



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

## **SHASHI BHUSHAN RATH GOVERNMENT WOMEN'S AUTONOMOUS COLLEGE,BERHAMPUR**

IN-FRONT OF OSRTC GARAGE, KHALIKOTE UNIVERSITY ROAD,  
BERHAMPUR-760001, ORISSA  
760001

[www.sbrgautowomenscollege.ac.in](http://www.sbrgautowomenscollege.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Situated at a place with latitude of 19.305862 degree and longitude of 84.795904 degree and at a distance of 180 Km. from the nearest airport in the capital city of Bhubaneswar, SASHI BHUSAN RATH GOVERNMENT WOMEN'S COLLEGE, BERHAMPUR is one of the leading educational institutions of South Odisha.

The logo of the college inspires us toward progress and enlightenment. The sanskrit inscription in the logo "SAVIDYA YA VIMUKTAYE" declares 'Knowledge is that which liberates'. Aiming at this, the college is devoted to empowering women by evolving their personality holistically to enable them to face real life and be the role models of the society. It has been surging ahead successfully towards actualizing its much cherished goal of imparting value-based education.

The college is primarily a Government run institution that was started functioning modestly in the year 1958 under Utkal University and in 1967 it got affiliated to the Berhampur University. In 2015 the state govt. has made the college a constituent college under the newly established Khallikote Cluster University and the affiliation was transferred to it. However in 2020, once again the college was reaffiliated to Berhampur University after the Khallikote University was made Unitary University.

Autonomy was conferred to it on **04.05.2006** and it was valid till 2011-12. The college has been reaccredited by NAAC, Bangalore with B++ grade in the year **2016** in its second cycle. As on to-day the college has been catering to the needs of around 2348 students hailing from 07 southern districts of Orissa.

The college has been striving endlessly to live up to the governing goals of empowering women. The history of the college bears testimony to the fact that it has made enviable strides in academic, curricular, and extracurricular field. The College has 17 departments in the streams like Arts, Science and Commerce out of which P.G. teaching facilities are available in 4 departments by the end of 2022-23 session. It runs 3 Self-Financing programs. It has a magnificent campus with library having huge stock of books, a gym, a canteen, well equipped laboratories and English language laboratory, a student counseling cell as well as Girls' hostels to accommodate approximately 272 students.

The college has adopted CBCS pattern of education as per UGC norms since 2016-17 session. Seminars, project works and field studies form a part of its curriculum. It has also introduced continuous evaluation system.

Various programme such as Awareness Campaigns, Blood donation Camps, Health Camps, Voter awareness campaigns, Citizenship programmes etc. are taken up by the NSS, NCC and YRC wings of the college.

### Vision

1. Being the oldest women's college of the southern districts of the State, it aims to become the most preferred institution of choice of students, faculty and the general public and impart education by imbibing scientific temperament, rational approach, analytical mindset, organizing abilities and human values in the growth and

development of women in the society.

2. To achieve excellence in Women's education.

3. Constantly striving to transform Sashi Bhusan Rath Government Women's College to first Women University of Southern Odisha with high quality teaching, extension and outreach activities.

### **Mission**

1. To cater to the educational needs of girls from all sections of the society and making them competent to meet the growing challenges.
2. To imprint in the minds of the students a genuine sense of equality, social justice, rationalism and encourage them to be a catalyst in the socio-economic and cultural transformation.
3. To imbibe the spirit of research and innovation amongst students and faculties.
4. To collaborate with NGOs, Corporate bodies, prominent Higher Educational Institutions and Alumni to enhance employability of students.
5. To train needy students for national and Global competitions by providing free coaching classes.
6. To make the Campus clean and green by switching to renewable source of energy.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- It caters to the need of wide diversity of girl students of South Odisha and the state being the oldest Government Women's college having 17 UG and 04 PG courses currently and it has one of the best available Library, Laboratory resources and ICT facility.
- It has transparent Examination system and continuous evaluation of students.
- Locational advantage and experienced teaching faculty.
- E- Governance:
- College is a part of RUSA which largely contribute to infrastructure development of the college.

### **Institutional Weakness**

- Sharing of Infrastructure with Junior College and Loss of teaching days due to CHSE examination and Central Valuation for three months (March to May).
- Student -teacher ratio is abysmally low as per regular faculty (42) available. The workload and student strength requires a minimum of 80 regular teaching faculties.
- Inadequate campus area.
- Large vacancy in supporting staff.
- Need to undertake more collaborative activities, interdisciplinary research etc within the institute as well as with other institutes of eminence, industry houses etc.
- More Alumni participation and contribution

## **Institutional Opportunity**

- Looking for vertical growth of buildings / blocks to meet the expansion potential of the College.
- With adequate staff and infrastructure, the college can have collaborations with institutions of higher learning.
- Due to recent developments in Industries / Port, there will be a possibility of industry institute engagement for Student Internship, Collaborative research and creation of employability potential and development of entrepreneurship.
- Strengthening community engagement
- More Field Visits, Industrial Visits and Study tours for students

## **Institutional Challenge**

- Automation of Library having 50824 books, office automation for paperless filing system.
- Teacher strength at par with students on roll.
- Fulfilling the students' aspiration to get the best education, development of human resources and employability.
- Completion of Courses, conduct of examinations and publication of results within the time frame.
- Engagement of senior teaching faculties in administration affects teaching-learning process.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The University affiliates oversee the design, development, and implementation of the curriculum. Some senior teachers of our college act as the members of the Board of Studies to design and develop the curriculum for the University. Once the curriculum is prescribed, the college authorities develop an action plan for its effective implementation. The institution follows CBCS syllabus since the academic session 2016-17. The syllabus and pattern of examination underwent a great change in the academic session 2019-20 following the introduction of state model syllabus at both the UG and PG level for all colleges coming under the CBCS syllabus.

In the beginning of every academic session, the institution chalks out an academic calendar according to the common minimum standard prescribed by DHE, Govt. of Odisha for continuous internal evaluation. This is further discussed and analyzed in various proctorial classes and also in the Parent- Teacher meetings.

The college ensures efficient delivery of curriculum through meticulous planning, regular review and monitor by the principal and academic Committee members. At the start of each academic year, department heads collaborate with faculties to create an academic action plan to complete the syllabus in time. Faculty members are required to prepare annual lesson plans and maintain daily progress records.

In concurrence with its main mission and vision, the college follows a curriculum wherein several programs incorporate in their respective courses, topics that cover cross-cutting issues relevant to Gender, Environment and Sustainability, Human values and Professional ethics. Regular class tests help assess student performance, distinguishing between slow and advanced learners. Seminars, workshops, field studies, and industrial tours are organized to provide broader exposure.

Activities like NCC, Yoga, NSS, YRC, Self-defense training program and extension programs instill moral and ethical values.

### **Teaching-learning and Evaluation**

Admissions to all programs of UG and PG (Arts, Science, Commerce) are managed through an e-admission process via the SAMS (Student Academic Management System) portal. Students apply online through a Common Application Form (CAF), and admissions are based on merit for UG and through CPET for PG adhering to government reservation policies. Induction program and counseling sessions introduce students to institutional practices, facilities, and academic matters post-admission.

Teaching, learning, and evaluation are monitored by the principal, HOD and department faculty. Teaching methods include lectures, experiments, and interactive sessions. Individual needs are addressed by identifying advanced and slow learners through internal evaluations like class tests, assignments and presentations. Remedial and tutorial classes are offered for slow learners, while updated teaching aids and computer-assisted devices (LCD projectors, audio-visual aids), ICT aids make learning engaging. Advanced learners are encouraged to do online courses offered through MOOC/NPTEL. Besides, they are guided to undertake short projects.

Faculties enhance their skills by organizing and attending seminars, workshops, refresher courses and engaging in research activities.

Teachers are aware of learning outcomes of the courses being taught and prepare lesson plans accordingly. The syllabi and learning outcomes (PO and CO) of all programmes of study are available on the college website. Teachers incorporate ICT tools in their classroom teaching and internal evaluation. Study materials are provided to students in both hard and softcopies by concerned subject teachers. Staff and all the students have registered to the EBSCO platform available under e- resources of Odisha State Government.

The college has an online structured feedback mechanism to receive feedback from the students. Moreover, parents and Alumni are invited to give their valued suggestions for further improvement of the system.

### **Research, Innovations and Extension**

Until recently, the college, being primarily an undergraduate institution in science and humanities, does not have university approved research centre. However, teachers from different departments carry out research activities establishing linkage with the nearby universities. Total grants received for research projects was 18.84 lakhs in 2023-24. Out of the 42 full time teachers, 27 are PhD holders. One teacher is recognized as research guide from the year 2019-20. A total of 10 teachers have awarded for Ph.D during the last five years. Some teachers have contributed papers in various national and international journals, have published books and also contributed chapters to the books. During the last five years, 35 research papers have been published in the journals notified in the UGC website. In addition to that, 24 books/chapters in edited volumes have been authored during the last five years. Some teachers are actively engaged in research activities. The IPR and IKS cells constituted contribute to their respective domains. One of the faculty member from the department of chemistry has received a funded project on "Fibre-optic spectro -fluoro meter and multiparametric data analysis" and a project on "Financial Inclusion and Financial Resilience : An assessment of marine fishermen in the coastal districts of Odisha" was granted in favor of a faculty from the department of Commerce.

The college has good supportive infrastructure for research activities. It boasts of having equipped laboratories, good library, computer facility, photo copy provision, Wi-Fi connection, audio-visual kits and other related equipment for academic and research activities. The college regularly organizes state/national level seminars, workshops for the enrichment of knowledge.

The college organizes a number of extension activities in the surrounding communities through NSS. The extension programmes conducted with an objective to promote a strong college-neighborhood linkage and to hone their leadership, organizational and communication skills. The college's extension programs, conducted with NCC, NSS and YRC units, include blood donation camps, health check-up camps, anti-AIDS/drug addiction campaigns, road safety programs, self-defense and Yoga programs, Swachh-Bharat Abhiyaan, and community development projects in adopted villages.

A total number of 68 extension and outreach initiatives have been undertaken with an average student participation of 560 per year during the last five years.

### **Infrastructure and Learning Resources**

The College is endowed with very good infrastructure facilities. Sprawling over a land of 4.092 acres and situated in the heart of the city, the new G+5 storied building of the college inaugurated in 2021 looks tall and majestic. The campus is well fenced with a high boundary wall and guarded by a night watchman. It has a good library, seventeen departments, two computer laboratories, a basket ball court, a canteen, a gymnasium, two ladies hostels, and 20 number of staff quarters inside the college premises.

During the last five years, 12 nos. of staff quarters, one gym, one canteen, one student common room, one computer laboratory has been constructed and made workable.

The college has 133 numbers of well ventilated, spacious class-rooms for both theory and tutorial classes. All the practical departments possess well equipped laboratories. The Physical Science laboratories were modernized through RUSA grant of Rs. 50 Lakhs. It also boasts of an auditorium, a multi-purpose seminar hall with an intake capacity of 185 students and purified drinking water in all the floors of the building. The dept. of English has a Language Laboratory for the students. The college has recently developed an ICT enabled virtual classroom and smart class rooms to integrate technology in teaching and learning exercise. The institution has 100 mbps wi-fi broadband connection provided by the BSNL. There is the provision of a SAMS lab for the academic work of the students. The entire campus is under CCTV surveillance.

The central library of the institution is well developed with an additional building grant from the state govt. for augmentation of the existing facility. It has more than 64,000 books for students and staff which are partially automated and the subscription of EBSCO. It also has a reading room and online reference section. Students and teachers frequently use the library for enrichment of their knowledge.

Separate rooms are allocated for NCC, NSS and YRC units of the college. It has facilities like ramp, pathways etc. for the physically challenged students and teachers. It has a girls' common room with indoor games facility like chess, carom board etc.

### **Student Support and Progression**

The college has an effective student support and progression system comprising academic, co-curricular, career counseling, scholarship etc. Nearly 4777 students have been benefited by scholarships and free ships provided by the government during the last five years.

The institution believes in the capacity development and life skill activities of the students on a continuous basis. The college offers soft skills, language and communicative skill and life skills through yoga to the students. Nearly 1654 students got the benefit from career counseling of various competitive examinations, 448 students from language and communicative skills during last five years. Students are also doing well in pursuing higher studies from this institute. Almost 352 students progressed to higher studies in different fields during the last five years. Though their numbers are many, available data shows 38 number of students have qualified in national level examination during the last five years.

