activities are carried out every year to increase students' participation in voting. Also, various programs are implemented as per the guidance of the district administrations.</p> <ul style="list-style-type: none"> • Lectures are organized to create awareness about voter registration. • Voter registration forms are made available to students for new voter registration. • Students are guided for online voter registration. • 'National Voter's Day' (25th January) is celebrated. <p>During the election period, rallies, street dramas are held in various villages and cities to create awareness about the same.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Various initiatives have been undertaken by the Electoral Literacy Committee for a new voter registration program to increase participation in democracy of college students. Voter registration forms are made available by the institute for voter registration to students who have completed 18 years of age. At the same time, information about online link for online voter registration is given and encouraged to fill the form. Various activities are conducted on the occasion of National Voter's Day such as Quizzes, Lectures on Democracy and Voters, Rangoli Competition and Wall Paper Presentation etc.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>It is common for students who are above 18 years of age to be not yet enrolled as voters in the electoral roll. This can be due to a variety of reasons, such as lack of awareness about the importance of voter registration or the process for doing so, difficulty in obtaining the necessary documents, or simply forgetting to register. Efforts by the Election Commission of India (ECI) to encourage voter registration among students include conducting voter registration drives at educational institutions, providing information about the voter registration process through various channels and working with educational institutions to create awareness about the importance of voting and the process of voter registration. Our institute has dedicated staff members and committee which is responsible for coordinating voter registration efforts. In order to institutionalize mechanisms for voter registration at a college, it is important to first assess the needs and</p>

challenges faced by students in this regard. This could involve conducting surveys or focus group discussions to gather feedback and identify any obstacles that students may be facing. The institute identifies the students at the time of admission whether that enrolled as a voter. Based on this information, the institute develops a strategy for voter registration that addresses the specific needs and challenges of its student population. This strategy could involve a variety of activities, such as providing information sessions on voter registration, organizing voter registration drives and partnering with organizations or agencies that can provide assistance with the voter registration process. It is also important for the institute to promote the importance of voting and the role that students can play in shaping the future of their country through their participation in elections.

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
291	308	267	255	289

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

2 Teachers

2.1

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

Response: 32

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	31	30	31	31

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
243.18	51.72	33.48	8.50	33.39

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:

Response:

Sarbati Devi Women's College Rajgangpur is affiliated to Sambalpur University, Odisha and adheres to the curriculum established by the university. The college has implemented the Choice Based Credit System (CBCS) for undergraduate programs. The institute provides a variety of educational opportunities including 11 undergraduate programs along with skill development programs to enhance students' academic performance.

1. PROSPECTUS

The institute publishes a prospectus annually to inform students about the programs and courses offered for UG Classes. The syllabus for all the courses can be found on the college's website.

2. ACADEMIC CALENDAR

The institute prepares an academic calendar each year in collaboration with IQAC to ensure the efficient implementation of the curriculum set by the University.

3. FACULTY AND DEPARTMENTAL MEETINGS

At the beginning of each academic year, Staff Council Meeting is held under the guidance of the Principal. The faculty members prepare and submit their teaching plans, departmental plans, and committee plans based on the instructions given by the Principal.

4. TIME TABLE AND WORKLOADS

The institute has established a time table committee, which is responsible for creating a schedule for the academic year. The committee collects workload information from all department heads and uses that information to create the time table.

5. TEACHING PLANS

The faculty members prepare the teaching plans by taking into account the academic calendar and the

examination schedule in order to ensure that the syllabus is completed within the allotted time.

6. REVISED SYLLABUS WORKSHOPS

To ensure that students receive the updated syllabus, the institute conducts workshops on revised syllabus and encourages faculty members to participate in it to implement the curriculum effectively.

7. USE OF TEACHING AID AND ICT FACILITIES

The institute encourages the use of teaching aids and technology-based methods for more effective teaching and learning. It provides necessary infrastructure including computers, Wi-Fi, internet, , Interactive panel Board ,classrooms and LCD projectors to support technology-enabled teaching and learning.

8. LIBRARY FACILITIES

The institute's library features an extensive collection of resources that are easily accessible to all. It provides a wide range of journals, e-journals, book bank and other services to faculty, students and research scholars. The library plays an important role in promoting the curriculum and fostering self learning. Library automation is adopted with LMS software. It is also a member of N-List provided by INFLIBNET

9. CONTINUOUS INTERNAL EVALUATION SYSTEM

The continuous internal evaluation of students done effectively and cautiously through home

Assignments, test tutorials projects Viva, group discussion, filed visits, industrial visits, oral test, mock interview etc.

10. SYLLABUS COMPLETION REPORT

The faculty members complete their syllabus as per the guidelines of the university and the teaching plan. Submission of term-wise syllabus completion reports is mandatory and a regular practice in the college.

11. THE ROLE OF IQAC

The role of the Internal Quality Assurance Cell (IQAC) of the institute is vital in overseeing and ensuring the smooth planning and execution of curriculum development and implementation and makes internal audit of all departments twice in an academic year.

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: 04

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

Other Upload Files

1	View Document
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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: 36.03

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
274	0	0	234	0

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

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Response

The institute has been working for the development of the students through the integration of various cross-cutting issues relevant to gender equity, sustainability, human values and Professional Ethics in the prescribed curriculum. Professional Ethics and Human Values are addressed through the Subject Ethics and Value in all the six semesters. Gender, Constitution of India is included in the I & II semester (Ethics & Value) of Bachelor of Arts and Bachelor of Science. The teachers engage the students in the various activities through expert lectures, NSS and Red Cross programmes. The institute organizes various awareness programs and activities on cross-cutting issues with the support of extension activities and celebrates various days of national and international importance like Republic Day, Independence Day, Women's day, International Yoga Day, etc. These kind of celebration helps in instilling moral, ethical and social values in the students. It also arranges social activities to maintain good social environment like under NSS and YRC such as Blood Donation Camps, Tree plantation, Road Safety programme, Swachha Bharat Abhiyan etc. The blood donation camp plays an important role in promoting inclusive environment towards people from all regional and socio-economic diversities and also among the students making a positive difference and shaping their thoughts.

The paper "Environmental Science and disaster management " offered to all undergraduate students as a compulsory paper addresses the issues of Environment and Sustainability. The students are sensitized to understand their behavior towards environmental protection and understanding the transformation. Students learn about the skills and aptitudes necessary to understand ecological issues and take necessary actions.

Gender awareness and sensitization occurs in the curriculum of social sciences and humanities. The Institute ensures safe and secure environment for girls students through Discipline Committee, Sexual Harassment Prevention Committee, Internal Grievance Committee and activities like Woman Empowerment, Beti Bachao Abhiyan, Sukanya Festival, Gender equality, Training for Self Defense , Workshop on women rights and Laws, Global Women's Day etc.

The Institute organized camps like Blood Donation, Blood Group Testing , National Integration, Corona awareness programs, AIDS awareness programs, Human Rights Day, Voter awareness program, lecture on contribution of Indian freedom fighters, respect to the families of Martyr soldiers to inculcate human values among the students.

