SELF-STUDY REPORT
2015-16

SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL, BANGALORE

SARASWATA MAHAVIDYALAYA,
ANANTAPUR,
BALASORE, ODISHA, 756046
TRACK ID- ORCOGN13169
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Section - A

PREFACE

Since the inception of this institution - Saraswata Mahavidyalaya, Anantapur, Balasore in 1978 this is the second time we have undertaken to introspect ourselves analytically. This process has given us an opportunity to measure effectiveness, efficiency and self realization of our strength and weakness. In this era of ‘Perform or Perish’, the honest appraisals through this exercise would definitely elicit the factual status of this institution and give us a feedback necessitated to promote and achieve excellence in prime objective of imparting quality education. This introspection would also provide us an opportunity to address our self in whether our academic endeavours are fulfilling personal, societal and national needs of stakeholders that the higher education is primarily expected to.

It is pertinent to acknowledge here that our institution had been assessed and accredited for the first time in 2007 and as per provision, this second assessment was due in 2012. But unfortunately, due to variety of reasons it was not possible to reschedule the process in time. We regret the matter with much agony.

We have undertaken the self-study through a steering committee comprised of senior faculty, management representatives and administration.

To assess the performance of the college during the review period, the steering committee assigned the responsibilities to the members according to their expertise. The committee drew up a format to maintain the uniformity in the collection and presentation of the information which was collected from three fronts: College Profile, Departmental Profile.
and Individual Profile. The sub-committee for each of the criteria collected the data. The co-ordination committee reviewed the information collected by each of the sub-committee deliberated as the best way of presenting it.

We, in 2015-16 are on the verge of completing four decades (37 Years). Ours is an institution of Arts, Commerce and Science are a family of about 1350 students taking education at Junior level in humanities, Commerce and Science and at senior level in Arts and Commerce discipline. 617 students in about Thirty-five faculty and administrative members.

The campus, nearly 3.5 acres of land in the lap of nature very close to river Kanshabansha houses the college affiliated to the Fakir Mohan University, Balasore. Besides, the campus area, the college has near about 13 acres of land of its own. Late Sri Chandra Sekhar Panigrahi, an edumade man, an ardent devotee of Guru Sri Sri Nigamananda Saraswati dreamt of a vision of empowering the youth of an economically socially and educationally backward sea-touched tract of Balasore district in the state of Odisha, with higher education and on the aegis of Nilachal Saraswata Sangha, Puri (from which the name of the institution has been derived from) established this institution in 1978. With a modest strength of 128 students in its inception, the college grew in to many folds amidst all odds and constraints. Carefully nurtured by the illustrious academicians, administrators and dedicated faculty with institutionalized efforts over the years, it created a distinct place of pride in the minds of the people of the region, acquiring prominent position on the academic map of the Fakir Mohan University.

In its onward march, commenced with Arts faculty in Humanities in 1978, it added commerce (+2) in 1987 and undergraduate programme
in Humanities in 1988. The vocational courses-Tailoring and shorthand typing had been implemented as per Government of Odisha directives.

Various honours in the subjects like History, Political Science, Odia, Saskrit, Education and Economics were also introduced by the by. In the year 2008 the undergraduate courses in Commerce (+3 Commerce) were also opened with 64 seats. And the undergraduate programmes in Science have been applied for to the Higher Education Department to be introduced very soon. Free computer awareness for the deserving students is also a part of the curriculum. ‘Yoga’ has also been added lately.

Admission to different programmes is done as per the policy stated by the government of Odisha. The college pursues a model curriculum designed by the University following the guidelines of UGC. The college takes special care for capacity building. It organises remedial classes and maintains question banks with model answers for the disadvantaged learners. The above average students are encouraged to participate in inter-college and intra-college debates, elocution, quiz and essay writing competitions as a means to personality development, and are made to do home assignments, project work, attend seminars to enhance standards. As a result, the students have been performing well in the University examinations and quite a few have secured ranks in the final degree examinations in the past few years. The faculty members make it their mission to update their knowledge by effective use of libraries, participation in workshops, seminars, orientation programmes and Refresher Course and by under taking Minor Research Projects and other research work. They provide effective guidance to the students.

The institution has a well co-ordinated monitoring mechanism for an efficient and effective management of its affairs. In addition to the governing Body, there are different committees like : Admission Committee, Examination Committee, Purchase Committee,
Infrastructural Development Committee, Library Committee, Refresher Committee, Discipline Committee, Grievance-cum-Sexual Harassment Redressal Cell and Anti-ragging cell etc. headed by the Principal and with the senior faculties as the members to facilitate the management of the college. The college has provision for giving financial aid to poor and meritorious students in the form of scholarship like students’ Aid funds, assistance from the SSG, Free scholarship, the Red Cross Scholarships offered by the Samaj. There are scholarships for students of the minority community and children of Bidi Labourers.

The Youth Red Cross, the NSS units of the College have been vibrant all these years and have played significant roles in furthering community sense and community service and thus have tried to foster moral and ethical values in the volunteers. Activities like community development, health and hygiene awareness programmes, rescue and relief operations have been carried out by those wings. The NSS wings in particular have adopted Mulkaida and Tentei villages for different programmes of social service for the underprivileged villagers.

For the all-round development of the students the college provides various recreational facilities like indoor and outdoor games and cultural programmes. Competitions are conducted by different societies like the Students’ Union, Dramatic Society, Athletic Society and Science Society etc. to explore the latent potentialities of the students.

The college which started functioning in a campus with four class rooms has now reached its present status of a campus with six lecture Halls, a number of small class rooms, an Administrative Block with the Principal’s Office and separate sections for Admission, Examination, Accounts and Establishment works. Infrastructures for Gym, Sports and Games have been created within the campus. Canteen and other students’ utility services have been strengthened. A grant for a proposed
conference hall has been approved by the MP from his lad fund. The library has grown with adequate number of books and referred journals. Eight newspapers (Six Odia and two English) are coming daily for the students and teacher readers in the library. There is a 60 seated reading room well furnished with books, journals and magazines. Computerization of office work including admission, examination and library is an important achievement of the college. There is a double storeyed hostel building on the campus with a capacity to hold more than 80 girl students which adds to the strength of the college.

Funds in the college that includes state govt. grants, development fee collected from students at the time of admission and the UGC grants are used in building infrastructure and for other development purposes. Under the Eleventh Plan, the college received a grant of three lakhs rupees to conduct career and Counseling Programmes to acquaint students with career avenues open for them. Eminent personalities from a variety of professional fields have enlightened the students in the seminars conducted on this connection

The self-def-training for the girl’s students and active citizenship for all programmes have been undertaken also with much success.

The college has been included in section 2(f) and 12(b) of the UGC Act and listed in the UGC Directory of recognized institutions. It underwent the process of assessment and accreditation in 2007 to know if its academic endeavours are addressing the personal, societal and national needs of the stakeholders it has aimed to serve. In the 1st Cycle, it has been accredited with C++ grade by NAAC. In fact, the college has acted upon the recommendations of the NAAC all these years to reach its present state. However, the Journey still continues. A lot has been achieved and there is still more to do. The college is continuously preparing itself for bigger roles keeping pace with the local, regional and
all round changes and advancement taking place, as it stands firmly on its past traditions and achievements.

Now that the college has opted for the second cycle of assessment and accreditation, the preparation of self-study Report has been undertaken again. Academic sessions from 2011-12 to 2014-15 have been considered as the review period for assessment of the performance of the college. The information of the current year 2015-16 has also been incorporated wherever required for giving updated status of a particular facet of the college. A sincere effort has been made to make the SSR as objective and as comprehensive as possible. The focus has been on the details of infrastructure, academics, teacher and student profiles, and on other ancillary and support services. As the head of the institution, I have humbly tried to play my part.

Together we look forward to the visit of the peer team of the NAAC to be reassessed and be benefited by the counsels and recommendations offered, to move further towards the goal.

Dr. Narayan Palai,
Principal
Principal’s Message

From
Dr. Narayan Palai,
Principal,
Saraswata Mahavidyalaya,
Anantapur, Balasore,
Odisha, 756046

It is a great pleasure to submit the SSR of my college with the NAAC. I am really thankful to the NAAC authorities for their Assessment and Accreditation process aiming at quality development of the college and universities throughout India. In this regard, we could access our effectiveness, efficiency, strength and shortcomings by way of Self-Assessment.

Hence, I am fortunate to welcome the Peer team at this moment.

I am also thankful to my co-ordination committee which could prepare the SSR amidst all constraints and expect same co-operation during the process of assessment.

With thanks.

Dr. Narayan Palai,
Principal
**SWOC Analysis of the College and Future Plan**

**SWOC ANALYSIS :**

**STRENGTH :**
- Good Academic Excellence.
- Students stand in merit list of the University Examination.
- Well Qualified staff, Good result tradition.
- SAMS Resource Centre
- Furnished Reading Room and Library.

**WEAKNESS :**
- Inadequate staff
- Lack of adequate financial support.
- Lack of support services like Bank, Post Office, Health Centre
- Insufficient infrastructure.
- No proper response of Alumni.

**OPPORTUNITY :**
- To uplift the rural students socio-economically.
- Development of overall personality of students.

**CHALLENGES :**
- Development of eco-friendly campus.
- To improve response of Alumni and PTA.
- Improve students attendance
- Motivating students towards language skill and soft skills acquisition.
- Getting time and funds to introduce short term skill-based courses.
FUTURE PLAN:

The college has development plans involving all aspects of the college academic, administrative and financial.

1. Filling up the existing vacancies of all departments.
2. Creating more sanctioned posts
3. Creating support services like Banking and Post Office.
4. Opening new programmes like science, Home Science etc.
5. Updating the collection of books in the library: Purchase of established research journals.
6. Purchasing equipments of Examination Section, Library, Reading Room and College Office for the smooth functioning of the day to day business of the college.
7. More infrastructural growth and improvement of facilities in existing premises.
8. Strengthening the UGC Network Resource Centre.
9. To revitalizing games and sports so that prepares athletes for attest state level competitions.
10. A separate Gymnasium with up to date equipment is the immediate thought of the administration.
11. One Boys’ Hostel to be established very soon.
12. Wi-Fi campus is the latest plan of the college authority.
SECTION - B:

PREPARATION OF SELF-STUDY REPORT

1. Profile of the Affiliated / Constituent College

1. Name and Address of the College:

<table>
<thead>
<tr>
<th>Name</th>
<th>SARASWATA MAHAVIDYALAYA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>ANANTAPUR, BALASORE</td>
</tr>
<tr>
<td>City</td>
<td>BALASORE</td>
</tr>
<tr>
<td>Pin</td>
<td>756046</td>
</tr>
<tr>
<td>State</td>
<td>ODISHA</td>
</tr>
<tr>
<td>Website</td>
<td>saraswatamahavidyalayaanantapur.in</td>
</tr>
</tbody>
</table>

2. For Communication:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Telephone with STD code</th>
<th>Mobile</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Dr. Narayan Palai</td>
<td>O: 06788-234406 R:</td>
<td>9937314385</td>
<td>06788-234280</td>
<td><a href="mailto:saraswat_bls@yahoo.co.in">saraswat_bls@yahoo.co.in</a></td>
</tr>
<tr>
<td>Vice Principal</td>
<td></td>
<td>O:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steering Committee</td>
<td>Gouranga Chandra Das</td>
<td>O: 06788-234406 R:</td>
<td>9437266905</td>
<td>06788-234280</td>
<td><a href="mailto:saraswat_bls@yahoo.co.in">saraswat_bls@yahoo.co.in</a></td>
</tr>
</tbody>
</table>

3. Status of the Institution:

- Affiliated College [✓]
- Constituent College [☐]
- Any other (specify) [☐]

4. Type of Institution:

a. By Gender
   - i) For Men [☐]
   - ii) For Women [☐]
   - iii) Co-education [✓]

b. By Shift
   - i. Regular [☐]
   - ii. Day [✓]
   - iii. Evening [☐]
5. It is a recognized minority institution?

Yes [ ]

No [ ]

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding: Government

Grant-in-aid [ ]

Self-financing [ ]

Any other [ ]

7. a. Date of establishment of the college:

20/07/1978

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

FAKIR MOHAN UNIVERSITY, BALASORE, ODISHA

c. Details of UGC recognition:

<table>
<thead>
<tr>
<th>Under Section</th>
<th>Date, Month &amp; Year (dd-mm-yyyy)</th>
<th>Remarks (If any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. 2 (f)</td>
<td>F8-4/92(CPPI) - 02-June-1994</td>
<td></td>
</tr>
<tr>
<td>ii. 12 (B)</td>
<td>F8-4/92(CPPI) - 28-Oct-1994</td>
<td></td>
</tr>
</tbody>
</table>

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

Annexure - I

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

<table>
<thead>
<tr>
<th>Under Section/ clause</th>
<th>Recognition/Approval details Institution/Department Programme</th>
<th>Day, Month and Year (dd-mm-yyyy)</th>
<th>Validity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Separate Copy Attached No.-7 D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td></td>
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</tr>
</tbody>
</table>

(Enclose the recognition/approval letter) 

Annexure - II
8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes √ No

If yes, has the College applied for availing the autonomous status?

Yes No √

9. Is the college recognized

a. By UGC as a College with Potential for Excellence (CPE)?

Yes No √

If yes, date of recognition: …………………… (dd/mm/yyyy)

b. For its performance by any other governmental agency?