The college career and counseling cell organizes meetings and workshops to make students aware of their career prospects in future. This has helped some students in placements to various government and non-government organizations. The average percentage of placement of outgoing students' is 1.81% during the last five years.

The outdoor games and athletics are being conducted in the Khallilote University stadium which stands beside the college campus. The college holds annual sports, annual cultural programme. Some of our students have received awards for outstanding performance in sports/cultural activities at the university/state/national level. A total of 39 students have made outstanding performance in these fields.

The college has a students' union where every year the representatives are being nominated to conduct various competitions and cultural activities of the college. There is an open pandal where the annual function is held every year. There is an alumni association for the outgoing students.

There is a Students grievance redressal cell that looks into their problems and takes corrective measures in a time bound manner. There are also anti-ragging and anti-harassment cells to give protection to the new comers and the vulnerable ones.

## **Governance, Leadership and Management**

The institution lives up to its stated mission and vision by making women educated, empowered and socially responsible. Being a government funded and controlled institution, salaries, infrastructure development and maintenance are being funded by Govt. with significant support from UGC/RUSA for academic and auxiliary development.

The college vision, mission, and goals are pursued through strategic planning and a systematic organizational structure that incorporates stakeholder input. The college ensures participative management by involving the Faculty members, Non-teaching members, Students, Alumni, External peer representatives and Parents in various activities of the college including decision making. Different committees /centres /cells/clubs are formed involving stakeholders to fulfill the objectives of providing better learning opportunities. Institutional activities are monitored and evaluated through regular meetings (of the Academic Committee, IQAC, Committees etc), Feedback system (Regular feedback from Stake holders – Staff, Parents and Students) and departmental reports by heads of departments.

The principal is the sole authority of the college and he/she takes all important decisions in consultation with the members of staff. There are Academic, Administrative and Accounts Bursars to help the principal in

academics, administration and matters of accounts respectively. There is a Head Clerk to deal with all official matters of the college. E-governance is implemented in most of the areas of governance like e-despatch system for official correspondences, administration (HRMS), finance (IFMS), student admission (SAMS) and BU examination portal.

There are a host of welfare measures like GIS, GPF, Commutation, NPS, Housing loan, festival advance, RCM, Gratuity, Rehabilitation Assurance Scheme (RAS), Obsequies, Pensionary benefits etc. are being extended for the employees of the college as per government Rule.

The institution has performance appraisal system both for teaching and non-teaching staff in every academic year as per Govt. Rule.

The faculty members make efforts to constantly enhance their ability through seminars/conferences/workshops. Leave as per rule is given by the institution to attend these programmes. Besides this, teachers also participate in online faculty development programme every year. The faculties are encouraged to do research and apply for research projects through research guidance cell.

The college receives grant from RUSA, the State Govt. and the UGC. Its funds are properly utilized and are periodically audited by the Dept. of Higher Education and the Accounts General of the Govt. of Odisha. Internal audit like AA, Green audit are also conducted by the members of the staff and external members. The process makes the system clean and transparent.

The IQAC monitors the quality of all developmental works and records its incremental improvement in various activities. The suggestions of IQAC are implemented from time to time.

### **Institutional Values and Best Practices**

Being women's college, safety and security has always been given primary importance. Code of conduct/ code of ethics are prescribed by the college for the teachers, students and other members of the staff. The college has watchman facility both in the campus and the hostels round the clock. CCTV cameras are installed in the campus.

Self defense training is given every year to the students to boost their morale to face any untoward situation in life. There is a fully equipped girls' common room for their recreational, mental and physical development.

The institution celebrates various International and National Days of importance to create gender equity and sensitization among the students. Besides that, the institution also makes efforts in providing an inclusive environment to the students. Through the NCC, NSS, YRC units and different Clubs/cells, the college conducted a number of Programmes on Community Service, National Integration Camp, Extension Activities, Awareness Programmes, Outreach Programmes, Human Rights, Women's Rights, Legal Aids, Gender Equity, Women Empowerment, HIV-AIDS programmes, Disastrous Management and Government endorsed programmes like Swachh Bharat Abhiyan, Fit India Campaign, Voter's awareness etc. which promotes social responsibilities, leadership qualities and citizenship roles.

Importance is given to make the campus clean, green and beautiful. Students are taught to conserve energy, plant trees and make it plastic free. To make the campus fuel efficient, energy audit is being done by the institution. The college has an efficient mechanism of solid, liquid and e-waste management system towards



environmental protection.

The institution maintains its distinctiveness in giving self defense training to the students. It has bagged prizes as the best college for training by the government.

### **Some of the institutional values and best practices at S B R Govt. Women's College**

1. Thrust on imparting quality education.
2. Transparent admission policy.
3. Highly qualified and committed faculty.
4. Energy conservation measures.
5. Promotes plastic-free campus.
6. E-governance.
7. Decentralized administration set-up
8. Representation of students in governance of the college.
9. Clean and beautiful campus.
10. Extra care for slow learners and physically challenged students.
11. Regular NSS camps.
12. Sensitive to women's rights and gender issues.
13. Camps on blood donation, health and hygiene.
14. Regular class tests to facilitate students' preparation/performance.
15. Infusion of cultural ethics and values.
16. Career counselling.
17. Feedback from stakeholders.
18. Promotes creativity and research.
19. Speedy redressal of students' problems.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHASHI BHUSHAN RATH GOVERNMENT WOMEN'S AUTONOMOUS COLLEGE, BERHAMPUR
Address	In-front of OSRTC Garage, Khalikote University Road, Berhampur-760001, Orissa
City	BERHAMPUR
State	Orissa
Pin	760001
Website	<a href="http://www.sbrgautowomenscollege.ac.in">www.sbrgautowomenscollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Chittaranjan Satapathy	0680-2220556	8093763221	-	principalsbrgwc.ber hampur@gmail.co m
IQAC / CIQA coordinator	Ranjan Kumar Padhy	0680-	8917598069	-	iqacsbrg22@gmail. com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

### Establishment Details

State	University name	Document
Orissa	Berhampur University	<a href="#">View Document</a>

#### Details of UGC recognition

Under Section	Date	View Document
2f of UGC	07-07-1958	<a href="#">View Document</a>
12B of UGC	07-07-1958	<a href="#">View Document</a>

#### 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	In-front of OSRTC Garage, Khalikote University Road, Berhampur-760001, Orissa	Urban	4	12353

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Botany,	36	Higher Secondary	English	32	28
UG	BSc,Chemistry,	36	Higher Secondary	English	32	29
UG	BSc,Computer Science,	36	Higher Secondary	English,Hindi	32	32
UG	BSc,Mathematics,	36	Higher Secondary	English	32	31
UG	BSc,Physics,	36	Higher Secondary	English	32	31
UG	BSc,Zoology ,	36	Higher Secondary	English	32	31
UG	BA,Economics,	36	Higher Secondary	English,English + Oriya	32	32
UG	BA,Education,	36	Higher Secondary	English,English + Oriya	32	32
UG	BA,English,	36	Higher Secondary	English + Oriya	32	32
UG	BA,Logic And Philosophy,	36	Higher Secondary	English,English + Oriya	32	31
UG	BA,History,	36	Higher Secondary	English,English + Oriya	32	32
UG	BA,Odia,	36	Higher Secondary	Oriya	32	32
UG	BA,Political Science,	36	Higher Secondary	English,English + Oriya	32	32
UG	BA,Home Science,	36	Higher Secondary	English,English + Oriya	32	32
UG	BA,Applied Psychology,	36	Higher Secondary	English,English + Oriya	16	16
UG	BA,Sanskrit,	36	Higher	Sanskrit	32	32

**Self Study Report of SHASHI BHUSHAN RATH GOVERNMENT WOMEN'S AUTONOMOUS  
COLLEGE, BERHAMPUR**

			Secondary			
UG	BCom, Commerce,	36	Higher Secondary	English + Oriya	128	128
PG	MA, English,	24	Degree	English	32	19
PG	MA, History,	24	Degree	English + Oriya	32	29
PG	MA, Home Science,	24	Degree	English + Oriya	32	7
PG	MA, Applied Psychology,	24	Degree	English + Oriya	16	2

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				63			
Recruited	0	0	0	0	2	1	0	3	18	21	0	39
Yet to Recruit	0				0				24			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				70
Recruited	15	4	0	19
Yet to Recruit				51
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	2	1	0	10	14	0	27
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

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		13	24	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	0	0	0	0	0
	Female	788	0	0	0	788
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	296	0	0	0	296
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	122	118	93	88
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	107	95	86	87
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	497	420	503	470
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	5	4	0	2
	Others	0	0	0	0
<b>Total</b>		<b>731</b>	<b>637</b>	<b>682</b>	<b>647</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>(i) SBRG Women's College is affiliated to the Berhampur University, Odisha. Till 2022-23, the college has offered higher education at PG level in four subjects like Applied Psychology, History, English, Home Sc and UG level in different disciplines of BA/BSc/BCom (Honours and Program) Courses in seventeen subjects- English, Sanskrit, Political Science, History, Philosophy, Economics, English, Odia, Psychology, Physics, Chemistry, Mathematics, Botany, Zoology, Commerce, Education, Computer Science. Further, Environmental studies (ENVS) were offered as a compulsory subject for all students. Thus, the College follows a multidisciplinary approach to provide a</p>
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	<p>platform for diversified and quality higher education. Similarly, at UG level the Generic Elective subject options offered at 1st and 2nd year in B.A and B.Sc Honours are interdisciplinary. For the PG courses, the students have to opt for an elective in 3rd semester. The introduction of some compulsory courses in UG like AECC (Ability Enhancement Compulsory Course), SECC (Skill Enhancement Compulsory Course) and Ethics and Values are multidisciplinary in nature. The B.A Honours students are assigned with Environment Studies &amp; Disaster Management during 1st Semester, Issues of Drug, Tobacco and Alcohol Addiction during 3rd Semester and Techno Ethics during 6th Semester. (ii) As per the decision of the state Government to adopt NEP 2020, the faculty members are encouraged to participate in the training programmes and workshops for successful implementation of NEP 2020. (iii) Although the college has a limited scope for framing the curriculum, some of the faculty members are engaged as members of the Board of Studies and actively participate in the meetings, workshops for development of revised curricula. (iv) Emphasis has also been given on seminars/workshops/field visits/study tours etc. to enrich the curriculum. The students are encouraged to enrol in MOOC courses offered by SWAYAM and other national platform on free of cost.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic bank of credits (ABC): The College is planning to have ABC from 2024-25 as a part of affiliating university programme to meet the requirement of NEP-2020. To this effect, all the students have created an ABC ID for the purpose. The college is committed to adopt the entire SOP associated with ABC in future also.</p>
<p>3. Skill development:</p>	<p>(i) MoU between SBRG Women's College and OSOU, Odisha to run different Courses inside the College, where students, teaching and non-teaching staff could complete different job-oriented certificate courses and computer training at subsidized rate. (ii) Certificate Courses have been arranged on subjects and topics as per market-based demands. (iii) Similarly MoU has been signed by different departments of the college with Berhampur University to enhance requisite advance skill and knowledge in their respective areas. (iii) A number of programs have been conducted by the Career</p>

	<p>Counselling Cell for development of mental and social skills and skills required to appear in different competitive examinations at state and national level.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>SBR Govt. Women's college is planning to encourage the cultural legacies and ancient wisdom of India for which NEP 2020 give utmost importance on Indian Knowledge System to be included in the curriculum and class room. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in the curriculum shows: (i) Four language (Honours/Major) Courses in English, Odia Telugu, and Sanskrit under choice based compulsory courses. (ii) Bi-lingual (English and Odia) Teaching-Learning-Evaluation method The college is planning to have a dedicated space for 'IKS Cell' for introduction of ancient Indian and traditional knowledge in all subjects/programmes implemented through the affiliating University.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Acquiring knowledge is a long term activity to develop positive attitude and other qualities for the students for a successful future. The most important outcomes are to interpret, analyse and evaluate the responsibility for an effective and responsible citizen of the country. Our college has planned to adopt (i) Student-centric teaching-learning approach looking into the present need in a more holistic and effective manner. (ii) Preparation of Program Outcomes (PO), Program Specific Outcomes (PSOs) and Course Outcomes (COs) for the existing CBCS syllabus (Honours and Programme) (iii) Attainments of POs and COs. The college has already produced students those have already been placed in different Public and Private sector organizations. The college aims to introduce some vocational courses to enable the employability of the students to compete in future in the employment market.</p>
<p>6. Distance education/online education:</p>	<p>(i) Since 2021-22, the College has been serving as a study-centre of the Open University (OSOU) and offers different UG programmes in a variety of subjects through distance mode. (iv) Initiative has been taken to encourage students to participate in different online courses (IGNOU, Swayam etc.) (v) Classes and Seminars are also arranged through blended mode. (vi) Study materials are being shared in Whatsapp groups as a part of Institutional</p>

