SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SHAILABALA WOMEN'S AUTONOMOUS COLLEGE

MISSION ROAD, NEAR CHANDI CHHAK P.O. BUXI BAZAR
753001
www.shailabalawomenscollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Shailabala Women's Autonomous College, a centenarian institution of higher education, is a temple of learning which has stood the test of time and has established itself as a citadel of women's education and empowerment. Situated near the holy shrine of Goddess Katak Chandi, the College building stands on the Mission Road in the silver city of Odisha, Cuttack.

 Ms Shailabala Das, the daughter of Utkal Gauraba Madhusudan Das, was a pioneer of women's education in Orissa (now Odisha). She was a nominated member in the Education Board constituted jointly by then Orissa and Bihar province in 1912.The joint efforts of Ms Shailabala Das and Mrs Banks (the first principal) succeeded in persuading the authorization in the Education Board meeting held at Ranchi in the opening up of an intermediate college for women in Orissa and it was opened in the erstwhile Ravenshaw Girls High School in 1913. The intermediate women's college was raised to the status of a first grade degree college in 1946.The name of the institution at that time was Government Women's College which had the distinction of letting out the first batch of women graduates in 1948. Miss Shailabala Das in 1952 offered the residential building of Late Utkal Gourava Madhusudan Das along with the premises as a gift to accommodate the Women's College. In 1962, on the northern side of the public road opposite the college building, a piece of land was acquired which enabled the authority to construct a new block to accommodate the science faculties. Pre-university Science and Pre-Professional Science classes were started in 1962 and 1963 respectively. Pass classes in Bachelor of Science and Honours classes in Science were started in 1966 and 1973 respectively. The college achieved another landmark in its academic progress when Post-Graduate course in Home Science was introduced in 1982-83. Post-Graduate classes in History and Sanskrit which began in 1993-94 were certainly another landmark in its academic journey.

At present, the College runs 24 UG, 22 PG and B.Ed programmes with near about 3000 students from all parts of the state and other neighbouring states on its rolls.

Vision

'???? ?? ??????' ('lead us from ignorance to knowledge'). This encourages letting go of our own ignorance that blocks our vision and precludes us from seeing the ultimate truth and reside in a state of all-knowing and all-understanding.

'The College aspires to become a centre of excellence for Women by making them understand, actualize and energize their inner potential to be self-reliant, confident, employable and socially responsible. The college visualizes a future where women empowerment is a goal accomplished.'

Mission

- To help the students acquire a scientific temper in the process of learning, and strive for sound knowledge in the disciplines of Humanities, Science and Commerce.
- To provide inclusive education to all the section of students irrespective of caste, creed, religion, social

status and mould them in a manner to face the extreme hardships of life.
- To transform the student into a balanced personality through a wide variety of curricular, co-curricular, and extra-curricular activities.
- To create women leaders and to make them agents of social change.
- To promote academic exchange and academia-industry interface.
- To undertake quality research having relevance for community and society.
- To facilitate sustainable livelihood through skill based education, internship, career counselling and placement assistance.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- As a century old institution, developed to the cause of higher education for women, this College enjoys high reputation and has been the preferential option for admission of young women from all parts of the state and neighbouring states too.
- It is strategically located in the heart of the Heritage city of Cuttack on a sprawling 11.739 acres of land with adequate infrastructure.
- The College has a pool of highly qualified, committed and dedicated faculty members, greatly efficient non-teaching staff and co-operative support staff to nurture a vibrant academic environment.
- There are 23 UG programmes, 19 PG programmes in regular mode and 4 programmes in PPP mode in the college, highest of its kind in the state.
- The institution having secured 'A' Grade in the last 2 accreditation cycles has created a competitive culture among all its stake holders and there is a continuous urge for excellence.
- All UG and PG students are offered with Value Added and Skill Based Courses to keep pace with the contemporary demands of employability. Internship, Experiential learning and Ethics are integrated with the curriculum.
- To cater the boarding needs of students there are 6 dedicated hostels in the campus accommodating about 1100 number of boarders.
- More than 90 per cent of the students on roll are awarded with different state and central government scholarships and free-ships.
- Socially sensitive extension and outreach initiatives by the college results in inculcation of ethical and societal values and the College fosters a good number of sports talents and has good sporting facilities.

Institutional Weakness

- Inadequate regular non-teaching support staff due to large scale vacancy is a hindrance for achieving excellence.
- Adequate space for horizontal expansion is a short-coming.
- Placement and industry academia interface is a weak link.
- Number of funded projects, research and development, patents and consultancy is unpromising.
- Canteen facility is insufficient to cater 3000 students and staff.

Institutional Opportunity

The college finds the following opportunities to enterprise in near future:

- Commencement of Ph.D programmes and registration of more number of teachers as Ph.D supervisors
- To become a Deemed to be University / a degree awarding college
- Exploring avenues for promotion of entrepreneurship, incubation centres and start-ups
- Opening new campus with modern infrastructure
- Enhancing resource mobilisation through networking of Alumni and Corporate Social Responsibility (CSR) funds
- Collaboration with more number of national and international academia and industry
- To be recognised by UGC as 'College with Potential for Excellence'
- Promoting the learning process by introducing more students to SWAYAM online courses
- To participate in NIRF rankings

Institutional Challenge

However the college plans to take up the following challenges:

- Implementation of NEP 2020 in true spirit with facilities, courses and resources for students
- Realizing research outcomes in terms of patents and products
- Filling-up of vacant posts and sanction of additional teaching positions
- To strengthen alumni network to create more employment opportunities and generate endowment funds
- Complete automation of the Administrative office, Examination system and the library
- Procuring aids from funding agencies for up-gradation of all class rooms to ICT enabled classrooms
- Arranging more institutional seed fund for the promotion of research culture

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution has adopted a systematic approach in its Choice Based Credit System curriculum design and development which meets the local, regional, national and global needs. The structured syllabus is Out-come Based (OBE) that has been mapped with clearly defined Programme Outcome (PO), Programme Specific Outcome (PSO) and Course Outcome (CO). The curriculum accomplishes the six Cognitive Learning Domains as stated in Bloom's Taxonomy. Relevant themes that are required to achieve goals specified in the UNDP Sustainable Development Goals are included.

The College adheres to the Academic Calendar designed in the beginning of the session. Allocation of Workload, Time-table and Teaching Plans help in timely execution of curriculum. Further, under the stewardship of Higher Education Department, Government of Odisha '*YUVA SANSKAR*' Programmes are being implemented with the objective of developing concentration on the part of students to improve their success rate.

Focus on competency, employability, entrepreneurship, skill-development has been ensured in most of the courses covered in different programs by periodic revisions. The college shines in integrating crosscutting

issues of Professional Ethics, Gender, Human Values, Environment and Sustainability into its curriculum, reflecting a holistic commitment in nurturing responsible citizens. The institute emphasises on teaching human values to students by arranging lectures or speeches on the occasions of celebrating the birth and death anniversaries of national leaders and freedom fighters.

24.7% of newness was located in the course content by the introduction of new courses across 21 programmes. 08 numbers of new programmes and 21 numbers of Value Added and Skill Based Courses were introduced to enhance the knowledge, skill and employability of the students during the assessment period. The percentage of programmes that have components of projects and internships is 100 during the same period.

IQAC follows a formal mechanism for obtaining structured feedback on curricula/syllabi from various stakeholders including Students, Teachers, Employers, Alumni on a regular interval. The feedback is collected, analysed and action taken on feedback and relevant documents are made available on the institutional website. The analysis of feedback reports are forwarded to all Heads of the Department, Controller of Examinations and Academic Bursar for needful.

Teaching-learning and Evaluation

Admission to Shailabala Women's Autonomous College is an online process carried out by Students Academic Management System (SAMS) run by Department of Higher Education, Government of Odisha by strictly adhering to the merit and reservation policy laid down by the Government. On an average, 85.86 % seats were filled up during the last five years.

The classrooms are inclusive and catering to student diversity i.e. for slow learners adequate measures like remedial classes, mentor -mentee meetings etc. and merit prizes and undergraduate research for fast learners. The Madhusudan library provides ICT support for visually challenged students. Reading material in accessible format, computers and devices with assistive software are provided to blind students.

99% of sanctioned teaching posts are filled with full-time faculty resulting in an excellent 18.47% student-full time teacher ratio that ensures an effective learning environment. Apart from the traditional teacher-centric chalk-talk method, the teachers of the college use various student centric methods such as experiential learning, participative learning and problem -solving methodologies for enhancing learning experience of varied learners.

A robust Mentor- Mentee system of the College has been implemented by adopting a Mentoring Policy to bridge the gap between the teachers. The College carries out its academic activities as per an Academic Calendar which helps in micro-level planning by scheduling most the activities in advance and maximizing the use of infrastructure and ICT facilities.

The College ensures timely publication of End Semester results as per State Government notifications. Grievance Redressal mechanisms for examinations are in place and fully functional. The initiatives/steps taken by the Controller of Examinations in this direction include: Online hosting of e-brochure, online payment facility for   examination fee, result mark sheets and degrees via a secured payment gateway and NAD facility.

The College approaches teaching and learning in a definitive and structured manner by stating the learning outcomes (PO/PSO/CO) to the students which are formulated by all the Departments and publicized through the college website. It has demonstrated an excellent end term results which boosts up the students' progression to higher studies and validate the success of the teaching-learning processes at the College.

Research, Innovations and Extension

The Research Policy of the College comprises Research Promotion and Research Ethics. A research committee, chaired by the Principal has been established to promote research activities.The College offers various e-resources like e-Granthalaya 4.0, N-list, and EBSCO. Additionally, 224 journals are available in the college library. Dedicated research laboratories are equipped with advanced instruments such as a Millikan oil drop Apparatus, Cathode Ray Oscilloscope, Cooling Centrifuge, Incubator, UV-Vis Spectrophotometer, Autoclave, Half Shade Polarimeter, Hot air oven, COD apparatus, Autoclave etc.

Four faculty members have received research projects worth Rs.28.34 lakhs from various funding agencies. The Institute has allocated Rs.4.22 lakhs seed money for innovative research initiatives. 31 collaborations and 06 MoUs are made with reputed universities and industries for exchange programs.

To deepen students' understanding of their cultural roots, traditional subjects like Ayurveda, *Vriksayurveda, Arthasastra, Dharmasastra*, Cultural Heritage of India, and Odisha are included in the syllabus of Sanskrit and History. Over the last five years,12 research papers (05 in Web of Science and the rest in the UGC CARE list) and 109 books and chapters in edited volumes have been published. Fifteen faculty members are recognized as research guides with 12 students registered under them.

Knowledge transfer is facilitated through collaborations and MoUs with various institutions and industries providing opportunities for internships, industrial visits, outreach programs, training, and research contributing to the academic and professional growth of students and teachers.

For holistic personality development, the College conducts various extension activities through NSS, NCC, YRC, and Rangers. It has adopted slums like *Harijana sahi* and *Pattapole basti*, organizing health and hygiene programs, providing food and clothes, and timely community care services.

In the last five years, the numbers of activities conducted by NSS, NCC, Rangers, YRC, Community connect cell and IQAC were 52, 24, 07, 13 and 06 respectively. Activities include blood donations, cleanliness campaigns, environmental awareness, health and hygiene, constitutional rights, and gender awareness. The organization of the blood donation camp during the *Bahanaga* train tragedy was notable. The College had conducted many other activities with *Prakruti Mitra*, and Photography Clubs with active community involvement.

Infrastructure and Learning Resources

The College campus spreads over 11.739 acres of land and the total built up area for Administrative-Office, Classrooms, Hostels, library and laboratories is 32790.1 square meters. The infrastructure is adequate and contains well ventilated 75 classrooms including 6 ICT enabled classrooms, 29 laboratories; two ICT enabled virtual classrooms, two smart classrooms, one language Lab, two conference halls, two auditoriums, one of which is centrally air-conditioned. The College has been consistently upgrading the infrastructure to accommodate new programmes. The campus boasts of a beautiful garden and landscape.

The institution ensures upgraded IT facilities in the Wi-Fi enabled campus with bandwidth of 100 Mbps.

CCTVs are installed at all strategic points. 151 computers are available for student's use. The institution is committed in holistic growth of students through infrastructure facilities such as gymnasium, auditorium, playground, rostrum, football and basketball court for holding cultural and sports activities. Other facilities include an ATM counter, a canteen and power backup with two 125 KVA generators and 04 UPS invertors, solar project of 10 KW for continuous supply of electricity

The library is housed on a separate three storeyed building and has a rich collection of more than 64000 numbers of books and about 224 numbers of national and inter-national journals, magazines, newspapers. The standard Integrated Library Management System (ILMS) e-granthalaya-4.0 along with WEB OPAC is available to the students. The library provides e-resources to users remotely through EBSCO and N-List . It has developed a digital repository using D-Space of various e-contents and old question papers etc. The JAWS screen reader facility is installed for visually impaired students. Media Centre with an exclusive sound recording unit, audio visual centre with video lecture capturing equipment has been set up.

Expenditure incurred on infrastructure augmentation and maintenance (physical facilities and academic support system) are 58% and 10% of the total expenditure respectively during the assessment years. The expenditure incurred for the purpose adheres strictly to Odisha Government Financial Rules (OGFR) and most of the infrastructure augmentation and maintenance components are being developed through different government departments. The College has developed its own IT policy and Maintenance policy.

Student Support and Progression

The College offers the platform for the all-round development of the students and also facilitates for their progression and employment. 3860 students were beneficiaries of various central and state scholarship schemes, NGO and freeships from 2018-19 to 2022-23, receiving a total amount of Rs.3,04,66,230.

The College has made significant efforts to provide career counselling and guidance for competitive examinations, over the past five years. 29 career counselling sessions were organised benefiting 2036 students. A good number of resource persons from various fields had motivated and counselled the students on different avenues of career and employment. 265 capacity building and skill enhancement activities covering life skills, soft skills and communication skills etc. were conducted.

823 students progressed to Higher Education at different universities and institutions of repute. Efforts were made to improve student participation and success in competitive exams and higher studies. 260 students excelled in various competitive examinations. The students were also provided with guidance for competitive examinations such as NET, JAM and civil services. 52 numbers of awards and medals were own by the students for outstanding performances in various competitions at higher levels.

The institution has a transparent mechanism for timely redressal of student grievances. Anti-ragging Committee, Sexual Harassment Committee and the SC / ST and Minority Cell monitor and ensure an ambient atmosphere for the holistic growth of the students. The institution has adopted a zero-tolerance policy for ragging by enforcing the UGC guideline and government directives. Students are made aware about the consequences of such activities at regular intervals. There is a structured mechanism for submission of grievance online and offline.

The College had a well-organized and democratically elected Student Association. However, since 2019-20, the Government policy replaced direct election with selection and nomination of students from different

programmes to discharge the affairs of various associations and societies. Student representations were made in the IQAC, RUSA, Grievance and Hostel Committees.

Active alumni involvement supported the College through competitions, seminars, and financial aids. Initiatives focused on environmental awareness, women's empowerment, and entrepreneurship. Despite pandemic limitations, online engagement fostered alumni connections, reflecting dedication to empowering future generations.

Governance, Leadership and Management

Shailabala Women's Autonomous College focuses on its vision of promoting itself as a center of excellence for women. It strives to empower students with value-based education to transform them as enlightened citizens.

The institutional leadership encourages a system of governance which is transparent, decentralized and participative. Consultation between the management and stakeholders enables the College to achieve the mission and goals of the institution. Various statutory bodies and committees ensure both bottom-up and top-down approaches to effectively implement the policies. Suggestions are invited from faculties for curriculum design and development, the teaching-learning, evaluation process as well as to improve the effectiveness of general administration.