Yes No

If yes, Name of the agency ……………………. and

Date of recognition: ……………………… (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

<table>
<thead>
<tr>
<th>Location *</th>
<th>RURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus area in sq. mts.</td>
<td>40,000 Sqm.</td>
</tr>
<tr>
<td>Built up area in sq. mts.</td>
<td>10,969 Sqm.</td>
</tr>
</tbody>
</table>

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

Annexure - III

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities
- Sports facilities
  - Play ground
  - Swimming pool
  - Gymnasium

*Saraswata Mahavidyalaya, Anantapur, Balasore, Odisha*
Hostel

Boys’ hostel
i. Number of hostels
ii. Number of inmates
iii. Facilities (mention available facilities)

Girls’ hostel
i. Number of hostels
   ✓ 01
ii. Number of inmates
   ✓ 16
iii. Facilities (mention available facilities)
   Aqua Guard, Toilets, Generator, Inverter,
   Audiovisual, Common Room, Dining Hall

Working women’s hostel
i. Number of inmates
ii. Facilities (mention available facilities)

Residential facilities for teaching and non-teaching staff
(give numbers available — cadre wise)

Cafeteria — ✓

Health centre –
First aid, Inpatient, Outpatient, Emergency care facility,
Ambulance…….. Health centre  First Aid

Qualified Doctor  Full Time  □ Part Time  □
Qualified Nurse  Full Time  □ Part Time  □

Facilities like banking, post office, book shops
Transport facilities to cater to the needs of students and staff
Animal house
Biological waste disposal ✓
Generator or other facility for management/regulation of
electricity and voltage ✓
• Solid waste management facility
• Waste water management ✓
• Water harvesting

12. Details of programmes offered by the college (Give data for current academic year)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Programme Level</th>
<th>Name of the Programme/Course</th>
<th>Duration</th>
<th>Entry Qualification</th>
<th>Medium of Instruction</th>
<th>Sanctioned/approved Student Strength</th>
<th>No. of students admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Under-Graduate</td>
<td>Arts &amp; Commerce</td>
<td>3 Years</td>
<td>+2</td>
<td>English / Odia</td>
<td>Arts -128</td>
<td>Com - 64</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Com - 70</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Post-Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>03</td>
<td>Integrated Programmes PG</td>
<td></td>
<td></td>
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<tr>
<td>04</td>
<td>Ph.D.</td>
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<tr>
<td>05</td>
<td>M.Phil.</td>
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<tr>
<td>06</td>
<td>Ph.D.</td>
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<tr>
<td>07</td>
<td>Certificate courses</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>08</td>
<td>UG Diploma</td>
<td></td>
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<tr>
<td>09</td>
<td>PG Diploma</td>
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<tr>
<td>10</td>
<td>Any Other (specify and provide)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

13. Does the college offer self-financed Programmes?
   Yes ✓ No □
   If yes, how many? 01

14. New programmes introduced in the college during the last five years if any?
   Yes ✓ No □
   Number

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding
programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Departments (eg. Physics, Botany, History etc.)</th>
<th>UG</th>
<th>PG</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>History, Pol. Sc., Odia, Sanskrit, Education, Economics, Philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>PBM, MA, Auditing, R.E., B. Stat, I.T., C.A., F.A., F.E., BRFW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com…)
   a. annual system √
   b. semester system
   c. trimester system

17. Number of Programmes with
   a. Choice Based Credit System
   b. Inter/Multidisciplinary Approach √
   c. Any other (specify and provide details)

18. Does the college offer UG and/or PG programmes in Teacher Education?
   Yes □ No √

   If yes,
   a. Year of Introduction of the programme(s) …….. (dd/mm/yyyy)
      and number of batches that completed the programme
   b. NCTE recognition details (if applicable)
      Notification No.: ………………………………………

(17) Saraswata Mahavidyalaya, Anantapur, Balasore, Odisha
Date: …………………………. (dd/mm/yyyy)
Validity:…………………………

c. Is the institution opting for assessment and accreditation of
   Teacher Education Programme separately?
   Yes □ No □ √

19. Does the college offer UG or PG programme in Physical
    Education?
   Yes □ No □ √
   If yes,
   a. Year of Introduction of the programme(s)……. (dd/mm/yyyy)
   and number of batches that completed the programme □
   b. NCTE recognition details (if applicable)
   Notification No.: ……………………………………………
   Date: ……………………………. (dd/mm/yyyy)
   Validity:…………………………
   c. Is the institution opting for assessment and accreditation of
      Physical Education Programme separately?
      Yes □ No □ √

20. Number of teaching and non-teaching positions in the
    Institution

<table>
<thead>
<tr>
<th>Positions</th>
<th>Teaching faculty</th>
<th>Non-teaching staff</th>
<th>Technical staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>Sanctioned by the UGC / University / State Government Recruited</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Yet to
Sanctioned by the management/society or other authorized bodies

Recruited

Yet to

*M-Male  *F-Female

21. Qualifications of the teaching staff:

<table>
<thead>
<tr>
<th>Highest qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Permanent teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.Sc./D.Litt.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Ph.D.</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>M.Phil.</td>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td>7</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Temporary teachers</td>
<td></td>
<td></td>
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<tr>
<td>Ph.D.</td>
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<tr>
<td>M.Phil.</td>
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<tr>
<td>PG</td>
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<tr>
<td>Part-time teachers</td>
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<tr>
<td>Ph.D.</td>
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<tr>
<td>M.Phil.</td>
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<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

22. Number of Visiting Faculty/Guest Faculty engaged with the College.

23. Furnish the number of the students admitted to the college during the last four academic years.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Year 1 2011-12</th>
<th>Year 2 2012-13</th>
<th>Year 3 2013-14</th>
<th>Year 4 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>SC</td>
<td>17</td>
<td>21</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>ST</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>OBC</td>
<td>174</td>
<td>127</td>
<td>90</td>
<td>137</td>
</tr>
<tr>
<td>General</td>
<td>34</td>
<td>46</td>
<td>117</td>
<td>80</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. Details on students enrollment in the college during the current academic year: 2015-16
Type of students | UG  | PG  | M. Phil. | Ph.D. | Total |
---               |-----|-----|---------|-------|-------|
Students from the same state where the college is located | 609 | NIL | NIL     | NIL   | 609   |
Students from other states of India | 02  | NIL | NIL     | NIL   | NIL   |
NRI students | NIL | NIL | NIL     | NIL   | NIL   |
Foreign students | NIL | NIL | NIL     | NIL   | NIL   |
Total | NIL | NIL | NIL     | NIL   | NIL   |

25. Dropout rate in UG and PG (average of the last two batches)
   **UG**: 10%  **PG**: 

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) Including the salary component
   **Rs. 39,206/-**

(b) Excluding the salary component
   **Rs. 1,830/-**

27. Does the college offer any programmes in distance education mode (DEP)?
   **Yes**  **No**  
   If yes,
   a) Is it a registered centre for offering distance education programmes of another University
      **Yes**  **No**  
   b) Name of the University which has granted such registration.
      
   c) Number of programmes offered
      
   d) Programmes carry the recognition of the Distance Education Council.
      **Yes**  **No**  

28. Provide Teacher-student ratio for each of the programme course offered

   **Arts** – 1 : 27
   **Commerce** - 1 : 59
29. Is the college applying for
Accreditation : Cycle 1 [ ] Cycle 2 [√] Cycle 3 [ ] Cycle 4 [ ]
(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refer to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)
Cycle 1: 26 March 2007 Accreditation Outcome/Result C++
Cycle 2: ……(dd/mm/yyyy) Accreditation Outcome / Result……
Cycle 3:….. (dd/mm/yyyy) Accreditation Outcome/Result………..
* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year.

241

32. Number of teaching days during the last academic year
(Teaching days means days on which lectures were engaged excluding the examination days)

180

33. Date of establishment of Internal Quality Assurance Cell (IQAC) IQAC 01/06/2013

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.
AQAR (i) 08/11/2014
AQAR (ii) 22/09/2015
AQAR (iii) ………………. (dd/mm/yyyy)
AQAR (iv) ………………. (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)
<table>
<thead>
<tr>
<th>Under Section / Classes</th>
<th>Recognition / Approval Details</th>
<th>Day / Month / Year</th>
<th>Validity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>Concurrence Temporary +3 Arts Concurrence (Permanent) +3 Arts</td>
<td>31736 /EYS-16/07/1988 7833 – 26/02/1991</td>
<td>Permanent</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Recognition Permanent</td>
<td>18813RDE –30/09/2002</td>
<td>Permanent</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Recognition Temporary Odia &amp; Sans (Hons) 16 seats each. +3 Commerce 64 seats</td>
<td>19434-RDE- 02/12/2009</td>
<td>Temporary</td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>Recognition Temporary Education Hons – 16 seats</td>
<td>7255/RDE- 05/04/2013</td>
<td>Temporary</td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>Permission Economics Hons 08 seats</td>
<td>10087/RDE 21/08/2014</td>
<td>Temporary</td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>Provisional affiliation 128 seats +3 Arts</td>
<td>Aff 183(A)-12455 17/07/1989</td>
<td>Temporary</td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>Permanent Affiliation +3 Arts</td>
<td>16707 – 08/08/1994 From 1990-91 session</td>
<td>Temporary</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Temporary Affiliation History &amp; Political Sc. Hons</td>
<td>Aff-183 / 27657 Dt.- 05/12/1995</td>
<td>Temporary</td>
<td></td>
</tr>
<tr>
<td>XII</td>
<td>Provisionally Affiliation Odia &amp; Sanskrit (Hons) 16 seats +3 Commerce 64 seats</td>
<td>Aff-31 (2008-09) 480 01/03/2011</td>
<td>Temporary</td>
<td></td>
</tr>
<tr>
<td>XIII</td>
<td>Education Hons (Permission for Exam)</td>
<td>Aff-24A (2013-14) 1191 18/03/2014</td>
<td>Temporary</td>
<td></td>
</tr>
<tr>
<td>XIV</td>
<td>Permission for Eco (Hons) 2014-15 08 seats</td>
<td>Aff-24A (2014-15) 956 06/04/2015</td>
<td>Temporary</td>
<td></td>
</tr>
</tbody>
</table>
Curricular Aspects

1.1 Curriculum Planning & Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

The vision of Sraswata Mahavidyalaya, Anantapur, Balasore is to empower students through higher education enabling them to develop as intellectually alive and socially responsible citizens.

The mission of the college is to:

- Produce citizen of substance who can take care of themselves and become leaders and entrepreneurs.
- Citizens who can effectively and constructively contribute to the socio-political and economic structures of the country.
- Citizens who can bring forward others who lag behind.

The objectives of the college based on its mission are:

- To impart higher education to the poor young students of the locality;
- To realize the potentiality of the students and enable them to meet the changing needs of the time;
- To inculcate in them social, moral and spiritual values as well scientific temper;
- To build character of students through all round development of personality and make them responsible citizens.
To inculcate in the students community feeling and teach the value of community service.

The vision, mission and objectives are communicated to the students through classroom teaching which is done in an exhaustive manner with seriousness of purpose. Awareness is spread about the need of environment protection, national integration, Indian heritage, communal harmony and community Service. This is done by involving students in a variety of meaningful activities on and off the campus. The curricula for students are designed in such a way as to communicate the cherished mission and goal while discharging the duty of teaching.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific examples (s).

For effective implementation of the curriculum, teachers plan their lessons, periodically cover syllabus, effectively distribute time for different aspects, record progress and undergo review from time to time, undergo refresher and orientation courses to update their knowledge. They maintain question bank with model answers for students’ guidance and try to improve teaching methods.

1.1.3 What type of support (procedural and practical) do the teachers received from the University and / or institution for effectively translating the curriculum and improving teaching practices?

Regular meetings of the teaching staff are held to review progress and discuss constraints. Plans and methods are suggested by the head of the institution to overcome difficulties. The Secretary, the Director, the Regional Director of the Higher
Education Department, the Vice-Chancellor and the Registrar of the Fakir Mohan University, Balasore regularly issue instructions and sometimes visit the college on inspection and review the academic programmes. Their advice and observations to translate effectively the curriculum and improve teaching practices.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

   By arranging tutorial / remedial classes for doubt clearing and encouraging students for writing practice under the supervision of the members of the faculties and encouraging students to prepare seminar papers on the topics mentioned in the curriculum, the college attempts at effective curriculum delivery.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

   The college establishes link with other Government and non-Government Degree colleges to discuss the academics. The teachers participate in the seminars conducted there and use their library for research work.

1.1.6 What are the contributions of the institution and/ or its staff members to the development of the curriculum by the University? Number of staff members / departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

   Four members of the staff represented the college in the
board of studies put up the feedback given by the students, the
teachers and the stakeholders along with the suggestions, to the
University to review and redesign the curriculum.

1.1.7 Does the institution develop curriculum for any of the courses
offered (other than those under the purview of the affiliating
university) by it? If ‘yes’, give details on the process (Needs
Assessment’, design, development, and planning) and the
courses for which the curriculum has been developed

No. The college follows the curriculum prepared by the
affiliating University.

1.1.8 How does institution analyze / ensure that the stated objectives
of curriculum are achieved in the course of implementation?

The college encourages the students to think, understand and
practise the responsibility thrust upon them. This is done by
exposing them to participate in the college and inter-college
debates and essay writing competitions, elocution, painting,
quizzes sports and performing arts competitions on the related
topics. They are also encouraged to write articles on socially and
politically relevant topics for the college magazine “THE
SEVAK”, for their wall “SRUJANEE” magazine and for the
Annual Journal “PRAJNA” published by the college basing upon
the departmental readout seminar papers. They are made to see
and understand the ground realities by involving them in
community services through the three NSS units and the Youth
Red Cross unit.

1.2 ACADEMIC FLEXIBILITY:

1.2.1 Specifying the goals and objectives give details of the
certificate/ diploma/ skill development courses etc, offered by
the institution.
No such formal courses are offered by the college.

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If ‘yes’, give details.

No, the college does not offer any dual degree.

1.2.3. Give details on the various institutional provisions with reference to the academic flexibility and how it has been helpful to students in-terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond.

- Range of Core / Elective options offered by the University and those opted by the college.
- Choice Based Credit System and range of subject options.
- Courses offered in modular form.
- Credit transfer and accumulation facility.
- Lateral and vertical mobility within and across programmes and course.
- Enrichment of courses.

The college offers Under Graduate Programme options to its students for the award of Bachelor’s Degree in Humanities and Commerce from Fakir Mohan University, Balasore. The programmes offer scope for P.G. courses in Humanities, commerce, research and management etc. These U.G programme options are not exactly career oriented. But they open up path to careers in teaching, Civil services, subordinate services, defense services and corporate jobs, banking, computer application, and community services. The degrees they get here and after confer eligibility on the students for appearing various recruitment examinations conducted by the UPSC, the OPSC and other
recruiting agencies.

1.2.4 Does the institution offer any self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification and salary etc.

No, the college does not offer any self-financed programme.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

Additional skill oriented programmes like making students computer literate, teaching communication skill, motivating to enhance general knowledge, helping to develop personalities, all of which are relevant to regional and global employment markets are undertaken by the college.

1.2.6 Does the University provide for the flexibility of combining the conventional face – to –face and Distance Mode of Education for students to choose the courses /combination of their choice. If ‘yes’ how does the institution take advantage of such provision for the benefit of students?

No, the affiliating University has no such permission.

1.3 CURRICULUM ENRICHMENT:

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

The members of the Board of Studies in various subjects put forth suggestions to add or revise syllabus to ensure that the academic programmes and the goals and objective of the college are integrated. The college supplements the University’s
curriculum by taking up different activities like holding literary and cultural and sports competitions, the NSS and the Youth Red Cross programmes, discussions in class rooms etc to ensure that the academic programme and the Institution’s goals and objectives are integrated.

1.3.2. What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment markets?

Career counseling programmes are conducted and the programmes are undertaken for enhancing computer literacy, for personality development and for making participate in community service and gain practical knowledge about the world and know the responsibility as citizens in order to cope with the employment market.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc. in to the curriculum?