Initiatives for the benefit of the students. (vii) During Covid-10 period, the entire teaching, learning and evaluation were conducted in on-line mode through different e-platforms.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, an Electoral Literacy Club (ELC) has been established in the SBRG Women's College in the year 2022.</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>Yes, both student coordinators and coordinating faculty members are appointed by the college. The ELC is functional and has a representative character.</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>These may include voluntary contribution by the students in electoral processes-participation in voter registration of students. College's Electoral Literacy Club (ELC) proudly launched the ELC Wall magazine (ELC WALL) in the presence of Principal Dr. C.R Satapathy and IQAC Coordinator Dr. Ranjan Kumar Padhy. They emphasized the ELC's vital role in promoting poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, disabled persons, senior citizens, etc. electoral literacy. The College Electoral Literacy Club (ELC) has undertaken several innovative programs and initiatives to promote electoral literacy and civic engagement. Voter Awareness Campaigns: The club conducts voter awareness campaigns to educate people about the importance of voting, the electoral system, and their rights and responsibilities as voters. The club in association with District Election Office organised new voter registration in phases and also created awareness about the introduction of VVPAT to EVM machine to the students of the college. Promotion of Ethical Voting: ELC emphasizes the significance of ethical voting and works to eliminate malpractices in the electoral system. They strive to create a culture of fair and transparent elections.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research</p>	<p>Any socially relevant projects/initiatives taken by College in electoral related issues especially research</p>

<p>projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. On November 26th, the College observes the Constitution Day – a tribute to India's legal backbone – in collaboration with IQAC. The program concluded with the national anthem. The College organised rally on National Voters Day on January 25, focusing on making elections more inclusive, accessible, and participatory. The event aimed to encourage voter registration and strengthen democracy through various activities, enlightening students about the significance of Voter's Day.</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>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. The ELC of the college has organized seminars and pledge was taken by students to heighten the awareness as voters. Students have shown a greater interest after such initiatives taken by the institution.</p>

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2050	1966	1992	1964	1877
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 39

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
27	24	24	28	28

### 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
75.58	177.06	92.26	261.55	32.95
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		



## 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:**

##### **Curriculum Planning –**

SBR Govt. Women's College, operationalise the curricula endorsed by its affiliating university, to the three undergraduate and one postgraduate program it offers by 2022-23 session, with a focus on quality education and skill required to face national and global competitions. Since, adopting the CBCS in 2016-17, the curriculum addresses cross-cutting issues like human values, professional ethics, gender sensitization, and environmental sustainability. Some faculty members actively partake, as members of the Board of Studies, in the curriculum planning and development at the university level.

##### **Designing of Time-table –**

Before commencement of the academic year, the Higher Education Department prepares and publishes an 'Academic calendar' and is published on the website of college. All the classes and examinations are planned as per the calendar, thus ensuring complete adherence. The time table is prepared considering the number of credit hours for each subject and the academic calendar. The designated subject's teaching and evaluation schedule is planned by the HoDs. The internal evaluations are decided in agreement with the HOD's. The learning's and outcomes of these courses shall be beneficial in redressing local, national and global developmental issues.

##### **Continuous Evaluation Process –**

In addition to the directives issued by the University on the assessment process, the college practices constant evaluation through class tests, sudden tests, project works and other academic activities. Students are encouraged to participate in inter and intra-college competitions for a self-evaluation also. The Course Outcomes for the courses is mapped with the Program Outcomes which relates to Vision and Mission of the institution and uploaded on website. The course modules are divided into two parts i.e.

Part-I-End Semester Theory Exams-Total Marks = 80 (each paper for non-practical subjects in both UG and PG) / 60 (each paper for practical subjects with 25 marks for labs in UG).

Part-II-Internal Assessment-Total Marks= 20 (each paper for non-practical subjects) /15 (each paper for practical subjects).

PG courses with Practical have one paper of 100 marks in each semester.



The Project Work/Dissertation is made mandatory in the Sixth Semester of UG and fourth Semester of PG and is comprising of 100 marks.

**Innovative Teaching Mechanism and E-Learning –**

The usage of ICT tools for an updated teaching-learning process is regularly practiced alongside the more traditional methods of teaching. The college also maintains E-learning platforms for online materials.

**E-Resources –**

The library with its all-encompassing management system acts as a supplement to the curriculum. Apart from the reference books, the students are encouraged to explore the E-resources available on EBSCO and NDLI, thereby expanding understanding of the curriculum.

**Experiential Learning –**

The college keenly promotes experiential learning for the students through assignments, field-trips, seminars, paper presentations, quiz-competitions, cultural functions for their holistic development. Efforts are also made to sensitize the students to issues of gender, environment and social ethics through mentoring within the space of classroom and beyond.

**Feedback –**

An annual feedback on the implementation of the curriculum is collected from the students, compiled and worked upon by the IQAC cell in conjunction with the departments. The opinions of parents are also taken into account. The progress and the challenges are identified, evaluated and incorporated into subsequent planning undertaken by the college. The feedback report is uploaded on the website.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**1.2 Academic Flexibility**

<p><b>1.2.1</b></p> <p><b>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)</b></p> <p><b>Response: 0</b></p>
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File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.2.2

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

**Response:** 0

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

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

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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 added a variety of courses to the curriculum to instill general competencies like environmental sensitivity, human values, and social and ethical values. This allows the students to develop holistically.

**Professional Ethics –**

The IQAC had organized a workshop on Intellectual Property Rights through IPR cell for awareness among the students on issues of plagiarism and the need for accurate referencing in assignments and research practices. The college also has disciplinary committees that regularize the code of conduct and behaviors of the students in order to foster professional ethics in them.

**Human Values:** There is a one-credit course on human values that is available to all as an open subject for their degree. Social development activities that students and faculty members participate in include, blood donation camps, health checkup camps, hygiene and health workshops, cleanliness drives, and workshops on social concerns etc.

The college has Grievance Redressal Cell, in accordance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal Act 2013), to provide counselling to students and also deal with related issues of safety and security of female students, staff and faculty. The college campus is secured with CCTV and high level security. Girls hostels (In-campus) provide safe environment to all students. Girls are encouraged to take part in all kinds of sports, co-curricular activities, self-defence training and yoga.

There are active Career Counseling Cell, Cultural, Athletic association, Anti-Ragging Cell, SC/ST/Minority Cell, YRC, NSS and NCC wings that foster holistic development such as Enhanced leadership skills, teamwork abilities, and a sense of responsibility towards society, Community Engagement.

### **Gender –**

The curriculum engagements of subjects within the Humanities delve deep into the issues of gender. The college has an active Women Cell that timely celebrates Women's Day and organizes seminars, arranges self-defense programmes for students, and invites resource persons for a deliberation on issues of gender. Existing curriculum that endorse gender issues are:

1. In UG CC-10 paper there is a complete paper on Women writings in the Dept. of English.
2. In Psychology, 'Self and Identity' is being taught in CC-2 course.
3. Gender Issues in Indian Education constitutes one unit in DSE-3 in Department of Education
4. In the Dept. of Political Science, in General Elective, one of the papers chosen is 'Feminism' in GE-1.

The NSS unit of the college also contributes towards gender sensitization through awareness programmes of women's health.

### **Environment –**

The curriculum of Botany, Zoology, Physics, Chemistry, emphasize the knowledge of issues like environmental pollution, environmental hazards, global warming, Ozone depletion, acid rain, conservation of natural resources, ecology, biodiversity, renewable energy and much more. Ecosystem, its balance & sustainability is an integral part of the curriculum of the UG second year. In DSE-3 of Economics Honours, there is a detail study on 'environment and sustainable development'.

The NSS unit has organized cleanliness drives, afforestation programmes, celebration of World Environment Day, and awareness programmes on topics like water conservation and hazards of plastic waste.

### **Sustainability –**

The campus of the college is eco-friendly and concerted efforts are being put to retain environmental sustainability. Apart from being environment sensitive, the infrastructure of the college also has provisions for students with disabilities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 30.49

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

Response: 625

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 89.74

##### 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
731	637	682	647	663

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
800	736	736	736	736

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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:** 69.29

##### 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
229	213	179	175	206

**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
310	284	284	284	284

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 75.93

## 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:**

S.B.R.Govt. Women's College has been dedicated to fostering all-round development of its students

through a variety of student-centric methods since its inception. The college employs both experiential and participative learning strategies to ensure a comprehensive educational experience.

## **Experiential Learning**

### **1. Hands-on Training during Practical Sessions:**

Science and Arts departments, including Physics, Chemistry, Zoology, Botany, Psychology, Education and Home Science provide hands-on practical training in all course. This approach allows students to apply theoretical knowledge in real-world scenarios, enhancing their understanding and skills.

### **2. Participation in Seminars:**

Students are encouraged to participate in seminars, webinars, and workshops to stay updated on current topics and gain broader perspectives.

### **3. Interactive Classes:**

Interactive classes are a key feature, where students actively engage with teachers to clarify doubts and deepen their understanding of subjects.

### **4. Certificate Courses:**

The college encourages its students to undertake certificate courses through OSOU/SWAYAM NPTEL courses on market-driven topics, providing students with additional qualifications and enhancing their employability.

## **Participative Learning**

### **1. Educational Tours and Field Visits:**

The departments organize educational tours and field visits as part of their curricula.

### **2. Industry Visits:**

Industry visits are organized as part of some certificate courses. These visits offer students exposure to companies and insights into the internal workings of various industries, bridging the gap between academic learning and practical application.

## **Project Work**

### **Department-Specific Projects:**

Students from all departments in their last semester engage in project work on relevant and cross-cutting issues. They are also required to defend their projects through PPT, promoting critical thinking and presentation skills.

## **Collaborative and Competitive Learning**

## **1. Quiz Competitions and Group Discussions:**

Students participate in quiz competitions, group assignments, group discussions, and brain storming sessions. These activities foster peer learning, debate, and collaborative skills.

## **2. Co-curricular Activities:**

A significant number of students take part in various co-curricular activities such as cultural programs and sports events organized by the college and other institutions ensuring holistic development.

## **Problem-Solving Methodologies**

### **1. Critical Thinking through Logic:**

Departments like Mathematics, Philosophy, Physics and Computer Science teach logical and analytical problem-solving methodologies, enhancing students' critical thinking abilities.

### **2. Proctorial Classes, Remedial Classes and Student-Teacher Meetings:**

Proctorial classes and remedial classes are scheduled for every department, and student-teacher meetings, parent – teacher meetings address both academic and personal issues, providing comprehensive support to students.

## **Competitive Examination Facility:**

### **Preparation for Competitive Exams:**

The college offers coaching to help students prepare for Civil Services and other competitive examinations.

## **ICT-enabled tools for Teaching Learning Process:**

The college emphasizes student-centric learning methods through the extensive use of ICT tools such as Power Point presentations, quizzes and online contents.

**Smart Class Rooms:** classrooms with LCD and Projector

**Online Platforms:** Learning through Google-Classroom, Zoom, Google Meet, YouTube etc.

## **Other Students' Centric Methods:**

The student centric approaches provided by the college at a glance:

- Project Presentation by the Students
- Special/Extension Lectures
- Continuous evaluation through Hybrid mode
- Wall Magazine



Through these methods, the College ensures that its students receive a well-rounded education, preparing them for both academic and professional success.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 39.7

**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
66	66	66	66	66

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 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:** 57.25

**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
15	14	14	16	16

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 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:**

**Academic Calendar:** At the beginning of each academic year, the Department of Higher Education, Government of Odisha, issues a common minimum standard for all degree colleges of the state. The college then prepares its own plan of action that includes key dates for the commencement of classes, induction programs, course completion guidelines, internal and end-term examinations, and co-curricular activities. Both students and teachers adhere to this calendar for effective planning and implementation.