The Academic Council passes all academic matters after scrutiny. The Finance Committee approves the annual budget. Finally, the Executive Committee ratifies the matters approved by the above bodies. The Examination Committee takes decision on all examination related matters. The Staff Council comprising all faculty members meets regularly to deliberate on matters of importance and advise the Principal. Faculty members participate in refresher courses, orientation programmes and Faculty Development Programmes to upgrade and update their knowledge. A large number of extension activities are carried out by the NSS and YRC to sensitize students about the need for community service and nation building.

The budget allocation to the College is from the state government for salary and non-salary expenditure. Funds are generated from regular as well as self-finance courses. Award of sponsored projects to our faculties by DST, OURIIP and ICSSR also help in mobilization of funds.

The IQAC coordinates all the quality related activities by developing an organized methodology of documentation and internal communication, enhancing and integrating the various activities of the College and ensuring the adoption and dissemination of good practices. IQAC prepares and submits the annual AQARs. It improvises on audit practices to ensure quality, accountability and transparency. Feedback from the stakeholders like parents, students and alumni is reviewed and subsequent revision of policies are done, relevant to the changing needs of higher education, which is catalytic to improve the academic and administrative performance of the institution.

Institutional Values and Best Practices

The institution emphasizes on 'Gender Equity' and 'Women Empowerment' and conducts Gender Audit periodically.To foster awareness, critical engagement, advocacy for gender equity and women centric issues courses like 'Women and Society' as well as 'Gender and Society' are introduced in PG syllabus.

Student's Grievance Redressal Cell, Anti Ragging Cell and Committee for Prevention of Sexual Harassment Cell are constituted to provide adequate safety and security to girl students. 'Reach Her' and 'International Day against Drug Abuse and Illicit Trafficking' programmes were organized by the Commissionerate Police to sensitize the students regarding cybercrime, drug abuse and illicit trafficking.

Skill development training programmes have been organized by NASSCOM in collaboration with the Government of Odisha. Garbage collection vehicles from Cuttack Municipal Corporation collect the segregated solid wastes from the campus. *'Prakruti Mitra'* and 'Eco Club' have been constituted to maintain a eco-friendly environment in the campus.

Ramps, tactile path, display boards, lifts and sign posts are available in the campus for easy movement of the differently abled students. JAWS talking screen reader, Duxbury Braille Translator and Pearl open book hi-speed scanner facilities available in the library for the ease of visually challenged students.

Students actively participate in cultural functions irrespective of their religion, caste and culture.To make the students conscious of their responsibilities as citizen, one compulsory paper entitled 'Ethics and Values' is introduced in UG syllabus. 'Vigilance Awareness week' and 'National Voters Day' were organized by the NSS and YRC units to sensitize the students about corruption and voting rights. Independence Day, Republic Day, Red Cross Day, National Service Scheme Day and *Rastriya Ekta Divas* were celebrated by the institution to instill the patriotic values and ethics responsibility of students. Induction programmes are organized by the institution to sensitize the students regarding ethics and values.

To address health, educational and social issues of society, the College adopts best practices of performing community services in nearby slums. The institution follows another best practice that is to explore the sporting talent of girl students and to groom them. Journey towards Inclusivity and Excellence has been the distictiveness of the institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHAILABALA WOMEN'S AUTONOMOUS COLLEGE
Address	MISSION ROAD, Near Chandi Chhak P.O. BUXI BAZAR
City	CUTTACK
State	Orissa
Pin	753001
Website	www.shailabalawomenscollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Dr Bichitra Pani	0671-2950373	9937024174	-	sailabala.womenscollege@gmail.com
IQAC / CIQA coordinator	Swapna Sankar Nayak	-	9437186228	-	swapnasankarnayak@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 minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-01-1913

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	01-01-1970

University to which the college is affiliated

State	University name	Document
Orissa	Rama Devi Women's University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	31-03-1998	View Document
12B of UGC	31-03-1998	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	02-05-2016	96	valid till date

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	MISSION ROAD, Near Chandi Chhak P.O. BUXI BAZAR	Urban	11.739	32790.1

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Anthropology,Hons in Anthropology	36	Intermediate	English	32	32
UG	BSc,Botany, Hons in Botany	36	Intermediate	English	32	30
UG	BEd,Teacher Education,Bachelor in Education	24	Graduate	English	50	50
UG	BSc,Chemistry,Hons in Chemistry	36	Intermediate	English	32	28
UG	BSc,Physics, Hons in Physics	36	Intermediate	English	32	32
UG	BA,Mathematics,Hons in Mathematics	36	Intermediate	English	16	5
UG	BSc,Mathematics,Hons in Mathematics	36	Intermediate	English	32	26
UG	BSc,Zoology ,Hons in Zoology	36	Intermediate	English	32	32
UG	BA,Psychology,Hons in Psychology	36	Intermediate	English	32	31
UG	BA,Sociology,Hons in Sociology	36	Intermediate	English	32	30
UG	BA,English,	36	Intermediate	English	32	32

	Hons in English					
UG	BA,Home Science,Hons in Home Science	36	Intermediate	English	24	24
UG	BSc,Home Science,Hons in Home Science	36	Intermediate	English	8	1
UG	BA,Sanskrit, Hons in Sanskrit	36	Intermediate	Sanskrit	32	30
UG	BA,Odia,Hons in Odia	36	Intermediate	Oriya	32	31
UG	BA,Education,Hons in Education	36	Intermediate	English	32	32
UG	BA,Economics,Hons in Economics	36	Intermediate	English	32	26
UG	BSc,Computer Science,Hons in Computer Science	36	Intermediate	English	32	31
UG	BA,Hindi,Hons in Hindi	36	Intermediate	Hindi	32	32
UG	BA,Urdu,Hons in Urdu	36	Intermediate	Urdu	16	10
UG	BA,Philosophy,Hons in Philosophy	36	Intermediate	English	32	31
UG	BA,Political Science,Hons in Political Science	36	Intermediate	English	32	31
UG	BA,History, Hons in History	36	Intermediate	English	32	30

UG	BA,Library Science,Hons in Library Science	36	Intermediate	English	32	32
UG	BCom,Commerce,Hons in Commerce	36	Intermediate	English	128	128
PG	MSc,Botany, Botany	24	Graduate	English	16	16
PG	MSc,Chemistry,Chemistry	24	Graduate	English	16	15
PG	MSc,Physics, Physics	24	Graduate	English	16	15
PG	MSc,Mathematics,Mathematics	24	Graduate	English	16	15
PG	MSc,Zoology,Zoology	24	Graduate	English	16	16
PG	MA,Psychology,Psychology	24	Graduate	English	32	32
PG	MA,Sociology,Sociology	24	Graduate	English	32	32
PG	MA,English, English	24	Graduate	English	32	32
PG	MSc,Home Science,Home Science	24	Graduate	English	48	45
PG	MA,Home Science,Home Science	24	Graduate	English	1	1
PG	MA,Sanskrit, Sanskrit	24	Graduate	Sanskrit	48	32
PG	MA,Odia,Odia	24	Graduate	Oriya	48	48
PG	MA,Education,Education	24	Graduate	English	32	32
PG	MA,Economi	24	Graduate	English	32	30

	cs,Economics					
PG	MSc,Computer Science,Computer Science S.F	24	Graduate	English	16	3
PG	MA,Hindi,Hindi	24	Graduate	Hindi	32	27
PG	MA,Philosophy,Philosophy	24	Graduate	English	32	30
PG	MA,Political Science,Political Science	24	Graduate	English	32	32
PG	MA,History,History	24	Graduate	English	32	32
PG	MA,Library Science,Library and Information Science	24	Graduate	English	16	16

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				4				105			
Recruited	0	3	0	3	2	2	0	4	21	57	0	78
Yet to Recruit	0				0				27			
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			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				139
Recruited	23	22	0	45
Yet to Recruit				94
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	11	8	0	19
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	0	2	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	3	0	1	1	0	14	30	0	49
M.Phil.	0	0	0	0	0	0	2	9	0	11
PG	0	0	0	1	1	0	5	18	0	25
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	10	40	0	50

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1950	9	0	0	1959
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	791	0	0	0	791
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	137	127	131	134
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	80	110	120	125
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	84	124	115	167
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	524	425	448	577
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		825	786	814	1003

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Anthropology	[View Document](#)
Botany	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Computer Science	[View Document](#)
Economics	[View Document](#)
Education	[View Document](#)
English	[View Document](#)
Hindi	[View Document](#)
History	[View Document](#)
Home Science	[View Document](#)
Library Science	[View Document](#)
Mathematics	[View Document](#)
Odia	[View Document](#)
Philosophy	[View Document](#)
Physics	[View Document](#)
Political Science	[View Document](#)
Psychology	[View Document](#)
Sanskrit	[View Document](#)
Sociology	[View Document](#)
Teacher Education	[View Document](#)
Urdu	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In order to develop the all-round capacities of the students – intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the College runs in interdisciplinary and multidisciplinary mode under CBCS (Choice Based

	Credit System) curriculum and in line of the National Educational Policy 2020. The common structure of the curriculum of the College evidences the integration of arts, science and skill-oriented courses at the elementary level. This includes Core Course (own discipline), Generic Elective Courses (other discipline), Discipline Specific Elective (DSE), Environmental Studies (EVS), Skill Enhancement Courses (SEC) and Ability Enhancement Courses (AECC). These curricula promote understanding when students learn in heterogeneous ways. The students learn through different experimental ways. They work in groups and enhance their abilities and skills through various practical projects. In the SEC course, the UG students of all programmes learn Communicative English and Quantitative Aptitude and Logical Thinking offered by English & Mathematics departments respectively. In the CBCS curriculum the student is free to opt another interdisciplinary subject as Generic Elective besides her own core subject. As a part of AECC course a student is free to study MIL Hindi, Odia, Alternative English or Urdu. The EVS is taught by a science faculty. The KautilyaArthasastra is multidisciplinary and taught by various departments like Sanskrit (Rajadharma and Banashrama), Political Science (Political Principle) and Economics (Taxation) etc. In the PG programme the students are given the opportunity to learn Computer Applications by Computer Science faculty. The value added courses benefit students from different programmes and disciplines. The institute has introduced Women Studies in the curriculum to be taught by Philosophy, Sociology and Political Science faculties.
2. Academic bank of credits (ABC):	Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. The institution has taken the initiatives by registering with the National Academic Depository (NAD) of MHRD from as proposed in NEP 2020. It has been registered under NAD in February 2021 and subsequently registered in ABC with NAD ID 004255.The students have opened their ABC accounts and have multiple options for entering and leaving Colleges or universities. ABC can be considered as an authentic reference to check the credit record of any student at any given point in

	time. The idea is to make students "skillful professionals" and help their overall growth. The College signed MoUs with Industries and Corporates for Student Exchange Programmes in the form of Workshops, Training Programmes, Seminars and Internships (with 2 Credits for each course). About 9000 mark-sheets of students (of all semesters and all programmes) admitted in 2017, 2018, 2019 and 2020 (Passed out year 2020, 2021, 2022 & 2023) have been up[loaded in NAD. About 3300 students have registered in the ABC portal. It helps faculty to manage & check the credits earned by students.
3. Skill development:	Employability is a person's ability to be skillful in all the categories mentioned above. The career counseling cell of this College has designed and runs program with the vision of enhancing employability among fresh graduates and undergraduates. In the CBCS curriculum, there is a Skill Enhancement Course (SEC) on different skills like Communicative English and Quantitative Aptitude and Logical Thinking for all undergraduate students. The Post-graduate students learn computer applications for skillfulness. 21 numbers of Value Added Courses have been introduced at UG and PG programmes to enhance the skill and employability of students. The institute plans to encourage more students to take up skill based courses available online in platforms like SWAYAM etc. The College has been included to be part of Government of Odisha's initiations with NASSCOM for imparting the right kind of skills to the students so that they become employable in high-tech industries. The Career Counseling Cell conducts various skill development sessions on Fashion Designing to encourage the students to take up the profession. The mission statement of the College is molding the women learners into skilled entrepreneurs and thus providing the assurance of self-reliance.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian Knowledge System (IKS) aims to contribute to the second and third aspects of "PanchPran" resolutions i.e. "Erase all traces of servitude" and "Be proud of India's heritage and legacy". The faculty and students are exposed to the primary texts (Sutra Text) which are required for understanding the sources and origin of IKS. The students learn Yoga, Ayurveda, Brikshaayurveda and spiritualism in the department of Sanskrit. They also

	study astrology and astronomy in Sanskrit and English. There is a scope to learn Veda and Upanishada in Philosophy. The epic drama like the Mrichhakatika, Abhigyanshakuntalam are also taught in Sanskrit and English. The post-graduate students read Indian history and culture, temple architecture and sculpture as a part of IKS. The Arthashatra, an ancient Indian Sanskrit treatise on statecraft, political principles, economic policy and military strategy is a part of the curriculum. Today it's the time to inculcate IKS by the "Land to Lab" approach. The institute plans to encourage the faculty to participate in refresher courses based on IKS. Exposure to two languages encourages students to develop an appreciation for the differences in cultures.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a learning method focusing completely on student competency. While OBE primarily focuses on the learner and the learner's capability to achieve the outcomes, the teachers take on the greater role of becoming facilitators and mentors. The insightful feedback from the stakeholders also helps in reshaping the curriculum. The OBE model measures the progress of graduates in three parameters, through Program Outcomes (PO) Program Specific Outcomes (PSO) Course Outcomes (CO). There is continuous evaluation to help students reach their goals. This College has adopted a number of methods to determine the OBE like: Institution's Vision & Mission Institutions need to decide a short-term goal as well as longterm goal in terms of students' learning outcomes, their personal growth, skill development, and institution's overall performance. Departments formulate their vision and mission in aligned with Institute Vision and Mission. Establishing the PO, PSO, CO outcomes Program outcomes can bedefined as the objectives achieved at the end of any specialization or discipline. These attributes are mapped while a student is doing graduation and determined when they get a degree. This College follows the 10 graduate attributes by NBA. Each department formulates the POs and PSOs which are passed in the Board of Studies and are finally approved in the Academic council and are available on the institutional website. The PO, PSO and CO mapping is done to assess the strength of a particular course. Later Bloom's taxonomy method is applied

	for revision of courses. PO, CO attainments are evaluated by the performances of students in all courses in all examinations. The feedbacks of students, their progression to higher education are also helpful to evaluate CO outcomes. In the comparison of the outcome based education vs traditional education, OBE surely stands out and offers quality education.
6. Distance education/online education:	The College presently doesn't provide education in distance mode at any level. However classes were taken in online mode and blended mode during the pandemic and as and when required. Several webinars were also conducted.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	A formal Electoral Club (ELC) is yet to set up in the college. However the NSS and YRC wings of this HEI are actively engaged in the Electoral literacy campaign in the campus in collaboration with local authorities.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The NSS Program officers and the YRC counselor are appointed by the Principal. Student volunteers are selected from among the students. These are representatives in character and composition as students from all social groups like minorities and weaker sections are included.
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.	1.The National Voter's Day was celebrated in the college campus by the YRC wing to create electoral awareness amongst the student volunteers to encourage them to participate the electoral process. It is also the occasion to facilitate enrolment of new voters. The main purpose of the event was to emphasis the need for voting and selecting the right candidate for better of the constituency. 2.Several other programmes are being held (I)To create awareness and interest among the faculties and students about the electoral process (in collaboration with CMC). (ii)To educate the students about voter registration who are not yet registered. (iii) To demonstrate the new violets about the use of EVM & VVPAT. (iv)Observation of the "Constitution Day" and to take pledge to upload the sanctity of the

	constitution.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Few UG and PG curriculum has much relevance to Constitutional Obligations, Constitutional Rights, Human Rights and other such topics related to the morality and ethics of every Indian citizen. 'Importance of every vote in Elections' is well understood in these courses. Following extension activities are conducted: 1. Voter awareness rallies 2. Assistance to voters at the polling stations 3. Educating the voters in nearby slums 4. Arranging debates among students
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.	New voter registrations are conducted with the collaboration of local authorities. Emphasis is given upon this so that no eligible student is left.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2195	2010	2012	2094	2118
File Description			Document	
Provide Links for any other relevant document			[View Document](#)	
Institutional data in the prescribed format (data			[View Document](#)	

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
713	754	745	776	686
File Description			Document	
Provide Links for any other relevant document			[View Document](#)	
Institutional data in the prescribed format (data			[View Document](#)	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	121	112	96	90
File Description			Document	
Provide Links for any other relevant document			[View Document](#)	
Institutional data in the prescribed format			[View Document](#)	
Certified list of full time teachers			[View Document](#)	

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 218

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
485.55	554.56	551.74	498.15	203.61

File Description	Document
Provide Links for any other relevant document	View Document

Other Upload Files	
1	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

In the true spirit of its vision and goal, Shailabala Women's Autonomous College has always been sensitive in respond positively by designing its course curriculum to meet local, national, regional, as well as global demands. The process of curriculum development and implementation includes-

- Analysis of feedback from stakeholders
- Analysis of course attainments
- Framing of outcome-based curriculum for each programme and course to attain clearly defined POs, PSOs and COs by deliberation at the department level.
- Approval of the curriculum in the Board of Studies (BOS), comprising of subject experts, faculty members, representatives from alumni, industry and the university, with the Head of Department as Chairman.
- Approval by the Academic council for finalization of the Curriculum.
- Measurement of PO/CO attainment for necessary revision in the curriculum.
- The Curriculum so developed results in opportunities for research, employability and entrepreneurship.