The courses are designed by the university which the college has to follow. Environmental studies are a part of the curriculum. Besides, normal courses the college has offered various computer courses to enhance computer literacy.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

- Moral and ethical values
- Employable life skills
- Better career options
• Community orientation

The teachings of moral and ethical values are integrated into the main courses. Yoga (for all) and Self-Defense programme for women introduced by the Government intend to teach life skills. Community orientation is done by the units of the Youth Red Cross and the NSS units. Career counseling programmes are conducted to acquaint students with career options available, in relation to the programmes offered. All these are meant to ensure the holistic development of students.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

The design and enrichment of curriculum is not an ambit of operation of the college. However, the feedback from the stakeholders is conveyed through the members who represent the college in the Board of studies.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

The officers in charge of various programmes monitor and evaluate the quality of enrichment programmes, and seek the advice and guidance of the principal when and where necessary. The feedback of students, parents and eminent persons of the locality are also sought in this regard.

1.4 FEEDBACK SYSTEM

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

The college has no role in the design of the curriculum as it is entirely the prerogative of the affiliating University. However, intellectual input for the development of the curriculum is given by the faculty members who are members of the Board of studies.
from time to time.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If ‘yes’, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

An internal and informal mechanism has been introduced to obtain feedback from students and stakeholders on curriculum to communicate to the university or to use internally to facilitate curriculum enrichment. The Secretary, the Director, the Regional Director, the Vice-Chancellor and the Registrar of the Fakir Mohan University visit the college and review the academic programmes of the college and their observations are acted upon for improvement and enrichment. To open new programmes, proposals are submitted with the Government under intimation to the university. After obtaining concurrence from the Government and affiliation from the university a new subject is opened.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?

New programmes and courses introduced by the institution during the last four years are Honours in Education and Economics permission for concurrence of the Government has been sought to open Degree course in Science and two Honours subjects like management and Accounting in Degree Commerce. Besides, the college has sought permission to open an N.C.C. unit also.

The rationale for introducing new courses/programmes:

There has been a continuous demand for programmes like Honours in Education and Economics which are supposed to give
better opportunities while trying for Education or Administrative Services. So far as a Degree in Science is concerned poor and mediocre young students of the region had no option of studying in a Government College in spite of securing high marks. A degree in Science and honours in Commerce, no doubt, offer better job opportunities and scope to students. Achievements as a cadet must enable a graduate to touch the regional and as well as global limit as a military concerned.

1.4.4 Any other relevant information regarding curricular aspects which the college would like to include.

None
2.1 STUDENT ENROLLMENT AND PROFILE

2.1.1 How does the college ensure publicity and transparency in the admission process?

The admission process is done centrally through Student Academic Management System (SAMS) monitored by Government of Odisha, Department of Higher Education to bring transparency and efficiency into the system. The process starts with on-line application through Common Application Form (CAF) and selection is done centrally, strictly on merit and the college -wise merit list with cut off marks is flashed online which any one can access. The transparency is ensured in the process.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex.(i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other ) to various programmes of the Institution.

Admission in to UG programmes is made through e-admission process streamlined by the Department of Higher Education, Government of Odisha from the academic session 2010-11. Only criterion of merit, i.e. percentage of marks in the last qualifying examination (+2), is strictly adhered to for the preparation of selection list.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the
affiliating university within the City/District.

For UG programmes in Arts and Commerce stream the cut off percentage of marks for General, SC and ST categories vary from academic session to session. The last four years cut off percentages of marks are as under:

**Cut-off Percentage of marks :**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gen</td>
<td>SC</td>
<td>ST</td>
<td>Gen</td>
</tr>
<tr>
<td>Arts</td>
<td>33.00</td>
<td>33.00</td>
<td>33.00</td>
<td>33.00</td>
</tr>
<tr>
<td>Commerce</td>
<td>33.00</td>
<td>33.00</td>
<td>33.00</td>
<td>33.00</td>
</tr>
</tbody>
</table>

This college is the only Pvt. College in the Soro Block under the jurisdiction of F.M. University, Balasore to offer +3 programmes in Arts and Commerce.

2.1.4 **Is there a mechanism in the institution to review the admission process and student profile annually? If ‘Yes’ what is the outcome of such an effort and how has it contributed to the improvement of the process?**

No

2.1.5 **Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate /reflect the National commitment to diversity and inclusion.**

**SC/ST :**

The Government provides reservation in admission offers scholarship and waives tuition fees for students of these categories.
OBC:
There is provision of scholarships by Government for this category of students.

Women:
Remittance of tuition fees is made by the Government and hostel facilities are made available.

Differently able:
3% reservation of seats out of the total seats prescribed.

Economically Weaker Sections:
Financial aid by the state Government and provision of SSG along with waive of tuition fees are some of the facilities provided by the Government to this section.

Minority Community:
Government Scholarship.

Any Other:
Provision of reservation for the sports person is also there in the policy.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends, i.e. reasons for increase/decrease and actions initiated for improvement.

<table>
<thead>
<tr>
<th>UG Programmes</th>
<th>No. of Application Received</th>
<th>No. of Students Admitted</th>
<th>Demand Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts 2011-12</td>
<td>115</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>Arts 2012-13</td>
<td>209</td>
<td>127</td>
<td></td>
</tr>
<tr>
<td>Arts 2013-14</td>
<td>252</td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>Arts 2014-15</td>
<td>453</td>
<td>147</td>
<td></td>
</tr>
<tr>
<td>Commerce 2011-12</td>
<td>60</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Commerce 2012-13</td>
<td>66</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Commerce 2013-14</td>
<td>114</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Commerce 2014-15</td>
<td>127</td>
<td>49</td>
<td></td>
</tr>
</tbody>
</table>

The reason for ratio is due to the number of seats laying vacant in the better colleges.
2.2 CATERING TO STUDENT DIVERSTUDY

2.2.1 How does the institution cater to the needs of differently able students and ensure adherence to government policies in this regard.

The college adopts government policies in meeting the needs of the differently able students. They are provided scholarships and allowed companion in the examination with due flexibility of examination hour as per university norms.

2.2.2 Does the institution assess the student’s needs in terms of knowledge and skills before the commencement of the programme? If yes, give details on the process.

The students need in terms of knowledge and skill are assessed through multiple choice questions and oral presentation of topics of emerging concern at the beginning of the session. They are offered to such a privilege through the departmental seminars and functions also.

Yes, Common Aptitude Test is framed to assess the needs of students in terms of knowledge and skills. Students are encouraged for oral presentation on a topic of emerging concern. To know and understand the depth skill acquisition of the students induction programme is organized after admission to understand the needs of the students.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/Add on/ Enrichment Courses etc.) to enable them to cope with the programme of their choice?

With a view to bridging the knowledge gap of the students
the college arranges remedial classes. The following steps are taken by the Heads of the Department in this regard.

- Weaker students are indentified on the basis of the monthly tests and pre-test examinations.
- There areas of weakness, causes and problems are identified.
- Heads of the Departments are instructed to arrange remedial teaching for them.
- Individual coaching is given to the weaker students to increase their knowledge stock.
- Home assignments are given and corrected and they are guided to write standard answers.
- Students are encouraged to ask questions and clear doubts.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

By organizing meeting from time to time to address the issues like gender, inclusion and environment through interface / interview / classroom observations.

2.2.5 How does the institution identified and respond to special educational / learning needs of advanced learners?

- Advanced learners are indentified by observations in classrooms and outcomes of various tests and competitions.
- They are provided books, enriched materials etc. to quench the thirst for knowledge. They are advised and encouraged to participate in the state level, University level, inter-college level competitions like debate, election, quiz and essay writing etc.
- They are guided to collect latest information from journals, periodicals, magazines and web sites.
- They are advised to contribute to the college magazine in order
to develop their creative potentialities.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out. (Students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

Academic performance of different categories of students at risk is captured by analyzing pretest/test/ annual results and by browsing their performance in the formative assessment (FA) from time to time. They are sincerely guided to build their capacity to do well and continue their studies. Learning support in all forms of individualized instruction is provided. They are cared adequately by the staff members.

2.3 TEACHING – LEARNING PROCESS

2.3.1 How does the college plan and organize the teaching learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blueprint, etc).

An academic calendar is prepared at the beginning of the session reflecting the forthcoming academic activities, commencement of classes, examination schedule, holidays, cultural activities, vacations, observation of National Days and international events, etc. Preparation of teaching plan at the beginning of the session is made by each teacher basing upon progress and coverage of syllabus in time which is presented before the Principal for verification. Each department faculty maintains its own lesson plan and progress register. Students are informed about
evaluation blue print prepared by the University on different subjects.

2.3.2 How does IQAC contribute to improve the teaching-learning process?

The cell is entrusted to look after quality teaching and learning outcomes of students at regular intervals. Teachers are guided to improve the pedagogy for better presentation. This results in effective learning.

2.3.3 How learning is made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Students are encouraged to carry out project work in a collaborative manner. Interactive sessions are conducted to make them active participants. They are encouraged to ask questions. The college has future plans to guide students to conduct survey and write reports to develop knowledge and skill especially in the honours departments.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

The college organizes various literary competitions during a session to promote creative and critical thinking. Moreover, emphasis is laid on project works. Articles are invited from the students for publication in the college magazine. To develop scientific temper students are encouraged to research activities (Honours Deptt.). They are taught not to cling to blind beliefs but to nurture reason in thought and action.

2.3.5 What are the technologies and facilities available and used by
the faculty for effective teaching? Eg: Virtual laboratories, e-learning-resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT) open educational resources, mobile education, etc.

No such technologies and facilities are at present available here.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Various departments of the college are suggested to place the proposals for various external agencies and UGC for sponsoring national and state level seminars. Some have also applied to the UGC for the same this year. About ten seminars have also been conducted as such in the past. Moreover, departmental seminars and workshops are held, in which teachers exposed students to advanced knowledge and skills. Retired resource persons and eminent professors of other institutions are invited to deliver lectures to the students and the faculty. Handouts are distributed to the students to supplement their learning.

- The teachers are, however, also exposed to internet to collect information and advanced knowledge to blend with talk and chalk method.
- Handouts are distributed to the students to supplement their learning. They attend state and national level seminars and workshops held by other colleges of the state and outside the state. The teachers attend Refresher Courses/ Orientation programmes to expose themselves to advanced level of knowledge and skills.
2.3.7 Detail (process and the number of students/ benefited) on the academic, personal and psycho-social support and guidance services (professional counseling/ monitoring/ academic advice) provided to students?

Counseling classes are conducted in which the students are asked to share their problems with the teacher. They are given counseling by the heads of their respective departments. Proctorial classes (24:01) are held to encourage and guide them to learn to solve their problems in their own way and to take important decisions catering to their requirements and standing up to the difficulties of circumstances.

2.3.8 Provide details of innovative teaching approaches / methods adopted by faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

Some of the new and innovative approaches of student learning adopted as follows:

- Student centric participating approach is used.
- Individual learning of the student through reference work in the library are encouraged.
- Inter / intra-departmental seminars are organized in which students present papers, followed by interactive session or teachers present papers with whom students interact later.
- Question bank with model answers are provided.
- Project work and practical teaching classes in schools for students of Education Honours are arranged.
- Project works at the places of tourist importance are arranged by
the students of History Honours.

Such practices have motivated students towards active participation in teaching-learning process.

2.3.9 **How are library resources used to augment the teaching-learning process?**

Students and teachers are exposed to the treasure of library. They are provided text books, reference books, periodicals, journals and other literatures to augment teaching-learning process.

2.3.10 **Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes, elaborate on the challenges encountered and the institutional approaches to overcome these.**

No, Teachers complete the curriculum by the end of February in each academic year as planned and prescribed.

2.3.11 **How does the institute monitor and evaluate the quality of teaching learning?**

- The Principal monitors the classes regularly to track the quality of teaching and verifies lesson plans, progress registers of each department to be apprised of the completion of course units in time.

- Heads of each department discuss with other staff members upon the progress of course and act as a connecting link between the departments. The Principal ensures the quality of teaching learning by drawing up plans and guidelines for teachers when necessary.

2.4 **TEACHING QUALITY**

2.4.1 **Provide the following details and elaborate on the strategies adopted by the college in planning and management**
(recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Teachers in different faculties are recruited by the Governing Body after an open advertisement for the same. An interview / class teaching is arranged to select the candidate securing the highest marks awarded by the subject experts (One external and the HOD of the concerned subject of the college as internal). This mark added with the career marks (determined as per the OPSC guide line) select the best one as the lecturer to be appointed. Finally, his post becomes approved by the government of Odisha. This appointment is made on the basis of student strength and workload calculated every year. When there is a shortage of staff, the college engages qualified guest teachers to meet the immediate requirement. Expenditure on this account is met from the Development Fee collected from the students at the time of admission.

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professors</th>
<th>Reader / Associate Professor</th>
<th>Lecturer / Asst. Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Permanent Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph. D</td>
<td>----</td>
<td>----</td>
<td>1</td>
<td>----</td>
</tr>
<tr>
<td>MPhil</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>P.G.</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Temporary Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph. D</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>MPhil</td>
<td>----</td>
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<td>----</td>
<td>----</td>
</tr>
<tr>
<td>P.G.</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Part Time Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph. D</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>MPhil</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>P.G.</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>

Saraswata Mahavidyalaya, Anantapur, Balasore, Odisha
2.4.2 How does the institution cope with the growing demand / scarcity of qualified senior faculty to teach new programmes / modern areas (emerging areas) of study being introduced?

Provide details on the efforts made by the institution in this direction and the outcome during the last three years

This college has qualified, experienced teachers who are competent to teach new programmes and modern emerging areas of study. They use all resources available like attending seminars and workshops held outside and attending refresher course and orientation programmes conducted by various universities to update and enrich their knowledge and skills to meet the changing needs. Realising felt needs of stakeholders the college is planning to send proposals to the Government to introduce emerging courses/ programmes as Fashion Technology, Financial literacy and Banking, Travel and Tourism Management, Office Management etc.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>Applied</th>
<th>Nominated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher Course</td>
<td>2011-12</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2012-13</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2013-14</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2014-15</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Orientation Programmes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff training conducted by Universities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff training conducted by other institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) Percentage of Faculty

- Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies.
  
  NIL

- Participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies.
  
  30%

- Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies.
  
  3%

2.4.4 What policies / systems are in place to recharge teachers ? (eg: providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes, industrial engagement etc.)

- The Government has prescribed provisions allowing teachers to go on study leave to carry out research and to visit other institutions to get enriched experience.

- Teachers are encouraged and duly motivated to write for national and international journals.

2.4.5 Give the number of faculty who received awards / recognition at the state / national / international level for excellence in teaching during the last four years.

Nil

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers ? If yes, how is the evaluation used for improving the quality of the teaching learning process ?

Yes, the college has introduced students’ evaluation of teachers at the end of the session and the feedback is communicated to the teachers to improve their teaching strategies.
and styles. This is done department wise to assess the strength and weakness in teaching-learning process.

2.5 EVALUATION PROCESS AND REFORMS

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation process?

- At the beginning of the academic session, both students and teachers are provided with copies of the syllabus to acquaint them with the course structure and the system of examination.
- Students are informed in their Honours, Proctorial and Elective classes about the methods of evaluation provided by the university. Moreover, students are made aware of the modus operandi of evaluation at the class and test examinations.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institutions on its own?