**University Rules on Continuous Internal Evaluation (CIE):** The affiliating university sets rules for internal examinations based on the CBCS syllabus. The college follows these rules to ensure transparency, as detailed below:

- Internal exams are scheduled according to the academic calendar.
- Continuous internal assessment evaluates students' performance throughout the curriculum.
- There are two semesters each academic year, covering both practical and non-practical subjects.
- Internal exams for practical subjects are worth 15 marks, while non-practical subjects carry 20 marks.
- Each department conducts internal exams following the Berhampur University pattern.
- Subject teachers prepare question papers in line with university guidelines, including both MCQs and 2/5 mark questions.
- Transparency is maintained by discussing questions and answers with students post examinations, who can review their answer scripts and raise discrepancies for correction.
- Internal marks are submitted to the examination section using the university's mark foil and uploaded to the university portal.
- Records of internal assessments are maintained by subject teachers for future reference.
- Due to COVID-19, internal exams were held online for two years (2020 and 2021).

**Continuous Evaluation:** Subject teachers conduct ongoing evaluations through class tests, surprise tests, and MCQs after each unit. Additionally, students are encouraged to gather current news and photos

related to their studies to see real-world applications of their learning.

### **Examination Transparency and Grievance Redressal:**

**Internal Examination:** The internal assessment system is transparent and varied. Students are informed about the assessment system in advance to ensure clarity. The college's examination section schedules and notifies internal assessments. Subject teachers provide sample questions and discuss them with students to aid preparation. Monthly tests help students understand question patterns. Post-assessment, the principal holds staff council meetings for effective evaluation process implementation. Any examination-related grievances are addressed by subject teachers, who discuss answer scripts with students to resolve discrepancies.

**University Examination:** The institution follows the university examination timetable provided by Berhampur University. Examination-related grievances are forwarded to the university grievance committee. Students can request photocopies of their answer scripts and apply for revaluation if needed. Errors in the university marks portal are rectified by the college through an application process. The university's grievance norms are displayed on its website, ensuring a time-bound resolution mechanism.

**Practical Examination:** Departments with practical subjects assess students' skills in the laboratory. Well-equipped labs and assistance from laboratory assistants support students' practical work. Subject teachers assess students' progress and identify learning needs. Practical examination grievances are addressed by the teacher with the help of a laboratory assistant.

**Project Work:** Project work, as prescribed in the curriculum, is carried out by students and assigned by subject teachers. Projects are presented in departmental seminars for evaluation, focusing on both writing and presentation skills. Completed projects are kept in the department for future reference.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## **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:**

S.B.R.Govt.Women's College, aligned with the Berhampur University, offers a diverse range of programs including Honours courses and Post Graduate courses across the Arts, Science, and Commerce streams.

## **Outcome-Based Learning and Course Outcomes**

S.B.R.Govt.Women's College rigorously adheres to the norms and objectives of Outcome-Based Learning as mandated by the Berhampur University. Each department meticulously formulates Program Outcomes (POs) and Course Outcomes (COs), which are communicated through various channels, including:

- College website
- Departmental and college notice boards
- Student induction and library orientation programmes
- Teacher-student meetings

## **Programme Outcomes and Course Outcomes**

The college prominently displays POs and COs for all its programs on its website, adhering to UGC guidelines. Departments develop these outcomes in accordance with UGC rules, as the University does not provide explicit guidelines in this regard.

## **Curriculum Adherence**

As a non-autonomous institution, S.B.R.Govt.Women's College strictly follows the course curricula set by the University of Berhampur. These curricula are regularly updated on both the University's and the college's websites.

## **Course Design and Further Studies**

The course pattern is designed to facilitate students' pursuit of further studies, recognizing the importance of outcome-based education (OBE).

## **Awareness and Orientation Outcome**

During the Orientation Programme on the first day of college, students are informed about the knowledge and skills they will acquire upon successful completion of their courses. The practical applications of these skills are thoroughly explained.

## **Departmental Study Plans**

Each department formulates a well-structured lesson plan in accordance with the academic calendar to guide the teaching and learning process.

## **Indirect Evaluation Technique**

Faculty members use indirect evaluation methods to assess the attainment of COs and POs. This approach helps students assess their own learning outcomes and guides faculty in designing effective teaching methodologies.

## **Monitoring and Evaluation Activities**

The college ensures the achievement of course outcomes through various activities, including collecting student feedback, departmental meetings, and discussions with the Principal, IQAC Coordinator, and faculty.

### Initiatives for Fruitful Attainment

To foster a quest for knowledge and adaptability, teachers encourage students to ask questions and engage in critical thinking. Emphasis is placed on effective communication, teamwork through group activities, leadership skills, appreciation of diversity, conflict management, and adherence to moral principles in both personal and professional realms.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

#### Response:

The process for evaluating Programme Outcomes (POs) and Course Outcomes (COs) at S.B.R.Govt.Women's College is indeed detailed and structured by utilizing a combination of direct and indirect methods for a comprehensive assessment. Here's a summary and analysis of the approach:

#### PO-CO Mapping:

- 1. One-to-Many Mapping:** Departments map course results to program outcomes, meaning a single course outcome can affect multiple program outcomes.
- 2. Correlation Mapping:** Software generates correlations between COs and POs.

#### PO-CO Attainment and Evaluation:

##### 1. Direct Methods:

- **Assessments:** Students' results in internal and university exams.
- **Higher Education Enrollment:** Students' progression to further education.
- **Semester Results:** Course outcomes evaluated each semester.
- **Program Results:** Program outcomes assessed after completion of six semesters.
- **Recognition:** Outstanding academic performances are acknowledged.
- **Feedback Sessions:** Insights from students at the end of each academic session.

##### 2. Indirect Methods:

- **Surveys:** Conducted by teachers to evaluate PO and CO attainment.
- **Career Progression:** Tracking students' progress to higher education or professional courses.

- **Competitive Exams:** Eligibility and success in exams like JAM, GATE.
- **Career Counseling:** Support for students through the Career Counseling Cell.
- **Extracurricular Activities:** Participation in extension programs and campaigns.

**Benefits of the Approach:**

- **Holistic Evaluation:** Combines both quantitative results and qualitative feedback.
- **Continuous Improvement:** Feedback loops help refine the teaching-learning process.
- **Student Recognition:** Encourages academic excellence through recognition.
- **Career Support:** Provides robust support for career advancement.
- **Broader Impact:** Considers both academic achievements and societal contributions.

**Challenges:**

- **Complexity:** Managing and analyzing the data can be complex.
- **Consistency:** Ensuring consistent evaluation across departments.
- **Survey Reliability:** Indirect methods rely on subjective feedback which can vary.

S.B.R.Govt.Women’s College framework, provides a comprehensive assessment of students' academic performance and overall development. This ensures that the curriculum delivery aligns well with the intended learning outcomes, ultimately supporting students' academic and professional growth.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**2.6.3**

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

**Response:** 96.39

**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
580	618	576	500	505

**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
598	655	609	509	512

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.62</b></p>	
File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

SBR Government Women's College, is committed to foster an ecosystem that encourages research innovation and the transfer of knowledge. Our focus is on creating a supportive environment that nurtures creativity and research, incorporating the Indian Knowledge System (IKS) to enrich our educational practices. Below is an overview of our initiatives and ethical guidelines:

#### **Ecosystem for Innovation and Knowledge Transfer**

- **Encouragement for Competitive Exams:**
  - Students are encouraged to prepare for and qualify in national-level exams such as ICSSR, UGC, CSIR, and ICAR NET. Guidance at the departmental level and resources are provided to support students aiming for success in these examinations.
- **Funding Opportunities for Faculty:**



- Faculty members are encouraged to apply by research guidance cell of the college for research grants and funding from organisations like ICSSR, UGC, CSIR, and ICAR, as well as from state and central government sources. The college provides support for grant applications and project management.
- **Projects for UG and PG Students:**
  - The college has introduced small research projects for 6th-semester Undergraduate and 4th - semester Postgraduate students to encourage practical research experience so as to develop research skills and prepare them for future academic and professional endeavours.

### **Research and Development Support**

College encourages faculty and students to engage in innovative research. The Research Activities Guidance Cell, established on June 10, 2022, under notice No. 863, provides essential support for research activities, including publishing in reputed journals. The teachers are provided with umpteen opportunities to submit innovative research papers, publish them as chapters, books and journals with ISBN and ISSN respectively. The various departments generate co-curricular stimuli by means of National Seminars / workshop.

### **Well-Maintained Laboratory Records**

We maintain comprehensive laboratory records for both postgraduate and undergraduate students. These records ensure the integrity and reproducibility of practical findings, promoting a culture of meticulous documentation.

### **Safe Laboratory Practices**

Safety in our laboratories is paramount. We enforce strict safety protocols and provide regular training to ensure a secure environment for all.

### **Resources and Facilities**

**Library:** The college central library houses over 50,000 books which is partially automated with platform link of EBSCO. It also has a online students and staff reference room with proper facility, reading room facility. Students and teachers frequently use the library for enrichment of their knowledge.

**Laboratories:** All the Science departments have advanced equipments to cater to the needs of students and staff for research. Research-level facilities are available in departments like Biology and Chemistry supporting advanced scientific exploration.

### **Institutional Ethical Standards**

Our ethical standards are available on the college website, ensuring transparency and accessibility. They cover various aspects, including: Plagiarism and Fraud, Safe Practices, Gender Inclusivity.

### **Indian Knowledge System (IKS)**

The Indian Knowledge System (IKS) represents a sustainable and welfare-oriented approach rooted in ancient Indian traditions. It encompasses Jnan (knowledge), Vignan (science), and Jeevan Darshan

(philosophy of life), derived from rigorous analysis and practical application. The IKS has profoundly influenced various fields, including education, arts, administration through its integration into our curricula in the spheres of Universal human values, Yoga, Sanskrit, Indian Literature.

**IPR Awareness and Cell:**

We have established an IPR cell to educate and support faculty and students in protecting their intellectual property. Regular workshops and seminars are conducted to raise awareness about IPR, helping researchers understand the importance of safeguarding their innovations.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**3.2.2**

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

**Response:** 0

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 0.69

**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
06	09	02	08	02

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 0.82

**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
05	14	08	05	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4 Extension Activities**

**3.4.1**

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

**Response:**

The NSS, NCC, and YRC units at S.B.R. Govt. Women's College, Berhampur have been pivotal in fostering community service, social responsibility, and personal development among students. Over the past five years, these units have organized following key activities.

### **Health and Hygiene Initiatives**

**Eradication of Tuberculosis:** NSS volunteers participated in annual rallies and local ward visits to raise awareness about tuberculosis prevention and elimination through slogans and informational materials.

**Breast Cancer Awareness:** Annual programs featuring medical professionals discussing breast cancer causes, symptoms, and preventive measures, targeting both students and the broader community.

**World AIDS Day:** Awareness campaigns in local wards using placards and informational sessions to educate the public on HIV/AIDS prevention and support.

**Heat Stroke Awareness:** Seasonal programs on heat stroke prevention, with volunteers distributing cooling drinks and providing safety tips during extreme heat conditions.

### **Environmental Conservation Efforts**

**Plantation Programs:** Volunteers participate in tree plantation drives on significant days like Kargil Diwas, planting saplings on the college campus and surrounding areas to promote environmental sustainability.

**Swachha Sagar Abhiyan:** Beach cleanliness drives aim to reduce pollution and raise awareness about marine conservation by collecting plastic and other waste.

### **Community Outreach Programs**

**Road Safety and Cyber Security:** Regular workshops and informational sessions to educate students and the community on safe driving practices and protecting personal information online.

**Voter Enrollment Training:** Collaboration with district authorities to train volunteers on online voter registration, followed by voter awareness campaigns to encourage electoral participation.

### **Educational and Skill Development Activities**

**State Level Pre-RD Selection Camps:** Participation in state-level pre-Republic Day selection camps, representing the college and showcasing skills in various activities and competitions.

**Orientation Programs:** NSS Day includes orientation programs for new volunteers with motivational speeches and detailed explanations of NSS objectives and activities.

### **Cultural and Recreational Activities**

**Independence Day (Meri Mati Mera Desh):** Celebrations honoring retired military personnel and organizing cultural events to promote patriotism and respect for national service.