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

1.3.2

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

Response: 99.66

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

Response: 290

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: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 88.13

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
291	308	267	255	289

2.1.1.2 Number of sanctioned seats year wise during last five years

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 58.99

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
143	143	143	143	143

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
257	261	243	218	233

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 9.09

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:

Response:

Sarbati Devi Women's College, Rajgangpur gives emphasis on imparting quality education by

adopting student-centric methods in the teaching and learning process. These activities help students to expand their thought processes which translate into their academic benefits. The Institute has conducted various student centric activities to improve the quality of teaching- learning methods.

EXPERIENTIAL LEARNING

Experiential learning is a teaching method that focuses on helping students learn through direct experience. This can include hands-on activities, field trips, simulations and other interactive techniques. The goal of experiential learning is to provide students with the opportunity to actively engage with and reflect on the learning material, rather than just passively receiving information.

Research Project and project work

Students are asked to complete research based projects on topics related to their syllabus. Almost all final year students of UG as well as second-year students in Environmental Science undertake project work. The students are apprised of programme outcomes and course outcomes. They are also advised to follow reference books, carry on project work, field work and join in the panel of best practices of the college. They are encouraged to go for library reading and searching e-resources. The college ensures to evaluate transparency in academic, administrative and financial matters.

Students Progression

Further, to evaluate student's progression, Mid-term Internal Examinations are conducted before they sit for End-Term semester examinations. The students' satisfaction in academic and non-academic matters is also assessed in online mode of survey conducted by the IQAC.

Field Visit, field work and study tours

Departments arrange field visits to educationally important areas.

Instrumental learning in Laboratories.

Guest lecturers: Departments organize Guest Lectures of eminent experts.

PARTICIPATIVE LEARNING

Participative learning is a teaching method that emphasizes student collaboration and participation in the learning process. This can involve students working in small groups, engaging in class discussions or taking on leadership roles in project-based activities. The students are categorized as slow and advanced learners as per their performance in the classes and the previous result records. Accordingly, their learning methods are determined and teaching aids are provided.

Group discussion, Seminars and debates

In order to improve communication skills, idea generation and presentation skills, group discussion and debates are conducted.

Teamwork

NCC, NSS and YRC Department organize activities like village adoption, Tree Plantation, Swachh Bharat Mission etc.

PROBLEM SOLVING METHODOLOGY

Problem-solving methodologies are teaching approaches that focus on helping students to develop the skills and knowledge needed to solve complex problems. This can involve the use of case studies, real world scenarios or other types of problems that require students to apply their critical thinking and problem solving. In the curriculum skill enhancement compulsory courses like Communicative English and Quantitative Logical Thinking are adopted to enhance skill and critical thinking.

Quizzes and competitions.

The institute organizes quizzes to develop logical reasoning and problem solving skills. Every year, the students from different Departments conduct and participate in their subjective quiz Competition.

ICT TOOLS

By using ICT tools in combination with student-centric methods such as experiential learning, participative learning and problem-solving methodologies, educators can create more engaging and effective learning experiences for their students. Thus, the use of student-centric methods and ICT tools can help to create more dynamic and interactive learning environments that are better suited to the needs and learning styles of today's students.

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

2.4 Teacher Profile and Quality**2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years**

Response: 81.58

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
38	38	38	38	38

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

2.4.2

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

Response: 29.68

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
11	10	9	9	7

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal assessment is a process of evaluating the performance of a student by the teachers within the educational institution. External assessment is a process of evaluating the performance of a student by an external body or agency. Both internal and external assessment play a crucial role in the education system as they provide an objective measure of a student's learning and help to identify their strengths and weaknesses. The mechanism of internal assessment should be transparent to ensure fairness and equity. This means that, the criteria for assessment, the methods of assessment and the criteria for grading should be clearly defined and communicated to the students. The teachers should also be well-trained and competent to conduct the assessment in a fair and objective manner.

The institute has an ongoing internal evaluation. There is a clear policy, transparency and robust mechanism for enforcing the CIE. The examination committee provides a time table for the summative exam each semester and the college follows it. The university semester exams are conducted at theory papers for UG courses. As per Sambalpur University norms, grievances, complaints or compliance, verification of marks regarding semester results can be lodged within 30 days of publication of the results. The University sends the scanned copy of Answer scripts of the complaint students through college mail and the Examination section provides information to such students through mentors. At the college, seminars/group work/homework/oral exams etc. are stipulated as a part of the semester. These are performed according to university guidelines at the end of the semester before the theory test.

A grievance redressal system is a mechanism for addressing the complaints and grievances of students, teachers, Mentors and other stakeholders in the institute. A time-bound and efficient grievance redressal system is essential to ensure that the complaints and grievances of the stakeholders are addressed promptly and effectively. The grievance redressal system should have clear and well-defined procedures for filing and resolving grievances and there should be a dedicated team or authority responsible for addressing the grievances in a timely and fair manner.

There is complete transparency in the internal examination grievances. The institute has an Examination Grievances Committee. The committee looks into the matters regarding university and internal examinations. At the beginning of the academic year, the institute prepares a tentative schedule of internal examination and is displayed and communicated with the students. In case of university examination, grievances of the students such as rechecking form, incorrect entry of marks, queries related to subject codes/programs, wrong entries in names, Admit Cards, absenteeism etc. are addressed in stipulated time. Students are asked to raise the grievances if any regarding the internal examinations. Firstly, the grievances are tried to solve at departmental level and then it is forwarded to the Examination Section Committee. The committee discusses all the grievances and communicates with the concerned student. All the grievances are sorted out in stipulated time.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response:

The institute follows the curriculum of the programs designed by Sambalpur University; Sambalpur The board of studies of the university prepares the course outcomes and programmes outcomes while designing the syllabi. At present, the institute is running two undergraduate programme viz. B. A. (Economics, Political Science, Education, Odia, History, Home Science) and B.Sc. with (Physics, Chemistry, Mathematics, Botany, zoology)

For the effective implementation and delivery of the curriculum, the teachers have well-described the Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs) for every program provided by the institute. Additionally, it gave thought to the mission and vision of the institute. These consequences have been placed fourth in every departmental meeting and get confirmed. Then they are uploaded on the institute's website. These are also communicated to the students by the respective teachers.

The attainments of program-specific outcomes have been evaluated to ensure the institution's quality improvement process. The IQAC cell of the institute in its meetings has set up this viewpoint. The IQAC has come up with the method for evaluating program outcomes after much thought. This mechanism has been made as transparent, scalable, robust and objective as possible with the utmost care. This mechanism stands out for its excellent integration of subjective observation and objective evaluation of the students' performance. The institute conducts its evaluation in various ways before organizing various activities to achieve the desired outcomes. The following methods have been used to evaluate program outcomes, program-specific outcomes and course outcomes.

Formative Evaluation: As a piece of the constant assessment, the developmental evaluation of Understudies' presentation is led. Homework, unit tests, assignments, surprise tests, seminars, projects, group discussions and other activities have been conducted under this evaluation category. Faculties also take extra classes for slow learners to attain the objective.

Summative Evaluation: Summative assessments are judged based on students' performance in university examinations. This includes evaluation in the theory and practical examinations, particularly for faculty of science. The teachers also evaluate the students' growth and performance through interactions in the classroom, sessions with questions and answers, individual counseling, etc. Students'

performances have been recorded by the teachers. The students' participation in departmental events, study tours, industrial visits etc. also aids in measuring their development.