- The conduct of final university examinations at the end of each academic session, all of which the students require to clear is the major evaluation reform of the university.
- The reforms initiated by the institution on its own are the monthly tests, tests through home assignments and test examinations that are conducted prior to the university examinations. These are done to ensure a continuous evaluation of the level of knowledge acquired and the level of understanding of the curriculum prescribed.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of university and those initiated by the institution on its own?
The results of the tests and assignments are communicated to the learners and the copies are retained by the department and examination section. On the basis of the performance remedial measures are taken for the weaker learners, and steps are taken for the enhancement of capacity of the advanced learners.

2.5.4 **Provide details on the formative and summative assessment approaches adapted to measure student achievement. Cite a few examples which have positively impacted the system.**

The formatives approach to the assessment entails monthly assessment of student’s learning outcomes. The college has introduced this assessment as a continuous process. Summative one entails university examination conducted by the university at the end of the academic session.

The measures taken after assessment have resulted in improvement of both disadvantaged and advanced learners. Pass percentage has increased and the college has produced university rank holders.

2.5.5 **Details on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightage assigned for the overall development of students (weightage for behavioural aspects, independent learning, communication skills etc.)**

Internal assessment has not been introduced by the University for the affiliating Colleges.

2.5.6 **What are the graduate attributes specified by the college/affiliating University? How does the college ensure the attainment of these by the students?**

The college pronounces the following graduate attributes: students
• Should have requisite knowledge base.
• Should have socio-economic and political awareness.
• Should have national temper and a good moral character.
• Should nurture punctuality, sincerity, courage and conviction.
• Should promote study habits and research bent of mind.

The attainment of these attributes is a continuous process which is the implementation of the curriculum and by making students participate in extracurricular activities as well.

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and university level?

In case of grievances with reference to evaluation at the University level students may apply to the controller of examinations of Fakir Mohan University, Balasore for re-addition of marks in the concerned paper or may apply for the photocopies of the valued scripts under RTI Act, 2005 within the stipulated period of time after publication of results by depositing requisite fees and the wrong, if any, is put right. For redressal of grievance pertaining to internal examination (test), students are informed about the results and their grievances are redressed on a face to face approach.

2.6 STUDENTS PERFORMANCE AND LEARNING OUTCOMES

2.6.1 Does the college have clearly stated learning outcomes? If yes, give details on how the students and staff are made aware of these?

Yes, learning outcomes are communicated in the induction meeting and numerous interactions with students.

2.6.2 Provide an analysis of the student’s results/achievements
(Programme / course wise) for last four years and explain the differences if any and patterns of achievement across the programmes / courses offered.

The institution communicates the results of +3 1\textsuperscript{st} year degree, 2\textsuperscript{nd} year degree and 3\textsuperscript{rd} year degree examinations published by the University on its examination notice board. The name of rank holders and toppers are also notified. Our students perform well in university examinations.

<table>
<thead>
<tr>
<th>Year</th>
<th>Appeared</th>
<th>Pass</th>
<th>Fail</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>115</td>
<td>93</td>
<td>22</td>
<td>81%</td>
</tr>
<tr>
<td>2012-13</td>
<td>116</td>
<td>97</td>
<td>19</td>
<td>84%</td>
</tr>
<tr>
<td>2013-14</td>
<td>136</td>
<td>93</td>
<td>43</td>
<td>68%</td>
</tr>
<tr>
<td>2014-15</td>
<td>142</td>
<td>105</td>
<td>37</td>
<td>74%</td>
</tr>
</tbody>
</table>

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

Some of the teaching, learning and assessment strategies are as under:

- Teaching is participatory and learner-centric.
- Learning is active and emphasis is on auto-learning.
- Continuous assessment to track the outcomes of learning.

2.6.4 What are the measures / initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

The college is making arrangements to organize guidance unit under the aegis of career and counseling unit. Research
aptitude is nurtured through project works, surveys and seminars.

2.6.5 **How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?**

The college receives data pertaining to learning outcomes at regular intervals through student-feedback mechanism. Periodic assessment outcomes by the college are analyzed. The University communicates results of 1\(^{st}\) year, 2\(^{nd}\) year and 3\(^{rd}\) year degree examinations after publication. The head of the institution convenes staff council meeting where strategies are harboured to overcome barriers of learning.

2.6.6 **How does the institution monitor and ensure the achievements of learning outcomes?**

Through students-centric teaching, feedback mechanism and participatory approach the achievement of learning outcomes is ensured and the principal supervises it at regular intervals.

2.6.7 **Does the institution and individual teachers use assessment / evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning?**

If ‘Yes’ provide details on the process and cite a few examples.

Students’ attendance, behaviour and response inside the class and outside are observed casually. Attempts are made to correct and rectify problematic areas.

**Any other relevant information regarding teaching learning and evaluation which the college would like to include:**

- Thrust is laid upon understanding of ideas, concepts and theories in teaching rather than on passive memorization.
- Teachers have paid individual attention to different categories of
students while teaching.

- A healthy and congenial learning milieu is created for effective learning.
- In addition to teaching, emphasis is given on skill development, especially self-defense skills, employability skills etc.
- Premium is laid upon fostering of moral and spiritual values.
- The college strives to build a moral fibre among teachers for achieving academic excellence in students.
- A warm, healthy teacher-taught relationship is a cardinal feature of this college.
- The college is vigilant over all round development of personality of the students.
- Attention is paid to cater to the academic need of the students.
- Development of soft skills is given a primacy in addition to teaching.
- Backward and advanced learners are identified by the teachers with a view to providing remedial teaching and enriched advanced learning experiences to them respectively.
- Students’ attendance, behavior and responses inside the class and outside are observed. Thus, Attempts are made to create a conducive learning hub in the college.

In addition to the use of evaluation outcomes as indicators teachers also assess the student’s learning outcomes by observation in the classroom, interactive class milieu asking comprehensive test questions and by evaluating project works and seminar papers.
CRITERION-III

Research Consultancy and Extension

3.1 PROMOTION OF RESEARCH:

3.1.1 Does the institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, the college has a research committee which recommends and forwards the research proposal submitted by a teacher. The Committee is composed of the Principal as Chairperson, and two senior teachers. The concerned Head of the Department is also made a member as and when required.

In the gone years, the research committee has recommended some Minor Research Projects of Economics, Education & History Departments and sent these for approval to the UGC.

Recommendations:

• Government should provide fund regularly for conducting minor research/action research.

• Teachers should be provided with more (flexible) opportunities to pursue research activities.

• More research journal needs to be published annually in the college (one is being published by the college annually).

• A collaborative venture may be taken off with the involvement of teachers in the neighborhood college.

• Every teacher is required to publish at least one research article on
their respective fields every year.

3.1.2 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes / projects?

- **Autonomy to the Principal investigator:**
  Granted

- **Timely available or release of resources:**
  The college depends upon government agencies and UGC to provide resources.

- **Time-off, reduced teaching load, special leave etc. to teachers:**
  Provision of granting study leave as per rules for undergoing research.

- **Facilitate timely auditing and submission of utilization certificate to the funding authorities:**
  Auditing system is an open ended one for the funding agencies to audit.

**Any Other:**
Teachers having M. Phil./ Ph.D. degree are requested to provide at least one hard/soft copy of the research work to the library and the same may be exhibited to the students to promote research culture.

3.1.3 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Students are encouraged to think, to observe physical reality, to question, to hypothesize, to experiment and analyze. They are taught in classrooms and during interactions not to cling to blind beliefs, but to nurture reason in thought and action. Research aptitude is nurtured through project works, surveys and seminars.
leading to developing critical attitude.

3.1.4 Give details of the faculty involvement in active research (Guiding student research, leading research projects, engaged in individual / collaborative research activity, etc.)

Since it is an undergraduate college, teachers impart only quality teaching. However, some of the teachers guide scholars. Some teachers are engaged personally in research work leading to Ph.D. degree.

3.1.5 Give details of workshops / training programmes / sensitization programmes conducted / organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

The college has not organized any such programmes for capacity building among staff and students to disseminate a research culture. However, the college plans to develop a systematic plan to organize such programmes / activities for capacity building.

3.1.6 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students.

During U.G.C. sponsored Seminars of various departments’ researchers of eminence are invited. After the Seminar is over they are requested to interact with the students. Not only are those during the conduct of various internal seminars the researchers of eminence also invited many a times. And thus, the teachers and the students of that particular department get a scope for interaction.

3.2 RESCOURSE MOBILIZATION FOR RESEARCH :

3.2.1 What percentage of the total budget is earmarked for research?

Give details of major heads of expenditure, financial allocation
and actual utilization.

The institution depends upon external agencies for getting funds to conduct research. Internal budget system does not prevail.

3.2.2 What are the financial provisions made available to support student research projects?

There are no such provisions.

3.2.3 Cite examples of successful endeavours and challenges faced in organizing interdisciplinary research.

Inter-disciplinary research is not undertaken because of the financial check.

3.2.4 How does the institution ensure optimal use of various equipment and research facilities by its staff and students?

Books and journals of the library are made available for ready reference to undertake research projects. Available equipments are spared for the purpose on demand by the research scholars.

3.2.5 Enumerate the support provided to the faculty in securing research funds from various funding agencies. Provide details of ongoing and completed projects and grants received during the last four years.

<table>
<thead>
<tr>
<th>Nature of project</th>
<th>Duration year from 2009-10 to 2013-14</th>
<th>Title of the Project</th>
<th>Name of the funding agencies</th>
<th>Total Grant Sanctioned</th>
<th>Total Grant Received</th>
<th>Total grant received till date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Project</td>
<td>2009-10 to 2013-14</td>
<td>See below</td>
<td>UGC</td>
<td>4,97,000</td>
<td>4,97,000</td>
<td>4,97,000</td>
</tr>
<tr>
<td>Major Project</td>
<td>2009-10 to 2012-13</td>
<td>See below</td>
<td>UGC</td>
<td>7,91,000</td>
<td>7,91,000</td>
<td>7,91,000</td>
</tr>
</tbody>
</table>

Title of the Projects:

Minor Project:
1) An investigation into the causes of Dropout in Education at the Secondary school level.
2) Socio Cultural life of Odisha as in Fakir Mohan’s literature.
3) Problems and inadequacies of urban Govt. in Odisha – A case study of N.A.C. Basudevpur in the Dist. of Bhadrak.
4) Empowerment of Women through Local Governance.
5) Minor Character in Bhāsa Nātaka
6) Bhakti Rasa Sidhanta.
7) Profitability Analysis of Sugar industry in India.

Major Project:
1) Performing folk art Heritage of Orissa
2) Folk art of Orissa A-comparative study.

3.3 RESEARCH FACILITIES:
3.3.1 What are the research facilities available to the students and research scholars within the campus?

Undergraduate students are curriculum-centric. So, there is no provision for conducting research activities in the curricular design.

3.3.2 What are the research facilities made available to the students and research scholars outside the campus/ other research laboratories?

There is no scope for making available research facilities to students outside campus / other research laboratories.

3.3.3 Provide details on the library/information resources centre or any other facilities available specifically for the researchers?

Library facilities are provided to the students to conduct project works on various issues / areas. Information Resource Centre is not available at present.
3.3.4 What are the collaborative research facilities developed by the research institutes in the college?

No such collaborative research facilities developed by the research units of the college.

3.4 RESEARCH PUBLICATIONS AND AWARDS:

3.4.1 Highlight the major research achievements of the staff and students.

3.4.2 Does the institute publish or partner in publication of research journal(s)? If yes, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

During the 2015-16 academic year, the college has started publishing a research journal with the selected articles of various departments (Read out in internal seminars of different honours subjects) with the caption of “PRAJNA” “Annual Journal of Saraswata Mahavidyalaya 2015-16”. All the HODs of honours departments comprise its editorial board. The college provide funds for the publication. It has not been listed in any international database.

3.4.3 Provide details (if any) of

- **Research awards received by the faculty**
  Two awarded Ph.D degree from the F.M University
  Provide Name & topic:
  Dr. Satyaban Rout – History of Performing Folk art.
  Dr. Dambarodhar Bhol –
  Kathashilpi Nityananda Mohapatra Eka Akalana.

- **Recognition received by the faculty from reputed professional**
bodies and agencies nationally and internationally.

NIL

- Incentives given to faculty for receiving state, national and international recognitions for research contributions.

  No such practice is implemented.

3.5 CONSULTANCY:

3.5.1 Give details of the systems and strategies for establishing institute industry interface.

  No such interface has taken place till date.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

  There is no such visible policy. The scope for consultancy work for the faculty member is limited. The service code of the Government of Odisha does not permit the teachers for this.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

  There is no such provision.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years

  Providing consultancy services and generating revenue are not permitted by the Government.

3.6 EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR):

3.6.1 How does the institution promote institution neighbourhood community Network and student engagement, contributing to good citizenship, service orientation and holistic development of students?
Organisation of NSS and YRC and volunteering in different programmes outsides the campus has been a regular feature of the college. Various extension services undertaken by the college to promote institution neighborhood community network and student engagement are as follows:

Dowry abolition, cleanliness camp, plantation programme, AIDS awareness campaign, anti-alcoholism and anti narcotic drug campaign, etc.

3.6.2 What is the Institutional mechanism to track students’ involvement in various social movements / activities which promote citizenship roles?

Staff is actively involved in monitoring the students’ involvement in various community programmes. They are encouraged, guided and accompanied by the staff while undertaking such activities.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

Feedback system is executed to sense the perception of the stakeholders on the performance and quality of the institution.

3.6.4 How does the institution plan and organize its extension and outreach programmes?

Providing the budgetary details of last four years, list the major extension and outreach programmes and their impact on the overall development of students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Name of the Programmes</th>
<th>Budget Provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>Plantation Programme</td>
<td>Funded by N.S.S.</td>
</tr>
<tr>
<td>2013-14</td>
<td>Environment Awareness Camp</td>
<td>Funded by N.S.S.</td>
</tr>
<tr>
<td>2014-15</td>
<td>1) Active Citizenship Programme</td>
<td>1) Funded by Govt. of Odisha</td>
</tr>
<tr>
<td></td>
<td>2) Self Defence training for women</td>
<td>2) Funded by Govt. of Odisha</td>
</tr>
<tr>
<td></td>
<td>3) Blood Donation Camp</td>
<td>3) Funded by N.S.S</td>
</tr>
</tbody>
</table>
3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, YRC and other National / International agencies?

The NSS and YRC units are in vogue which attracts the young students to serve the nation and the society as well. The Programme Officers in charge of such units encourage and inspire students to join, and to participate in various extension activities. They act as the guide and guardians through the entire process. These activities prove to be beneficial as much for the society as for their own.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under privileged and vulnerable sections of society?