**State Integration Camps:** Annual participation in state integration camps for cultural exchanges and activities promoting national unity and understanding.

**Mountaineering Camps:** Encouraging participation in mountaineering and trekking camps to foster physical fitness, teamwork, and a spirit of adventure.

**Odisha Darshan:** Trips to explore Odisha's cultural heritage, allowing volunteers to gain a deeper appreciation of their state's history and traditions.

### Social Awareness Programs

**Vigilance Awareness Week:** Annual rallies and programs during Vigilance Awareness Week to promote integrity and combat corruption within the community.

**Human Rights Day:** Human chains and awareness activities on Human Rights Day to educate the community on various human rights issues and promote social justice.

**NSS Day:** Rallies advocating for a tobacco-free society involving both new and senior volunteers to spread awareness about the harmful effects of tobacco use.

**Sramadana:** Regular campus cleaning and maintenance activities to instill a sense of responsibility and cleanliness among volunteers.

**Gandhi Jayanti:** Observed as Communal Harmony Day, featuring discussions on Mahatma Gandhi's life and philosophy to promote peace and unity.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### Response:

Dr. Manisha Mishra, the NSS Programme Officer at S.B.R. Govt. Women's College, Berhampur, has been awarded the Best NSS Officer Award for her exceptional leadership and contributions to community service and student development. Under her guidance, the NSS unit has executed impactful health initiatives, including tuberculosis eradication rallies, breast cancer awareness programs, and World AIDS Day campaigns.

Dr. Mishra has also led environmental conservation efforts like tree plantation drives and beach clean-ups.

Her community outreach includes road safety and cyber security workshops, voter enrollment training, and civic participation campaigns.

She has organized educational and skill development activities, such as state-level pre-Republic Day camps and NSS Day orientation programs, as well as cultural events like Independence Day celebrations and state integration camps. Dr. Mishra's focus on social awareness is evident in Vigilance Awareness Week, Human Rights Day activities, and anti-tobacco rallies. Regular campus maintenance drives and Gandhi Jayanti celebrations further reflect her commitment to fostering responsibility and communal harmony. This award highlights Dr. Mishra's dedication to empowering students and driving positive social change.

**Student:**

1. Lija Maharana, an exemplary NCC cadet from S.B.R. Govt. Women's College, Berhampur, has made remarkable achievements in the field of mountaineering. In August 2019, she was selected for an intensive Mountaineering course in Manali, showcasing her dedication and skills in this challenging domain. Her exceptional performance and determination led to her selection for the prestigious Mount Everest expedition in February 2020. This rare and commendable opportunity highlights her as a role model for her peers and a testament to the high standards of training and discipline fostered by the NCC.
2. Suprava Patra, an NCC cadet from S.B.R. Govt. Women's College, Berhampur, had the honor of attending the prestigious Annual NCC Republic Day Camp (RDC). This esteemed event, held in New Delhi, is a testament to her outstanding performance and dedication as an NCC cadet, bringing pride to her institution.
3. Puja Panda, another distinguished cadet from the same college, showcased her exceptional skills and commitment by participating in the "All India Thal Sainik Camp." This rigorous camp, focused on training and competitions related to army activities, highlights Puja's dedication to excellence and her potential as a future leader. Both cadets' accomplishments underscore the high standards and rigorous training of the NCC program at S.B.R. Govt. Women's College.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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:** 48

**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
14	13	0	17	4

  

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

<p><b>3.5.1</b></p> <p><i>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.</i></p> <p><b>Response: 01</b></p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:

SBRG Women's College has a well maintained, user friendly and resilient infrastructure conducive to teaching, learning and comprehensive development of students.

**Campus Area:** The College has nearly 04 acres of land in its possession and has construction area of 132965 sq. ft.

#### Physical Facility:

The teaching learning facilities include 133 well ventilated class rooms with green board/ white board, well-structured equipments, smart classrooms, 08 laboratories, Equipped Seminar halls, Conference Hall, Auditorium, Gymnasium, Canteen, Girl's Common Room, Library and Reading room.

A new college building is constructed by State Govt. at a cost of Rs. 13.7 Crores and was inaugurated on 12.12.2021 to strengthen the increasing requirements of College Office, and departments. The Physical Science lab was renovated at a cost of 50 lakhs under RUSA grant.

A new hostel was constructed at a cost of around Rs. 2 Crores by RUSA grant. Similarly 12 staff quarters are constructed by state govt. grant and allotted to staff members as per rule.

The available physical infrastructure is optimally utilized to conduct co-curricular activities/extra-curricular activities, parent teacher meetings, career counseling etc. On Sundays the class rooms are used for carrying out classes and examinations of OSOU as well as for other competitive exams.

#### ICT Infrastructure:

The college ensures optimal utilization of the resources like use of power point presentations, LCD projectors, smart class rooms etc. Most of the departments possess Computer system, Printer, Projector, sound system etc. Some departments have ICT boards. There are 185 computers in different depts., labs, office for regular use. The college has Wi-Fi facility with 100 MBPS bandwidth.

A virtual Lab. is constructed with State Govt. grant of Rs. 7 lakh. All the departments use the lab to show online course contents.



### Laboratories:

The college has 08 well-fortified laboratories for conducting experiments in various departments along with safety features like First aid box, fire -extinguishers.

There is a Language Lab, in the English Dept. for teaching English language communication, Phonetics.

### Library:

The library is equipped with computing equipment such as desktops. electronic teaching AIDs. Recently an online reference laboratory with 12 nos. of computers and LAN with Wi-Fi facility is constructed for regular use of student and staff.

### Facilities for Cultural and Sports activities:

The college provides adequate facilities to students for cultural activities, Yoga, Sports and other gaming activities.

The college has resolute Athletic association and under supervision of designated teachers to carryout selection of students to represent the institution in competitions. Annual athletic meet is arranged every year for the students in the neighbouring Khallikote University stadium to participate in various sports activities and to participate in State, National and International level competitions.

The college also organizes inter departmental cultural competitions, events and performances under Cultural association at various times of the year among the students. The college also celebrates annual function with the above dynamic activities.

Though the college does not have an earmarked Yoga Centre, yet Yoga activities are being conducted in open space of the campus. Various other facilities available are: One equipped Gymnasium, Basket-ball Court, Badminton Court, Open pandal for conducting cultural functions and meetings and an auditorium. Similarly the girls' common room has facilities like Ludo, Carom, Chess etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 4.1.2

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

**Response:** 43.48

**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
5.2	111.26	3.09	158.43	0.0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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 of the College plays a vital role in disseminating knowledge that caters to the needs of entire student community and staff (both teaching and non-teaching). It is housed in a separate block with a reading room and an online reference section having 10 nos. of computers and Wi-Fi facility. The library possesses a rich collection of books of Science, Commerce, Art, Literature, books with ethical and moral values, scientific innovations, Journals, periodicals and Encyclopedia Britannica. The total numbers of books in library are about 50,797. In addition, all the Departments have their own Department Libraries with a collection of books in the respective subjects and providing access to students and teachers.

**Resources:** The Library is partially automated and has an access to 14,324 e-journals and 65,536 e-books through EBSCO. This significantly enriches the college's digital resource pool.

**Remote Access to Library:** Students and staff have the convenience of remote access to bibliographic sources and various e-resources.

**Library Management Software:** All the function of Library has been automated with Library Management Software since 2014. Currently Library uses its upgraded version. Some of the modules of the software are Acquisition, Data entry; Searching and Retrieving books are made fast and easy by using Computerized Catalogue Services. The Library uses BARCODE technology for speedy issue/ return operations. It provides current awareness services such as displaying the latest issues of periodicals in the Reading room and new additions in the Central Library. The Library also extends Reprographic services to its users.

**Library Visit:** The Library functions from 10Am to 5PM on all working days.

**Purchase of Books:** Books are purchased through open tender from the book sellers of the state by the financial support of U.G.C./Govt. and College funds. Besides, the library subscribes News papers and Journals from the local suppliers.

**Library Committee:** The library committee headed by an Officer in charge advises on all matters relating to the organization, purchase, maintenance and services of the Library.

**Library Management:** The Library staffs take all kinds of measures to preserve and issue of books. The Library staff remains acquainted with the latest arrivals so that they can locate and display the same for the benefit of users. They also help the students and faculties in physically locating the books and journals in the almirah /book self after finding the same on computer.

**Footfall at the Library:** The steady influx of teachers and students underscores the pivotal role of the library in boosting academic and research endeavors within the college community, substantiated by comprehensive usage statistics.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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:**

Information Technology has become an indispensable asset for the functioning of every institution. Hence, to meet the demands of the various stakeholders, the Institute frequently updates its IT infrastructure.

**Wi-Fi Facility:** The College has an effective policy to create and enhance the infrastructure to facilitate effective teaching and learning process. Our institution frequently upgrades IT facilities to keep pace with the academic growth and technological advancements. The College had a 64 Mbps shared Campus Broadband connection until April 2020. Since June 2022, two BSNL FTTH broadband of 100Mbps has been connected to the office, accounts section, examination section, SAMS lab and computer lab. for regular use. However the college is in the process of setting a new dedicated Wi-Fi connection in a short period of time in the campus sanctioned by the Govt. fund. It will be done on the basis of a leased line (OFC Optical fiber cable) which is connected with ILL (internet leased line) with 100 mbps (1:4)

connection to provide high speed internet.

**Desktops, Laptops, Printers, and Projectors:** The institution boasts of 185 desktops, 07 laptops, 12 number of printers, and 08 projectors, ensuring smooth operation of various academic activities in different departments and other administrative functions. Most of the departments are also updated with IT enabled classrooms to facilitate the teaching-learning process. All the departments, Administrative/Accounts/Examination section, SAMS centre and Library are provided with computers.

**Web Domains:** The college has specific domain for its customized and dynamic website: sbrgautowomenscollege.ac.in

**Usage of IT infra:** In order to ensure the proper utilization of internet by the students, the assistants and faculty members guide and advise them to explore the websites enriched with educational materials such as e-papers, articles etc. for ICT enabled teaching. Faculty members are using power point presentations, videos etc. in the classroom to enhance learning. The facility of scanners, printers, Reprographic machines are available to both students and teachers.

**Security and Maintenance:** All the computer systems of the college are frequently updated to latest windows, software and hardware to ensure that they meet the requirements of modern information-loaded websites and heavy tasks. The College have well-equipped computer laboratories having around 62 computers with required soft-ware and antivirus. The computer lab. is powered by UPS to ensure unintrupted usages.

**CCTV Surveillance:** The college campus and Women's' Hostel is under CCTV surveillance to ensure transparency as well as safety to all its members.

**Learning Management System (LMS) and E-Resources:** The College has implemented an LMS and E-Resources, providing a centralized platform for seamless access to online texts and references for students and teachers.

**Online Admission Software:** The college uses govt. sponsored Student Academic Management software since 2008 for online admission of students.

**Administrative Software:** Various programmed software applications are used for HRMS, PFMS, E-Pension, etc.

**Software used by Departments:** Departments use various software, including C, C++, Python, Latex, Fortran, Mathematica, Linux (Ubuntu),

**Biometric:** Since 2021, the college has implemented biometric attendance for teachers, non-teaching staff, and the Principal for secure and accurate attendance tracking.

**Online Feedback System:** The institution values feedback and has implemented an online system devised by IQAC to collect insights from all stakeholders, aiming for continuous improvement since 2022.

**Online Teaching-Learning:** Especially since 2020, the college utilizes online platforms like Google

Classrooms, Google Meet and Zoom for regular teaching-learning processes.

**Teachers' Appraisal System:** An online Performance Appraisal System has been introduced to enhance the scrutiny of performance-based appraisals (PAR) efficiently.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 11.08

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

**Response:** 185

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 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:** 14.27

**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
48.35	11.52	4.15	8.2	19

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 33.21

**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
729	621	610	648	663

#### File Description

#### Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 7.61

**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
432	0	0	318	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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 for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 12.76

**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
144	110	87	4	7

**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
580	598	576	500	505

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0.12

**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	1	0	2	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

**Number of awards/medals for outstanding performance in sports/ cultural activities at University /**

**state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response: 2**

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

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

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

**5.3.2**

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

**Response: 4**

**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
20	0	0	0	0

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

The college has a non-registered alumni association of the former students of this institution. It functions like a medium through which the former students can serve their alma mater as a mark of gratitude. It is a noble and dignified way of giving back for what one has received from the institution. It creates a huge network in order to bring together like-minded individuals. The association provides quality education to the institution by extending intellectual support.