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:

Response:

The institute follows the curriculum of the programs designed by Sambalpur University; Sambalpur The board of studies of the university prepares the course outcomes and programmes outcomes while designing the syllabi. At present, the institute is running two undergraduate programme viz. B. A. (Economics, Political Science, Education, Odia, History, Home Science) and B.Sc. with (Physics, Chemistry, Mathematics, Botany, zoology)

For the effective implementation and delivery of the curriculum, the teachers have well-described the Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs) for every program provided by the institute. Additionally, it gave thought to the mission and vision of the institute. These consequences have been placed fourth in every departmental meeting and get confirmed. Then they are uploaded on the institute's website. These are also communicated to the students by the respective teachers.

The attainments of program-specific outcomes have been evaluated to ensure the institution's quality improvement process. The IQAC cell of the institute in its meetings has set up this viewpoint. The IQAC has come up with the method for evaluating program outcomes after much thought. This mechanism has been made as transparent, scalable, robust and objective as possible with the utmost care. This mechanism stands out for its excellent integration of subjective observation and objective evaluation of the students' performance. The institute conducts its evaluation in various ways before organizing various activities to achieve the desired outcomes. The following methods have been used to evaluate program outcomes, program-specific outcomes and course outcomes.

Formative Evaluation:

As a piece of the constant assessment, the developmental evaluation of Understudies' presentation is led. Homework, unit tests, assignments, surprise tests, seminars, projects, group discussions and other activities have been conducted under this evaluation category. Faculties also take extra classes for slow

learners to attain the objective.

Summative Evaluation: Summative assessments are judged based on students' performance in university examinations. This includes evaluation in the theory and practical examinations, particularly for faculty of science. The teachers also evaluate the students' growth and performance through interactions in the classroom, sessions with questions and answers, individual counseling, etc. Students' performances have been recorded by the teachers. The students' participation in departmental events, study tours, industrial visits etc. also aids in measuring their development.

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: 92.22

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
222	213	248	159	118

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
231	253	266	159	132

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:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The faculties and students are encouraged to take up research and development activities by

utilizing the existing resources. The institute recruits dynamic and highly qualified faculties to mentor and channelize the young minds. The Institute has taken an initiative to encourage the faculty members to pursue their Ph. D work. Faculties are also encouraged to participate in various skill enhancement programs, various national and international seminars. The college motivates the faculty members to write research projects and submit it to various supporting agencies. The college also promotes to publish different research articles in different standard national and international journals. The 6th semester students are mandatorily to take up dissertation work. The college has collaboration and MOU with Dalmia College, Rajgangpur for academic exchange of knowledge and technique for strengthening the academic activities among the students. The college recommended our students and teachers to Dalmia College and Govt autonomous College to use their library.

- The institute has enough classes aimed at ICT-based education. Computers and the Internet are available to students at the institute. Wi-Fi facilities are also available for students to access more knowledge via the internet.
- The library is fully automated with ISO Certified integrated library management software LMS 2.0 developed by Virtoy Technology Private Ltd.
- Our library subscribed to online resources to support faculty research and development activities as well as teaching and learning activities. E-books are available through the library.
- We promote and motivate the undergraduate research culture through small and large scale research projects.
- The institute encourages faculty involvement in research projects that contribute to the Collaborative development of knowledge.
- We have a competitive exam advisory center to educate our students for their future careers and have collaboration and MOU with Niyati Foundation and Nandi Foundation for the same.
- The institute provides its employees with duty leave for the presentation of their research activities.
- Institute always encourages doing research studies like M. Phil, Ph.D. and research development activities. The employees can complete Ph.D. by using the benefits of the FIP program.
- Institute has a research committee which helps in preparing proposals for research projects. It provides the support to organize conferences, seminars and workshops and also encourages faculties to publish research articles in various national and international journals.
- The institute practically encourages research-active faculty members to seek accreditation as a research guide and to conduct and supervise research in their area of expertise.
- Students are encouraged to present their research work, Seminars, Conferences and to carry out project and fieldworks and the institutions to share innovative start-ups, ideas, resources etc.
- The institute motivates the faculties to participate and complete orientation courses, refresher courses, short term courses and faculty development programs. By these courses, faculties acquire and update subjective knowledge and apply it to the learning process in the classroom.
- The institute has a rich tradition of hosting self-funded State and National Seminars, Conferences and Workshops on a variety of themes.

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: 216

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
42	44	42	43	45

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: 0.25

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	3	2	3	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.09**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
2	1	0	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

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:**Response:**

Our institute carried out many extension activities every year based on social, environmental, moral and health issues.

SOCIAL AWARENESS

Each and every unit of our institute actively participates in solving the social issues. We conduct and implement so many programs for social extension like Covid-19 Awareness, Voter Awareness, AIDS Awareness, Myths related to blind faith, Anti-corruption oath, Plastic Hataav mohim, and Fit India Abhiyan. During Covid pandemic, our institute has conducted vaccination programs in association with sub district Government Hospital of Rajgangpur and conduct Blood Donation Camp. We celebrate the birth and death anniversary of national leaders for knowing their social contribution. We organize student rallies to create social awareness among people.

ENVIRONMENTAL AWARENESS

The institute is very conscious about environmental issues like aforestation, pollution, biodiversity loss

etc. So, to build awareness among society; we organize different activities like Tree Plantation, Cleanliness Campaign, Green Campus, Avifauna Campus, Plant Nursery, Conservation of Sparrow, Eco friendly Holi and Exhibition of wild Vegetables etc. We tried to create awareness among farmers and students by organizing harvesting Apiculture and preparation of honey to provide a side business.

MORAL ACTIVITIES

Knowing good moral values such as kindness, humility, courage and compassion at an early age is needed to build human character. To inculcate moral values in students and society, our institute has organized and celebrated Teachers day, Women's day, Human rights day etc.

HEALTH CONSCIOUSNESS

Health consciousness is the top priority for our institute. Our institute has implanted various programs to make our community a better place to live. The institute organized activities like Covid -19 vaccination camps, Blood Donation camps, Blood group testing camp, Yoga Day Celebration, Mask Making competition during covid-19 period etc.

GENDER SENSITIZATION

Our institute has taken various initiatives to give equal status and opportunities to the students. Various committees such as Sexual Harassment Prevention Committee, Student Development Cell and Anti Ragging Committee are actively working and monitoring the day to day activities in this regard. A Counseling cell has been established in the college to provide counseling on personal and psychosocial problems of the students.

NATIONAL INTEGRATION

As per the direction of the Government of India, we have celebrated the 'Azadi Ka Amrut Mahostav'. To participate in this program, the institute organized various activities to sensitize national integrity by celebrating the birth and death anniversary of national leaders. Institute has a separate NCC unit and a number of NCC cadets are joining military forces and participating in national level parades

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

3.4.2

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

Response:

Sarbati Devi Women's College is a reputed institute that has been recognized for its efforts in community service and outreach through extension activities. The institute has implemented various programs such as Volunteer Work, Community Development Projects, and outreach initiatives that address social issues. These efforts have been acknowledged through awards and accolades from government agencies, non-profit organizations and community groups. These recognitions are a testament to the institute's commitment for making a positive impact on the community and its dedication to social responsibility. Additionally, the institute organizes various activities to tackle major social issues such as Cleanliness, Environment and Women's Health. Special efforts have been taken to instill human values and social awareness among students through activities like blood donation camps, Covid-19 vaccination camps, tree planting, cleanliness campaigns, AIDS awareness programs, Covid-19 safety awareness, celebrations of national leaders' birth and death anniversaries, Women's Day, Teachers' Day, Voter Awareness, Anti-corruption Oaths, Fit India Abhiyan, Human Rights Day etc. These activities are organized through NSS, NCC, YRC units, committees and departments with the aim to develop students' personalities, social consciousness and social services.