No such work has been undertaken as it is beyond the systematic ambit of Government college of Odisha like ours. However, the college implements various policies adopted by the State/Central Government towards empowering students from under-privileged and vulnerable sections of society through scholarships, seat reservations etc.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students’ academic learning experience and specify the values and skills inculcated.

By such extension activities, the social values like cooperation, love, fellow feelings, democratic attitudes, social
justice are nurtured. While acquiring academic learning experience, students learn to be of use to their fellow beings and become responsible citizens of the nation.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

The community is mobilized regularly to participate and cooperate in its outreach programmes to build a partnership approach to solve various problems.

3.6.9 Give details on the constructive relationship forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The college is yet to forge a formal constructive relationship. However, the college is in constant touch with other colleges in exchange the subject experts (academic) while needed during the install and UGC sponsored Seminars and inter-college sports activities etc. besides the college keeps touch with the periphery institutions for inputs in matter relating to other academic, admission and other matters.

3.7 COLLABORATION :

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industries for research activities. Cite examples and benefits accrued of the initiatives-collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

Research scholars are allowed to collaborate and interact at their individual level with research laboratories, institutes and
industry for research activities.

3.7.2 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation / up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories/ library/ new technology/ placement services etc.

The college has not received any contribution from all such organizations till date.

3.7.3 Has any scientist ever participated in the National / International / Conferences organized by the college during last four years?

None during the last four years.

3.7.4 How many of the linkages / collaborations actually resulted in formal MOUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and / or facilitated.

The linkages / collaborations so far have not actually resulted.

3.7.5 Details on the systemic efforts of the institution on planning, establishing and implementing the initiatives of the linkages / collaborations.

Ours being a rural based institution, concerted efforts are being made to forge links with industry and other organizations to introduce new programmes / courses like computer application and food processing etc.

3.7.6 Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

Nil
CRITERION – IV

Infrastructure and Learning Resources

4.1 PHYSICAL FACILITIES

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

SARASWATA MAHAVIDYALAYA, ANANTAPUR is an Aided Institution of Government of Odisha. So, it is bound to abide by the policy of the government. However, utmost care is taken to ensure that the funds received from U.G.C., M.L.A. & M.P. LAD funds and development fees collected from students for creation and enhancement of infrastructure is properly utilised with focus on students’ need.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities:

Though the college is growing gradually in its infrastructure, still it is facing constraints for effective accommodation. The existing infrastructure is optimally utilized to cater to the needs of students. For classrooms, the college has both large halls and small rooms. Each honours department has its own seminar room. There are well-equipped laboratories for computer education and Education department. There are six beautiful gardens on the campus. A spacious and well-equipped library with internet connectivity and online issue of books and a 60 seated reading room is the glory of the college.

b) Extra-curricular activities:

Sports, outdoor and indoor games, gymnasium, NSS,
Y.R.C., cultural activities, public speaking, auditorium, communication skill development, yoga, health and hygiene etc..

Annual athletic meet is organized in the College Field, Gymnasium, N.S.S. and T.R.C. cells are available. Three NSS units (two for boys and one for girls) are working in the college. One Y.R.C. cell is also working actively. For auditorium, the college is soon to receive an M.P. LAD grant very soon. Specific infrastructural support will be made available for yoga, health and hygiene etc. Not only that the emergence of an NCC unit will be made possible very soon.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years. (Enclose the Master Plan of the Institution/campus and indicate the existing physical infrastructure and the future planned expansions, if any).

Though the infrastructure is an area of major concern, the college still takes effective care for optimal utilization of the available infrastructures in line of the academic growth of the college.

The college has applied to the U.G.C. for the construction of the Principal’s Quarter & Staff Quarters.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

In its present state of infrastructure, the college is constrained to provide special support to the students with disabilities. No doubt special care is taken so that they do not
suffer.

4.1.5 Give details on the residential facility and various provisions available within them:

Hostel facility, Accommodation Available, One well furnished Hostel for girl students is available. But there is no facility for the boys. The college is trying to manage resources for the same very soon.

- **Recreational facilities, Gymnasium, Yoga Centre etc.**
  At present a mini gymnasium is maintained inside the sports department, special Centre for Yoga is not available at present, but the same has been practiced in a hall managed by the teacher.

- **Computer facility including access to internet in Hostel :**
  No such facility available.

- **Facilities for medical emergencies :**
  The P.H.C. of the locality is a Kilometer away from the campus. In case of medical emergency, the ailing is immediately attended to by the hostel staff sensitized for the purpose with first aid, and then rushed to DHH if necessary.

- **Library facility in the Hostel :**
  Not yet.

- **Internet and Wi-Fi facility :**
  Yet to be made available.

- **Recreational Facilities :**
  Common room with audio-visual equipments. A specious common room having a CTV with multi-channel viewing facility as well as some indoor games provisions.

- **Available Residential facility for the staff and occupancy, constant supply of safe drinking water :**
Residential facility available for the college chowkidar. Constant supply of safe drinking water is given on the campus and at all common rooms including library.

- **Security**:
  Round the clock watch and ward by the college chowkidar.

### 4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The college does not have a dispensary on its campus. However, with the PHC being a kilometer away from the campus, students and staff are assured of health care. Besides, 108 Ambulance attends to emergency calls.

### 4.1.7 Give details of the common facilities available on the campus — spaces for special units like IQAC, Grievance Redressal Unit, Women’s Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, Recreational spaces for staff and students, Safe Drinking Water facility, Auditorium etc.

Space crunch being a major challenge for the college, all the above mentioned units function without any earmarked spaces for them. The college is trying to provide specific spaces for them in due course. A cozy canteen caters to the needs of students and staff. The biggest Hall No.-14 serves as an auditorium.

### 4.2 LIBRARY AS A LEARNING RESOURCE:

#### 4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, it does. The Library Advisory Committee is constituted with the Principal as the Chairperson along with four senior faculties and the Librarian as the members. The committee meets at regular
intervals to decide the purchase of books and journals, infrastructure development and improvisation of the Library, and optimum utilization of the limited infrastructure to render it student-friendly.

4.2.2 Provide details of the following:

- **Total area of the library (in Sq. meters)**
  - Library – 95 Sqm.
  - Reading Rooms – 40 Sqm.

- **Total sitting capacity – 60**

- **Working hours (on working days, on holidays, before examination days, during examination days, during vacation)**
  - 10 am to 5 pm on all working days
  - Closed on holidays

- **Layout of the library**
  - Individual reading carrels
    - No carrel but large reading tables and benches.
  - Large Area – 20 Sqmts.
  - I.T. Zone - Available

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The heads of teaching of departments are required to keep abreast of the latest publications in their respective fields and accordingly prepare the list of books and journals necessary for learning and research, to be purchased out of grants received from the U.G.C. and out of the development fees paid by the students.
4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

No such advanced technology or tools deployed.

4.2.5 Provide details on the following items:

- Average number of walk-ins: 50 per day
- Average number of books issued/returned: 70 per day
- Ratio of library books to students enrolled: 50:1
- Average number of books added during last three years:
- Average number of login to OPAC: Nil
- Average number of login to e-resources: Nil
- Average number of e-resources downloaded/printed: Nil
- Number of information literacy training organized: Nil
- Details of ‘weeding out’ of books and other materials:

  Once a year, through physical verification.

4.2.6 Give details of the specialized services by the library:

- Manuscripts: No
- Reference: Yes
- Reprography: Yes
- ILL (Inter Library Loan Service): No
- Information Deployment and Notification (IDN): Yes
- Download: No
- Printing: No
4.2.7 **Enumerate on the support provided by the Library staff to the students and the teachers of the college.**

The library staff are supportive towards the users, more so towards the students. They apprise them of new arrivals, introduce the new comers to the journals available, and help students choose the most appropriate books by offering choices and so on. The teachers are guaranteed hassle-free business in the library.

4.2.8 **What are the special facilities offered by the library to the visually/physically challenged persons? Give details.**

In its present state of infrastructural constraints and paucity of staff, the college library has no special facilities to offer to the visually/physically challenged persons.

4.2.9 **Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services.**

Yes, it does. Feedback is solicited from students and teachers under four criteria, viz., Service Rendered, Quality of Books & Journals, Library Timing, and Suggestions for Improvement. Feedback measures unanimously suggested by the committee are put in place in a continuous endeavour towards betterment of library services of the college.

4.3 **I.T. INFRASTRUCTURE**

4.3.1 **Give details on the computing facility available (hardware and software) at the institution.**

- Number of computers with configuration (provide: actual number with exact configuration of each available system):
• **Computer-student ratio**: 01.:30

• **Stand alone facility**: 

• **LAN facility**: 

• **Wi-Fi facility**: YES

• **Licensed software**: YES

• **Number of nodes/computers with Internet facility**: 

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus.

The college being a SAMS Resource Centre, computers along with broadband connectivity are there in the SAMS laboratory for the faculty to use. There are also 5 (Five) other computers with this broadband connectivity. For students, however, this facility is yet to be a reality on the campus, mainly due to paucity of space and inadequate support staff.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

With the infrastructural enrichment, through construction of building, the college looks forwarded to upgrade its I.T. infrastructure and allied facilities for students and faculty.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (year-wise for last four years).

This institution only spends the fund received from the UGC towards procurement, up-gradation, deployment and maintenance of the computers and their accessories. In the last four years, the college has twice received an amount of Rs. 2,10,368/- towards
maintenance. The UGC funded IQAC, Remedial Courses, Career Counseling and Entry to Service cells have their own computers procured.

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching / learning materials by its staff and students?

With its limited ICT resources available, the College makes computers with internet facility available to its teachers in order that they may develop computer-aided teaching materials for students. In future, with the establishment of a computer hub of its own, the college will make the use of ICT accessible to students.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies, ICT enabled classrooms/learning spaces etc. by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

The ICT enabled classroom is yet to be constructed.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

Not yet.

4.4 MAINTENANCE OF CAMPUS FACILITIES

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years).

The College, through its Construction Committee and Development Committee, ensures optimal allocation and
utilization of the available financial resources for maintenance and upkeep of the following facilities:

<table>
<thead>
<tr>
<th>Head</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>34,545/-</td>
<td>2,90,250/-</td>
<td>3,4,990/-</td>
<td>3,88,000/-</td>
</tr>
<tr>
<td>Furniture</td>
<td>1,00,000/-</td>
<td>1,50,000/-</td>
<td>1,00,000/-</td>
<td>1,00,000/-</td>
</tr>
<tr>
<td>Equipment</td>
<td>1,30,000/-</td>
<td>1,10,000/- (UGC)</td>
<td>40,000/- (UGC)</td>
<td>20,000/- (UGC)</td>
</tr>
<tr>
<td>Computer</td>
<td>20,000/-</td>
<td>10,000/-</td>
<td>10,000/-</td>
<td>36,000/-</td>
</tr>
<tr>
<td>Others (Garden)</td>
<td>5,000/-</td>
<td>10,000/-</td>
<td>18,000/-</td>
<td>19,775/-</td>
</tr>
</tbody>
</table>

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure facilities and equipment of the college?

The college is yet to sanction any post of mechanics for this. Some members of the staff are assigned the responsibility of the upkeep of the infrastructure, facilities and equipment of the College. For their maintenance, technical experts are hired as and when required.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

Support staff, who are allotted duty for watch & ward & up keeping of the equipments and instruments are vigilant and effectively do their respective duty.
CRITERION – V

Student Support and Progression

5.1 STUDENT MONITORING AND SUPPORT

5.1.1 Does the institution publish its updated prospectus/handbook annually? If yes, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, the college publishes an updated calendar annually. The information provided through it are as follows:

- A brief history of the college
- General rules for admission
- Re-commencement of classes
- Request for application form
- List of dates for submission of application forms correspondence regarding admission
- Submission procedure
- Other rules and criterion for admission.
- Compartmental / detained case
- Reservation and weightage in admission
- De reservation
- Inter college transfer
- Hostel facility
- Teaching facility
- Course structure
- Fees structure
- Students’ Union Election

Assignments to the teaching and non-teaching staff. The
college calendar is the ultimate Rule Book referred to in matters relating to academic and general administration of the college.

5.1.2 Specify the type, number and amount of institutional scholarships/ free ships given to the students during the last four years and whether the financial aid was available and disbursed on time?

- Central Government:
  - National Scholarship
  - National loan scholarship

- State Government:
  - Sanskrit Scholarship
  - Hindi Scholarship
  - Senior Merit Scholarship
  - Post-Matric Scholarship
  - Bidi Workers’ Scholarship
  - Teachers’ Son Scholarship

- Other Scholarships and assistance given to the students:

  **College:**
  
  Financial Assistance from SSG / Free Students ship

  **University:**
  
  Sanskrit Scholarship, Rastriya Sanskrit Sanshtan Deemed, University,
  
  New Delhi

**Government**

<table>
<thead>
<tr>
<th>Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied (Number of students)</td>
</tr>
<tr>
<td>Post-matric Scholarship for SC/ST/SEBC</td>
</tr>
<tr>
<td>P.M.S. for Minority Students</td>
</tr>
<tr>
<td>National Merit Scholarship</td>
</tr>
<tr>
<td>Scheme</td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Banishree scheme for physically challenged students</td>
</tr>
<tr>
<td>Bidi Workers’ Assistance to their wards</td>
</tr>
<tr>
<td>Senior merit scholarships</td>
</tr>
</tbody>
</table>

The financial aid has been made available and disbursed on time. As the scholarships are disbursed by the Government to the students through their individual accounts no record is possible to be maintained by the college.

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

As the scholarships are disbursed by the government to the beneficiaries through their individual accounts, no record is possible to be maintained by the college.

5.1.4 What are the specific support services / facilities available for:

- SC / ST / OBC and economically weaker sections:
  - Relaxation in cut off marks
  - Reservation in seat
  - Extension of seats above the sanctioned strength
  - Financial Assistance

- Students with physical disabilities:
  - Given weightage during the time of admission, examination, provided financial assistance and Hostel accommodation.

- Overseas students:
  - NIL

- Students to participate in various competitions / National and International:
  - Waiving shortage of attendance up to 10%
• Medical Assistance to students:
   Though the college does not have its own health centres, health insurance etc., immediate health care facilities are extended as it is close to the P.H.C. the expenditure incurred thereby are born by the college.

• Organising coaching classes for competitive examinations:
   No coaching class facilities available in the college except the venture taken by the entry to service cell.

• Support for slow learners:
   Engaging extra classes for them.

• Exposure of students to other institutions of higher learning / corporate / business houses:
   NIL

• Publication of student magazines:
   The annual college magazine “The Sevak” publishes articles of students. It also publishes different photographs of the major events held during the session. A wall magazine “Srujanee” is also brought out for encouraging students’ creativity. Besides, from this year, the college has endeavoured to publish its own journal “Prajna” which also contains various research articles read out in the departmental seminars conducted by the various honours departments.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills among the students and the impact of the effort.
   NIL

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extra-curricular and co-curricular activities such as sports, games, quiz competitions,
debate and discussions, cultural activities etc.