The institution has produced numerous highly talented students who went on to become very successful in different professions. So the present students are highly benefitted when they get to listen talks from them during seminars and college functions.

In the ever increasingly connected world, the alumni association plays a major role in the all-round development of the college. In this context, the alumni association of our college collects feedback during the meeting on teaching staff, students, parents and others for the purpose of institutional development.

The association applies their suggestions regarding administration, syllabus, cultural and academic development of the college on its own level. The association organises meeting yearly to foster the spirit of loyalty.

Our alumni association has been providing financial support to the needy students. This includes college uniform, books etc. In order to generate awareness among the students our association has undertaken campus cleaning drive, programmes on human trafficking, HIV and AIDS awareness campaigns, health awareness programmes in slum areas etc. Different intellectual talks are organized by our association on the topics like Green House Effect, Environmental protection and social issues like Legal rights of women, Domestic violence and Gender Equality etc.

The institution constantly remains in contact with the former students and faculty members through phone or email and tries to strengthen the alumni association even more so as to garner their support, both financially and non-financially, to bring further improvement to the different facilities of the college.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## 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:**

To fulfill the college's mission and vision, the leadership maintains an environment that fosters openness and interaction. Stakeholders are encouraged to actively participate and contribute their perspectives to facilitate effective decision-making and policy formulation.

#### **1. Implementation of NEP-2020:**

The college demonstrates its commitment to implementing the National Education Policy (NEP, 2020) as part of its vision and mission. This initiative underscores its role as a leading higher education institution, emphasizing academic excellence and societal responsibility. The introduction of an Academic Bank of Credits (ABC) for students further supports this vision by providing a dynamic approach to education.

#### **2. Institutional Growth:**

The college aims to serve as a societal equalizer, addressing disparities based on class, gender, caste, and religion. Academic programs focus on enhancing students' intellectual capabilities through formal and informal assessments, fostering curiosity, enthusiasm, and critical thinking. Regular seminars with experts enrich students' educational experiences and broaden their career perspectives.

Career-oriented programs expose students to diverse fields, enhancing their socio-economic awareness and global competence. The college continuously updates its teaching-learning methods, integrates ICT tools across all classes, and enhances laboratory facilities to enrich the educational experience.

#### **3. Decentralization Efforts:**

The college vision, mission, and goals are pursued through strategic planning and a systematic organizational structure that incorporates stakeholder input. Administratively, the college ensures effective governance led by the Principal, Governing Body, Staff Council, and various sub-committees. There is a governing body, the members of which are being appointed by State Government. From time to time the Principal of the college convenes the GB meeting in consultation with the President to discuss the different issues related to academic, administrative and financial matters of the college. The principal is the sole authority of the college and he/she takes all important decisions in consultation with the members of staff. There are Academic, Administrative and Accounts Bursars to help the principal in academics, administration and matters of accounts respectively.

The college ensures participative management by involving the Faculty members, Non-teaching

members, Students, Alumni, External peer representatives and Parents in various activities of the college including decision making. Different committees /centres /cells/clubs are formed involving stakeholders to fulfill the objectives of providing better learning opportunities.

#### 4. Institutional Governance:

The college promotes horizontal integration in governance, ensuring efficient management of admissions, transparent conduct of examinations, execution of academic activities, infrastructural development, and cultural and sports events. These efforts reflect harmony with the college's comprehensive goals.

#### 5. Goals:

In the short term, the college plans to introduce job-oriented courses, increase enrollment, improve teaching quality through faculty development, and align cultural events with its mission. Looking ahead, the college aims to become a women University which will be a hub of academic and cultural excellence, prioritizing infrastructure expansion, collaborations, cutting-edge research, and accessible, value-based education.

The college has prepared its long term goal in accordance to the Mission and Vision of the college by preparing Institutional Development Plan (IDP) and was submitted to Odisha Higher Education Council, BBSR. After due approval of Government we will focus on it to achieve the targetted development in subsequent years.

Through these initiatives, the college remains dedicated to molding responsible individuals who are equipped to drive positive social and economic changes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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 college adheres strictly to service regulations mandated by the University Grants Commission (UGC), Ministry of Human Resource Development (MHRD), statutes/acts of Berhampur University, and the Department of Higher Education, Government of Odisha.

#### 1. Efficient Operations:

In alignment with its vision and mission, the college implements policies and administrative strategies. Resource allocation and decision-making processes are conducted transparently through collective efforts, incorporating recommendations from previous NAAC peer teams and the Internal Quality Assurance Cell (IQAC) and academic audits.

## 2. Administrative Structure:

The institution promotes a participatory management culture, granting operational autonomy to various stakeholders for decentralized governance. The Governing Body, nominated by Government and chaired by its President, includes members with academic, industry, and administrative expertise. The Principal oversees all administrative and academic matters, collaboratively planning and implementing policies with the staff council. Department Heads coordinate departmental activities, oversee academic distribution, and monitor progress registers and lesson plans.

The Staff Council, comprising all teachers, deliberates on college administration, admissions, examinations, and governmental directives. Administrative and Accounts Bursars supervise official and financial activities, ensuring compliance with government regulations and overseeing employee grievances and salary disbursements.

The college engages students through nomination for various leadership positions, ensuring their representation in decision-making processes via the IQAC. Non-teaching staff play crucial roles in office, laboratory, and library operations under the supervision of the Head Clerk.

## 3. Appointment Policies:

All appointments, both teaching and non-teaching are being made by State Government which adhere strictly to regulations set forth by the Odisha Public Service Commission (OPSC), UGC and state government.

## 4. Service Rules and Procedures:

The college follows Odisha government's service rules for all its functions. Recruitment procedures are conducted through government agencies such as OPSC and the Staff Selection Commission of Odisha. The promotion / Career Advancement Scheme (CAS) governs promotions for teaching staff, while the Modified Assured Career Progression Scheme (MACPS) determines promotions for non-teaching staff. A grievance redressal committee, led by the Principal and senior teachers, addresses employee grievances related to promotions, pay fixation, and other financial matters in accordance with government policies.

File Description	Document
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

**Performance Appraisal System:**

The college has established performance appraisal systems for both teaching and non-teaching staff during each academic session.

**1. Teaching Staff:**

Teachers are evaluated based on their involvement in curricular, co-curricular, research and other activities. Each teacher submits a Personal Appraisal Report (PAR) via the HRMS portal to the Principal at the end of every academic session. The PAR details activities of teaching staff which are reviewed and remarked upon by the Principal before submission to the Department of Higher Education for final appraisal. The PAR undergoes three stages of appraisal: by the Reporting Authority, Reviewing Authority, and Accepting Authority.

**2. Non-teaching Staff:**

The Confidential Character Roll (CCR) of non-teaching staff is assessed annually by the Administrative



Bursar. Non-teaching staff complete CCR forms, which are then reviewed and remarked upon by the Administrative Bursar and countersigned by the Principal before submission to the Department of Higher Education, Odisha.

### **3. Welfare Measures:**

The college implements various welfare measures for both teaching and non-teaching staff, managed online through HRMS/IFMS.

#### **a. Group Insurance Scheme (GIS):**

Introduced from March 1, 1974, GIS provides a lump-sum financial benefit to the family of a government employee in case of untimely death during service.

#### **b. General Provident Fund (GPF) and New Pension Scheme (NPS):**

Employees prior to 2005 avail of GPF, with a minimum of 10% of salary deposited into their accounts. Post-2005, employees are enrolled in NPS, contributing 10% of their salary with 14% contribution from the state government.

#### **c. Housing Loans:**

Interested employees can apply for Government Housing Loans or HUDCO Government Loans, with repayments deducted from monthly income.

#### **d. Festival Advance:**

Non-teaching staff can apply for festival advances repayable in installments.

#### **e. Reimbursement of Medical Expenses (RCM):**

Employees submit RCM applications to reimburse medical expenses as per government procedures.

#### **f. Gratuity Scheme:**

Employees receive gratuity as a lump-sum payment upon retirement, as per amended financial rules.

#### **g. Obsequies Scheme:**

In case of a government employee's death while on duty, the institution provides Rs. 5000/- to the nearest relative for obsequies.

#### **h. Pensionary Benefits:**

Employees receive pensionary benefits online upon retirement, with recent government rules implementing final pension sanction on the retirement day. The provident fund amount has also been received online before the retirement.

**i. Commutation:**

Retiring government servants can commute a portion of their pension as a lump sum, subject to specific restrictions.

**j. Leave Rules:**

Employees are eligible for various types of leave including Earned Leave up to 300 days, Half Pay Leave, Commuted Leave, Special Disability Leave, Study Leave, Maternity Leave, Paternity Leave, Medical Leave, and Extraordinary Leave, as per government guidelines.

**k. Rehabilitation Assistance Scheme (RAS):**

Under this scheme, some Group-C and Group-D employees of deceased government servants receive appointments in the institution for rehabilitation.

**4. Avenues for Career Development/Progression:**

The college supports career development through various initiatives:

- Professional Development and Training: IQAC assists in preparing research and seminar proposals, and encourages participation in Faculty Development Programs (FDPs). Promotion and Career Advancement Scheme (CAS) benefits adhere to UGC/State Government regulations.
- HRMS-based training enhances staff skills, including ICT usage in classrooms.
- Permissions are granted for Research Conferences (RC), Orientation Programs (OP), Short Term Courses (STC), and Transfer of Teaching Staff (TS) as per government orders.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 0

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

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

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 14.29

**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
08	13	09	03	00

**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

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 institution employs strategic methods for fundraising and efficient resource utilization, with the Principal serving as the Drawing and Disbursing Officer for all financial transactions.

Strategies for Fund Acquisition:

The college relies on government funding based on its budget submissions. Main sources include grants from the state government, RUSA, and UGC.

**1. UGC Fund:**

Funds received under UGC are audited by the Chartered Accountant, and Utilization Certificates are submitted to the UGC Regional Office in Kolkata. A designated teacher visits the regional office with all relevant documentation for verification.

**2. RUSA Fund:**

The college received a sanctioned amount of Rs. 2.76 crore under RUSA. These funds have been utilized across two phases, with Utilization Certificates duly submitted.

**3. Scholarships and Grants:**

The college actively pursues scholarships and grants from state, central, and private agencies to support SC, ST, OBC, meritorious, and female students, enhancing their educational pursuits and overall development.

**4. Utilization of Funds:**

State Govt, RUSA, and UGC funds are allocated under civil and non-civil grants. Civil grants are used for constructing academic buildings, managed by the executive engineer (R&B) within specified timelines. Non-civil grants cover purchases such as furniture, equipment, and articles, following government approvals.

To ensure effective fund utilization, the college has established a Development Committee and Purchase Committee. The Development Committee assesses departmental needs in consultation with heads of departments and the college office. Approved details are then forwarded to the Purchase Committee for financial rule-compliant approval.

**5. Procurement Guidelines:**

Government guidelines from 2020 dictate procurement procedures for state degree colleges:

- Books, periodicals, magazines, and journals are procured by the Principal following established financial procedures.

- Goods up to Rs. 15,000 can be purchased based on the Principal's certificate.
- Goods between Rs. 15,000 and one lakh require recommendations from the local purchase committee, without tender/quotations.
- Goods exceeding one lakh require an open tender process or procurement through Odisha Small Industries Corporation (OSIC), with a 2% service charge on product value. Payments are executed via NEFT or RTGS.
- Construction and extension projects are assigned to the executive engineer (R&B), with payments directly credited through the Public Financial Management System (PFMS).

## 6. Financial Audits:

### External Audits:

- The Office of the Accountant General (AG) and Government of Odisha (Higher Education) conduct regular external audits to ensure financial transparency and compliance.
- External agencies like CG and SSA, Odisha Bhubaneswar, audited college accounts till 2017-18 session.

### Internal Audit:

Annual stock verifications of college accounts, stocks, and stores are conducted by the college administration. Internal audits cover:

1. College Accounts
2. Office Stock and Store
3. Departmental Stock and Store

These measures are in place to uphold financial integrity and effective resource management within the institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &**

**methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

The Internal Quality Assurance Cell (IQAC) of the college assumes a crucial role in enhancing overall educational quality and related activities.