Relevant themes required to achieve the goals specified in the UNDP Sustainable Development Goals (SDGs)were included. These cover socio-economic issues (SDG-1) in Anthropology, Sociology and Economics, nutrition (SDG-2) in Anthropology and Home Science, quality education (SDG-4), gender equality (SDG-5), clean water (SDG-6), economic growth (SDG-8), trade and finance markets (SDG-10), climate action (SDG-13), pisciculture (SDG-14), ecology & biodiversity (SDG-15), peace, justice & governance (SDG-16) and more.

Relevance of the Curriculum to Local Needs

Knowledge obtained from the local environment, flora & fauna, local governance and social culture is incorporated through student projects, fieldwork, internships, and joint surveys. The curriculum involving Social Service facilitates community development and fosters social responsibility. The skill-based curriculum includes technical and vocational skills for employment and entrepreneurship.

Relevance of the Curriculum to Regional/National Needs

National needs are incorporated into the B. Com courses on business management, accounting, auditing,

corporate governance, banking, insurance, business environment, and policy. Through the integration of subjects like Indian Economic Development, Economics of Capital Market, Urban Economics, Public Finance, Demography, Indian Constitution and Politics, and Indian History, the curriculum emphasizes, national policies, central legislations, and growing national issues.

Relevance of the Curriculum to Global Needs

Globally advancing subjects like Data Science, Programming, International Economics, Python Programming, languages in C++, JAVA, Artificial Intelligence and Instrumental Methods of Analysis in Biotechnology, Chemistry and Microbiology increase student's competency for higher study and placement. The International Economics curriculum evaluates how International Trade operates in a global setting. The Environmental Economics curriculum covers various global protocols and treaties. Effective communication skills in English prepares students for higher studies and placements globally.

Learning objectives are intentionally and directly generated from the current generation of students' intellectual, occupational, environmental, social, and spiritual needs. The alignment of the PO-PSO-CO framework illustrates the degree to which students have attained knowledge acquisition and skill development.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The institution offers a diverse range of programmes with a strong emphasis on employability, entrepreneurship, and skill development. The employability of the graduates and postgraduates of all programmes is considered during curriculum planning. To achieve this, the departments include additional courses, value added courses and skill-based programs. The courses provided by this institution are designed to meet the current demands of the job market and are regularly updated to incorporate contemporary requirements.

EMPLOYABILITY

Recognizing the dynamic nature of industries and the ever-changing job landscape, the institution takes proactive measures to ensure the course syllabi stay up-to-date and aligned with the latest industry trends

and technological advancements. The College offers 374 courses focused on employability skills, ensuring that the curriculum remains relevant and that students are exposed to real-world challenges and opportunities throughout their academic journey. Each syllabus is meticulously crafted to strike a balance between theoretical concepts and practical applications, promoting hands-on learning and problem-solving skills among students. Regular career counselling sessions, NET preparedness and coaching sessions for competitive examinations further enhance student's employability.

ENTREPRENEURSHIP

The focus on entrepreneurship is an essential aspect of the institution's vision to make students self-reliant. The curriculum integrates 187 entrepreneurship courses that equip students with knowledge and skills, laying a solid foundation in business fundamentals, creativity, and problem-solving. This courses encourage students to think creatively, develop innovative ideas, and understand the intricacies of starting and managing a business. Problem- based learning, field studies, industry visits , research institution and hands-on experience through research projects are key components of the curriculum that significantly benefit students.

SKILL DEVELOPMENT

The institution also takes great pride in its dedication to skill development. A total of 268 skill development courses are integrated into the curriculum. Additionally, several value-added courses and skill-based courses are offered to all UG and PG students, and each student is enrolled in such courses. The courses offered by the Computer Science, Physical Sciences, Biological Sciences, Library Science and Home Science departments provide professional skills and technical competence through a curriculum designed to bridge the gap between industry and academia. Other programmes have been modifying their syllabi to prepare students for employment in both government and non-government sectors, including state and central civil services. The College emphasises digital literacy by offering a Fundamentals of Computer and Application course to all PG students. Through the Language Laboratory and the Career Counseling Cell, the college offers courses to develop Language and Communication skills.

By focusing on practical learning, fostering essential employability skills, and encouraging entrepreneurship, the institution plays a crucial role in shaping the future workforce and contributing to the socio-economic growth of the nation.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 25.79

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 197

1.2.1.2 **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 764

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Shailabala Women's Autonomous College offers courses that integrate crosscutting issues into the curriculum to ensure that the vision of empowering women through holistic education is full filled. The main objectives behind this integration are:

- To develop ethical competency
- To creat greater awareness about gender equality.
- To empower students with human values.
- To build consciousness towards environmental protection for sustainable development.

The various programmes offered by the College integrate these crosscutting issues into the curriculum in the following ways:

1.**Professional Ethics**: The programmes offered by the Commerce and Economics departments include courses on Business Ethics, Corporate Governance and Banking Finance, which integrate professional ethics. The Science programmes ensure that students are made aware of ethical norms in scientific research and lab practices. The Humanities programmes include courses covering ethics in counselling and ethical practices in social life. A new course on "Ethics & Values" has been introduces for students in each semester to equip them for a successful career.

2. **Gender**: The programmes under the Commerce and Management streams offer courses in Entrepreneurship, which includes discussions on women entrepreneurship, challenges, and measures to overcome the challenges. The Humanities programmes include courses with an emphasis on women's rights, women empowerment, women in journalism, women in psychology. An open elective course in "Women & Society" has been introduced as an inter-disciplinary academic study. Courses such as Economics of Gender, Gender Issues in Indian Education, and Gender and Society address gender issues by providing student's with the skills necessary for lifelong learning. These courses help students to develop an understanding of the hardships and obstacles faced by individuals of other genders, fostering empathy and understanding.

3. **Human Values**: Several courses in the faculty of Arts, reflect and discuss topics of human rights, both from historical and contemporary perspectives. The college offers courses in Odia, English, Hindi, Urdu, and Sanskrit, where   poetry and drama bring out important aspects of human values. Odishara Sanskrutika Itihasa O Bhasha Sahitya in Odia, Introduction to Human Rights, Social Movements in Contemporary India, Women, Power and Politics in Political Science, Management Principles and Application, Principles of Marketing, from the Department of Commerce, all of which integrate human values in the curriculum. The B.Ed. programme facilitates visits to schools, allowing students to understand aspects of marginalizations and the significants of inclusive pedagogies. courses such as Anatomy and Physiology, Nutrition and Health, Communicative English also integrate human values. Additionally a value-added course on Personality Development is offered to students across all streams.

 4.**Environment and Sustainability**: Students from non-science streams are offered a foundation course in 'Environmental Studies', which includes content on ecosystems, biodiversity and conservation, policies & practices for environmental protection. Science Students are provided with in- depth knowledge through courses that cover environmental chemistry, chemistry of natural products, ecology and bio-diversity, environmental / biochemical toxicology, renewable & non-renewable resources, and more.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 21

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 95.74

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 45

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 47

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.63

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
1003	797	771	807	795

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

2022-23	2021-22	2020-21	2019-20	2018-19
1218	834	834	834	834

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 75.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
414	365	361	298	281

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
609	417	417	417	417

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

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Identification/Assessment:

Our classrooms are inclusive. Shailabala Women's Autonomous College employs **the following methods for assessment of different learning levels of the students:**

- **IQ Test:** The Psychology Department of the College conducts IQ tests of the students and the report is shared with the Head of Departments for further action at their ends.
- **Induction Programme:** The College counsels the students from the day of **Orientation Programme a**bout the nature and scope of the course of study and the ideal methodology to deal with it.
- **Mentor-Mentee System:** Since implementation of CBCS courses, every Department assigns mentor to students to provide personalized and regular support in selection of proper courses based on their aptitude, need and interest**.**
- **Feedback System:** The feedback system about curriculum, teaching and teachers' evaluation by the IQAC cell helps teachers to adapt and improvise according to students' need, and special classes/practical are organized by Departments to address specific needs of such students.
- **Target Groups**: Apart from regular Parents-Teachers meeting, the following remedial measures/special programmes are taken up to cater to differential needs of the students:

1. **Slow learners:** in the form of formal extra classes focused on doubt clearing, remedial teaching on a continuous basis and also for those students who are unable to secure minimum of 75% attendance due to some unavoidable circumstances. In addition to Continuous Internal Assessment followed by remedial and incentivizing pedagogy, the College follows a student-mentoring practice to make students quite comfortable and homely.
2. **Fast Learners:** Teachers usually prepare and share question banks involving Higher Order Thinking (HOTS) as per Bloom's taxonomy, critical analysis and problem solving to engage advance learners. Extension and extramural lectures, capability enhancement programs are organized at Departments and occasionally at College level for motivation, personality development, leadership, training, confidence-building, with interaction with experts/intellectuals. Extension lectures and motivation lectures by experts are arranged on mental health and life skills as well. Many Departments have summer internships, dissertation projects (with industry, R&D laboratories, other Universities) as part of their curricula. Faculties of Social Sciences, Humanities and Arts provide for field work for projects and dissertations. The College also offers a variety of value - added courses, which are non-credit courses, but are extremely sought after because of the value they add to the prescribed curriculum. Merit Awards: Many Departments have active Subject/Alumni associations, which encourage achievers and a few of them also support poor and meritorious students through scholarship and fellowship like Brajamohan Memorial Award etc. The alumni association also awards cash prize and trophies to students for their class performances and in the placements.
3. **Digital Gap**: The Wi-Fi-enabled campus, and fair student-computer ratio and assistance help students bridge the digital gap.
4. **For Visually Challenged Students**: The Madhusudan Library provides ICT (Jaws talking Screen reader and Duxbury Braille Converter software) support for visually challenged students. Remedial classes are arranged for students with academic disadvantages.
5. **Being an unigender College**, students are regularly sensitized through seminars about gender issues and role of socialization in gender discrimination.

Key Performance Indicators: Result analysis of students at their Intermediate level and Undergraduate Level/Post-Graduate Level, Number of Awards/Fellowships, Mentor's Report.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 23.86

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Teaching-learning methodologies are evolved according to the scope of the syllabus:

1. **Experiential Learning**:Carefully supervised and assessed experiential learning programmes have promoted professional and intellectual skills in the students.The courses offered by various departments of the College have either a regular laboratory or project component as part of the course requirement. Hands-on-laboratory experiments as well as the writing of a project are prime examples of "learning by doing".All Departments undertake study tours to ehance the experiential skills of the students .Students of Postgraduate Departments undertake manadatory internship programmes which is embedded in their course structures.Students are encouraged to participate in various workshops and other hands-on-trainings, conducted regularly by institutions like CSIR-IMMT, DBT-ILS, IIT, Bhubaneswar, KIIT University, OUAT etc.

2. **Participative Learning**: Members of faculty encourage participative learning where the focus is on

the students to become activelyinvolved in their learning process. The various metjods employed for participative learning are:

Group discussions: students are encouraged to discuss a topic in the class based on a reading, video, or a problem.

Brainstorming: on various social, scientific issues and problems through panel discussions are conducted regularly as part of participatory learning.

Group presentations: provide an opportunity for students to learn with their peers, encourage team work, and instil self-confidence.Student participation in debates and discussions over issues of academic interest, through Weekly Students' Seminar are held regularly in all teaching Departments.

3.Problem -solving Methodology: Many of the Core Courses in the CBCS syllabus requires Project work and the student is trained in decision-making, problem- solving methodology, analytical assessment and report-writing based on real -time facts. Tutorial and practical classes are designed to help out students in writing answers and conducting experiments. All Practical oriented subjects have introduced a open -ended experiment which inculcates within a student an aptitude for problem solving.

4. ICT- Enabled Resources: Power Point Presentations customize the lesson according to the needs of the learners. The texts/topics are made lively through photographs, diagrams and graphics wherever applicable. Classrooms and laboratories are equipped with projection facilities and Wi-Fi access. ICT capacities like smart classroom and virtual classrooms allowed a smooth transition to online teaching during the pandemic. Virtual Lab facility is also made available through the College website to ensure equitable participative learning for all students.The College website is accessible to the College community on mobile phones and other devices. The students are able to access their study materials from EBSCO – E resources link provided by the state Government. For students who were not able to attend certain classes E-content is available in the College website to ensure smooth learning process. Other E-resources provided to the students are access to National Academic Depository Library through the College website and INFLIBNET facility to access the various E-resources provided by Ministry of Higher Education, Government of India. The College has an online library facility enabled in the College website to ensure problem-free learning for the students residing in remote areas or in vacations. For Visually Challenged Students, the Madhusudan Library provides ICT (Jaws talking Screen reader and Duxbury Braille Converter software) as a support for effective learning.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Mentor-Mentee System of the institute has been implemented with an objective to bridge the gap between the teachers and students and provide guidance on the academic and professional development matters. Shailabala Women's Autonomous College, Cuttack adopts 'Mentoring Policy' for the students

studying in the College with predefined specific objectives. The policy and procedure of the mentoring scheme is defined in a Mentor-Mentee Policy Document developed by the Mentor- Mentee team of the College with the objectives of carrying out the activity in the structured form for attainment of the objectives cherished and uploaded in the College website. The purpose of the mentoring scheme is to provide the students mentoring support on academics and issues related to their strengths, weaknesses, prospective opportunities and challenges faced in relation to curricular, co-curricular and extra-curricular with the motto of strategy- based progress through setting and achieving personal and professional goals. It has reduced the gap between teacher and learner and has created a healthy and friendly relations among mentor and mentee resulting in an increased interpersonal and employability skills. This system has provided mentoring for career awareness, communication, presentation skill set development, fear for study, involvement exposure, technical skills required for the field, social, cultural psychological issues, study concentration issues. Hopefully, it would set up a healthy relationship between the students and the faculty.