Republic Day Parade 2019

The Republic Day Parade showcases India's defense capability and its cultural and social heritage. It is the largest and most important of the parades that mark the Republic Day celebrations in India. NCC Cadets also get an opportunity to be a part of this Parade and for this. NCC cadet Prity Sagar from Sarbati Devi Women's College was selected to be a part of the RD Camp at New Delhi.

NCC REPUBLIC DAY CAMP 2020-21

The Republic Day Parade showcases India's defense capability and its cultural and social heritage. It is the largest and most important of the parades that mark the Republic Day celebrations in India. CDT Seema Bahla successfully completed the camp from 20th December 2020 to 29th January 2021.

Advanced Leadership Camp (ALC)

The Advanced Leadership Camp (ALC) is a series of six annual camps where over 1300 cadets receive training on personality development, leadership skills and orientation for induction into the Indian Armed Forces. NCC Cadet Minaskhi Verma participated in this camp and took part in the parade and cultural functions..

Thal Sainik Camp, Delhi

The aim of TSC is to give an exposure to the salient feature of army training, generating healthy competitive spirit and fostering a sense of discipline, leadership and national integration amongst the cadets. NCC Cadet Sonia Rana had participated in this TSC camp at Delhi and had received third prize in the tent pitching competition.

Republic Day Parade, New Delhi 2022

The Republic Day Parade showcases India's defense capability and its cultural and social heritage. It is the largest and most important of the parades that mark the Republic Day celebrations in India. NCC

cadets Minakshi Verma was selected from Odisha to represent her college and state in New Delhi.

NSS Volunteer Rani Chhetri from Sarbati Devi Women's College, Rajgangpur was selected for the NSS Republic Day Parade Camp at New Delhi in the year 2020

Four NSS Volunteers of Sarbati Devi Women's College, Rajgangpur were selected for R.D.Camp at New Delhi in 2019.

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

3.4.3

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

Response: 109

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
38	28	13	15	15

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
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	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: 3

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Response:

Our institute has continuously and systematically improved its infrastructure which is located on 2.00 acres of land in the mid of the town. The campus includes 5 buildings that cater to the various infrastructural needs of undergraduate programs. The buildings are surrounded by open and green spaces. The Institute offers 11 undergraduate programs with Arts and Science courses,

The Institute features 25 classrooms and 04 laboratories for classroom learning out of which 14

rooms are equipped with LCD facilities 02 with projector and all science departments have well-equipped well-furnished laboratories. Other amenities include a cultural hall, seminar halls, reading room and ramps for the differently-abled, staff common rooms, principal and registrar's office, administrative office, exam room, record room, ladies hostels, ladies common room, student seating area in the garden, Botanical garden, NSS, NCC, YRC, SPORTS AND GYM department.

The institute's campus occupies 2.00 acres of land with a total built-up area of 8325.97sqmt.

The campus features 28 computers connected by Wi-Fi access.

All laboratories are equipped with advanced instruments and equipment. Further procurement of computers for newly constructed Computer Lab is on the way.

The college provides two adequate girl's hostel facility that can accommodate around 300 female students.

There is a well-furnished canteen on campus that serve hygienic food at discounted rates.

Purified drinking water is available throughout the campus.

The college also provides a first aid facility and health care room, and has 09 fire extinguishers installed in all laboratories, Library and administrative offices.

The college is known for its cultural richness and hosts cultural programs throughout the year, utilizing two venues, an open-air stage and Roof Top terrace for college and Hostel level programs

The College offers both indoor and outdoor sports facilities as well as gymnasiums for girls. The institute has a strong record in sports events at the university, state, national levels. The gymnasium has a variety of sports equipment and facilities including double bar, single bar, weight machines, power lifting, weight training set, multipurpose bench, gym mirrors, seven-station exercise machine, fencing facilities, carom, chess, judo practice mat, wrestling practice mat and sets of accessories for athletic training. The gym also has provisions for shot put, discus, hammer, javelin, relay baton, hurdles, volleyball, football, basketball and with safety measures for the sportswomen.

A yoga center at our college typically offers a space for students, staff and faculty members to practice yoga as a form of exercise and relaxation. The center may also offer a variety of yoga classes. The classes may be led by trained and certified yoga instructors who are able to guide participants through proper alignment, breathing techniques and meditation practices. The center may also offer workshops or special events such as yoga teacher training, yoga retreats and yoga therapy sessions.

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: 58.03

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
199.93	6.62	0.5	7.31	0.5

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

Library has rich collection of reading resources. It is spread over the 1600 sq.ft area including spacious reading hall. The total collection of library is as - books - 14008, journals/ periodicals – 750. The library has collection of various rare books. The Library conducts the induction program to new admitted students regarding the use of library. It conducts off line and online book exhibition. It displays the lists of new arrival, newspaper clippings. Open Access is given to all stakeholders. The library has different sections for regular administration i.e. Issue-Return, Stacking Area, Reading Hall, Newspaper & Periodical section, Property counter. Library has 7 computers, a Laser jet printer, a barcode printer and 2 barcode scanners for in-house operations. All the sections of library are under CCTV Surveillance.

POLICY FOR DIVANJAN

There is separate policy for Divyangjan Services to Divyanjan are given on priority basis. A set of text books are given to divyanjan from department book bank facility for academic year.

A) INTERGRATED LIBRARY MANAGEMENT SYSTEM

The library is fully automated with ISO and Microsoft Certified integrated library management software LMS 2.0 (Version 2.0) developed by Victor Technology since 2020. Software consists Acquisition, Circulation, Cataloguing, Serial Control etc. module. Through these modules, various activities of the library such as data entry, billing, circulation, cataloguing etc. are done. All the books are bar coded using software.

B) SUBSCRIPTION TO E- RESOURCES

Library provides the e-Resources facility with the membership of INFLIBNET, NLIST PROGRAMME. This has 6000+ e-Journals and 199500+ e-Books. Separate ID and Password provided to user. User can access e-books, e-Journals, shodhsindhu, Total Rs.5900/- spent on renewal of INFLIBNET NLIST consortia for last five years.