As part of its policy, the college lays as much thrust on the participation of the students in co-curricular and extra-curricular activities as on the curricular. The college has specific bodies under the charge of the members of faculty which look after the promotion of students’ participation in these activities such as literary competitions inside and outside the college, thereby giving them a scope to realize their potential and excel in these fields. As a result, they get an opportunity for a wholesome growth and enable themselves for a better future in all respects.

- **Additional Academic support, Flexibility in Examinations:**
  
  Attendance relaxation in case of shortfall due to participation in sports and games events.

- **Special Dietary requirements, sports uniform and materials:**
  
  Sports uniform and materials are provided for games and sports.

5.1.7 **Enumerating on the support and guidance provided to the students in preparing for the competitive examinations, give details on the number of students appeared and qualified in various competitive examinations such as UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services etc.**

As this is an undergraduate college, no scope is available to provide directly any support or guidance in preparing for the competitive examinations. However, at this level, they are advised by the teachers regarding their choice of subjects, prospects of higher studies and the subsequent effectiveness of the course for future development of career. Number of students have appeared and qualified in various competitive examinations as in Banking,
Defense, Police Service, Teaching etc., though exact information relating to numbers is not available with the college.

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

- **Academic**:
  Teachers counsel the students in choosing subjects and future career judging their +2 performances.

- **Personal**:
  Proctors also try to solve socio-psychic problems of the students as far as possible.

- **Career Counseling**:
  Career Counseling programmes are conducted through Career Counseling Cell.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If ‘yes’, detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

The college does not have the scope to create a structured mechanism for career guidance and placement of its students as it is an undergraduate college. However, the college provides its services to help students identify job opportunities and get prepared for these through constant counseling, and through the college career and counseling programmes. No data is available on the success rate of students at the later stage.

5.1.10 Does the institution have a student grievance redressal cell? If ‘yes’, list (if any) the grievances reported and redressed during
5.1.11 **What are the institutional provisions for resolving issues pertaining to sexual harassment?**

There is a sexual harassment redressal cell in the college. But no such instances have been reported for the last four years.

5.1.12 **Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?**

Yes, there is an anti-ragging cell in place of anti-ragging committee.

No such instance has occurred in the last four years.

5.1.13 **Enumerate the welfare schemes made available to students by the institution?**

The following schemes are made available for students’ welfare:

- Financial assistance from SSG / SAF and merit scholarship.
- Drinking water facilities for students.
- Cycle shed.
- Common Room with toilet, drinking water and CTV facilities for students.

5.1.14 **Does the institution have a registered Alumni Association? If yes, what are its activities and major contributions for institutional, academic and infrastructure development?**

Yes, there is one Alumni Association in the college. It gives valuable suggestions from time to time regarding infrastructural and academic development of the college.

5.2 **STUDENTS PROGRSSSION :**
5.2.1 Provide the percentage of students’ progression to higher education or employment (for the last four batches) highlight the trends observed.

A number of students are understood to have progressed to higher education or employment. However, a systematic approach has yet to be evolved to record the cases.

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/ batch wise as stipulated by the university). Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the college of the affiliating university within the city/district.

<table>
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<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>U.G. Arts</td>
<td>81.42</td>
<td>80.64</td>
<td>71.00</td>
<td>70.00</td>
</tr>
<tr>
<td>U.G. Commerce</td>
<td>80.00</td>
<td>87.00</td>
<td>67.50</td>
<td>65.51</td>
</tr>
</tbody>
</table>

To provide the percentage of students progression to higher education or employment is not possible due to the non-availability of recorded data.

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?
Through the Career Counseling Cell of the college the teachers and experts in the field motivate guide the students to go for higher education and prepare for employment.

5.2.4 Enumerate the special support provided to students who are at risk of failure and dropout.
Remedial classes are arranged and constant counseling is provided for students at the risk of failure or drop out.

5.3 STUDENT PARTICIPATION AND ACTIVITIES:
5.3.1 List the range of sports, games, cultural and other extra-curricular activities available to students. Provide details of participation and programme calendar.

**Range of Sports and Games :**

The college has an extensive but undeveloped land specified for college field. The field contains in it a football, a cricket and a volley court. The college has all the necessary equipments to promote sports and games. Students’ participation in the sports and games events that taken place during the Annual Athletic meets of the college, at the district level and at the inter college level such as:

i) 100 meters, 200 meters, 400 meters, and 800 meters races.

ii) Shot put, Javelin throw

iii) Long Jump and High Jump

iv) Indoor Games

v) Badminton Tournament

vi) Kabadi

- **Cultural Activities :**

i) Annual College Drama

ii) Song and Dance items

iii) District level Song, Dance and Drama events

iv) Quiz and Debate Competitions

- **Extra Curricular Activities :**

i) N.S.S.

   • Adult literacy and Awareness programmes in the adopted villages.

   • Blood Donation programme

ii) Y.R.C.
• AIDs Awareness programmes
• Blood detection programme

5.3.2 Furnish the details of major student achievements in co-curricular, extra-curricular and cultural activities at different levels: University/ State/ Zonal/ National/ International, etc. for the previous four years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Co-curricular Activities</th>
<th>Extra Curricular Activities</th>
<th>Cultural Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td>Participation of Sri Srikanta Jena, +3 IInd Year Arts in Zonal Level High Jump Competition Securing 3rd Position</td>
<td></td>
</tr>
</tbody>
</table>

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

The college does not have scope to collect data from its graduates and employers.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/materials brought out by the students during the previous four academic sessions.

Students are encouraged to contribute articles, news clips, drawings etc. for publication in the wall magazine, the college magazine and the college journal.

5.3.5 Does the college have a Student Council or any similar body?

The college has a Students’ Union, a Dramatic Society and other offices, where office bearers are elected through direct election.
They function under an advisory body nominated by the Principal. The constitution, functions and activities of the union are incorporated in the college calendar.

5.3.6 **Give details of various academic and administrative bodies that have student representatives on them.**

i) Class representatives  
ii) Department Seminar Secretary and Asst. Secretary  
iii) Students’ Union

5.3.7 **How does the institution network and collaborate with the Alumni and former faculty of the institution. Any other relevant information regarding student support and progression which the college would like to include.**

The college networks with the Alumni Association that keeps close contact with the college authorities and provides valuable suggestions from time to time to enhance the infrastructural and academic development of the college. The members are also keenly involved in different cultural activities. They interact with the present generation of students and the old generation to draw a balanced development plan for the college. The college invites former faculty members as resource person to give extramural lectures to motivate students towards academic excellence.
CRITERION – VI

Governance, Leadership and Management

6.1 INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve. Institution’s traditions and value orientations, vision for the future, etc.

Vision :- The vision of the Saraswata Mahavidyalaya, Anantapur, Balasore is to empower the rural youth through higher education enabling them to develop as intellectually alive and socially responsible citizens.

Mission :- The mission of the college is:

a) To produce leadership from among the socio-economically backward rural youth of the region.

b) To create entrepreneurs from among them.

The future plan is to bring about an emphatic change in the mindset of both men and women that would lead the society to real progress.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation if its quality and plans?

The college has an efficient internal coordinating and monitoring mechanism that comprises the top management, the principal and the faculty which plays its part in the design and implementation of its quality policy and plan.

The Principal looks after the overall management where as the administration and accounts are taken care of by the
Administrative and Accounts Bursar. The college has also a number of committees like the Finance Committee, the Admission Committee, the Examination Committee, the Purchase Committee, Development Committee and the Building Committee etc., which offers valuable recommendations. The administration is transparent and collaborative.

6.1.3 What is the involvement of the leadership in ensuring for fulfillment of the stated mission?

The leadership functioning is as follows:

To fulfill its stated mission the college aims at an overall development. It makes the leadership function effectively at different levels and implement its holistic development plans.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The internal and external audit systems along with the finance, the purchase and the development committees monitor and evaluate policies and plans of financial matter. Academic and administrative matters as well as the academic and administrative bursars are monitored by the various committee members who supervise the effective implementation of policies and the improvement wherever necessary.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The top management makes the faculty prepare lesson plan and maintain record of daily progress which is reviewed at regular intervals by the Heads of the Departments and the Principal. It grants academic leaves to the faculties due and permissible to participate in Orientation Programmes and Refresher Courses,
Seminars and other training programmes.

6.1.6 How does the college groom leadership at various levels?

The students elected as the office bearers of the Students Union and other societies, get adequate scope to organize meetings, seminars and other events, and thus, get chance to work with senior teachers. This provides a grooming ground for future leadership. The teaching and non-teaching staff at various levels are encouraged to act with a free hand having been assigned important tasks.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments/units of the institution and work towards. Decentralized governance system? Delegation of authority – Not applicable

The college has adopted a collaborative system of management in which all decisions are taken by the principal with due discussion, consultations with and approval of the faculty members. When plans and procedures are decided the officers are given freedom to execute them successfully.

6.1.8 Does the college promote a culture of participative management? If yes, indicate the levels of participative management

Yes, the college promotes a culture of participative management. It has a well co-ordinated monitoring mechanism which includes various committees that look into administrative, accounts and academic matters. These committees work in co-ordination and harmony to ensure smooth and efficient functioning.
6.2 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.2.1 Does the institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes, the college has a formally stated quality policy. It is developed, driven and deployed following continuous monitoring process and comprehensive evaluation system. It is reviewed by the IQAC of the college.

6.2.2 Does the institution have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Saraswata Mahavidyalaya is a developing institution and always plans to open new subjects which are relevant to the needs of the changing time and at the same time job oriented. The plan also includes a steady growth of the infrastructure and support services. Opening of “B.Sc. programme and B.Com. Hons” are the first priority.

6.2.3 Describe the internal organizational structure and decision
making processes.

The college has various committees / agencies which is specified below:

**The Governing Body**, the apex body of the college, is advisory by nature. With its advice, the principal takes decisions with regard to the implementation of the instruction of the government in the sphere of admission and management of the college.

**The finance committee**, approves the annual budget, scrutinizes budget expenditure and is responsible for utilization of Government and U.G.C. grants.

**The Purchase Committee**, places orders for purchase of different items of the college after proper scrutiny of quotations and allotment.

**The Infrastructure Development Committee and Construction Committee**, prepare the blueprint, plan and estimate etc. looks into the maintenance of the college building and premises out of the grants received from the state government and the U.G.C. It also makes use of the development fees collected from the students at the time of admission.

**The Admission Committee** looks after all matters concerning to admission in conformity with rules and guidelines provided by the government from time to time.

**The Examination Committee** consists of the Principal and three members of the teaching staff. It conducts college examinations; make necessary arrangements for valuation of answer scripts and declaration of results. It also facilitates the conduct of University examinations.

**The Grievance Redressal and Sexual Harassment Cell**, consists of the Principal and seven members of teaching staff. It looks into
the grievances of the staff and students and suggests redressal measures to the Principal.

**The Library Committee**, consists of the Principal and four members of the teaching staff. It supervises the general functioning of the library and its staff and regulates the selection and purchase of books.

**The Research Committee**, reinforces the policies of academic excellence by encouraging and promoting research among the members of staff.

6.2.4 **Give a broad description of the quality improvement strategies of the institution for each of the following :**

- **Teaching and Learning :**

  To improve quality of teaching, the teachers are asked to maintain lesson plans and progress records which serve as a self-evaluation as well as means of evaluation by the heads of the departments and the Principal.

  Feedback is collected from the students and analyzed for self-assessment and improvisation.

  As a means to capacity building, teachers are encouraged to participate in Refresher Course, National and State-level Seminars.

- **Research and Development :**

  The research committee framed by the principal scrutinizes proposals for research projects, co-ordinates U.G.C. sponsored seminars and provide information on research facilities.

- **Human Resource Management :**

  To maximize employee performance the college tries to manage its Human Resource effectively. The Principal remains vigilant and monitor administrative and academic performance.
• Sends self appraisal reports along with comments to the Government:
  
  Send members of staff for training whenever possible as a means of capacity building.

• Recruits contractual faculty and support staff to fill in the shortage of staff:

  To manage the staff welfare, the government mechanism of HRMS is in place.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders to review the activities of the institution?

  Records of different activities of the college are maintained by the members of different committees or by the senior members of the staff who are entrusted with the task of supervision. These are made available for the top management and the stakeholders to review the activities of the college and effect changes if necessary. To facilitate students welfare personal contact numbers of the students and parents are obtained. The mass media plays a role in bringing the activities to public notice, and thereby exposes them to the review of the other stakeholders.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

  The management holds meetings and interacts with the staff on matters of importance, and tries to reduce difficulties faced at different levels. It encourages and supports involvement of the staff by taking them in to confidence, valuing their suggestions and offering thanks for their services. The participation of students
in extra and co-curricular activities under the guidance of the staff helps improve the effectiveness and efficiencies of the institutional processes.

6.2.7 Enumerate the resolution made by the Management Council in the last year and the status of implementation of such resolutions.

The Governing Body of the college is the supreme policy making body made several resolutions for the development of the college and one such resolution is attached (Appendix-I) which resolved for building activities. That resolution is effectively implemented and such building activity is finalized.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If yes, what are the efforts made by the institution in obtaining autonomy?

Yes, the affiliating university has a provision for according the status of autonomy to an affiliated institution. But, this college has not yet thought of applying for that status.

6.2.9 How does the institution ensure that grievances/complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The ensure that grievances and complaints are promptly attended to & resolved effectively, the college has a Grievance Redressal cell and Sexual Harassment cell for the staff and students. They receive complaints both from the staffs and students and promptly conduct enquiry to redress the grievance and punish the wrongdoers. The anti-ragging cell also functions very effectively.
6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these.

Instances of court cases filed by the institution: Nil

Against the institution: Nil

6.2.11 Does the institution have a mechanism for analyzing student feedback on institutional performance? If yes, what was the outcome and response of the institution to such an effort?

The student feedback on institutional performance is quite informal. Students give their feedback on teachers’ performance, syllabi, coverage of courses as per syllabus, teacher-student relationship, library facilities and other support services. These are confidentially analysed by the principal and concerned senior faculty and appropriate measures are taken for improvement in these areas.

6.3 FACULTY EMPOWERMENT STRATEGIES:

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

For professional development of the staff following measures are taken:

- The teaching staff are allowed to attend Refresher Courses, Orientation Programmes conducted by universities inside and outside the state.
- Computer training is imparted to the staff to handle e-governance better.
- Accounts Training are imparted to the clerical staff by the state government.
6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Strategies adopted for faculty empowerment are as under:

- Creating an environment of trust and mutual respect so that the teachers feel comfortable with their colleagues and the Principal.
- Involving teachers in decision making and enhancing their leadership quality.
- Giving annual rewarding appraisals.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Performance appraisal of each teacher is recorded by the Principal confidentially as per the government format for each academic year. Such appraisals are reviewed by the D.H.E. and accepted by the government. Adverse comments are communicated to the teacher concerned for improvement.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

After the review of performance appraisal reports the adverse reports, if any, against a teacher, is communicated confidentially by the government for which the concerned teacher needs either to give satisfactory explanation or make amends.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the
benefit of such schemes in the last four years?