Scope:
 • Addressing curricular, co-curricular and extra-curricular issues of the students.
 • Identifying and setting personal goals.
• Choosing right career plans and help
 • Focusing on academic growth and locating the related issues.
 • Developing leadership skills.
• Setting learning directions.
 • Addressing study and examination related issues.
 • Helping hand to develop higher level of performance for extraordinary results.
• Developing professional, social and life skills set.

Structured action plan: Student mentoring system plan includes preparing schedule of mentoring in academic calendar of the year. • Communication of Mentoring scheme and its policy, procedures to all the students. • Notification of mentoring scheme of the year. • Teacher wise distribution and allotment of classes/students to full time teachers. • Display of allotment notification of mentee to the full- time teachers for the year. • Regular meetings of Mentoring Committees for review and modifications, if any with active involvement of IQAC in the process.

  Periodical review: The progress and implementation of student mentoring system monitored by mentoring committee and IQAC and finally reported to the Institutional authorities and bodies. • The issue reported, if any, be discussed and solutions be communicated. • The institutional provision to review pre-planned minimum three interactions between mentor and mentee during academic year.

        Apart from this, the Psychology Department of the College also ensures mental well- being of the students by regularly conducting seminars and webinars on mental health and addresses student psychological issues.

Key Performance Indicators: • College results in each year/semester • Placement and Higher Studies • Feedback from student.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

Academic Calendar:

The Academic Bursar in consultation with The Principal, Controllor of Examinations, IQAC Coordinator and other officials, prepares the **Academic Calendar** for the effective functioning of the College at the beginning of the academic year. The Academic Calendar ensures the well-functioning of the College and includes the details of all the working days with day order, holidays, dates of the Continuous Internal Assessment Tests, Summative Examinations, list of activities of academic year etc. The **College calendar** is also printed as a handbook and distributed to all students at the beginning of the academic year. The same is also uploaded on the website. The institution carries out the activities as per the calendar. The Departments and other service units prepare their activities and programme calendar resonating with the calendar of common programmes. It helps micro- level planning by scheduling most of the activities in advance and maximise the use of infrastructure and ICT facilities.The Academic Calendar ensures well-functioning of the Institution. The institution carries out the activities as per the calendar.It helps micro level planning by scheduling most of the activities in advance and maximise the use of infrastructure and ICT facilities. The handbook provides all needed information such as academic programmes, curriculum structure, details of the courses, rules, regulations, facilities, scholarships, endowments, list of the staff, committees, and so on.

Teaching Plan: Before commencement of the semester every Department conducts Board of Studies and Department meeting with faculty members and other external members of BOS for syllabus, examiners, moderators, etc. allocation of papers. Unit wise teaching plan of each paper is approved by Head of the Department and is reflected in the lesson plan and progress register of each faculty. The number of classes required to complete each unit and actual number of classes taken by them are mentioned in that register.The teaching plan for each course visualizes the plan of the teacher to make each class more informative, interesting, analytical and resourceful. Teaching plan creates a self- informed and self-monitored innovative teacher, and it provides a plan of action for the teacher and guidance for the student.The faculty are encouraged to update the methods of teaching and evaluation, especially of the use of ICT enabled tools and facilities. The course teachers are able to assess the learning ability of the students periodically on the basis of their respective teaching plans. It, thus, helps both the teacher and the learners to take part in the teaching and learning process effectively. Extra classes are arranged to complete the course. For weaker students, remedial classes are also arranged. Academic plan is followed by academic calendar, teaching plan with attendance of students, mentoring of students, evaluation records and review meetings for progression in syllabus.

Key Performance Indicators: College results in each year/semester, Feedback from students

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 95

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
120	121	112	96	90

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 18.35

2.4.2.1 **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 40

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 12.38

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1139

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 100

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 90

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 41.2

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
47	20	24	43	72

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 2.33

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	74	1	3	0

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
713	771	760	793	703

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

Since 2018, when the College was first conferred autonomous status, the examination section has undergone remarkable changes in terms of automation, and online processing, which has brought efficiency, transparency and guarantees ease to students through its dedicated web portal with login facility for faculty, students and concerned officers (cscdp.org). With increasing number of students and new course structures like CBCS, IT integration was critically important to overcome new challenges for the examination office. IT integration provides better connectivity with students and teachers, with cscdp.org for online form fill up. The regular online updating on College website has extended access with equity to the programmes on offer in far flung areas of the state and the country via e-prospectus, e-

application forms, admit card, examination date sheets, results and other notifications. With over 9181 number of NAD documents of students of the College, the College has acquired large data of students together with academic performance, as input for further planning and development of various academic practices that may be adopted. Besides, diversity and exercise of choice of students is expanded, it minimizes man-hours requirement and contributes towards reduction of paper consumption and has thus proven to be eco-friendly. The initiatives/steps taken by the Controller of Examinations in this direction include: Online hosting of e-brochure, online examination form-fill up online payment facility for examination fee via a secured payment gateway. Each Programme/ Course is uniquely identified in the system with credits which are worked out; regularly updated by the office with revision/introduction of new programmes courses based on inputs from concerned departments. For regular exams, admit card and e-Forms are verified and approved by HoDs/Coordinators.   There is provision of online degrees/marksheets/transcript (soft file) with restricted copy and editing features to prevent alterations. Application form is filled online for compartmental examination and for re-valuation of results. Each department has a Moderation Committee that comprises the senior and retired previous faculty members who scrutinize the question papers and IA submitted by each faculty member before submission to the web portal, to ensure consistency across courses. The College has retained the flexibility to allow teachers to design the pattern and schedule of internal assessment to best suit the domain requirements of the course being assessed, and the profile of the students attending the course. Keeping in mind the requirement of the course and the needs of students, different methods like class tests, assignments, projects and class presentations are employed for continuous assessment. Improvement tests are encouraged. The tutorial system/Remedial classes help students to clear doubts and to prepare for internal assessments as well as semester-end centralised examinations. Students involved in outreach and cultural activities and NCC cadets are provided with enabling flexible deadlines. This allows for their holistic development without adversely affecting their academic performance Since 2018, new admissions and all administrative works related to examinations for all courses/programmes are administered online. The aforesaid initiatives have led us to minimize error and to deliver error-free results in a time bound manner, from examinations till declaration of results. Technical Helpdesk is available from 10 AM to 5PM with dedicated contact details on College website.

Key Performance Indicators: Registrations of students in NAD portal, Lesser number of grievances on evaluation, Less number of drop-outs.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The College approaches teaching and learning in definitive and structured manner. Faculty members of all disciplines apply themselves to the syllabi framed by the affiliating University at UG and PG levels and internalize the Programme Outcomes (PO). With reference to the Programme Outcomes formulated by the Departments, the Programme Specific Outcomes (PSO) and then the detailed Course Outcomes in relation to both PSOs and POs are discussed at the Departmental levels during syllabus allocation meetings in the beginning of each Academic Session. Departments mostly record the mapping in dedicated computers but many prefer to document the mapping in Departmental files for easy reference as the course gets underway. During the first few Orientation classes, newly admitted students are sensitized about the academic, cultural, socio-economic, scientific and technological scope of the syllabus and the rationale of the structure. Once they settle down the idea of Course Outcome (CO), PSO and PO are made clear during the teaching-learning process. Consequently, a large number of students in the College are able to make up their minds about their academic progression by the final year of study. The College website acts as the Institution's 'face' and displays the POs, PSOs and COs so that entry level students can make effective academic and career choices before enrolment. It has an in-built system of monitoring syllabus distribution and completion through teacher council meetings. All Departments have a well formulated plan for teaching and learning. Students are made aware of the knowledge and skills that they will acquire at the end of their chosen course. The context and the potential applications of the knowledge and skills are adequately explained to them. The students' progress is continuously assessed through various kinds of evaluation. Mentor- mentee meetings are held frequently. At the end of each academic session, faculty members assess the course attainments which are recorded and submitted to IQAC for further evaluation. The Lesson Plan cum Progress Register of each teaching faculty is also submitted to the Principal at the end of each semester (Odd/Even) for evaluation and necessary action at her/his end. The Lesson Plan cum Progress Register includes detailed teaching route map employed and the classes taken to complete the syllabus. The Institution also has its own "Student Feedback Form" which concentrates substantially on the quality and quantity of class-room teaching with specific queries on the nature of the teacher's punctuality, target achievement and communication skills. The feedback forms are seen by the respective teachers as well as by the Principal. In case of negative comments, the teachers concerned are consulted and necessary measures are suggested to be taken to address students' grievances. The College believes in solving issues at micro-level and this has been done preserving the sanctity and self-respect of both teachers and students. The Head of Departments in consultation with the IQAC takes the initiative to introduce new courses or change some portion of the syllabus as and when required which are ratified in Board of Studies Meetings.
Key Performance Indicators: Result sheets, progression to higher studies

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 88.5

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 631

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.66

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Shailabala Women's Autonomous College provides ample opportunities for promoting research activities in adherence to the guidelines set by Odisha State Higher Education Council, Govt of Odisha and approved by the Academic council of this Institution in the following ways:-

- A Research Advisory Committee has been established to oversee and promote research activities among the faculty members and students.
- The Research Policy of the institution encompasses both Research Promotion and Research Ethics, complying with the Regulations of the UGC and the Odisha State Higher Education Council and is accessible on the Institutional website.
- Faculty members are continuously encouraged to apply for research projects in their respective disciplines to various Central, State Government and private agencies for financial support and assistance.
- The Institution has several dedicated laboratories, including Sericulture, Tissue culture, Spectroscopy, MATLAB (version19) and basic Electronics laboratories, which facilitate research activities.
- Faculty members are permitted to avail academic leaves and study leaves. Additionally, they are provided with separate rooms equipped with essential resources like computers, internet access, and library facilities to support their scholarly pursuits.
- About 50% of the faculty members hold PhDs, while the remaining members are encouraged to pursue higher studies such as Doctoral/Post-Doctoral degrees as part of the initiative to promote research activities.
- The Institution encourages its faculty members to actively participate in various National and International conferences, workshops, and symposiums as presenters or resource persons to enhance their knowledge.
- Faculty members are also encouraged to organize various conferences, seminars, and workshops in the Institution to showcase their research outputs.
- National Science Day and Research Scholar Day have been celebrated in the campus.
- The Institution has organized 67 State seminars,15 National Seminars,01 International Seminar, 09 National and 09 International Webinars, 09 workshops, 01 International conference, 1 symposium, and 06 Extra Mural Classes in collaboration with National and International institutions/agencies.
- The Institution takes all necessary initiatives to recognize and celebrate the hard work and achievements of its researchers. To motivate and foster a culture of excellence, successful researchers are felicitated on Annual Day as a token of appreciation for their research work.
- For inculcating scientific temperament and fostering a culture of innovation among the students, the institution observes National Science Day every year.
- The curriculum facilitates research pursuits among UG and PG students through project work and

internships, with students submitting their dissertation papers for academic credits.

- To enhance the ethical standards of the students undertaking research activities, a paper on Research Methodology with ethics is included in PG programmes.
- To facilitate research activities, the college library remains open for extended hours and provides high speed Wi-Fi for the benefit of researchers and students.
- The catalogue of the library is continuously updated with additional research journals and various e-resources.
- 06 numbers of MoUs, 31 numbers of collaborations with reputed institutions for exchange programmes enable faculty, researchers, and students to use state-of-the-art instrumentation facilities on their campuses.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 4.22

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	4.22	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 1.83

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 4

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 28.4

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.02

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 4

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
Copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 13.04

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 12

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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:

Innovation Ecosystem: Shailabala Women's Autonomous College, Cuttack is devoted for education, research and extension to advance the economic and social development of the state. The faculty of the College take active part in teaching, research and extension activities relevant to their specialization. The institute provides ambient environment for research and technology driven innovation. The Institution take all the steps in the training, Counselling and guiding the students in the setting up of enterprises, Awareness camps and organisation of Workshops and seminars which helps the students to have scientific ideas which intern builds the research attitudes and innovations.

IKS: The College has upheld the value of Indian knowledge System, Indian Culture and heritage. It aims at benefitting the students of the modern era by the practice of reviving the fading Indian Knowledge System. It attempts to inculcate the respect for Indian culture, heritage, language, arts in the minds of the leaners by adopting the contextual efforts such as Introducing the Indian Heritage through curriculum, celebrating National festivities with ruins of recollections of the past and observing the Birth and Death anniversaries of great freedom fighters at their birth places and graves. Most of the faculty members are competent to teach in both English and vernacular languages .The Department of Sanskrit incorporate Indian Knowledge System in their undergraduate syllabus namely Ayurveda, Vriksayurveda, Arthasastra and Dharmasastra. The Department also introduce value added course on Yoga for stress management for undergraduate students.

Research Grant Support: Faculties are encouraged to apply and obtain research grant in thrust areas from various government and non-government Funding Agencies. Every faculty member is informed about announcement by various funding agencies and is given support for preparation of the following proposal format, budget, purchase of equipment and material under research project.

Human Resource Development: Faculty and students are supported and encouraged to participate in professional development programmes, to organise and participate in conferences,

Innovation and Knowledge Transfer: Successful knowledge transfer has been made possible by dedicated centers and successful partnerships with institutions: The Institution has collaboration with Universities and has signed MoUs with other institutions and industries to promote the transfer of knowledge and skills of the students. The Institution provides every possible aspect in the creation and transfer of knowledge.

- Conferences, Workshops and Lectures
- Web Designing, Fashion Designing, Baking, Communication Skills and Beautician courses.
- Mentoring Programmes

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)
3. Plagiarism check through software
4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 0.8

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 12

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

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

Response: 0.02

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

Response: 4

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

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.06

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 14

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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in

Scopus/ Web of Science

Response: 0.11

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 0.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 0

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and

sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

The activities of our institution are systematically planned with the objective of obtaining smart solutions to societal problems by creating social awareness and consciousness. For the holistic and personality development of students, the College encourages young and dynamic students to participate in various extension activities through NSS, NCC, YRC, Rangers, Eco-Club, Prakruti Mitra, Photography Club, and the community connect cell. The College organizes several awareness campaigns in local communities on various aspects, such as proper sanitation, healthy food habits, and different communicable & non-communicable diseases. All students are strongly motivated to participate in one or more extension activities under the guidance of dedicated faculty members.

The volunteers of NSS and YRC extend their invaluable support and guidance to the children of slum dwellers by disseminating their knowledge through drawing, distributing essential food and clothes, and providing timely healthcare services. Every year, our College organizes a **tree plantation drive** (*Vanamahotstav* Week) with enthusiastic participation from the students. During this event, an awareness drive is carried out to combat various environmental issues like deforestation, soil erosion, and global warming, thereby enriching the beauty and balance of the environment. The NSS unit of our College diligently plants saplings and encourages the community to undertake similar tasks.

Under *Swachh Baharat Abhiyan*, all extension activity units collaborate to raise awareness about cleanliness and conduct cleanliness drives both on the College campus and in the nearby communities which is supervised by faculty members of the College. Students are educated about the importance of NSS, YRC, and other extension activities through various talk series, training programmes, and workshops. The education, research, and extension activities of our institution are based upon basic human values to help individuals, families, and the community as a whole lead successful life in our ever-changing society.