C) AMOUNT SPENT ON PURCHASE OF BOOKS, SUBSCRIPTION OF JOURNALS

As per the allocated budget to the library, the text and reference books required according to

curriculum are purchased and after acquisition they issued to readers. Total expenditure on purchasing books, journals subscription and newspaper are as follows-

Academic Year	Number of books purchased	Amount Spent on Journals	Amount Spent On Books	Amount Spent On Newspaper	Amount Spent On e-Resources
2018-19	302	NIL	Rs.62,405.00 /-	Rs5000/	NIL
2019-20	302	NIL	Rs.62,405.00 /-	Rs5000/	NIL
2020-21	1182	NIL	Rs.2,97,838.00 /-	Rs5000/	NIL
2021-22	806	NIL	Rs.4,40,337 /-	Rs6000/	NIL
2022-23	529	4,719.00 /-	Rs.1,61,257.00 /-	Rs6000/	5900.00 /-

Academic Year	Total Users	Library Working Days	Average number Of users
2018-19	3995	216	18.49 %
2019-20	4112	216	19.37 %

2020-21	4255	217	19.60 %
2021-22	4445	216	20.57 %
2022-23	5551	241	23.033 %

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute has an advanced IT infrastructure that is intended to improve the teaching and learning experience for both teachers and students. This includes a robust Wi-Fi network that covers the entire campus providing seamless internet connectivity to all members of the Institute. The Institute also has 28 computers, 10 printers, 04 print scan copy devices that are regularly updated to align with current best standards and to accommodate the evolving needs of faculty and students. These computers are also equipped with licensed copies of software and antivirus protection to ensure their security and reliability. Faculty of the institute use LCD projectors and a range of software such as PowerPoint, video lectures, Google Meet, Zoom and YouTube for online lectures. This allows them to make use of the latest technology to deliver their lectures and make the learning experience interactive and engaging for students.

The institute has 17 ICT classrooms, including 14 smart classroom, two seminar hall all equipped with LCD projectors, Wi-Fi and audiovisual aids. This allows for interactive and technology-enabled learning experiences. There are scanners, printers and photocopy facilities in the administration sections and all departments making it easy for students and faculty to access the necessary resources. All departments are given separate computers for the students which allows technology-enabled learning experiences. The institute in its New Academic Building has a computer labs, but the process of procurement is on the way.

The computer systems of the institute are regularly updated with licensed software and antivirus protection and biometric machines are used for recording attendance of students, teaching and non-teaching staff. This ensures the security and reliability of the systems and makes it easy to keep track of attendance. The college website is regularly updated by IQAC. The e library system making it easy for students and faculty to access the necessary resources.

Additionally the institute has five computers in the Library and one Laptop with internet connection with a speed of 100 mbps bandwidth. This ensures that students have access to the

necessary resources to complete their coursework and conduct research. Finally the institute has set up Wi-Fi facilities and CCTV surveillance systems in the campus to maintain discipline and ensure the safety and security of students and faculty.

The college tries to update its support services by adopting e-governance devices. The e-Governance system is available on Online Portal namely Students Academic Management System (SAMS) for admission, examination, scholarship, transfer and other allied purposes. The employee's database named Personal Information Management System (PIMS) is also maintained to keep up records of employees of the college. Online services continue on Human Resource Management System (HRMS) for payment of salary, records of provident funds, retirement benefit Leave Accounts and maintaining Personal Appraisal Report (PAR). The college submits updated data in the All India Survey of Higher Education (AISHE) reports. Moreover, the college website www.simuliacollege.in provides all information about opportunities available to the public and learners of the college.

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: 10.39

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

Response: 28

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 41.22

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
43.88	40.69	33.48	1.19	33.39

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 63.62

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
284	89	108	189	227

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All 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: 87.52

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
290	243	178	243	280

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

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 8.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	11	28	06	01

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
222	213	248	159	118

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

5.2.2

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

Response: 0

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

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

File Description	Document
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: 16

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
10	1	1	1	3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 18.2

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
21	24	25	12	9

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

5.4 Alumni Engagement**5.4.1**

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

Response:

The college is proud to have an active Alumni Association. It has actively been contributing to the holistic growth of the college. The association was incepted back in the year 2011 and the Association has an account in Punjab National Bank,, Rajgangpur bearing No. 6766002100002154 Since then, the Association has grown in strength. It was unanimously decided by the members that Mrs. Sarita Khaitan would be the President, Mrs. Sangeeta Agarwal would act as the secretary and Ms. ILa Mohapatra as treasurer of the Association. Mrs Reshan Ara Begum is the Coordinator of the Alumni Association The Association holds meetings of the executive members at regular interval of time to discuss several issues pertaining to the smooth functioning of the college. A total of 05 numbers of meetings have been conducted in the last five years. They make it a point to observe dates and days of socio-cultural significance. The college seeks their opinion and valuable suggestions on various academic and administrative aspects. The number of social welfare initiatives taken up by the Alumni in the last five years is truly commendable. The college appreciates the support and coordination it receives from the Association. The Institution collects Feedback from the Alumni of the College. There is also an Alumni Registration Portal in the College website. Presently we have less than One lakh rupees in the Alumni Bank Account.

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:

VISION

“Our vision is to create a world-class higher education system that empowers our students to become leaders and change-makers in their communities and beyond. By providing a rigorous and transformative education that fosters critical thinking, ethical reasoning and a deep sense of social responsibility, we aim to produce a new generation of leaders who are committed to building a strong and just India. Through their knowledge, skills and values our students will work to solve the challenges facing our society and make a positive impact on the world. Together, we will build a strong and prosperous India based on reasoning, conscience, Compassion and Philanthropy. ”

MISSION

- To provide seamless access to education, quality resources in physical and digital form in terms of teaching, research and learning.
- Foster young minds with scientific temper, a positive attitude for success, and healthy competition to achieve career-goals
- To provide students with knowledge and skills and enable them to utilize locally available economic resources to generate employment opportunities
- To enable students to develop critical thinking to face challenges in academic field
- To make the students aware about their role in nation building both in the present & future scenario
- To cultivate and sensitize the students so they develop love for their nation and motherland
- To teach and motivate them to become responsible citizens with wisdom and commitment to serve humanity
- To enhance and equip the faculty members to understand and adopt new- teaching learning methods and techniques

CORE VALUES

- Teamwork
- Transparency

- Commitment
- Integrity
- Ethics and Value
- Service to Community
- Social Responsibility

The institute is working to align its mission and vision with the implementation of the National Education Policy (NEP). Therefore to enhance their global competitiveness, skill enhancement and ability enhancement courses have been introduced for the students. Communicative English (SECC-1) and Quantitative Aptitude and Logical Thinking (SECC-2) are compulsory papers for students belonging to Arts and Science Stream. The students actively participate in various events to carry out their social responsibilities towards the community. The institute has been working for the development of the students through the integration of various cross-cutting issues relevant to gender equity, sustainability, human values and Professional Ethics in the prescribed curriculum. Professional Ethics and Human Values are addressed through the Subject Ethics and Value in all the six semesters.

The institution focuses on practicing Decentralization and Participative Management by providing equal role of participation to the members of the Institution in the functioning of the College. This comprises of various management committee with The Governing Body as its core head. Each Committee functions to achieve specific tasks and activities for better management of the Institution.

Participative Management is reflected in formation and functioning of different Committees as:

- IQAC COMMITTEE
- Academic Committee
- Administrative Committee
- Alumni Committee
- Grievance Cell
- Discipline Committee
- Cultural & Sports Committee
- Library Committee
- Budget Committee
- NSS Committee, Extension activities
- Admission Committee
- Anti-Ragging Committee
- Women sexual Harassment Cell
- College Level Examination Committee
- Girls Common Room secretary
- Student Cultural/Sports Secretary
- Career Counselling Cell

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 institute is organized and structured into two main bodies: Academic and Administrative.

ACADEMIC

Governing Body - The Institution has a Governing body to monitor and achieve the vision and mission of the institution. It is a Policy making body of the Institution and meets frequently and discusses the agenda prepared by the Principal. It reviews the performance of the institution and decisions taken in the previous meeting and also approves the policy decisions. It is composed of a President, Principal Cum Secretary G.B, Member (Female) (Teacher's Representative), Member (Male) (Teacher's Representative), Member (Non-Teaching staff Representative), Member (Female) Parents, Member - Donor and other members.