**Initiatives by the IQAC:**

The IQAC is constituted as per UGC guidelines and the team consists of teaching members, external peer representative, Alumni member and student representative. The IQAC efficiently devises strategies to ensure quality assurance and the effective functioning of the teaching-learning process, aligning with the college's vision through a structured roadmap. It regularly convenes meetings with diverse stakeholders such as faculty, administrative staff, and students to gather feedback on the teaching and learning experience.

The IQAC prepares an Annual Quality Assurance Report (AQAR) in accordance with established guidelines. It promotes participation of teaching and non-teaching staff in various Faculty Development Programs (FDPs), Management Development Programs (MDPs), training sessions, and administrative workshops. Furthermore, the IQAC fosters collaboration, linkages, and research activities among staff members.

**Review of Teaching-Learning Processes:**

The Principal, also serving as the Chairperson of IQAC, conducts periodic departmental meetings to evaluate academic progress and address challenges in the teaching-learning process. Feedback from faculty members is collected on class dynamics, teaching methodologies, study materials, access to online resources, faculty-generated electronic content (E-content), and syllabus coverage.

**Social Awareness and Extension Initiatives:**

- IQAC promotes NCC, NSS, YRC to conduct programs that raise environmental awareness, promote social causes such as village adoption, and organize blood donation camps.
- Conducts Academic Audits (AA) and implements necessary follow-up actions.
- Undertakes Green Audits.
- Initiates Individual Development Plans (IDP) to enhance staff development and performance.

Through these efforts, the IQAC contributes significantly to maintaining and improving the quality standards of education and institutional processes at the college. Some of the initiatives taken by IQAC are as follows:

Sl. No.	Date	Subject
1	11.06.22	Distribution of duties & selection of student nominees to IQAC cell

Self Study Report of SHASHI BHUSHAN RATH GOVERNMENT WOMEN'S AUTONOMOUS  
COLLEGE, BERHAMPUR

2	17.06.22	All Staff Meeting
3	27.06.22	IQAC Meeting
4	10.08.22	IQAC Meeting
5	13.08.22	Executive Committee Meeting
6	02.09.22	IQAC Meeting
7	25.11.22	IQAC Meeting
8	29.07.22	Submission of AQAR 2020-21
9	29.12.22	Submission of AQAR 2021-22
10	18.06.22	Cancer awareness Programme
11	18.08.22-24.08.22	Skill development Programme
12	05.09.22	Induction Training of Group B employees
13	16.09.22	Placement Drive
14	29.09.22	Hygeine and Health programme
15	15.11.22	Career Counselling Programme
16	30.06.22	Academic Audit submitted to OSHEC for 2020-21
17	07.07.22	Initiation of online Feedback Form from students
18	14.11.22	Meeting of all Heads of the departments
19	12.08.22	IQAC co-ordinator attended NAAC meeting at Berhampur University
20	12.12.22	HOD Meeting conducted for prepeation of Academic Audit data
21	20.12.22	Green and Energy audit conducted
22	20.12.23	Submission of AQAR for2022-23
23	14.05.24	Submission of pending AQAR for 2019-20
24	19.04.24-20.04.24	Environment Audit conducted
25	12.10.23	IQAC Seminar on promotion of research and projects
26	06.03.24	SSR preparation meeting
27.	03.04.24	NAAC criteria discussion
28.	27.04.24	NAAC SSR document prepeation meeting
29.	02.05.24	SSR preparation review meeting
30.	04.05.24	SSR template submission by teams
31	20.06.24	SSR preparation review by external member
32	25.06.24	NAAC Budget Meeting

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** A. Any 4 or more of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

#### **Gender Equity Initiatives**

Being a Women's college with 50% women staff, a favorable educational and work culture is maintained in the college. Consistent efforts are being made to sensitize all the stakeholders, to ensure gender equity. Gender sensitivity is integral to the cultural ethos of the institute as the following initiatives indicate:

#### **Safety and Security**

- As it is a Women's College, safety and security is given prime preference. So, the college provides 24 hours watchman facility at both the College and hostels.
- CC Cameras are installed at the main gate of the college in the class rooms and other places. Security guards are also there in hostels.
- The college has dress code and hanging I-Cards for the students.
- In order to boost the confidence level of the students Self Defence training is given at regular intervals on college campus.
- Distribution of sanitary Napkin is successfully launched for sound health and hygiene of the students.
- Various International and National Days of importance are observed in the institution to make them aware about their health, safety and security.
- Strict implementation of Anti-Ragging and other consistent regulations.
- Seminars, camps, awareness campaigns on women's safety by Women Cell, NSS, and other subcommittees.

#### **Counselling:**

Counselling plays a vital role in bringing the young children to follow the path of righteousness and overcome the age related challenges.

- Experts from different background/strata are invited to counsel and orient the students. Many a Induction Training, Extra-mural Lectures etc are imparted to generate morality and humanitarian outlook for a better human being.
- The career counseling cell makes the students aware about the various career oriented jobs by organizing different sessions from time to time.

- Grievance Redressal Committees for the students takes care of grievances in a time bound manner.

### Common Room

The college has a Girl's Common Room with adequate sitting space having every kind of amenities for their comfortable stay during the college hour, for healthy recreation and mutual contact among the students.

- Students use the common room when they have leisure. .
- They are provided with different Odia and English Newspapers, magazines, and Employment News. Hence ultimately discipline is established inside the campus.
- There is sufficient number of lavatories, Water purifier Facility for pure drinking water, various indoor games in the common room.
- Apart from these the college organizes various competitions under the aegis of Common Room every year for the overall development of the students.

### Curricular Activities

The CBCS curriculum includes gender equity & sensitization in various subjects is taught to the students. A number of curricular programs or courses offered by different departments such as Political Science, History, Philosophy and English focus wholly or partially on promoting gender equity and sensitization. It enables the students to think away from gender discriminatory rules of the society. This course will sensitize students to issues related to gender and equality among all sexes.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

#### 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
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** B. Any 3 of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

Unity in diversity is the unique feature of India .So various constitutional provisions and practices are adopted for the realization of this feature .Preservation and promotion of unity, integrity and protection of sovereignty is only realized if universal brotherhood is practiced. Educational institutions play a vital role to inculcate the national spirit among the future generation. It also gives lessons to the students regarding all such constitutional values and practices that ultimately lead to the rise of patriotism, civic and political consciousness. .

### **Tolerance and harmony towards cultural and communal diversities**

- Organizing cultural events and celebrations that based on traditions, customs, and art forms of different cultures. The different cultural dance competitions like Danda nacha, Dhemsa dance, Sambalpuri dance and Dahani dance etc and different regional song competition perform in college and finally champion talents perform in the Annual cultural meet.
- Offering cultural competency training and workshops for students, faculty, and staff to enhance their understanding of diverse cultural background.
- Various activities such as sports day, teacher's day, welcome and farewell programmes, induction programmes, rally, oath, tree plantation, NSS day and cultural activities are organized in the college to promotes harmony towards each other.

### **Tolerance and harmony towards regional and linguistic diversities:**

Institution recognizes and celebrates the unique identities and contributions of different regions by:

- Hosting regional-themed events and activities that highlight the history, music, and traditions of specific geographic areas.
- Performances of different regional song like Sambalpuri song, Koraputia song and regional dances like Danda nacha, Bagha nacha, Dhemsa dance etc in college.
- Offering courses opportunities that focus on regional studies, allowing students to explore the social, cultural, and environmental dynamics of specific regions.

### **Sensitization towards Values, rights, duties and responsibilities of citizens:**

The institution plans and organizes appropriate activities to increase consciousness about values; Fundamental Duties and Rights of Indian citizens and other constitutional obligations.

- Days of National importance like Independence day, Republic Day, Human Rights Day, Gandhi Jayanti, National Education Day, Birthday of Sarvapalli Radhakrisnan, Red Cross Day, National Voters Day, and Constitution Day are celebrated/observed in every session. Essay, debate and quiz competitions are organized before the observation of these days and prizes are given to the students.
- Seminars, extra-mural lectures are also organized to imbibe the spirit of nationalism among the students. The constitutional, norms, ideas and ideologies, obligations and responsibilities, fundamental rights and duties etc are imparted. These helps the students realize their responsibilities and duties towards the nation. They also express their legitimacy towards the political system and the constitutional obligations for its sustenance.

The CBCS syllabus followed in the college, deals with various constitutional values and obligations. The young minds are taught that democracy is sustained by citizens who have the requisite knowledge, skills and dispositions.

<b>File Description</b>	<b>Document</b>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE-I**

##### **1. Title of the Practice:**

Empowerment of girls through inclusive education.

##### **1.. Objectives of the Practice**

- To provide basic education to girls with avenues for higher, professional and skilled education.
- To provide opportunity of education to marginalized /weaker girls with varying social-economic background with reservation of seats.
- To sensitize the students to gender equality and their role in society through their participation in various extra-curricular activities.
- To embolden the students with the capacity to solve their problems and to encourage them to be self-reliant and financially independent.

##### **3. The Context**

- The college caters to the educational needs of girls from the remote corners, tribal, rural, semi-urban areas of Ganjam, Gajapati, Rayagada and undivided Koraput Districts.
- Addressing the socio-political and the economic condition of the women in the suburban side and girls hailing with rural background.
- Providing best academic atmosphere to students in the campus to complete their study.

##### **4. The Practice**

- The College has 17 UG, 04PG and 03 self financing and professional courses with reservation of seats for Backward/Dibyang/Weaker and marginalized.
- The admission fees are extremely low thus making it affordable for all sections of society.
- The infrastructure is adequate with Classrooms, Smart class rooms, galleries, computer lab., library and reading room, washrooms and drinking water facilities etc.
- Adequate hostel facility, CCTV campus and college situated at heart of city with closer communication facilities makes girls to study safely in the campus.
- The college has an active Women Cell which strives to empower the female students in every possible way including gender inequality pervasive in the society.
- The college has a sexual harassment cell to ensure protection of women against sexual harassment at workplace and redressal of associated complaints.

- The college regularly organizes seminars concerning physical and mental health of women, and issues relevant to social awareness like the Awareness program on Women's Safety, 'Save the Girls Child' etc.
- The Career Counselling cell organizes several programs and career talks for expanding placement opportunities for women.
- A free course on Yoga and Self defense programmes was organized for the female students to boost their capacity of self-defence.
- The college canteen being run by a Mission Shakti SHG Group exclusively by women force for staff as well as students.
- Medical health check-up camps are being organized for both the students and staff.
- The NSS wing (also headed by a women faculty) of the college regularly organizes awareness rallies and activities relating to the issues of the girl students.

## 5. Evidence of Success

- a. 98% Result in term-end University examination with good number of girls in the toppers list.
- b. 29 number of girl students placed in on campus/off campus recruitments and their numbers are more as the students did not inform about their placement.
- c. 12.76 % students going for professional and higher education studied in reputed universities and institutions of the state and country.
- d. Adequate participation of girls in extra-curricular activities like NSS, NCC, YRC, Self defense and also recognised with achievements at various level. Some NCC (the NCC wing headed by a women faculty) cadet, were awarded for best NCC cadet in the year 2022 and 2023 respectively.
- e. 06 numbers of MoU signed with Professional Bodies, Research Establishments and Universities indicate the proficiency of the students in life skill and professional skill.

## 6. Problems Encountered and Resources Required

- Female students are reluctant to cross academic boundaries due to social stigma.
- Students are usually hesitant in opening up on matters sensitive to their body or mental health.
- It becomes difficult to organize various programs outside working-hours as a sizeable percent of students are coming from nearby villages/areas not in the college proximity.

## BEST PRACTICE-II

### 1. Title of the Practice:

Institutional Social Responsibility - Adoption of a nearby ward (Ward no. 22)

### 2. Objectives of the Practice

- To transform the ward by improving the socio-economic conditions, hygiene, living standards

and habits.

- To involve the students in conducting socio-economic surveys in the adopted ward as part of their field activity. In turn, students will enhance their social, communication and soft skills qualifying themselves for employable skills, while promoting a social cause.
- To inculcate the leadership qualities, social responsibility, analytical skills and innovative thinking among students.
- To develop awareness among people of the ward by NSS volunteers on sanitation, nutrition and personal hygiene, skill development programs, income generating government schemes, Environment and Energy Conservation, Education, legal aid, consumer protection, AIDS, Preventive measures against diseases like Dengue, Swine Flu, Malaria etc.
- To transmit the Govt. sponsored programs for rural development such as Swachh Bharat, Ayushman Bharat, Digital India, Made in India, Beti Bachao - Beti Padhao and other activities.