Case 1: The NSS Wing actively organizes numerous programmes facilitating interchange between the community and students. During a special camp, all the NSS volunteers visited the adopted slum named *Patapole* and *Tinikonia Basti*. As COVID-19 created problems in the daily lives of slum dwellers, our NSS volunteer conducted a survey to understand their lifestyle and provided counseling to help them adapt and survive.

Case 2: YRC Volunteers took steps to educate people about proper hygiene and distributed hygiene kits among the inhabitants of Imamapada Slum in Cuttack District.

Case 3: As part of community activity, the community connect cell adopted the slum of Pattapola Basti and organized an awareness program on health & hygiene. Students exhibited their knowledge through different posters on healthy food habits and proper hygiene.

Case 4: The community connect cell, in collaboration with the Sociology department, organized an awareness campaign against dengue in the adopted village of Harijana Slum. Students expressed their

concern for the needy through street plays and awareness slogans.

All these programmes develop the spirit of responsibility, accountability, integrity, and human values among the students, aligning with the vision and mission of the institution. The College is keen on promoting the participation of students and faculty in outreach and extension activities that operate at different levels through the above units.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

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

Response: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	20	5	7	3

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.7 Collaboration

3.7.1

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

Response: 15

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The institution ensures adequate facilities for teaching-learning, augments its infrastructural facilities according to the growing needs of the institution and endeavors to create a conducive academic ambience. The Green campus is built on **11.739** acres of land and the total built up area for Administrative-Office, Departments, Classrooms, five Hostels, a three tier library and laboratories is **32790.1** square meters.

The campus has a landscape with garden, green cover with trees, shrubs, herbs, ornamental plants, interspersed with grass cover and a big multipurpose pond.

1. *Teaching – learning, viz., classrooms, laboratories, computing equipment etc.*

Classroom Facilities: The institution has **75** Nos. of classrooms which are well ventilated with adequate space having facilities like green/white/black/smart boards. In addition to the class rooms, there are six ICT enabled class rooms ,29 laboratories,there are two ICT enabled virtual classrooms, two Smart Classrooms, one Language Lab, two Conference Halls, two Auditoriums, one of which is centrally air-conditioned.

 The new building (Science Block Annex) has elevator facility for convenience of physically challenged and senior members of the staff. The solar project of 10kW installed on roof-top of office building, academic building and library supplies the required amount of electric energy. Two 125 KVA DG sets and 4 UPS invertor- servers are used for continuous supply of electricity during the time of exigency.

Laboratories

29 numbers of laboratories are functioning with lab manuals based on the prescribed curriculum. The laboratories of biological sciences, physical sciences, B.Ed., and social sciences are functioning under the supervision of different faculties**.** Computer and Language laboratories are well furnished with systems having high configuration, interactive board, internet and Wi-Fi connection.

In addition to that some departments have research laboratories in order to cater to the needs of research aspirants. All laboratories are functioning with strict adherence to safety manuals, security provisions,

along with maintenance of log books, stock register, safety manuals, etc.

Computing equipment

Adequate facilities are available to carry out practical courses in the Computer Lab of Physics, Mathematics & Computer science departments, to access digital contents and also to pursue online courses.

1.*ICT–enabled facilities such as smart class, LMS etc.*

The institution has adequate IT facilities for Teaching learning activities. Seminars and conferences are being held in smart classrooms and conference halls, language lab, auditoriums with Internet connection, LCD Screen, projectors, etc.   Students and faculties have easy access to e-resources for their ready references.   All updated information regarding examination, admission, day-to-day activities are available in the college website.

1.*Facilities for Cultural and sports activities, yoga centre, games , Gymnasium, auditorium etc.*

The institution is committed in Holistic Growth of students through infrastructure facilities such as Gymnasium, auditorium, well maintained playground, rostrum for holding cultural and sports activities. viz, Yoga, indoor/outdoor games etc. The outdoor sports facilities include football field, Basket-Ball court etc. The institution has a counselling and wellness center headed by trained professionals with considerable experience.Further it has a canteen and an ATM counter .

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 52.71

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
141.75	341.05	424.26	236.26	65.67

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library (Madhusudan Library) is a key learning resource, integral to the teaching learning process managed by the Assistant librarian, Junior librarian and other support staff along with the library committee members. The library is a holistic space to further augment students' and faculties' intellectual acumen.

Air-conditioned modern separate library building is housed in an area around 1170.59 square meters enabled with WI-FI facility and monitored through CCTV. It is well furnished with reading rooms and e-learning facility for visually impaired students.The JAWS SCREEN READER FOR THE BLIND software is installed for the visually impaired students.

From safety and security point of view, fire extinguishers have been installed in each floor. In addition to the well-stocked library, each department has its seminar library to facilitate easy access to the faculty, students and research scholars for which MS library acts as feeder library. The library has a rich collection of more than 64000 number of books and about 224 numbers of national and inter-national journals, e-books, e-journals, magazines, newspapers (both English and Odia).

Automation process of the college Library is continuing with standard Integrated Library Management System (ILMS). The standard ILMS e-granthalaya-4.0 (version S/W) is currently available. All kind of book issue, related queries and details are available in the e-granthalaya Software. All the library documents are bar-coded and books are issued to users by reading the barcode of the document. The library has compiled the best Open Access Resources and provided the links in the college website so that students can easily find an accession to them. Online Public Access Catalogue (WEB OPAC) is there and available to the students. Students and teachers are benefited from open access facility available in the library. The reading room of the library can accommodate more than 100 students at a

time. The library has internet connectivity with WIFI facility having speed of 100Mbps. It provides e-resources to users remotely through EBSCO and NLIST e-resources. The NLIST Project operates through its Headquarter set-up at the INFLIBNET centre. This facility has been subscribed by our college library to provide accessibility to the teachers, students and research fellows for accomplishment of their requirements. Students can access e-resources through NLIST. It provides thousands of online journals and e-books.

Our Library developed a digital repository using D-Space (digital library repository software) of various e-contents like e-books, syllabus, and old question papers etc having more than 64000 books with 42153 titles, all books having individual barcode which gives uniqueness to each and ultimately helpful to get metadata of the library materials for circulation work(issue and return). It also encompasses the resources for visually challenged. The college has received 239 number of Braille materials from the district administration.

The students, faculties and research scholars have easy access to the e-resources and can download the relevant and required articles. The library is kept open throughout the year except for government holidays . The reference desk in library actively facilitates the users in case of any query. The library also provides user education program for newly admitted students.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 0.08

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
.3	.44	.44	.42	.23

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution makes a variety of IT resources available to its members. They include all computer networks, wired or wireless, computers, printers, mobile devices, storage, audio visual systems, and associated information services. The resources are availed for the purpose of research, teaching, learning, associated administration or other authorized use. Some such optimal uses are

- The institution provides secure, network connections at various strategic areas within the college.
- There are well-equipped computer laboratories, with scanners and printers (Laser and Dot Matrix), and a number of public access points in convenient locations around the College.
- All the computers are configured with latest hardware and software.
- It provides computing facilities to help the students with their academic work and project work as well.
- The Virtual class rooms, Language lab, SAMS (Student Academic Management System) lab, IQAC, Controller of Examinations, etc. are equipped with wireless internet connection that can enable and optimize delivery of content from the web online using real time data.
- The class rooms and laboratories are also equipped with whiteboard, high resolution overhead projector and a display screen to facilitate improved student learning and enhanced teaching methods.
- The institution ensures a consistent computing environment, by upgrading the IT facility available in the campus with 100 Mbps version, supplied by Bharat Sanchar Nigam Limited and JioFi.
- The campus is WI Fi enabled with computer facilities, offering a range of general and specialist

software, as well as printers and scanners.

- To enable efficient dissemination of information and communication the Institutional website has been registered and properly activated.
- The faculty and the students use Laptops, LCD Projectors, Over-head Projectors, Web tools and online resources at times of academic need.
- Public Addressing system is an added advantage for easy dissemination of information.
- The e-Content materials prepared by the faculty are made available to the students on the college website.
- The application for scholarship by the students is done online through 'e-Medhabruti' portal designed and run by Odisha government.
- Library automation and data base is created in the college library by installing the software e-Granthalaya.
- The Examination Management System include online form fill-up, entry of marks, result access etc.
- The CCTVs are installed at strategic places to monitor the campus activity.

The IT policy of the institution has been uploaded in the website. Separate email-ids are logged in for the office, controller of examinations section, IQAC, SAMS and different departments. Social medias viz WhatsApp, face book, twitter are being handled by a team expertise in the field.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

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

Response: 14.54

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

Response: 151

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

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Media center:-The institution has developed an Electronic Media Center to acquire, maintain care and promote the full effective use of educational media with both old and new technologies meant for learning more efficient and effective. It has an exclusive sound recording unit , audio visual center with video lecture capturing facilities available.It facilitates and ensures the optimum use of all instructional media. It organizes learning activities for students and teachers alike for them to upgrade and improve on their technology manipulative skills all for the purpose of motivating them to keep on developing their communication, analytic, integrative, creative and collaborative skills for meaningful lifelong learning. Different Departments as well as individual teachers have developed e-content and have already been uploaded in the college website.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 13.7

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
179.72	49.52	72.56	12.32	0

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4.2

There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The college has an established systems and procedures for maintenance and utilization of physical facilities in accordance with a 'Maintenance policy'.

·   All the physical and academic support facilities are maintained through various committees like, finance/purchase committees, Library committees, Athletic Society, IT maintenance committee of the college.The departments, offices and library are maintaining stock registers of their assets that are subject to annual verification. The Science departments maintain stocks of the equipment, chemicals and other laboratory instruments. The laboratory assistants-cum-store keepers take care of these and also maintain log books. After every laboratory practical work, the laboratory assistants do disposal, cleaning and setting right the instruments.

·   Library committee and members of staff of the library look after the maintenance and safe guard the library books, reading room, journals etc. Periodical stock verifications are undertaken by the library. Fire extinguishers, lifts and water purifiers are regularly checked by the professionals.The Canteen in the campus functions on contract basis and the quality sustenance is maintained by the committee, comprising the faculty and the students.

·   The Campus Development Officer carries out regular inspections of all civil works, electrical devices and sanitary fittings and ensures timely maintenance and repair of assets by the concerned government agencies like-PWD, GPHD, GED & WATCO. Computers and projectors are secured with upgraded software, security software on regular basis. The sports facilities are being looked after by Physical Education Teacher. She also maintains the stock and other records. The Gymnasium Hall and Playground are well maintained and used optimally.

·   The institution has spacious well ventilated, classrooms, seminar halls, laboratories etc. Regular cleaning of these class rooms and wash room are done by the dedicated staff. The municipal corporation looks after the waste management system. The Botanical garden, office garden and water bodies are well maintained by the gardeners and support staff. Hostel (residential) committee takes care of all physical facilities of different hostel. The campus security is being maintained by installation of CCTV(34 in number) at different vital places

·   Odisha General Financial Rules (OGFRs) are scrupulously followed in our institution while dealing with matters involving public finances. These rules and orders are treated as executive instructions and observed by our institution. While procuring items and dealing with finance related matters with an aim of promoting simplicity and transparency in Government in the financial system and procedures. Odisha Public Works Department Code (OPWD Code) intended to be scrupulously followed while undertaking any construction related activities out of the Government fund for which the controlling department will accord administrative approval. Accordingly whatever construction activities are being under taken in our institution through Govt. agencies like PWD(R&B), GPH, PHD/WATCO, GED etc. OPWD codes are being scrupulously followed for maintenance.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 37.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
960	934	695	644	627

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Shailabala Women's Autonomous College in Cuttack has made significant efforts to provide career counselling and guidance and assistance for competitive examinations, over the past five years. The College has a dedicated Career Counselling and Placement Cell that operates throughout the year to

facilitate the employability and vertical career progression of its students.

The College organized multiple career counselling sessions that benefited students from all streams covering diverse fields such as chartered accountancy, MBA, UGC-NET preparedness, quantitative aptitude in competitive exams, National Eligibility Tests, verbal and non-verbal reasoning, civil services, data interpretation, personality development, public speaking skills and group discussions. The College organised 29 career counselling sessions from which 2036 students were benefited. The College organised sessions and programmes with invitees from IPSAR, Tech-Mahindra, Dai-Ichi life insurance Company, Vedanta, NIIT foundation, RBI,NIFT, Shivangi Associate, School of Hotel Management (SOA University), Adobe India etc. These sessions had provided opportunity for students to secure placements and gain industry exposure and expanded students' understanding of available career path. These sessions also helped students on their personality development, public speaking skills and group discussions which in turn enhance the students' overall professional skills.

Students are sensitized to different career opportunity after graduation. MCQ Pattern has been introduced in Value Added and Skill Enhancement Courses to aid in preparations for competitive examinations in state and national levels. Apart from centralized career counselling initiatives, the institution has implemented a mentor-mentee system within each department. Under this system, each teacher serves as a mentor for a group of students, distributing the total number of students among the available teachers in the department. Mentors regularly interact with their mentees, monitoring their academic progress, and provide guidance for competitive examinations such as NET, GATE, and civil services. Study materials are shared with students as needed, and mentors also act as counsellors, offering assistance in both curricular and co-curricular matters. To encourage students to think innovatively, the College invites esteemed speakers through seminars and webinars from various sectors like Institute of Nuclear Physics, University of Muenster, Germany, Malaysia Medical University, Weismann Institute of Science, Israel, Dept. of Veterinary and Clinical Sciences, IOWA State University, NISER, BBSR, SCB Medical College, MKCG Medical College, Acharya Harihar Cancer Institute, Utkal University, Rama Devi Women's University, Regional Directorate of NSS,ICAR-CIWA, Cuttack Municipal Corporation, in different seminars and webinars to share their experiences and insights. Additionally, field trips and outreach programmes to renowned laboratories like ILS, OUAT,Regional Museum of Natural History, and Applied Sciences Lab, Weavers Centre, Bhubaneswar,KIIT have provided students with exposure to new opportunities in their respective fields.

The efforts of the College and its mentors have increased student participation and success in national and state-level competitive examinations. Students are motivated to pursue higher studies, equipped with necessary skills to secure desirable jobs and shape successful careers. Teachers assist them in securing admissions to prestigious institutions across the country like central universities, IITs, and IISC. These initiatives have empowered students to explore diverse career path, enhance their employability, and pursue higher education successfully.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

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, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: B. Any 3 of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 22.48

5.2.1.1 **Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
218	294	115	108	91

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 7.02

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
217	14	16	8	3

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 36

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	19	0	0	0

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Shailabala Womens Autonomous College has various student associations and societies for development of leadership quality and capacity among students such as Student Representative Cell, Dramatic Society, Athletic Society, Literary Society, Science Society, Debating society, Common room Society, Grievance Committee, Day Scholars Association, Social Service Guild to enhance the overall educational experience, opportunities for students to participate in curricular, co-curricular and extra-curricular activities. The Science Society elects a Secretary and Joint Secretary from among the science students to organize seminars and science exhibitions.

The College had a well-organized and democratically elected Student Association. Since 2019-20 academic year, the Government policy replaced direct election with selection and nomination of students of different classes to discharge the affairs of various associations and societies. The association comprises of a Central Coordinating Executive Bodies chaired by the principal, senior faculty members and 2 student members from all class on the basis of academic performance and leadership qualities. The Student Association organizes numerous events to enrich the cultural life and expand the horizons of education and provided a platform for students to showcase their talents and develop managerial and organizational skills. College provides essential logistics support, ensuring the smooth execution of student-led initiatives. They welcome and introduce the newcomers to different societies. Freshers' talent fests help to identify talented newcomers and encourage their participation. The Student Association also actively contribute to College events such as annual sports, Independence Day, Teachers' Day, Gandhi Jayanti, and Foundation Day celebrations in the campus.