ADMINISTRATIVE

The administration of the institute works in collaboration with the Principal which also involves the active participation of the Head of the departments and both teaching and non-teaching staff. Principal is The Chairperson of the IQAC. THE Principal along with the Head of the Departments, teaching and non-teaching, the Student Council and representatives share and participate to achieve goals of the institution and makes administrative decisions that are necessary for the effective functioning of the institute. The academic, administrative policies are based on the unanimous decision of the Governing Body, The IQAC and the teachers of the college in accordance with the rules and guidelines directed by the Dept. of Higher Education. Odisha.

SERVICE RULES

The institute adheres to the rules and regulations set by Dept. of Higher Education, Government of Odisha . The SSB-recruited teachers are selected by **State Selection Board**, an independent entity under Higher Education Department, through an open merit based selection system. They receive salary in Level 10 of pay matrix (R 44,900/- to R 1,42,400/-) with Dearness Allowance as decided by the State Government from time to time. As per **Odisha Non-Government Aided College Lecturers* Placement Rules, 2014**, the Lecturers are placed in (i.e. promoted to) the rank of Lecturer (Group A) in the scale of R 56100/- to 177500/- (Level 12) on completion of 8 years of satisfactory service and

Lecturers (Group A) are placed in (i.e. promoted to) Reader (State Scale) rank in the scale of Rs 67700/- 208700(Level 13) after completion of 10 years o satisfactory service as Lecturer(Group A).

They can avail various kinds of leaves, casual, leave, commuted and, maternity leave (90 days) study leave. They retire from service on attaining the superannuation age of 60 years. Those who have joined service on or after 1.1.2005 are covered under NEW PENSION SCHEME AND CONTRIBUTORY PROVIDENT FUND (CPF). They are entitled to death-cum- Retirement Gratuity of 7.5 times of their last emoluments, limited to maximum of 5lakhs.

PROCEDURES FOR RECRUITMENT

Permanent posts (Grant-in-aid) are recruited by following the norms set by the Dept. of Higher Education, Government of Odisha.

Temporary posts (Non-Grant) is recruited by the management in accordance with the norms set by the Dept. of Higher Education, Government of Odisha

ORGANOGRAM- <https://www.sdwcrgp.ac.in/pdf/ORGANOGRAM.pdf>

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Our institute offers the following benefits and welfare measures for its teaching and non-teaching staff. It also provides duty leaves to attend Faculty Development Programme (FDP), Refresher Course, Orientation Programme, Short Term Course, Workshops and Seminars

Performance Appraisal System for Teaching Staff

The institute has a performance appraisal system in place for teaching staff. The Odisha Government has a system for processing of the e-PAR (Performance Appraisal Report) with respect of the Group-A & B officers of the State through HRMS (Human Resource Management System). PAR which stands for Performance Appraisal Report, is the way of confidential reporting which has been recognized as a tool for human resource development.

For Management & the temporary teaching staffs' performance is evaluated based on various criteria such as the staff's nature and active participation in work, departmental competence, hard work, office cooperation and their behavior with others.

Non-Teaching Staff So far there is no provision for performance appraisal system for the non teaching employees in the institute.

Our institute has implemented the following welfare measures for all eligible staff:

Maternity Leave: Recognizing the importance of work-life balance, both teaching and non-teaching Female employees are eligible for maternity leave staff and are entitled to maternity leave with full salary

for a period of six months.

Group Insurance Scheme (GIS) & Provident Fund Scheme: To secure the financial future of our employees, a Provident Fund scheme is provided for all eligible staff members. There is a provision of Group Insurance Scheme (GIS) for every member of staff drawing salary from the Government and a certain amount is deducted at different point of time as decided by Govt. of Odisha, Dept. of Higher Education. In case of death of an employee having GIS, the Govt. sanctions the assured insurance amount to the family of deceased person. General Provident Fund (GPF) is also a mandatory provision for the regular employee drawing GIA. An employee can withdraw a refundable / non-refundable amount as the case may be in time of need like marriage of children/higher studies/illness of spouse. New pension scheme (NPS) is available to permanent staffs who are appointed by Dept. Of Higher Education, Odisha

Internet Facility: Free Wi-Fi is available on campus.

Professional Development: Financial support is provided for the teaching staff to attend training programs, such as Faculty Development Programs (FDPs), Training and Workshops.

Gratuity: Gratuity is provided as a financial benefit to the employees, serving as a form of recognition for their dedicated service to the institution.

Leave Policies: Leave policies, including Casual Leave (CL), Earned Leave (EL), are in place for the convenience of teaching and non-teaching staff.

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

6.3.2

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

Response: 16.13

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
5	5	5	5	5

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

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: 9.8

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
05	05	05	05	05

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
20	20	20	20	20

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institute looks into various funding options from agencies such as UGC, State Govt., World Bank under OHEPEE Programme and Zila Parishad, Sundargarh. The institute ensures that funds are collected and used efficiently by making wise investments and sticking to budgeted expenses. The institution adheres to the rules and regulations set by the Dept. of Higher Education, Government of Odisha.

OPTIMAL UTILIZATION OF RESOURCES

As our Institution is non-government aided institution, so allotment of budget is done by Higher Education Department. Government allots budget for salary, liveries, consumable items and contingencies. The Institution mobilizes its funds received from development fees collected during admission and readmission, State government under (OHEPEE) on various Heads of Expenditures of the College. Institutional strategies for mobilization of funds and the optimal utilization of resources budgeting and optimum utilization of available finance is the key to proper running of any institution.

Purchase Committee is constituted in accordance with instructions from higher education department. It handles all purchases by inviting the necessary number of quotations, negotiating with suppliers and executing purchase orders after approval. This committee takes decisions regarding the expenditure of amalgamated fund charged from admitted students every session. Principal of the institution is the Chairperson of the committee. Purchase Committee of college looks after the budget and expenditure and proper utilization of procured resources. The funds are utilized with proper approval from Principal and higher authorities.

REGULAR FINANCIAL AUDITS CONDUCTED BY THE INSTITUTE

The institute ensures proper utilization of funds received. Accounts are maintained and audited by a CA appointed by the institute. Guidelines for implementation of web based accounting system CAPA in aided educational institutions have been issued vide Higher Education Department Office Memorandum No. 6388/HE, dated 16.03.2016 and 13882/HE, dated 31.05.2016. Our institute conducts regular external and internal audits and government audits are also conducted by Government Auditors and the Dept. of Higher Education, Odisha

Internal Audit Process: The institute conducts internal audits twice a year. All vouchers are audited by an internal financial committee on half yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the Principal. The same process has been followed for the last five years.

External Audit Process: The accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. The institution has not come across any major audit objection during the preceding years. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Our Institute has established an Internal Quality Assurance Cell (IQAC) on 15th January 2010 as per the guidelines of the National Assessment and Accreditation Council (NAAC) and it acts like a vehicle for ushering in quality by working out strategies to remove deficiencies and enhance quality work. . IQAC plays an important role in maintaining and improving the quality of institutions and makes recommendations for quality improvement. The IQAC cell at the institute is committed to improve and sustain the quality of education; the main aim of IQAC is the realization of goals of quality enhancement

and sustenance.