### **3. The Context**

- There is an increasing tendency among the students that the purpose of education is getting high paid jobs, earning money and settling abroad without any concern for community development.
- At present the competitive environment and mechanical learning are channelizing the students away from the opportunity to involve and learn by actively participating in community service.

### **4. The Practice**

- A winter special camp was conducted for seven days.
- The faculty and NSS volunteers interacted with the ward member in the ward, discussed the burning problems and appraised them of the all-round development of the ward.
- The students have conducted a door-to-door survey in the ward to chalk out a comprehensive mission.
- Students inspected the ward and convinced people of the dirty, unhygienic surroundings and unclean habits and the resultant ill health and suggested easy and cost effective solutions such as safe disposal of wet and dry wastes, protected drinking water etc.
- The NSS volunteers organized different programmes in three different sessions per day like, health survey, social survey, awareness programmes, demo show on disaster management, naturopathy in the morning sessions on all the days of the camp. The volunteers have conducted different competitions like song, essay, just a minute, rangoli in the evening sessions.

### **5. Evidence of Success**

- The people of the ward are now well aware of the different health issues and are adopting measures to prevent the spread of the diseases like Dengue, Swine Flu, Malaria etc.

### **6. Problems Encountered and Resources Required**

- The older generations above the age of 50 are conservative and need more time for transformation as most of them are orthodox.
- There is a problem of poor integration between the Government and the NGO agencies in the implementation of various welfare schemes in rural areas.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

Sashi Bhusan Rath Government Women's College, a prominent institution in Odisha, India, has garnered recognition for its commitment to advancing women's education. The college's distinctive focus on women's empowerment through education is evident in its programs, supportive infrastructure, and proactive initiatives. This approach not only highlights the college's priority in promoting women's education but also sets a benchmark for similar institutions.

### **Vision and Strategic Focus**

The College operates with a clear vision of transforming the educational landscape for women. Its strategic focus revolves around fostering an environment that promotes academic excellence, personal growth, and professional readiness for women. The college is dedicated to addressing gender disparities in education and providing a platform for women to excel in various fields.

The institution's strategy is anchored in the belief that education is a powerful tool for social change and empowerment. This belief drives the college to implement programs and initiatives that cater specifically to the needs and aspirations of women students, preparing them for leadership roles and professional success.

### **Holistic Academic Programs**

One of the key aspects of the college's approach to women's education is its emphasis on a holistic academic experience. The college offers a range of undergraduate and postgraduate programs designed to provide students with a well-rounded education. The curriculum is carefully crafted to balance academic rigor with practical relevance, ensuring that students are well-prepared for the demands of the job market.

The college offers specialized programs in fields such as humanities, social sciences, and commerce, with a particular focus on subjects that align with the interests and career aspirations of women. The programs address both academic and practical aspects, equipping students with the skills needed to make a positive impact in their communities and professions.



## **Leadership and Skill Development**

Sashi Bhusan Rath Government Women's College places a strong emphasis on leadership and skill development as part of its commitment to women's education. Recognizing that leadership skills are crucial for career advancement and personal growth, the college has implemented various programs to nurture these abilities.

The college organizes various programs that focused on leadership, public speaking, and personal development. These initiatives aim to build students' confidence, enhance their communication skills, and prepare them for leadership roles in their future careers. By providing opportunities for students to engage in leadership training, the college ensures that they are not only academically proficient but also equipped with the soft skills necessary for professional success.

## **Supportive Infrastructure and Environment**

Creating a supportive and inclusive learning environment is a cornerstone of the College's approach to education. The college has invested in infrastructure and support services that cater specifically to the needs of women students.

The campus features facilities such as well-equipped libraries, modern classrooms, and dedicated spaces for extracurricular activities. Additionally, the college provides access to counseling services, career guidance, and academic support, ensuring that students have the resources they need to succeed both academically and personally.

The college's emphasis on creating a safe and supportive environment is also reflected in its anti-harassment policies and measures. These policies are designed to ensure that students can pursue their education without fear of discrimination or harassment, fostering an environment where women can thrive and reach their full potential.

## **Community Engagement and Social Impact**

Sashi Bhusan Rath Government Women's College actively engages with the community to promote social change and women's empowerment. The college encourages students to participate in community service and social outreach programs, aligning academic learning with real-world applications.

Students are involved in various community projects, including educational programs for underprivileged children, health awareness campaigns, and women's empowerment initiatives. These activities provide students with practical experience while contributing to the social development of the region. By participating in community service, students not only enhance their skills but also gain a deeper understanding of societal issues and the impact of their work on the community.

## **Achievements and Recognition**

The college's distinctive approach to women's education has yielded significant achievements and recognition. Graduates of the College have made notable contributions in various fields, including academia, social services, leadership and business. The success of its alumni reflects the effectiveness of the college's educational programs and its focus on empowering women.

The college has also received accolades for its innovative approach to women's education. It is recognized for its commitment to academic excellence, leadership development, and community engagement. These accolades underscore the college's role as a leader in advancing women's education and its impact on the broader educational landscape.

## **Future Directions**

Looking ahead, Sashi Bhusan Rath Government Women's College is poised to continue its leadership in women's education by expanding its programs and initiatives. The college plans to enhance its academic offerings, strengthen industry partnerships, and further develop its support services to meet the evolving needs of its students.

Future initiatives may include the introduction of new courses in emerging fields, the expansion of leadership and skill development programs, and increased collaboration with research, industry and community organizations. By continually evolving and adapting to changing educational and professional landscapes, the college aims to remain at the forefront of advancing women's education and empowerment.

## **Conclusion**

Sashi Bhusan Rath Government Women's College stands out for its distinctive and impactful approach to women's education. Through a combination of holistic academic programs, leadership development initiatives, supportive infrastructure, and community engagement, the college has created an environment that empowers women to excel academically and professionally.

The college's achievements and recognition highlight the success of its approach and its significant contribution to advancing women's education. By continuing to its legacy, Sashi Bhusan Rath Government Women's College is all set to remain a leader in promoting women's education and empowerment, making a lasting impact on its students and the community.

## 5. CONCLUSION

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### Additional Information :

#### Curricular Aspects:

The college has made rapid stride in providing a number of programs/courses during last five years. During the session 2021-22, PG courses in Odia, Sanskrit, Economics and Political Science were opened and eligible students were admitted through CPET entrance test conducted centrally by the State Govt. Also Self Finance UG courses like BBA, BCA has been allowed by the Govt. in PPP mode and students were admitted on merit basis. Similarly PG in all the Science Subjects, Philosophy, Education and Commerce has been approved by the Govt. in 2023-24. Admission of the eligible students to these PG courses was carried out through CPET examination. Again self finance course in Microbiology (UG and PG) under PPP mode has been initiated from 2023-24 session. However the affiliation to the above mentioned courses is still not received by the college though the students have already appeared the semester examination in due time and results were published.

#### Autonomy Matters:

S.B.R Govt. Women's College, Berhampur obtained autonomous status from UGC during the session 2006-07 which was valid till 2011-12. The college has applied for renewal of autonomy through Berhampur University in prescribed format. Subsequently several reminders were sent to UGC in subsequent years for Ex-post facto approval of autonomy from 2012 to 2016 and for the extension of autonomy from 2016 onwards.

Meanwhile the affiliation of the college was transferred as a constituent college to Khallikote Cluster University from Berhampur University in 2015. Accordingly fresh proposal for extension of autonomy was sent in 2016 to UGC through proper channel. **But the examination of the college was being conducted by the university.** In response to the application, UGC has sent a letter vide D.O. No- 2-61(5)/2006 dated 05.04.2017, reflecting the names of members of expert committee to evaluate the performance and academic attainments for Ex-post facto approval and extension of autonomy. But the team did not visit the college due to change in policy.

However again the college was re-affiliated to Berhampur University in 2020 after the Khallikote Cluster University became a unitary university. So fresh proposal in the prescribed format for extension of autonomy of the college was again applied through the affiliating Berhampur University vide its letter no. 285 dated on 24.02.2021 for consideration of UGC.

Since then several online correspondences and verbal communication were made on the issue, hoping for an early visit of the UGC team. However in May 2024, on personal contact, the UGC has directed the college that it will consider the matter only after NAAC re-accreditation.

### Concluding Remarks :

SBR Women's College stands as a beacon of empowerment and academic excellence in the region, dedicated to nurturing the intellectual and personal growth of its students. Since its inception, the college has been dedicated to delivering quality education, creating a supportive and inclusive environment, and preparing women to thrive

in various fields. The comprehensive curriculum, coupled with a variety of extracurricular activities, ensures a holistic development approach that equips students for both professional success and responsible citizenship.

One of the main strengths of the college lies in its faculty, who bring a mix of academic rigor and practical experience to the classroom. Their commitment to student success is evident through the personalized attention and mentorship they provide, aiding students in recognizing their strengths and selecting their career paths. The college is also proud of its excellent infrastructure, including well-equipped laboratories, a comprehensive library, and modern classrooms, all designed to enhance the learning experience.

The college's dedication to social responsibility is another cornerstone of its mission. Through various community service programs and outreach initiatives, students learn the value of giving back and making a positive impact on society. These experiences foster empathy and social awareness, essential traits for future leaders. Over the past sixty years, the college has produced numerous academicians, doctors, athletes, social reformers, journalists, and politicians who have contributed their might in the task of nation building.

The institution has a glorious past and it envisions further expansion of its infrastructures, modernization of existing laboratories, Library, curricular development keeping in mind the demands of time.

In conclusion, SBR Women's College is more than just an educational institution; it is a transformative space where young women are empowered to reach their full potential. As the college continues to grow and evolve, it remains steadfast in its mission to provide a nurturing and empowering environment for women, shaping the leaders of tomorrow. Hope this transformation may lead the college to become a distinct, independent, self-sustained first Women University of Southern Odisha in future with high quality teaching, research and outreach activities.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.4.2	<p><b>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)</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>15</td> <td>14</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>14</td> <td>14</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	15	15	14	16	16	2022-23	2021-22	2020-21	2019-20	2018-19	15	14	14	16	16																				
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2.6.3	<p><b>Pass percentage of Students during last five years (excluding backlog students)</b></p> <p><b>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>580</td> <td>598</td> <td>576</td> <td>500</td> <td>505</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>580</td> <td>618</td> <td>576</td> <td>500</td> <td>505</td> </tr> </tbody> </table> <p><b>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>598</td> <td>655</td> <td>609</td> <td>509</td> <td>512</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>598</td> <td>655</td> <td>609</td> <td>509</td> <td>512</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	580	598	576	500	505	2022-23	2021-22	2020-21	2019-20	2018-19	580	618	576	500	505	2022-23	2021-22	2020-21	2019-20	2018-19	598	655	609	509	512	2022-23	2021-22	2020-21	2019-20	2018-19	598	655	609	509	512
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Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	9	10	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	09	02	08	02

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	8	7	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	14	08	05	00

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

**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.***

Answer before DVV Verification :

Answer After DVV Verification :01

Remark : As per clarification received from HEI, thus DVV input is recommended.

**4.1.2 *Percentage of expenditure for infrastructure development and augmentation excluding salary***

*during the last five years*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	13	0	0	362

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.2	111.26	3.09	158.43	0.0

Remark : As per clarification received from HEI, and Expenditure for infrastructure development and augmentation, excluding salary to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
114	150	0	235	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
432	0	0	318	0

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

**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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	22	11	2	0

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and according to the documents provided, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	13	9	3	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	13	09	03	00

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and data for the metric id 6.3.3.2 be according number of the non teaching and technical staff in IIQA, thus DVV input is recommended.

**2.Extended Profile Deviations**

ID	Extended Questions										
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>729</td> <td>673</td> <td>679</td> <td>648</td> <td>663</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	729	673	679	648	663
2022-23	2021-22	2020-21	2019-20	2018-19							
729	673	679	648	663							



Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2050	1966	1992	1964	1877

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

Answer before DVV Verification : 28

Answer after DVV Verification : 39

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	25	28	28

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	24	24	28	28

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48.35	24.52	4.15	8.2	381

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
75.58	177.06	92.26	261.55	32.95