Students from each department are selected as Seminar secretaries and Assistant seminar secretaries to organize weekly seminars and the annual day seminar. Student representations are made in the IQAC, RUSA and the Hostel Committees. The student members actively participate in suggesting quality enhancing proposals in various IQAC meetings.

The Student Council in hostels comprises of General Secretary, Mess Secretary, Cultural Secretary etc

who look after the day to day activities, discipline, mess and cultural activities etc. The menu in the mess is fixed by the council focussing particularly on the hygiene of boarders.

Student representative of various societies conduct competitions, sports activities, cultural events and observe the annual day to promote the holistic growth of the students. The representatives from each class of every department have contributed tremendously towards the conduction of events like, seminars, sports activities, outreach programmes, training camps, awareness programmes, on behalf of athletic/literary debating/science/student common room/ dramatic society etc. The student representatives actively participated in meetings, events, and provided valuable suggestions on behalf of the students. They played a vital role in collaborating to ensure the success of every event.

The students of the institution find ample representation in sports at the National level. They play vital role in NCC, attend camps, secure C certificates and participate in the Republic Day Parade. Students offer voluntary services through their active membership in NSS and YRC.

Despite challenges of the pandemic, the College continued to provide platforms for students to engage in various activities and contribute to the College community.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

    1. Sports competitions/events
    2. Cultural competitions/events
    3. Technical fest/Academic fest
    4. Any other events through Active clubs and forums

Response: B. Any three of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	**View Document**
List of students participated in different events year wise signed by the head of the Institution	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
Copy of circular/brochure indicating such kind of activities.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 13.2

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
.24595	12.95	0	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	**View Document**
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Shailabala Womens Autonomous College has a rich history of bondage with its alumni. Even before the official registration of the Alumni Association in 1990-1991, the College had a vibrant group of former students actively involved in the development of the institution. These members play a crucial role in decision-making processes and the overall governance of the college. Over the years, the Alumni Association has conducted numerous programmes and activities aimed at benefiting the students and the institution as a whole.

In the academic session of 2018-2019, the Alumni Association organized various competitions such as essay writing, debates, and quizzes. A seminar was organised on sleep therapy, featuring Dr. Arpita Tripathy as the speaker. The association provided financial assistance of Rs. 8,000 to a deserving student and contributed Rs. 27,000 for the treatment of a non-teaching staff member who had met with an accident. They donated Rs. 10,000 for sports kits to support the College's athletic endeavours.

In 2019-2020 academic session, the Alumni Association organized a plantation activity and a seminar on mountaineering. Eminent mountaineer Sri Jogabyasa Bhoi, who successfully climbed Mount Everest, was invited as a guest speaker. The association conducted various competitions during the alumni week, including slogan writing, mono-acting, one-act plays, and mehendi design. Additionally, they organized a seminar on cybercrime, featuring Anita Anand as the speaker. An Alumnus Mrs Sonali Bhuyan Panda,CEO, Mind Fire Solutions provided financial support of Rs.9,66,360 to 42 meritorious needy students from 2018-19 to 2020-21 through her NGO.

Due to COVID-19 pandemic, the activities for the session of 2020-2021 were limited. However, the Alumni Association managed to organize one plantation programmes while providing financial support to a student who was working as a courier to support her family during these challenging times.

The association conducted a plantation programmes and two webinars under the banner of "Mo College." These initiatives aimed to promote environmental awareness and engage with the alumni through online platforms. Ex-Principal and Alumnus Dr Roshanara Begum contributed Rs.2, 00,000 through Mo College Abhijan for development of playground.

The Alumni Association continued its efforts towards women's empowerment and entrepreneurship. Different departments organised seminars with alumni as resource persons. Several notable alumni, visited the institution on different occasions and participated in seminars and training programmes. Dr. Sabita Mishra Principal Scientist of Indian Council Of Agricultural Research was invited to a workshop on mushroom cultivation as an excellent option for agro-entrepreneurship development among women.

The association observed International Women's Day to celebrate women's contributions and achievements in the society. An awareness programmes on the importance of extension education and communication in mass awareness was conducted by alumni Mrs. Sumitra Dhal Samanta, for

postgraduate students. An annual Alumni Meet was organized in December 2022, with each department of the College participating actively. The Alumni Association have worked tirelessly to ensure the development and welfare of the students. These activities and initiatives reflect the commitment and dedication of the alumni towards their alma mater and their continued support in empowering future generations of women.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance and leadership adopt methods to fulfil its mission so as to realize the broader vision.

At a time when women's education was a dream, this HEI as the first and the oldest women's College of Odisha paved the path for empowerment of generations of women making them self-reliant and independent to realize their goals.

The HEI aims to build scientific temper and rationality among the students through its CBCS curriculum in Arts, Science, Commerce, relevant to local, regional, national and global needs.

The HEI maintains inclusivity and equity in the admission process by giving due share to different castes, tribes, and Divyangajan. Girls from minority communities like Islam and Christianity form an intrinsic part of this institution. Vernacular language is given utmost significance by offering Odia, Urdu and Sanskrit both at UG(Hons) level and PG level to make the students akin to vernacular culture and practices.

To develop a balanced personality, the College provides a wide array of curricular, co-curricular and extra-curricular activities for students. Students are exposed to seminars, extra-mural lectures, outreach programmes, community service, Yoga, Fit India and awareness programmes on socio-politico and economic issues.

The NSS and YRC activities make the students empathetic to the societal problems to initiate social change. Our students are nominated by the Commissionerate police as "Cyber Mitra" to act as agents of crisis management and resolve women's issues.

The State Election Commission has nominated our students as brand ambassadors named, 'Mun bi Mita' for creating voter awareness and voter enrolment of students.

Our HEI aims to create greater opportunities for individual employment through career counselling and academia industry connect.

Descriptive, analytical, exploratory and experimental research is encouraged in PG dissertations and UG projects.

The College contributes towards economic development and sustainable livelihoods by providing scope for Internships, Value-Added and Skill Enhancement Courses in its curriculum. An identified set of moral values is inculcated through Ethics and values curriculum to help students face the challenges of life dauntingly.

Decentralization and Participative Management has been at the core of the administration process for ensuring a democratic work culture which is reflected in the following few points: -

• The structural framework of the BOS is an exclusive example of participation of experts from different fields, representing industry, alumni, Vice Chancellor's nominee and subject experts.

• The Administrative Bursar, Accounts Bursar, Academic Bursar and Legal Bursar look after the office establishment, accounts and procurement, academic and legal matters respectively.

- The Officer-in-charge, Campus Development coordinates with government departments for infrastructure development.
- The Heads of Departments and Hostel Superintendents are second in the line of administration, taking care of the departmental issues and hostel administration respectively.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Administrative set up:
The administrative set up offers a perfectly decentralized structure to ensure maximum autonomy of each official unit. A hierarchical cluster has been created from top to bottom level to clearly delineate duties responsibilities, accountability and powers at each stage. There is a clear-cut distribution of curricular and extra-curricular duties for the smooth working of the administration. The Governing body of this institution is the highest administrative body and it monitors all the affairs of the College- developmental, academic and financial. It is the final body to approve all proposals passed by the academic council as well as the finance committee. The Principal as the executive head of the institution facilitates and mobilises the implementation of policies and programmes. The Administrative, Academic, Accounts and Legal Bursars assist the Principal in discharge of the administrative functions.

Policies and Perspective Plans
The HEI has its own well- defined policies pertaining to administration, academics, finance, examination and student support under the broad umbrella guidelines of the Government. The College adheres to well-defined policies for the betterment of the institution. The perspective plans are framed in accordance with the mission statement of the institution. The short-term and long-term plans of the institution gets fulfilled by the support extended from the governing body. The faculties of the institution are encouraged to pursue their research activities, so that their up-gradation will promote research culture in the academic environment. Fifteen numbers of Ph.D Supervisors are currently engaged in supervising scholars.

The students receive high quality teaching from the efficient faculties and global exposure through information and communication technology. A positive learning environment is provided with well -equipped laboratories and enriched library. To inculcate research culture among the students, projects are introduced at the UG level and dissertation at the P.G level. Seminars, Conferences and Workshops both National and International, career counselling and placement drives are organized, inviting widely

acclaimed resource persons. Crucial steps are undertaken to sensitise the students by involving them in extension and outreach programmes.

Appointment Procedure:

The regular teachers are appointed as Assistant Professor at the entry level by the Government through Odisha Public Service Commission. They get promotion in CAS up to the post of Professor as per the cadre rules of the Government. The regular Junior clerks, Laboratory assistants-cum-store keepers and librarians are appointed by the Odisha Staff Selection Commission. Guest faculties are engaged as per the rules laid the Government against the vacant sanctioned post and also against increase in enrolment. Some group D employees are also out sourced for performing different menial duties. All the appointments/ promotions strictly adhere to the rules laid by the Government. There is a mechanism for Redressal of Grievances of employees, initially taken up by the Principal, Legal and other bursars. This is later routed through the principal to the Department of Higher Education for necessary action if the need arises. In matters of placement, promotion, study leaves for research work, the HEI follows the Odisha Service Rules.

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The HEI has well-defined performance appraisal system and offers adequate welfare measures to its staff.

The College has an effective online Performance Appraisal System (PAR) to evaluate the curricular, co-curricular and extra-curricular performances of the faculties. At the end of each academic year the teaching faculties submit PAR which is appraised by the Principal and the Government.

Non-Financial Welfare Measures:
• The staff are eligible for availing Casual Leave of 15 days per year.
• Paid maternity leave to the women employees is granted for a period of 180 days and 15 days paternity leave to male employees.
• Earned leave, Extra Ordinary Leave are sanctioned by the Principal up to a prescribed limit.
• The regular teachers are appointed as Assistant Professors at the entry level by the Government through Public Service Commission.
• They get promotion in CAS up to the post of Professor as per the cadre rules of the Government
• Teachers are provided with academic leaves to present papers in workshops/conferences/seminars etc.
• Relieve Order is sanctioned to the staff for attending Refresher Courses/ Orientation Programmes etc.
• Casual leaves are allowed to the staff for personal reasons.
• Study leave is allowed to pursue Ph.D. programme.
• Residential quarters are allotted to employees.
• Washrooms, Canteen and parking areas are available for staff.
• Library Facility is available for teaching staff and nonteaching staff.
• The Staff Common Room provides opportunity to the staff for rest and leisure.
• A Covid Vaccination drive for teaching and non-teaching staff was organized for their health and well-being. Pandemic leaves were provided during Covid-19.
Financial Welfare Measures:
• Salary is usually disbursed in the first week of every month.
• Withdrawal from GPF is sanctioned expeditiously.

- • NPS contribution is applicable for the new appointees.
- • Festival advance is provided to group D employees.
- •   Immediate disbursement of obsequies amounting to Rs 10,000 is provided to the bereaved family members of the deceased employee.
- •   There is provision for appointment of spouse or children on compassionate ground so as to rehabilitate them.
- • Provisional pension is given to the retiring employee on the day of retirement itself.
- • All the employees are enrolled under the GIS Scheme and on the death of the deceased employee, an immediate amount is provided to the family members for observing the funeral rites.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 12.52

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
25	14	15	6	4

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Our institution employs different strategies in tandem with Government at Odisha to effectively mobilize funds for developmental purposes – academic and infrastructural, under different heads of expenditure mentioned below-
•	RUSA- Our College was selected as a beneficiary under RUSA 1.0 for which Rs. 2 crores was allotted in the ratio of 60:40 i.e. 60% Central Grant and 40% matching grant from the state. The funds were disbursed under 03 heads i.e.
•	New Construction 35% = 70 lakhs
•	Repair and Renovation 35% = 70 Lakhs
•	New purchase related to equipment 30% = 60 lakhs
•	The RUSA expenditure from 2018-2023 is = Rs4,714,849.9
•	Mo College: The Government of Odisha initiated a programme in 2020-21 known as Mo College Abhiyaan, in which there was a alumnus component of x amount and a matching grant of 2x from the

Government. In the last 3 years our alumnus contribution was 3.65 lakhs and respective Govt contribution was Rs 7.30 Lakhs. The funds are proposed to be spent towards modification of basketball court, construction of new badminton, development of new botanical and medicinal garden etc. The Mo College expenditure from 2021 to 2023 = Rs1242014.

• Personal Ledger (PL)- The amount collected from admission, readmission is utilized for specific curricular-curricular and extra -curricular propose like- Drama, Common Room Exam, SSG College magazine, YRC, NCC, NSS, Seminar fees etc. is deposited in the PL Account. The total PL expenditure from 2018-2023=Rs.8969209

• Infrastructure -include expenditure under two heads a-new construction b. maintenance. Proposal for the above is placed by the PWD, PHD, or GED (as the case may be) certified by the principal before the department of Higher Education. Accordingly, after the administrative approval from the department and subsequent release of funds the construction or repair work is carried out. The infrastructure expenditure for the last 5years was – Rs120899777

• Lab equipment and lab expenses grant is allotted by the Government yearly. The total expenditure under lab equipment, lab expenses head from 2018-2023 is Rs.1503285 and Rs.149995 respectively.

• Under the Controller of Examinations Head, Fees collected from form fill-up is spent towards over all conduct of examination evaluation, and result publication. The expenses from 2018-2023 is Rsp13607327

• Guest faculties: The allotment for the salary of Guest faculties is disbursed by the Government. The expenditure under guest faculties salary head for the last 5 years were Rs. 38833800/-

• library books: For purchase of library books the State Government release grant and expenses under library head for the last 5years amount to Rs.185877/-.

• Projects :04 numbers of our faculty members are awarded with projects pertaining to both central and state Government funding. The expenditure in project over the last 5year amount to Rs.1195451.69/-

Note: -The detailed statement of grants and expenditure under other miscellaneous heads including the above is uploaded year-wise in Financial Year Reports 2018-2023.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 0

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The institution conducts internal audit which is mandatory for all Laboratories, Hostels, Office, Controller of Examination Section, NSS, YRC conducted annually by the committees constituted for the purpose.
External Audit of our institution is conducted periodically by both the Department of Audit and Accounts, Government of Odisha and Accountant General Office, Government of India.
Audit is done for State Government Grant, RUSA Grant and Cash books relating to various heads of expenditure.
Special audit is conducted as and when exigency arises.
Though direct audit was not done by the Govt. or AG, in 2021-2022 but our institution submitted the bills and vouchers of the expenditure made from the Principal Ledger (PL Account) to the Office of the Accountant General for necessary verification at their end. The vouchers relate to expenditure from College Development Fund, Representative Cell, Athletic, Examination and other heads of expenditure. Further, any audit objection is complied in the manner as instructed by the auditor.
The academic audit reports, both internal and external is uploaded in our website for reference.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)	

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The IQAC has contributed significantly for institutionalizing the quality assurance strategies in different dimensions in the last five years.

Curriculum designing and development:

The need based courses have been so designed to enhance the skill and employability of students. It has provided academic flexibility supporting in introducing

- CBCS and OBE schemes into the curriculum
- 21 Value added /Skill based courses with 36 hours duration that focus on employability/ entrepreneurship
- 202 new courses in different programmes
- 7 new Postgraduate programmes and 4 new programmes on PPP mode

Structured feedback from different stakeholders like the student, the faculty, the alumni and the employer were collected, analysed, and sent to different statutory bodies for action and recommended for syllabus modification. The analysis and action taken reports were made available on the website.