The IQAC has significantly contributed to improving:

Curriculum & Academic Excellence

Teaching & Learning Process

Evaluation Methods

Research promotion in the institute

Extension activities (NSS/NCC/YRC) in the institution

Institutional best practices

Support for Placement

Interaction with industries for Field Visits and Experiential Learning

Quality Initiatives

- To conduct a timely meeting of IQAC and follow up on actions taken on the resolutions of the meeting.
- To recommend relevant training programs for the staff members related to academics, research, and accreditation.
- Aim to improve good number of placement record.
- To promote the number of curricular and co-curricular activities in the institution.
- To encourage the faculty to increase the number of research publications

Internal Academic Audit By IQAC

The IQAC reviews the teaching-learning process, structures and methodologies of operations and learning outcomes at periodic intervals in order to identify areas for improvement and promote the overall quality of the institute. One of the main ways in which the IQAC supports the quality of the teaching-learning process is by conducting regular assessments of course materials, teaching methods and student learning outcomes. This includes evaluating the effectiveness of different pedagogical approaches and technologies and making recommendations for changes or improvements as needed. The IQAC also works with faculty and staff to develop and implement new teaching strategies or technologies that can enhance the student learning experience

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

6.5.2**Quality assurance initiatives of the institution include:**

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Action Plan:

1. Induction program for all newly admitted students and orientation program for faculty members.
2. Regular meetings of College Internal Complaints Committee (CICC) for monitoring the gender equality in the college.
3. Organizing seminars and workshops for students on gender equity and sensitizing students anti-ragging cell, grievance redressal cell and anti-harassment cell
4. Encouraging students to participate in sports and cultural activities during annual sports and cultural meets.
5. Providing maternity leave for women staffs. The institute has provided 6 months maternity leave for women staff members with salary benefit.
6. Informing all girl students to apply for different scholarship schemes and funds for women provided through various schemes.

WOMEN SAFETY MEASURES

Women security guard is appointed outside the premises of the Institute to ensure the safety of women 24 hours *7 days. Students are monitored by the full time vigilant security personnel guarding the gates. The College has taken measures to enhance safety & security on campuses by installing CCTV cameras & by providing round the clock security. The women security guards and Matrons are also available at Girls hostels. Faculty members have been instructed to keep the door of the lecture hall open during classes. The inward and outward movements of outsiders are recorded in the log book and monitored by professional security personnel. Apart from this, it is mandatory for the students to wear their ID's while entering the college campus.

SELF- DEFENCE PROGRAM

Self- defence Training Program is held for newly admitted students each year. Through the self defence training, the girls are taught to become psychologically, intellectually and physically strong enough to protect themselves in times of distress. The purpose of this training program is to develop self confidence among the girls and to enable them to face any challenges without fear. Training is provided by professional trainers.

INTERNAL COMPLAINTS COMMITTEE (ICC) WOMEN'S CELL and ANTI-RAGGING CELL

The college conducts regular meetings of Internal Complaints Committee (ICC) for monitoring the gender equality in the college. The ICC ensures that posters promoting gender equity & sensitization are placed on the Notice Boards. Two Numbers of Complaint/suggestion Box are placed in the college and Hostel. Telephone / Mobile numbers of the ICC Chairperson and members are made available on the Notice Board of the ICC office,

COUNSELING CELL

The Counselors-cum-mentors of the students provide counseling to their respective students of all departments. They provide counseling to the students on problems that could be personal, emotional, social, family, peer, academic or sexual etc. Counseling is provided to the complainants and the respondents independently by the ICC.

COMMON ROOM

College has a common room for all the girl students. In order to create awareness regarding gender equality issues among the students, following days were celebrated during the last five years.

International Women's day

National Voters Day

CURRICULAR

The issue of gender inequality is also included in the curriculum of Ethics & Value Paper of the undergraduate program – to make the curriculum gender sensitive. As part of this course, students are informed about the legally enforced gender equality policies required by law in all working circumstances.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

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: A. All 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
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

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

Response:

The institution celebrates diversity by organizing events, festivals and cultural activities that include various socio-cultural and linguistic background. During the last five years, the Institute has organized various activities throughout the years. The Institute provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. The staff, faculties and students are required to abide by different codes of ethics, regardless of their cultural, linguistic, communal, socio-economic or other differences. The college hosts a variety of activities to encourage cultural, ethical, religious and spiritual values among the staff and the students. The Institution puts high priority in observing days of National Importance which include Republic Day & Independence Day. Also in order to encourage citizens, especially first-time voters, to exercise their right to mark the ballot, the Institution yearly celebrates National Voters Day on January 25. On this day, the focus is on creating awareness about the need to take part in the electoral process. Republic Day is celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Independence Day is also celebrated every year to highlight struggle of freedom and importance of Indian constitution. Every Year the Institution observes Constitution Day on 26th November where The Dept. Of Political Science organizes various activities creating awareness about the Indian Constitution. Sensitization of students and employees of the institution are addressed through curriculum as well as extra-curricular activities observed in the institution.

The national festivals, birth anniversaries and memorials of great Indian personalities are celebrated with great fervour like Mahatma Gandhi, Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, Lal Bahadur Shastri. On birth anniversary of Sardar Vallabhbhai Patel on October 31st, institution celebrates Rashtriya Ekta Diwas (pledge is taken by staff and students on National Integration Day) every year. The institution celebrates the uniqueness of people from different backgrounds and help in building up a more inclusive environment; this eventually leads to increased productivity, satisfaction, and profitability. S.D. Women's College has taken initiatives to celebrate and observe days of national and regional importance. The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination.

Importance is given on all types of languages spoken in the area. Other than the dominant language of instruction which is English, inclusion is made including bilingual language also that is Odia language.

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

7.2 Best Practices**7.2.1**

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

Response:

Title of the practice

Yoga Session for students

Objectives of the Practice

- To help students understand the importance of physical training through yogic exercises
- To enable the students to develop a scientific point of view of health with reference to traditional and modern concept of health
- To enable the students to identify health problems and understand their own role in facing the health challenges
- To help the students develop a good attitude in maintaining a healthy behaviour
- To practice mental hygiene and develop emotional stability
- To prepare the students physically and mentally for the integration of their physical, mental and spiritual faculties

The Context

This practice was initiated by the Principal of our college Mr. Bipin Choudhury on 11th November 2021 with the intention to strengthen the immunity of our students in the post-Covid era. On a usual day just before resuming their normal academic chores in the institution, the students especially the hostel inmates begin their day early at 5:30 a.m in the morning with a Yoga Session. It ensures efficiency in their everyday activities.

The Practice

The day begins with meditation followed by different asanas. Usually the Yogic asanas are done along with Pranayama and meditation. The Yoga asanas are practiced under the guidance of Yoga instructor.

Evidence of Success

Every year on 11th of November 2022, Annual Yoga Day is celebrated in our college on the completion of one year of Yoga practice in our college. Also every year International Yoga Day is celebrated by organizing different Yoga Activities for students and staff where NCC, NSS and YRC UNITS actively participate. The students have benefitted from this practice.

Problem encountered and resources required

A proper and neat space was needed for Yoga Session so that the students could enjoy the practice in itself. Therefore arrangements are being made to create a space on the terrace of the main building of the college so that more number of students can be accommodated.