In private colleges in Odisha, Welfare Schemes for staff is scanty. Like, their government counterparts, they have no such opportunities like financial and medical assistance etc. however, they are provided facilities to obtain loans for house building and purchase of cars. An employees’ welfare fund is also available for them.

Percentage of staff that have availed the benefit of such schemes during the last four years is about 5%.

6.3.6 What are the measures taken by the institution for attracting and retaining eminent faculty?

As this is a Government aided college, transfer and posting are undertaken entirely by the Government. However, the Government is intimated about the requirements of staff from time to time.

6.4 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

By maintaining D.C.R., cash Book, by making all transactions through cheques and direct credit through banks and by having charted, local fund and A.G. audits the effective and efficient use of available financial resources are monitored.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Annual initial audit and stock verification are done by faculty members and their reports are submitted to the higher authorities.
Annual audit of the expenditure and utilization of grants received from the government and U.G.C. is done by the chartered accountants which are again reviewed by the local fund auditors of government of Odisha. And their recommendations are carried out.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with institution, if any.

Since it is a private college, the expenditure required by the college is provided both by the Government, the U.G.C. and the development fees collected from the students. Deficit rarely arises.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Proposals are regularly sent to the UGC for availing funds under different schemes and proposals are sent to the State Government to provide funds for different infrastructural development. All the funds made available to the college are utilized during the stipulated time. The utilization certificate whenever necessary and proper audit reports are submitted to the appropriate authorities in time.

6.5 INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a) Has the institution established an Internal Quality Assurance Cell (IQAC)? If yes, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance process?
The college has established an Internal Quality Assurance Cell (IQAC) comprising 14 members at present. The institutional policy is to make teaching-learning process interesting and productive, to make the process inclusive and holistic. To do that, efforts are being made to redesign the techniques of teaching and to develop an introspective and self-correcting mechanism so as to institutionalize the quality assurance processes.

b) **How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented ?**

All decisions have been approved and efforts have been made to implement them.

c) **Does the IQAC have external members on its committee ? If so, mention any significant contribution made by them.**

Yes. The most significant contribution is the preparation of the draft SSR by one of them.

d) **How do students and alumni contribute to the effective functioning of the IQAC.**

Students’ opinions are pulled on occasions like the induction ceremony etc which are considered for quality assessment. The alumni remains constantly in touch to know about the functioning of the college and work towards its betterment in every possible way.

e) **How does the IQAC communicate and engage staff from different constituents of the institution ?**

The IQAC communicates its decisions in various meetings held and letters issued. The members and the coordinator of the IQAC as well as other senior members take care that the decisions are implemented and quality is assured.
6.5.2 Does the institution have an integrated framework for Quality Assurance of the academic and administrative activities? If yes, give details on its operationalization.

The institution has an integrated framework for Quality Assurance of the academic and administrative activities. The academic activities undergo scrutiny at different levels – first at the level of the Heads of the Departments and Academic Bursar, and then the Principal and finally by the Directorate and government. The observations are recorded at each level and adverse, if any, is communicated to the members concerned. The Administrative matters are managed by the Principal with the help of the Administrative and Account Bursars as well as senior office assistants.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality Assurance procedures? If yes, give details enumerating its impact.

Not at present but it have plans for the future to create a mechanism and provide training in a systematic way.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If yes, how are the outcomes used to improve the institutional activities?

The final Academic audit or other external reviews of the academic provisions are undertaken by the government. The government, however, makes the audit and review done by the internal mechanism prevails in the college.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/ regulatory authorities?

Not applicable.

6.5.6 What institutional mechanisms are in place to continuously
review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Feedback is collected on the performance of the teachers, methodology of teaching, syllabi, availability of teaching-learning sources, coverage of courses as per syllabus, practical classes, performance of teachers, teacher-student relationship, library facilities and other support facilities. These are analyzed and appropriate measures are taken for improvement where necessary.

The Principal and the Heads of the Departments also review teaching learning process and take steps for improvements, if necessary.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

There prevails proctorial system through which the quality assurance system, mechanism and outcomes are communicated to the students and parents, the two major internal and external stakeholders.

Any other relevant information regarding Governance.
Leadership and
Management which the college would like to include

Nothing Important.
CRITERION-VII

Innovation and Best Practices

7.1 ENVIRONMENT CONSCIOUSNESS

7.1.1 Does the institute conduct a Green Audit of its campus and facilities.
Yes, it does.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly? The college has taken two eco-friendly steps:

The college has taken only two eco-friendly steps: Plantation and Hazardous waste management.

**Plantation**: The college has developed six flower-gardens and one herbal garden. Flower plants include many perennial plants, crupper, cactus and so many seasonal flowers. The herbal garden includes various medicinal plants like Aloevera, Datara, Neem, Ocimum, Ronelfia sarpentiva, Beladona, Bsophyta, ocimum, Brahmi etc. watering, manuring and maintaining of plants are taken care of. Two teachers are assigned duties for beautification of the campus.

**Hazardous Waste Management**: The college activities produce several solid wastes like papers, packaging materials, plastic, rubber, etc. Dustbins are kept at many places to heap the wastes which are finally treated by the sweeper. Student volunteers of N.S.S. usually collect the wasters under campus cleaning programmes and treat them immediately either by land filling or by composting.
7.2 INNOVATIONS

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

- The Progress of the students is maintained through monthly tests, pre-test and test exams.
- Remedial and tutorial classes have been regularly held.
- Career counseling classes are regularly conducted.
- Eco-friendly programmes like plantation, waste management are regularly held.

7.3 BEST PRACTICES

7.3.1 Elaborate on any two best practices in the given format at page No.- 98, which have contributed to the achievement of the institutional objectives / or contributed to the Quality improvement of the core activities of the college.

No.-I

1. Title : Service to Humanity

2. Goal :

- To create social awareness.
- Creation of social service attitude among students.
- Preparing students for team work and cultural beat of mind.
- Organizing programmes to render social service to the poor & unprivileged by the N.S.S units of the college.
- Organization of Blood Donation Camps (Jivan Vindu) by YRC unit.
- Encouraging to join disaster management programmes.
- Encouraging students to join Yoga classes for spiritual
tolerance.

3. The Context:

In 2013 a severe cyclonic storm created untold havoc in and around the village Saud very near to Soro town. The student volunteers of NSS visited the area and joined the camp of disaster management. They cleared the roadways and uprooted trees, distributed cooked foods for some days. Helped the people in reconstructing the thatched houses. They discussed with the affected people about health, hygiene and environment problems. At other times they visited the adopted village to educate the villagers about developing healthy practices.

4. Practices:

The practice inculcates qualities of leadership, spirit of team work, co-operation, community feeling, solving various problems immediately etc. The group works creates fellow-feeling among them. Participation in social awareness programmes makes them socially responsible citizens. Sometimes they meet with hostile attitude and inhospitable response, which they face courageously and do their work undeterred.

5. Evidence of Success:

All the above activities of the volunteer students are recorded through video-shooting, photograph of houses, roadways, tanks were taken. Signatures of the beneficiaries are also recorded. The messages of all social and environmental programmes were published in local daily and telecast on local T.V.

6. Problems Encountered and Resources Required

The students are trained well to encounter problems faced during implementation of particular practice. For successful implementation sufficient fund should be arranged. Best known
trainers, videographers, photographers are to be provided to assist the students. Volunteer leaders of YRC & NSS are to take the leadership to train other students.

7.- Notes (Optional)

Not required.

No.-II

1. Title: Creation of civic responsibilities among the students.

2. Goal:
   - To develop a sense of cleanliness by keeping the campus, class rooms, walls, corridors, toilets, etc. clean.
   - To create awareness of avoiding misuse of water, electricity etc.
   - Making the students conscious of their fundamental rights and duties.
   - Infusing civic responsibilities through NSS, Youth Red Cross etc.
   - Creating awareness of self discipline.

3. The Context:

   The students of the college before some days visited some villages near Anantapur like Padhuan, Adia, and Mandari inhabited by very poor families of fisherman community. They discussed the villagers about their civic responsibilities. They got their drinking water chlorinated, cleaned slum roads, their tube wells, etc. They also burnt their hazardous wastes. They also told the people about proper use of water and electricity. Social forestry and agro forestry programmes were also undertaken. Some steps were taken about personal and community cleanliness. The students taught people about the process of recycling garbage and
solving sanitary problems. They were also taught the use of personal and government toilets.

4. **The Practice:**

   The students visited the adopted villages of N.S.S. and other flood affected villages every month. They encouraged the villagers to obey the rules of Government, rules of the road and to know the basic civic responsibilities. They are also told about the harmful effects of wine drinking and misuse of water and electricity. Village people either have no toilets of their own or are reluctant to use toilets. They are also taught to use toilets by means of road-shows etc. steps of a forestation, pollution control measures, self-employment programmes, prophylactic practices are quite unique practices which should be included in the curriculum of Indian higher education.

5. **Evidence of Success:**

   The civic responsibility programmes of the students are recorded through video-shooting. Roads and tanks which are cleaned are photographed. The signatures of the villagers are also taken in the NSS Registers. The messages of all programmes undertaken are published in the local dailies.

6. **Problem encountered and Resources Required.**

   Hostile reception of the programs is the outstanding problems faced by the students. Paucity of funds also stands in the way. So, elected leadership and NSS coordinators should accompany the volunteers and sufficient funds should be placed in charge of the authority of the college to meet the expenses of civil activities.

7. **Notes (Optional)**

   Not required.
8. Contact Details

Name of the Principal : Dr. Narayan Palai

Name of the Institution :

Saraswata Mahavidyalaya, Anantapur,
Balasore, Odisha.

Pin Code – 756046

Accredited Status : C++

Work Phone : 06788-234406
Evaluative Report of the Departments

DEPARTMENT OF POLITICAL SCIENCE


2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):-
   UG

3. Names of Interdisciplinary courses and the departments/units involved

4. Annual/ semester/choice based credit system (programme wise):-
   ANNUAL

5. Participation of the department in the courses offered by other departments.

6. Courses in collaboration with other universities, industries, foreign institutions, etc.

7. Details of courses/programmes discontinued (if any) with reasons

8. Number of Teaching posts

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<tr>
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<tbody>
<tr>
<td>Reader</td>
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<td>1</td>
</tr>
<tr>
<td>Sr. Lecturer</td>
<td></td>
<td></td>
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<tr>
<td>Lecturer</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
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<tr>
<td>Geetanjali Mishra</td>
<td>M.A.</td>
<td>Lecturer</td>
<td>International Law</td>
<td>29 Years</td>
<td></td>
</tr>
<tr>
<td>Umakanta Satapathy</td>
<td>M.A.</td>
<td>Reader</td>
<td>Indian Administrative</td>
<td>29 Years</td>
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<td>Rajanikanta Panigrahi</td>
<td>M.A.</td>
<td>Lecturer</td>
<td>International Affairs</td>
<td>27 Years</td>
<td></td>
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</tbody>
</table>

10. List of senior visiting faculty

(105)
Saraswata Mahavidyalaya, Anantapur, Balasore, Odisha
11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty
12. Student -Teacher Ratio (programme wise) : 67:1
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled
14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received NIL
16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:
   U.G.C. funded Two M.R.P. completed.
17. Research Centre /facility recognized by the University
18. Publications: NIL
   • Publication per faculty
   • Number of papers published in peer reviewed journals (national / international) by faculty and students
   • Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
   • Monographs
   • Chapter in Books
   • Books Edited
   • Books with ISBN/ISSN numbers with details of publishers
   • Citation Index
   • SNIP
   • SJR
• Impact factor
• h-index
19. Areas of consultancy and income generated
20. Faculty as members in
   a) National committees  
b) International Committees  
c) Editorial Boards….
21. Student projects
   a) Percentage of students who have done in-house projects including inter departmental / programme: 10%
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies
22. Awards / Recognitions received by faculty and students
23. List of eminent academicians and scientists / visitors to the department
   i) Prof. Dr. P.K. Panda
   ii) Prof. U. C. Biswal
24. Seminars/ Conferences/Workshops organized & the source of funding
   a) National
   b) International
25. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled *M</th>
<th>*F</th>
<th>Pass percentage</th>
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<tbody>
<tr>
<td>+3 1st Year (Hons) 2015-16 (U.G.)</td>
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<td>05</td>
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*M = Male  *F = Female

26. Diversity of Students
27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

28. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
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<tbody>
<tr>
<td>UG to PG</td>
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<tr>
<td>PG to M.Phil.</td>
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<td>PG to Ph.D.</td>
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<td>Ph.D. to Post-Doctoral</td>
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<td>Employed</td>
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<tr>
<td>- Campus selection</td>
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<tr>
<td>- Other than campus recruitment</td>
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<tr>
<td>Entrepreneurship/Self-employment</td>
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</table>

29. Details of Infrastructural Facilities
   a) Library
   b) Internet facilities for Staff & Students
   c) Class rooms with ICT facility
   d) Laboritories

30. Number of students receiving financial assistance from college, university, government or other agencies: 10

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

32. Teaching methods adopted to improve student learning

Extra Classes for weak students.

33. Participation in Institutional Social Responsibility (ISR) and Extension activities
34. SWOC analysis of the department and Future plans
Departmental plan attached

- **Strength**: Our students have achieved considerable success in their academic & other extra-curricular performance.
- **Weakness**: Lack of adequate seats in Hond & other suitable facilities for their study.
- **Opportunity**: Seminar library facilities are available for students and departmental seminars and unit-tests are held periodically.
- **Challenges**: To enhance the English standard to face competitive examinations for their bright future.