Quality assurance strategies for attainment of learning outcomes:

Semester-wise and course-wise teaching plans from each teacher have been collected and analysed by the IQAC. It has suggested participatory learning through open questioning, project work and peer teaching etc. Study tours, Industrial visits and Internships have been encouraged for experiential learning.

IQAC has ensured adherence to the academic calendar of activities. It has monitored the mentoring and counselling of students.

IQAC has developed methodology for measuring the attainment of POs, PSOs, COs, identification of Slow/advanced learners and strategies for their quality enhancement.

ABC IDs of about 9000 students have been created as a NEP initiative.

Research and Extension Activities

IQAC has initiated research culture by formulating Research Policy and Research Ethics Policy to monitor the research culture in the College. There are 06 MOUs, 31 collaborations, 04 major research projects, 12 quality research paper publications are in Scopus, Web of Science, UGC Care Listed journals 109 Book Chapters and one incubation centre for start-up.

It has continuously monitored and assessed the extension/outreach activities organised and conducted by the NCC, YRC and NSS wings of the College. 97 numbers of such activities were conducted during the assessment period.

IQAC has organised one FDP on NEP 2020 and 08 numbers of capacity building seminars. It has documented various programmes and activities leading to quality enhancement.

Infrastructure Facility

IQAC has initiated the development of IT Policy, Infrastructure Maintenance Policy, Library Policy for smooth functioning of the College. It has catalysed setting up of two virtual class rooms and a media centre to encourage the teachers and students to develop e-contents and access the different e-Resources for an effective teaching-learning process.

Students Support

IQAC has ensured that

- Remedial Classes are regularly conducted for slow learners.
- Fee Concessions, Scholarships and Career Counseling are provided to the students.
- Anti-ragging Cell, Placement Cell, Grievance redressal cell are initiated for student support.

Quality Audits

Academic and Administrative Audits, Gender Audit, Green Policy, *Divyangjan* friendly campus, Energy Audit and Green Audit are initiated.

IQAC has been monitoring the Code of Conduct for students, teachers and employees.

The exceptional achievement by students in the field of Games and Sports and community services have been the best practices adopted and supported by IQAC.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The IQAC being the central body within the College along with the Principal and the Head of the department inspects and reviews the lesson plan, progress register at regular intervals. IQAC reviews the teaching plan, teaching-learning process, pedagogy employed and assessment of performance of both staff and students. It has piloted various surveys like student satisfaction survey, parent's feedback, teacher's feedback, Alumni feedbacks and Employer feedbacks etc. The feedback received are analysed and the action taken report is generated by IQAC. The standard methods implemented which are proven over the years are being followed:-

- Academic Calendar
- Preparation of Teaching Plans and Lesson Plans
- Student learning outcomes

1. Semester system of examinations
2. Timely redressal of students' grievances
3. 75% attendance mandatory in each Semester
4. Mid-Term exam and continuous evaluation comprising of internal tests, assignments, group discussions, quiz and seminar presentation.

- Students result analysis

The Mentoring system of the College has undergone drastic developmental changes during the Covid pandemic. The IQAC of the College held detailed discussion and analysis with the Academic Council of the College. The stakeholders felt the necessity of focussing on the holistic development of the learners by following a methodical way of mentoring. As such, certain steps have been taken by IQAC:

- Authorizing every teacher of the institution as a mentor
- Doing a meaningful allocation of mentees to the suitable mentors
- Motivating every mentor to do a case study of the allotted mentee for the sake of further academic development of the latter
- Gaining a complete knowledge of the mentee, from the case study done and planning the course of action further.

The slow learners are identified by their performance in the Mid-semester examinations and other psychological tests. Remedial Coaching classes are held exclusively for them after the College working hours.

Each Head of the Department presents the activities of the department in the presence of the Principal, external members & IQAC Coordinator during academic audit. The teachers are suggested to conduct Add-on courses, remedial classes and to use ICT based teaching methods to improve the teaching learning process. The syllabi of different programmes are passed in the Board of Studies meeting. The programme outcomes, programme specific outcomes and course outcomes of each course are elaborately described and uploaded in the College website. Examinations are properly conducted and results are published as per the calendar. IQAC also co-ordinates various webinars and seminars with the teaching departments to emphasize upon outcome based education and experiential learning.

The IQAC aims at enriching the ICT infrastructure and providing internet facility both to the students and staff.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.3

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: B. Any 4 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

- Gender discrimination continues to pose challenges in the current times. So, the Higher Educational Institutes have the responsibility to create space for gender equality and to rule out any kind of discrimination.
- One compulsory paper entitled 'Ethics and Value' introduced in the first semester of UG-syllabus through which girl students acquire knowledge related to gender equality, pre-natal sex selection, gender practices in the family, practice of dowry, women and domestic violence, sexual harassment and property rights of women as per Indian laws.
- A paper entitled 'Gender, School and Society' has been introduced in B.Ed. programme which includes awareness on gender equity and masculinity vs feminism etc.
- A compulsory paper 'Women and Society' has been introduced in PG 4th semester**.** It provides basic knowledge regarding sex and gender, nature vs culture, equality vs difference, gender roles, gender stereotypes, Indian women identity, illusion, issues of marginalized women, violence and women empowerment.
- The whole campus of the Institution is under CCTV surveillance for the safety and security of girl students.
- The arrival and departure time of the boarders and visitors are recorded in the register for the safety of the students.
- Students Grievance Redressal Cell provides platform to students to express their problems, mediating disputes between them, offering counselling and support to foster a harmonious and educational environment.
- Anti-Ragging Cell promotes a safe and supportive atmosphere. It prevents any kind of harassment and bullying.
- Committee for Prevention of Sexual Harassment is constituted to address complaints from students related to sexual harassment.
- Both male and female employees of the College are working together without any gender disparity.
- As per Government of Odisha guidelines and provisions, women employees can avail maternity leave for 180 days.
- Department of Psychology has facilitated a 'Wellness Centre' for counselling regarding stress management, anxiety and other mental health issues for students and staff members.
- A 'Reach Her' awareness programmes was organized by Commissionerate Police, Bhubaneswar to sensitize the girl students about cybercrimes and their personal safety.
- Workshop was organized by Cybercrime Cell of Commissionerate Police to sensitize the students about crime against women, drug abuse, illicit trafficking and cybercrime. College

- organized various seminars and competitions on gender related issues and promotion of gender equity. A seminar was organized by P.G. Department of Sociology on the topic 'Feminism – Ideology and Practices'.
- Being the first women's College of Odisha, the vision is to create a healthy atmosphere for girls and to provide them gender sensitive and women empowering education that will strengthen their overall personality.
- The College has a gymnasium to promote a healthy and active lifestyle.
- Yoga classes are held to improve the physical and mental health of students.
- Gender audit was conducted for employees.
- International Women's Day is celebrated on 8th March every year by NSS and YRC units of the Institution to aware students on gender equity and justice.
- Common room facilities are available for students with all basic ammenities.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: B. Any 3 of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable

and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Solid Waste Management

- Bio-degradable and Non- Biodegradable wastes are being segregated.
- Organic waste from the kitchen is processed to form compost which is used as organic manure for the hostel garden.
- Food waste is taken by pig farmers to feed their pigs.
- Garbage collection vehicles from Cuttack Municipality Corporation (CMC) collect the segregated solid waste from the campus.
- Sanitary napkins are being disposed of by incinerator installed in hostel.

Liquid Waste Management

- Liquid waste is managed through a proper sewage system.
- Waste flows to municipality underground drains outside the campus.

E-waste Management:

In order to reduce the generation of e-waste and to lessen its impact on the environment, only quality hardwares are procured and proper upgradation and maintenance are guaranteed.

Hazardous chemicals and radioactive waste management:

Dilute acids are mostly used in laboratories. The concentrated acids are used cautiously and are sufficiently diluted before disposal. Standard manuals are consulted to dipose hazardous chemicals. No radioactive substances are ever used. The contaminated glasswares are autoclaved properly prior to washing.

Biomedical waste management

The specimens of infected laboratory wastes and animal anatomical wastes are disposed properly by deep burial methods.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: B. Any 3 of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The College has taken the following initiatives and measures for a clean and green campus:

- The College strictly follows 'No vehicle day' on every Monday of the week to reduce carbon emission. Students, the staff and teachers are encouraged to use bicycles and battery powered vehicles.
- The College has provided the facility of pedestrian friendly pathways. It also has a foot over bridge for safety passage.
- The College has banned the use of single-use plastic in the Institution's premises.

- To create a green campus and to sustain the environment, the Institution promotes plantations and landscaping.
- The College has a botanical garden 'Kadambini' that covers many medicinal and ornamental plants. It encourages our students and helps them to enhance their knowledge on plants.
- The 'Van Mahostsav Week' has been celebrated by the NSS unit, YRC unit and NCC unit of the Institution to create awareness among the students about the need to keep the campus green.
- 'Prakruti Mitra Club' and 'Eco Club' have been constituted to maintain a green and eco-friendly environment in the Institution.

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

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

- The Institution is committed to provide an easy accessibility to differently abled girl students.
- The Institution is against all kinds of discrimination on any grounds related to a student's disability.
- The teachers and the staff members of the Institution are always ready to extend a helping hand towards the differently abled students.
- Ramps and tactile paths are built for easy movement of the differently abled students and staffs.
- Display boards and signposts are available in the campus.
- Scribes are provided to the visually impaired students during the examination.
- Lifts are installed in the hostel and the science block.
- Special sports activities have been arranged for Divyangjan to boost their confidence.

Special Facilities available in the Library for visually challenged students

The Institution takes extra care of visually challenged students by facilitating the support for learning processes like,

- Basic-DVS Braille embosser
- Duxbury Braille Translator
- Heavy duty Braille stapler for book binding
- Jaws talking screen reader
- Braille Paper Tractor feed
- Pearl open book hi-speed scanner

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

Response

The College always tries to maintain a healthy atmosphere for the students in order to maintain the spirit of tolerance and harmony. Beyond classroom teaching, the College promotes social wellness which aims towards the holistic development of students.

- The *Sambalpur*i (a traditional handloom of Odisha) dress code has been adopted by the College for the students. This practice represents the art, culture and heritage of Odisha. Additionally, it helps to improve the financial condition of the traditional weaver community of Odisha.
- Every year, students actively participate in cultural functions. They perform Bharat Natyam, Adivasi dance, Sambalpuri dance and Odishi dance irrespective of their religion, caste and culture.
- Various competitions like Odia debate, Odia short story writing, Odia essay writing, English debate, English short story writing, English essay writing, Hindi essay writing, Hindi debate, Hindi short story writing, Sanskrit verse recitation and Urdu shayari recitation are organized by the Institution every year. Students from different communities actively participate in the competitions.
- Students of different tribes from Mayurbhanj, Boudh, Kandhamal, Gajapati, Sundergrah, Rayagarah and Nabarangapur districts of Odisha come to the College to pursue higher studies. The College provides necessary academic facilities.

- P.G. Department of Sanskrit and Department of Teacher Education of the College organized an Art Exhibition to explore creativity among the students.
- 'Ganesh Chaturthi' and 'Vasanta Panchami' were celebrated in the Institution and the students of different religion and communities enthusiastically participated in these events.
- Festivals like Holi and Diwali are celebrated in all hostels. Visually challenged students also actively participate in these celebrations.
- The birth anniversary and death anniversary of Utkal Gourav Madhusudan Das have been celebrated by offering him with floral tributes. The days are celebrated by the Institution in memory of *Utkal Gourav* Madhusudan Das.
- The birth anniversary of Miss Shailabala Das was celebrated as the foundation day of the College.
- Hindu, Muslim and Christian students stay together in the hostels. They celebrated all the festivals without any religious discrimination.
- The College waives the fees of visually challenged students at the time of admission.
- Classroom lectures are multilingual in nature. Study materials are provided to students in Hindi, English, Odia, Sanskrit and Urdu.
- Hindi Divas was celebrated by the Department of Hindi to popularize Hindi among the students.
- Urdu is offered as a language at the BA level. It is a unique subject that is taught in this college.
- Every year students are officially allowed to go on study tours to expand their mental horizon.
- Books are issued from the library to the students regularly.
- The Institution inculcates tolerance and communal harmony among the students and the staff by celebrating National and International Days.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

- The students, teachers and staffs of the College are being aware of constitutional values, human rights and fundamental duties towards the country through various activities and programmes.
- 'Ethics and Values' has been added to UG course as a compulsory paper. The objective of the paper is to lay foundation for the students to be a responsible citizen and future leader.
- Vigilance Awareness Week was organized by the College to sensitize the students and staff about the need for combating corruption and malpractices.

- Independence Day, Republic Day, Gandhi Jayanti, Red Cross Day, National Service Scheme Day, National Cadet Corps Day, National Voters Day, *Rastriya Ekta Diwas* and Constitution Day were celebrated by the Institution to instill the patriotic values and the ethics of responsibility in students.
- *'Mu Bi Mita'* Abhiyan was organized by the Election Commissioner of Odisha to sensitize students about their voting rights.
- The NSS unit of the College organized a programme on *'Mitti ko Naman, Viro ko Vandan'* to spread patriotic values among students.
- To educate the children living in slums and to improve their health condition, various social outreach activities were organized by P.G. Department of Home Science, P.G. Department of Sociology and Department of Teacher Education. These programmes inculcated the value of social responsibility among students towards the under privileged section of our society.
- Yuva Sanskar Programmes (through visual clips) were organised every month for overall development of students.
- Cleanliness drives such as 'Swachha Survekshan', 'Swachhta Pakhwada' and 'Swachha Bharata Abhiyan' were organized by NSS and YRC units of the College to sensitize the students about the social and environmental issues.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: B. Any 3 of the above

File Description	Document
Report on the student attributes facilitated by the Institution	**View Document**
Policy document on code of ethics.	**View Document**
Handbooks, manuals and brochures on human values and professional ethics	**View Document**
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	**View Document**
Constitution and proceedings of the monitoring committee.	**View Document**
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**	

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE #1

1. Title of The Practice: **Social outreach- commitment to the grassroots**.
2. **Objectives of The Practice**: In keeping with the moral belief of an educational Institution for its Institutional Social Responsibility, the College aims at the holistic development of students. It is helping them to become women saturated with a spirit of excellence and an abiding concern for others. The institution believes in a strong sense of connectedness with the society where from a bulk of its primary stakeholders come. The objective is to work along with the adopted society to achieve development.
3. **The Context**: Higher education and the Institutions where it is imparted have a significant role to play in the tangible and intangible transformation of society. The Institution has always striven for realizing this purpose. The activities of our College are planned systematically with an objective of addressing solutions to problems of our society by creating Social Consciousness. The college maintains its social cohesiveness through extended activities in the community to

sensitize students about social issues, empower individuals to handle common issues for a better living, and contribute for nourishment. The institution has concern to promote learning beyond class-room by active participation in extension and community outreach programmes.

4. **The practice**: Taking the role of social responsibility a step ahead, the College has started the practice of extension activities in the nearby slums. The Institution has accepted two suburban localities (Sutahat-Pattapole and *Harijanbasti*, kaflabazar) to frequently assess the situation. A cross sectional view of all the activities and its services that are extended to the society on the whole brings to the face the importance the College has attributed in fostering the areas.