Title of the practice

Mentoring System for Students

Objectives of the Practice

- To provide supportive care and advice to the students
- To ensure maximum student attendance in the classroom
- To build up student mentor relationship and maintain social connectivity
- To resolve any issues pertaining to student's financial needs and provide him/her the necessary help to cope with it

The Context

Mentoring provides opportunity to the students to share the difficulties & problems to get support and guidance by building trust and confidence. The teachers in the various departments sometimes find it hard to cater to the needs of the absentee students or the students facing the brunt of financial constraints in their families. Henceforth, mentoring system helps to adopt effective measures to address their academic hindrances as well as the financial challenges faced by the students.

The Practice

Every student of the college is placed in group under a proctor. Each group consists of around 20-25 students. A member of the teaching staff is designated as proctor and is the teacher-leader of a number of students. The Proctor exercises an effective control and influence over the students under his/her charge. The proctor assists in academic and over all development of the student. The proctor enquires into their various problems and helps them to solve either by himself or by bringing it to the notice of the Head of the institution or the parents of the students. A student whose performance is not up to mark is counseled and guided to help the student improve his/her performance in the coming Semesters. Frequent assignments, tests and evaluation are conducted to help them improve their performance in the semester-end examinations.

Evidence of Success

This program has helped in improving the attendance and the overall performance of the students in their different subjects. There is significant change and marked improvement in the students' attendance & attitude. Students are easily able to come up to their mentors regarding any issues they have which are then solved accordingly.

Problem encountered and resources required

Despite the fact that Proctorial system has helped in many ways, some of the students are still not instilled to stay in touch with the proctors. It's difficult for some proctors to imbibe the social quotient with their mentees. Lukewarm interest of a few parents and some students has led to lack of appreciation. Sometimes due to lack of proper resources such as mobile phones and network connectivity among the mentees or students, it gets difficult to connect with the students living in remote areas.

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

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

UPLIFTING AND BOOSTING THE FIRST-GENERATION STUDENT-LEARNER

A first-generation student is defined as a learner or a student whose parents or legal guardians have not ever gone to a college for building their academic skills. The first-generation students are the very first in their family to earn a bachelor's degree in any college or university. A large number of students in the Institution predominantly belong to a rural economy. More than 600 students of our Institute are benefitted by the National Scholarship Programme. To prepare for various competitive examinations like Banking, Railways, SSC, etc. free coaching and learning materials is provided through SUDAKSHYA and similarly we are also imparting free coaching and learning materials for JEE and NEET in collaboration with MOTION EDUCATION, KOTA RAJASTHAN. Faculties are encouraged to build a personal relationship with the students under the mentorship system. The institute creates a friendly environment by allowing and enabling the rural students to hone and exhibit their skills in the field of Sports, Education and Community welfare. The students also get support and encouragement to participate in activities being organized at other institutes/universities to help them develop public speaking skills and to be more vocal about their ideas, opinions and expressions, which is the need of the hour in today's competitive world. NSS and NCC units are also established in the institute through which students get opportunity to understand and learn social and national obligations

HISTORICAL BACKGROUND OF THE INSTITUTE & ITS DISTINCTIVENESS IN CATERING TO THE NEEDS OF WOMEN IN THE FIELD OF EDUCATION

Promoting Women Education and Securing Women Safety in educational institutions- Women's colleges are rooted in historic traditions for promoting empowerment, sisterhood and development of the female mind. Young women students feel much comfortable thriving in an environment which is safe and secure. Also, they experience better academic and social participation.

SARBATI DEVI WOMEN'S COLLEGE was established in the year 1981 in this small but cosmopolitan town of RAJGANGPUR with the patronage of renowned philanthropist late Sri. Panalal Agrawal with a view to providing education to local girls in the name of his wife Sarbati Devi. But, now the College has grown into an important centre of learning for women catering to the needs of all categories of students of Sundargarh District as well as other parts of the state. The College was inaugurated by Sj. Gangadhar Mohapatra, the then Minister, Education and Youth services, Govt. of

Odisha on 18.10.1981 with S.J. Kishore Chandra Patel, the then Minister of State, Industries as guest of honour. S.J. Harmohan Pattnaik, I.A.S., Collector and District Magistrate, Sundargarh was the first President and S.J. Nandkishore Agrawal, Industrialist, was the first General Secretary of the Managing Committee. The biggest asset of College is its team of dedicated teaching and non teaching staff whose continuous and sincere efforts have helped the College to pass through 40 years in materializing the goals and objectives and give a new direction.

Women Empowerment to the Tribal Women

The college is situated in a rural area and is imparting education to women coming from different background and spheres and specifically students belonging from tribal belt in the Sundargarh district. The institution fulfills the dreams of the many rural and economically backward women of Odisha. The HEI is having 11 departments through Honours programmes (B.A. & B.Sc.). Being attracted by its reputation in its academic excellence, a large number of rural students with good academic records take admission in different courses of the college every year. No tuition fee is collected from the students, SC and ST student as per the direction of the state Government. The College also provides different type of scholarships and free-ships to Girl students and economically backward students.

Achievements of Students belonging to marginalized section

Mousumi Lakra appointment as Constable (Civil Police) in Cuttack District

Sumanti Soy appointment as Constable (Civil Police) in Police Commissionerate, Bhubaneswar Cuttack

Geeta Ekka appointment as GD in BSF (Border Security Force)

Karishama Kujur appointment as GD in Assam Rifles

ENCOURAGING SPORTS ENTHUSIASTS

Sports is a crucial part of student's growth and development. They help in development of mental health and physical fitness of the body. Through participation in sports and games a student gains various skills, experience and confidence that are helpful for developing their personality. The college nurtures a sense of sportsmanship and competition by encouraging students to participate in various sports events like Power Lifting, Hockey, Boxing, Judo, Kabaddi and Football.

Special achievements in field of sports

CHAMPIONSHIP

- Championship in inter college **KHO-KHO** in the Inter university in the year 2018-19
- **RUNNERS UP** IN INTER COLLEGE **KABADDI** in the year 2019-20
- Championship in inter college **KABADDI** in the year 2021-22
- Participated in **KHO-KHO** in the Senior State level in the year 2021-22
- Championship in **volleyball** in the inter district level in the year 2022-23
- Championship in **Kabaddi** in the inter university in the year 2022-23

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Sarbati Devi Women's College, Rajgangpur visualizes to make our college recognized for the highest quality education in both Applied Science and Humanities. We believe that each and every field of knowledge is indispensable part of the human growth. So all-round knowledge and study through the institute make our human resource a complete work force.

The college aims to foster the young minds with scientific temper, a positive attitude for success, healthy competition for career and digitally update. Present world is more virtual and less physical, so the present generation needs to be an e-generation. Our college plans for massive use of e-learning, e-resource and online interactive sessions throughout the year.

The college is to imbibe be the student with the thrust of Career for Nation and love for motherland. To teach and motivate them to become responsible citizen with wisdom and commitment to serve humanity. Again, we are to make to aware all of our students the value of knowledge superpower and to empower them. So also, to make them aware about their role in nation building both in the present & future scenario.

Concluding Remarks :

In conclusion, we as team envision the roadmap to make the college as bridge between the Brain & Bread: Life & Livelihood: Knowledge & Wisdom: Reason & Rationality: Wealth & Wisdom, lastly Mind & Soul.