Educational: Teaching in schools by BEd and other students, fostering learning through play in the Anganwadis, thereby enhancing the cognitive, physical, and aesthetic development of children and improving the enrolment of children in primary and further educations.

Health and sensitization: Awareness on community diseases like Dengue, Malaria and Cholera, awareness on health and nutrition by Home Science student, sensitisation on Covid-19, **d**istribution of medical kits by YRC volunteers.

Environmental Awareness and Activities: Swachh Bharat Programme by NSS volunteers**, s**ensitisation on use of power saving equipment and **a**wareness on regular cleaning of sewage.

Other Activities: Socio-economic survey by students, **c**ounselling programmes, voter awareness and enumeration**, p**romoting Institutional child birth etc.

All the outreach activities had huge number of students as volunteers, and active participation was seen.

5. Evidence of Success: Remarkable lifestyle changes have been observed among the people of the Sutahat-Pattapole and Harijanbasti of kafla bazar of Cuttack. Increase in the gross enrollment ratio of the children in primary education, increasing recourse to Institutional child birth, the voter's assertiveness in the pre and post-poll phase, frugal use of common resources like water are some of the visible positive signs. Maximum students are groomed and motivated to work for society. The students are trained and prepared to encounter and solve social issues and some of the m served as volunteers during the elections, community festivals and fair. The testimonials from the President, General Secretaries of the slum committees speak the success of this best practice.

6. Problems Encountered And Resources Required: Any outside intervention is presumed by people useless if no material gain is associated. Continuous efforts by the students and staff have prompted them to realise that change in mentality is more important than receiving purposive doles. Some other constrained are reported as:

- Connecting with the slum population especially females
- Lack of incentives for the volunteers
- People expect quick desired results

https://www.shailabalawomenscollege.ac.in/best-practice-01-social-outreach-committment-to-the-grassroots/

BEST PRACTICE # 2

1. Title of The Practice: **Games and Sports: Nurturing the future talents**
2. **Objective of The Practice**: The Institution has vowed to bring out hidden sporting talent in the girls enrolling for higher studies every year. The objectives of this practice are:

- To inspire, support, and empower students to engage in physical activity and healthy lifestyles.
- To help the players achieve their full potential by offering them both physical and emotional supports.
- To produce state/national/international level players.

3. **The Contexts**: Sport has a huge impact on positive self-esteem. It nurtures confidence, social skill, team work and ability to deal with setbacks. The College encourages its students to participate in sports by providing the best facilities. The long established tradition of excellence of the College in the sporting arena and a constant supply of talented young women, more so the sizeable tribal community, have been the driving force behind the ideal pursuit.

4. **The Practice**: Right from the time of admission, the College ascertains the sports aptitude of the students and appoints a well-qualified and experienced coach to train and guide the students in sports activities. A micro-level sports talent search is a part of the admission process for the sports quota, and the college offers the necessary skill training throughout the academic year. The college has a separate sports room and gymnasium that are under the direct supervision of a regular Physical Education Teacher (PET). The annual games and sports activities are managed and administered by the 'Athletic Society' comprising of teachers and student representatives with the Principal as the President. The Institution has earned name and fame at the university/state levels in a number of sporting events on a regular basis because of a robust talent pod. Even the visually handicapped students are given coaching in cricket.

5. **Evidence Of Success**: If the short period from 2018-19 to 2022-23 is any indication ,the students of Institution have proved themselves in varies sporting competitions like Badminton, Kabaddi, Basketball, Hockey, Yoga, SQAY(Martial Art), table tennis etc. at inter-university, inter-district, state and national levels. A handful of girls are employed in both government and private sectors. Many visually handicapped students are playing cricket for the district and the state.

6. **Problems Encountered And Resource Required**: The traditional mind set of women's safety and paucity of funds have sometimes been temporary setbacks but they have not deterred the students and staffs from the relentless pursuit concomitant laurels that have ceaselessly followed.

https://www.shailabalawomenscollege.ac.in/best-practice-02-games-and-sports-nurturing-the-future-talents/

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:

Empowering Vision: THE HEI's Journey towards Inclusivity and Excellence

In line with its vision-mission and the objectives of the founders of the College, women empowerment has been given the paramount priority to inculcate a sense of self-worth, ability to determine the choices, and the right to determine social change in the women students. The college strives by adopting various constructive ways and means to mould the women learners irrespective of their social origins and physical abilities into efficient and self-reliant women. The metamorphosis of attaining holistic empowerment is the eventual aim of the college.

Education for the Underprivileged Students:

The Institution is known for its commitment to prioritize visually challenged students. The College is dedicated in providing quality education and support for their academic success. With a focus on addressing the unique needs of these students, the institute has made significant strides in improving accessibility and inclusivity in campus

The HEI has taken concrete steps to ensure visually challenged students to receive the necessary resources and assistance to excel in their studies. From providing recorded versions of courses in literature subjects like UG Odia programmes to offering various scholarships and free-ships, the Institute has made significant efforts to level the playing field for these students.

One of the key initiatives at the HEI is the provision of campus resources to aid visually challenged students in their academic pursuits. These resources include specialized assistive technologies, such as screen readers and Braille displays, which enable students to access course materials, academic texts, and research materials. Moreover, the Institute has invested in creating a supportive learning environment, equipped with accessible classrooms and study areas, fostering an inclusive atmosphere for all students

To further enhance the learning experience, the College has introduced assistive services. From individualized tutoring to adaptive learning techniques, these services play a crucial role in the academic growth and development of these students.

In addition to academic support, The HEI has shown its commitment to the overall well-being of visually challenged students. The Institute has established a dedicated hostel, equipped with all basic amenities, to accommodate the e students comfortably. The hostel environment is designed to be accessible and inclusive, catering to the specific needs of its residents. Tactile paths are constructed in the campus to facilitate safe locomotion of these students.

Recognizing the potential and talent of visually challenged students beyond academics, the HEI has actively encouraged their participation in extracurricular activities. In particular, the Institute has embraced sports as a means of empowerment and social inclusion. One such sport is cricket, and it has proved to be an avenue for visually challenged students to showcase their skills and abilities.

As a result of the Institute's efforts, a few visually challenged students have become proud members of the Odisha Cricket Team for visually challenged players. Their achievements highlight The HEI's commitment to nurturing both their academic and extracurricular talents, proving that disability is not a barrier to success.

The HEI's initiatives extend beyond its campus, as it endeavours to raise awareness about the abilities

and potential of visually challenged individuals. Through community outreach programmes, the Institute aims to dispel misconceptions surrounding visual impairment and promotes a more inclusive society.

The impact of the HEI's dedication to visually challenged students goes beyond their time at the Institute. The education and support the y receive for preparing themselves for successful careers and active participation at different levels. Armed with knowledge and skills, these students emerge as confident individuals who can contribute meaningfully to their communities and beyond.

Unnat Bharat Abhiyan:

Inspired by the vision of transformational change in rural/slum development processes, the Unnat Bharat Abhiyan has been undertaken by the students of this College as envisaged in the *Community Outreach Activities*. The College has always been in the forefront in organising various such activities, treating it as a Best Practice by the students to extend their services to the society at large. The activities are broadly categorized as under.

1. Educational activities in schools/anganwadis

2. Health and Nutritional Awareness

3. Voter awareness

4. Road safety measures

5. Anti-curruption rallies

6. Institutional birth awareness

7. NSS volunteers helping aged/physically challenged voters during the elections

In conclusion, the HEI stands as a beacon of inclusivity, providing visually challenged students and the under privileged sections of the society with quality education, support services, and opportunities for personal growth. By prioritizing their unique needs, the Institute has created an environment where these people can thrive on a healthy and prosperous life. The success stories of visually challenged individuals excelling in academics and sports serve as an inspiration to others, breaking barriers and paving the way for a more inclusive and compassionate world.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The College has engraved a distinctive vocation in the realm of quality academia, providing academic firmness, infrastructural growth and organized administration. It was accredited with 'A' grade twice in 2006 & 2017 by the NAAC and earned the 'Autonomous' status in 2017.

Milestones achieved after 2nd cycle of NAAC Accreditation:

2017: Conferment of the Autonomous status.

2018: Commencement of M.Phil. programmes in 04 new subjects. Opening of two virtual class rooms.

2019: Introduction of new courses in all programmes as per the Model syllabus prescribed by the government.

2020: Introduction of Mentor-Mentee system of interaction, online classes and examinations. Commencement of Research projects

2021: Augmentation of Infrastructure with a new G+5 Science block, 400 seated hostel and two storeyed building to accommodate Examination section and IQAC.

2022: Commencement of B.Sc. (ITM), Research Projects, Home Science was included in the Science Stream.

2023: Commencement of Postgraduate programmes in Botany, Chemistry, Computer Science, Library Science, Mathematics, Physics, Zoology, MBA, MSW, MFC.

Additional Information:

- The College has been ranked as the Top College among the Government Autonomous Colleges of Odisha in Arts, Commerce and Science adjudged by the India Higher Education Rankings 2022-23.
- A good number of Outreach Activities are conducted to create awareness among the students to make them the agents of social change.
- Six research projects sanctioned by UGC-DST, ICSSR, OURIIP have been taken up since 2019-22.
- Number of ICT enabled class rooms has increased.
- An Institutional Development Plan for the period 2024-2029 has been designed and approved by the Governing body.
- 24 UG and 19 PG programmes are running at present.
- Add-on Courses by all departments are offered to students to give them an edge in today's highly competitive global scenario.
- Our NSS, YRC and Ranger units have been rendering selfless service to the nation. Our volunteers were selected for National Integration camps and Republic Day parade.
- This is the only Women's College in Odisha offering Urdu as an UG Programme.
- This is the only Autonomous College in the state of Odisha, offering Library Science as a subject both at the UG and PG level, which has enormous employment potential.

Concluding Remarks :

Shailabala Women's Autonomous College, Cuttack is one of the oldest higher educational institutions for the cause of Women's Education and Empowerment in India. It has been extending its service in the state and beyond with unparalleled devotion, commitment and integrity. Since its humble beginning in 1913 the institution has taken great strides in promoting academic excellence, skill enhancement and has taken a giant leap by placing itself into a higher league of Colleges that enjoy the honour of uplifting academic standards towards excellence.

The journey of this institution encapsulates the remarkable visit of illustrious personalities like the Father of the Nation Mahatma Gandhi, Pandit Jawaharlal Nehru, Her Excellency Smt Draupadi Murmu the President of India and His Excellency Hamid Ansari the Vice-President of India.

The College focuses on inclusive education to encompass the teaching-learning environment which is welcoming and is appreciated by the learners regardless of learning style and ability. As the first women's College of Odisha, it aspires to achieve the coveted status of the 'Heritage College' by UGC. As a cradle of women empowerment, it is an institution par excellence and adheres to the epithet – 'Thinking is the capital, Enterprise is the way, Hard work is the solution'(Kalam 2002).

Every End Foretells a New Beginning

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years** 1.2.1.1. **Number of new courses introduced during the last five years:** Answer before DVV Verification : 202 Answer after DVV Verification: 197 1.2.1.2. **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :** Answer before DVV Verification : 818 Answer after DVV Verification: 764 Remark : Input edited excluding Mphil courses.
1.3.3	**Percentage of programmes that have components of field projects / research projects / internships during the last five years.** 1.3.3.1. **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years** Answer before DVV Verification : 47 Answer after DVV Verification: 45 1.3.3.2. **Total Number of programmes offered (without repeat count) during the last five years** Answer before DVV Verification : 47 Answer after DVV Verification: 47 Remark : Input edited excluding Mphil program from clarification documents.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1003	814	786	825	812

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1003	797	771	807	795

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

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

| 1218 | 930 | 930 | 930 | 930 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1218	834	834	834	834

Remark : Input edited excluding Mphil students.

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**

2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
259	251	237	217	241

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
414	365	361	298	281

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
472	360	360	360	360

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
609	417	417	417	417

Remark : 2.1.2.1- Input edited excluding Mphil students. 2.1.2.2- Input edited as per the state policy.

2.4.1	**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
120	118	106	96	90

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	121	112	96	90

Remark : Input edited w.r.t to 3.1

2.4.2	**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years** 2.4.2.1. **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years** Answer before DVV Verification : 64 Answer after DVV Verification: 40 Remark : Input edited as per the degree certificates provided.
2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)** 2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year** Answer before DVV Verification : 379 Answer after DVV Verification: 1139 Remark : Input edited from clarification documents.
2.4.4	**Percentage of full time teachers working in the institution throughout during the last five years** 2.4.4.1. **Number of full time teachers worked in the institution throughout during the last five years:** Answer before DVV Verification : 54 Answer after DVV Verification: 90 Remark : Input edited from clarification documents.
3.2.3	**Percentage of teachers recognised as research guides as in the latest completed academic year** 3.2.3.1. **Number of teachers recognised as research guides as in the latest completed academic year:** Answer before DVV Verification : 15 Answer after DVV Verification: 12
3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification : 12

	Answer after DVV Verification: 4
3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years** 3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years** Answer before DVV Verification : 109 Answer after DVV Verification: 14 Remark : Books with ISBN number will only be considered Input edited from data template.
3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years** 3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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28	38	14	13	4 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
15	20	5	7	3	
3.7.1	**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 :15 Remark : Input edited as per the MoUs provided, HEI has not provided the linkages and collaboration letters.
4.4.1	**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years** 4.4.1.1. *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)* Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
67.52	49.53	72.59	12.32	7.21	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
179.72	49.52	72.56	12.32	0

Remark : Input edited from clarification documents.

5.1.3	**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, self-employment and entrepreneurial skills)** 4. **Awareness of trends in technology** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited considering the option 1, 2 and 4 as per the supporting documents provided for clarification.

5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and progressed to higher education during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
215	294	115	108	91

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
218	294	115	108	91

Remark : Input edited from clarification documents.

5.3.1	**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years** Answer before DVV Verification:

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

31	20	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	19	0	0	0

Remark : Award for a team event will be counted as one and Participation/appreciation certificates will not be considered. Input edited accordingly as per the certificates provided.

5.3.3	**The institution conducts / organizes following activities:**

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

Answer before DVV Verification : A. All four of the above
Answer After DVV Verification: B. Any three of the above

Remark : Input edited considering the option 1, 2 and 3 as per the supporting documents provided for clarification.

6.3.3	**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

6.3.3.1. **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	14	15	6	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	14	15	6	4

6.4.2	**Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

6.4.2.1. **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

Answer before DVV Verification:

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

.245	0	0	0	0

Answer After DVV Verification :

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

Remark : Funds or Grants received from government bodies, non-government bodies, and philanthropists only will be considered. Input edited accordingly.

7.1.4	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above
7.1.6	**Quality audits on environment and energy are regularly undertaken by the institution** **The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environmental audit** 2. **Energy audit** 3. **Clean and green campus recognitions/awards** 4. **Beyond the campus environmental promotion and sustainability activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The institutional Code of Conduct principles are displayed on the website** 2. **There is a committee to monitor adherence to the institutional Code of Conduct principles** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited considering the option 2, 3 and 4 as per the supporting documents provided for clarification.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on rolls year wise during last five years**

1.1 **Number of students on rolls year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2216	2027	2027	2112	2135

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2195	2010	2012	2094	2118

1.2 **Number of final year outgoing students year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
713	771	760	793	703

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
713	754	745	776	686

2.1 **Number of full time teachers year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
120	118	101	96	90

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
92	121	112	96	90

2.2 **Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**
Answer before DVV Verification : 140
Answer after DVV Verification : 218

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
418.76	505.13	479.17	485.82	203.61

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
485.55	554.56	551.74	498.15	203.61