**DEPARTMENT OF HISTORY**

1. **Year of Establishment**: 1988  **Hons - 1993**
2. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)**: UG
3. **Names of Interdisciplinary courses and the departments/units involved**: Indian Society and Culture
4. **Annual/ semester/choice based credit system (programme wise)**: ANNUAL
5. **Participation of the department in the courses offered by other departments**.
6. **Courses in collaboration with other universities, industries, foreign institutions, etc.**
7. **Details of courses/programmes discontinued (if any) with reasons**
8. **Number of Teaching posts**

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<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
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</thead>
<tbody>
<tr>
<td>Dr. Narayan Palai</td>
<td>M.A. Ph.D.</td>
<td>Reader</td>
<td>Ancient India</td>
<td>34 Years</td>
<td></td>
</tr>
<tr>
<td>Bhagirathi Mohanty</td>
<td>M.A.</td>
<td>Lecturer</td>
<td>Ancient India</td>
<td>30 Years</td>
<td></td>
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<tr>
<td>Bikram Keshari Mohapatra</td>
<td>M.A.</td>
<td>Lecturer</td>
<td>Ancient India</td>
<td>27 Years</td>
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</tr>
</tbody>
</table>

10. List of senior visiting faculty

11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

12. Student -Teacher Ratio (programme wise) : **100:1**

13. Number of academic support staff (technical) and administrative staff; sanctioned and filled

14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: **Ph.D, PG**

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received **NIL**

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : **NIL**

17. Research Centre /facility recognized by the University

18. Publications:
   - Publication per faculty **NIL**
   - Number of papers published in peer reviewed journals (national / international) by faculty and students
   - Number of publications listed in International Database (For E.g: Web of Science, Scopus, Humanities International
Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

- Monographs  NIL
- Chapter in Books  NIL
- Books Edited  NIL
- Books with ISBN/ISSN numbers with details of publishers - 02
- Citation Index  NIL
- SNIP  NIL
- SJR  NIL
- Impact factor  NIL
- h-index  NIL

19. Areas of consultancy and income generated  NIL

20. Faculty as members in
   a) National committees  b) International Committees  c) Editorial Boards….

21. Student projects
   a) Percentage of students who have done in-house projects including inter departmental / programme : 20%
      Departmental Seminar
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies  NIL

22. Awards / Recognitions received by faculty and students

23. List of eminent academicians and scientists / visitors to the department
   i) Dr. Satyaban Rout, Ex-Reader
   ii) S. Biswal, Lecturer
   iii) Dr. B. Bhol, Lecturer
iv) Dr. A.B. Nayak, Controller of North Odisha University

v) A.K. Parida, Lecturer

24. Seminars/Conferences/Workshops organized & the source of funding

a) National - UGC-1

b) International

25. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
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<tr>
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*M = Male  *F = Female

26. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>100%</td>
<td>NIL</td>
<td>NIL</td>
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</table>

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

28. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
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<tbody>
<tr>
<td>UG to PG</td>
<td>10%</td>
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<tr>
<td>PG to M.Phil.</td>
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<tr>
<td>PG to Ph.D.</td>
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</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
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</table>

**Employed**
- Campus selection
- Other than campus recruitment

Entrepreneurship/Self-employment
29. Details of Infrastructural Facilities
   a) Library - 210
   b) Internet facilities for Staff & Students
   c) Class rooms with ICT facility
   d) Laboratories

30. Number of students receiving financial assistance from college, university, government or other agencies:
   College – Free ship - 04

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
   Seminar Departmental

32. Teaching methods adopted to improve student learning
   Remedial Class, Study Tours

33. Participation in Institutional Social Responsibility (ISR) and Extension activities

34. SWOC analysis of the department and Future plans
   Departmental plan attached
   • **Strength**: Our students have achieved considerable success in their academic & other extra-curricular performance.
   • **Weakness**: Lack of adequate seats in Hond & other suitable facilities for their study.
   • **Opportunity**: Seminar library facilities are available for students and departmental seminars and unit-tests are held periodically.
   • **Challenges**: To enhance the English standard to face competitive examinations for their bright future.
DEPARTMENT OF SANSKRIT

1. Year of Establishment: 1990
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): -
   UG
3. Names of Interdisciplinary courses and the departments/units involved:
4. Annual/semester/choice based credit system (programme wise): -
   ANNUAL
5. Participation of the department in the courses offered by other departments.
6. Courses in collaboration with other universities, industries, foreign institutions, etc.
7. Details of courses/programmes discontinued (if any) with reasons
8. Number of Teaching posts

<table>
<thead>
<tr>
<th>Position</th>
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<th>Filled</th>
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<tbody>
<tr>
<td>Reader</td>
<td>01</td>
<td>01</td>
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<tr>
<td>Sr. Lecturer</td>
<td></td>
<td></td>
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<tr>
<td>Lecturer</td>
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<td>01</td>
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9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
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<tbody>
<tr>
<td>Basanta Kumari Dikshit</td>
<td>M.A. MPhil</td>
<td>Reader</td>
<td>Literature</td>
<td>34 Years</td>
<td></td>
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<tr>
<td>Ajay Kumar Parida</td>
<td>M.A. MPhil</td>
<td>Lecturer</td>
<td>Literature</td>
<td>23 Years</td>
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</tr>
<tr>
<td>Rajaram Mallick</td>
<td>M.A.</td>
<td>Temporary</td>
<td>Faculty</td>
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</table>

10. List of senior visiting faculty
11. Percentage of lectures delivered and practical classes handled
Self-Study Report - 2015-16  

12. Student-Teacher Ratio (programme wise): 22:1

13. Number of academic support staff (technical) and administrative staff; sanctioned and filled

14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil., PG

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

17. Research Centre/facility recognized by the University

18. Publications:
   - Publication per faculty: NIL
   - Number of papers published in peer reviewed journals (national / international) by faculty and students
   - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
   - Monographs: NIL
   - Chapter in Books: NIL
   - Books Edited: NIL
   - Books with ISBN/ISSN numbers with details of publishers
   - Citation Index: NIL
   - SNIP: NIL
   - SJR: NIL
   - Impact factor: NIL
   - h-index: NIL
19. Areas of consultancy and income generated NIL

20. Faculty as members in
   a) National committees b) International Committees c) Editorial Boards… NIL

21. Student projects
   a) Percentage of students who have done in-house projects including inter departmental / programme : NIL
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies NIL

22. Awards / Recognitions received by faculty and students NIL

23. List of eminent academicians and scientists / visitors to the department
   i) Dr. P.L. Patra, Reader
   ii) Dr. D. Panda, Reader
   iii) Satyabhama Satpathy, Reader
   iv) Rabi Sahu, Lecturer
   v) Dr. Jadunath Mishra, Reader

24. Seminars/ Conferences/Workshops organized & the source of funding
   a) National - National Conference (UGC funding)
   b) International

25. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
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</table>

*M = Male  *F = Female
26. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>100%</td>
<td>NIL</td>
<td>NIL</td>
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</table>

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

28. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>10%</td>
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<tr>
<td>PG to M.Phil.</td>
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<td>PG to Ph.D.</td>
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<tr>
<td>Ph.D. to Post-Doctoral</td>
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</tbody>
</table>

29. Details of Infrastructural Facilities

a) Library - 150

b) Internet facilities for Staff & Students

c) Class rooms with ICT facility

d) Laboratories

30. Number of students receiving financial assistance from college, university, government or other agencies:

   College – Free ship - 10

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

   Seminar Departmental

32. Teaching methods adopted to improve student learning

   Remedial Class, Study Tours
33. Participation in Institutional Social Responsibility (ISR) and Extension activities
   NSS
34. SWOC analysis of the department and Future plans
   Departmental plan attached
   • **Strength**: Highly Efficient teachers.
   • **Weakness**: Insufficient Books in Seminar Library
   • **Opportunity**: Best performance of the students.
   • **Challenges**: To get top position in University.

**DEPARTMENT OF ECONOMICS**

1. **Year of Establishment**: 1978  
   **Hons - 2014**
2. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)**: UG
3. **Names of Interdisciplinary courses and the departments/units involved**
4. **Annual/ semester/choice based credit system (programme wise)**: ANNUAL
5. Participation of the department in the courses offered by other departments.
6. **Courses in collaboration with other universities, industries, foreign institutions, etc.**
7. Details of courses/programmes discontinued (if any) with reasons
8. **Number of Teaching posts**

<table>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sr. Lecturer</td>
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<td></td>
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<tr>
<td>Lecturer</td>
<td></td>
<td>02</td>
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</tbody>
</table>
9. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)**
### List of senior visiting faculty

10. List of senior visiting faculty

11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 5%

12. Student -Teacher Ratio (programme wise): 15:1

13. Number of academic support staff (technical) and administrative staff; sanctioned and filled

14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil., PG

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

   Applied (One)

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

17. Research Centre /facility recognized by the University

18. Publications: NIL

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international) by faculty and students
- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Monographs
• Chapter in Books
• Books Edited
• Books with ISBN/ISSN numbers with details of publishers
• Citation Index
• SNIP
• SJR
• Impact factor
• h-index

19. Areas of consultancy and income generated

20. Faculty as members in
   a) National committees  b) International Committees  c) Editorial Boards….
   NIL

21. Student projects
   a) Percentage of students who have done in-house projects
      including inter departmental / programme : NIL
   b) Percentage of students placed for projects in organizations
      outside the institution i.e.in Research laboratories/Industry/
      other agencies
      NIL

22. Awards / Recognitions received by faculty and students

23. List of eminent academicians and scientists / visitors to the department

24. Seminars/ Conferences/Workshops organized & the source of funding
   a) National -
   b) International

25. Student profile programme/course wise:
Name of the Course/programme (refer question no. 4) | Applications received | Selected | Enrolled | Pass percentage |
<table>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
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<td>B.A. (U.G.)</td>
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<td>Hons. – 9</td>
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<td>Elective – 15</td>
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</table>

*M = Male   *F = Female

26. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.G. (Hons)</td>
<td>100%</td>
<td>NIL</td>
<td>NIL</td>
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</table>

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

28. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
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</thead>
<tbody>
<tr>
<td>UG to PG</td>
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<tr>
<td>PG to M.Phil.</td>
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<td>PG to Ph.D.</td>
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<tr>
<td>Ph.D. to Post-Doctoral</td>
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<tr>
<td>Employed</td>
<td></td>
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<tr>
<td>Campus selection</td>
<td></td>
</tr>
<tr>
<td>Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td></td>
</tr>
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</table>

29. Details of Infrastructural Facilities
   a) Library -
   b) Internet facilities for Staff & Students - **NO**
   c) Class rooms with ICT facility
   d) Laboratories

30. Number of students receiving financial assistance from
college, university, government or other agencies : 02

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Seminar

32. Teaching methods adopted to improve student learning

Class Room Teaching & Unit Test

33. Participation in Institutional Social Responsibility (ISR) and Extension activities

34. SWOC analysis of the department and Future plans

Departmental plan attached

- Strength : Highly Efficient teachers.
- Weakness : Extension of Honours Seats
- Opportunity : Best performance of the students.
- Challenges : To get top position in University.

DEPARTMENT OF ODIA


2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG

3. Names of Interdisciplinary courses and the departments/units involved

4. Annual/ semester/choice based credit system (programme wise): ANNUAL

5. Participation of the department in the courses offered by other departments.

6. Courses in collaboration with other universities, industries, foreign institutions, etc.

7. Details of courses/programmes discontinued (if any) with reasons
8. Number of Teaching posts

<table>
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<td>Sr. Lecturer</td>
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<td>Lecturer</td>
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9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil. etc.,)

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<thead>
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<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
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<tbody>
<tr>
<td>Dr. Dambarodhar Bhol</td>
<td>M.A. Ph.D.</td>
<td>Lecturer</td>
<td>Linguistic</td>
<td>27 Years</td>
<td>NIL</td>
</tr>
<tr>
<td>Bishnu Mohan Panda</td>
<td>M.A.</td>
<td>Lecturer</td>
<td>Linguistic</td>
<td>27 Years</td>
<td>NIL</td>
</tr>
<tr>
<td>Monalisha Nayak</td>
<td>M.A., M.Phil</td>
<td>Part-time Lecturer</td>
<td>2 Years</td>
<td></td>
<td>NIL</td>
</tr>
</tbody>
</table>

10. List of senior visiting faculty

11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

12. Student -Teacher Ratio (programme wise): 40:1

13. Number of academic support staff (technical) and administrative staff; sanctioned and filled

14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: Ph.D, M.Phil., PG

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

17. Research Centre/facility recognized by the University

18. Publications:
   - Publication per faculty
   - Number of papers published in peer reviewed journals
Self-Study Report - 2015-16

(national / international) by faculty and students

- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
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19. Areas of consultancy and income generated

20. Faculty as members in
   a) National committees
   b) International Committees
   c) Editorial Boards…. NIL

21. Student projects
   a) Percentage of students who have done in-house projects including inter departmental / programme : NIL
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies

22. Awards / Recognitions received by faculty and students :

   Ph.D by Faculty

   Anita Jena - First Class First (Topper) in the Year 2013-14

23. List of eminent academicians and scientists / visitors to the
department

i) Dr. Sarat Kumar Mohanty, M.A., Ph.D

ii) Abhay Kumar Mallick, Retd. Reader

24. Seminars/ Conferences/Workshops organized & the source of funding
   a) National -
   b) International

25. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
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<td>68</td>
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<td>16</td>
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*M = Male   *F = Female

26. Diversity of Students

<table>
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<tr>
<th>Name of the Course</th>
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27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

28. Student progression

<table>
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<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
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</tbody>
</table>
29. Details of Infrastructural Facilities
   a) Library - Departmental Library
   b) Internet facilities for Staff & Students - NIL
   c) Class rooms with ICT facility
   d) Laboratories
30. Number of students receiving financial assistance from college, university, government or other agencies: 20%
31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
   Departmental Seminar
32. Teaching methods adopted to improve student learning
   Remedial Coaching
33. Participation in Institutional Social Responsibility (ISR) and Extension activities
34. SWOC analysis of the department and Future plans
   Departmental plan attached
   • **Strength**: Highly Efficient teachers.
   • **Weakness**: Shortage of Teaching faculty.
     Increase the no of seats in department
     Increase no of books in departmental library.
   • **Opportunity**: Best performance of the students.
   • **Challenges**: To get top position in University.
DEPARTMENT OF EDUCATION

1. Year of Establishment: 1993 Hons – 2013

2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :- UG

3. Names of Interdisciplinary courses and the departments/units involved

4. Annual/ semester/choice based credit system (programme wise):- ANNUAL

5. Participation of the department in the courses offered by other departments.

6. Courses in collaboration with other universities, industries, foreign institutions, etc.

7. Details of courses/programmes discontinued (if any) with reasons

8. Number of Teaching posts

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<td>Reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sr. Lecturer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Desigation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khagendra Mohanty</td>
<td>M.A.</td>
<td>Lecturer</td>
<td>Pre-school Education</td>
<td>21 Years</td>
<td>NIL</td>
</tr>
<tr>
<td>Anindita Mohanty</td>
<td>M.A.</td>
<td>Part-time Lecturer</td>
<td>Teacher Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. List of senior visiting faculty

11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty 40%
12. Student -Teacher Ratio (programme wise) : 16:1
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled
14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG: MPhil, PG
15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : NIL
17. Research Centre /facility recognized by the University
18. Publications:
   • Publication per faculty
   • Number of papers published in peer reviewed journals (national / international) by faculty and students
   • Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
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   • Books with ISBN/ISSN numbers with details of publishers
   • Citation Index
   • SNIP
   • SJR
   • Impact factor
   • h-index
19. Areas of consultancy and income generated
20. Faculty as members in
   a) National committees b) International Committees c) Editorial
      Boards…. NIL
21. Student projects
   a) Percentage of students who have done in-house projects
      including inter departmental / programme : 100%
   b) Percentage of students placed for projects in organizations
      outside the institution i.e.in Research laboratories/Industry/
      other agencies
22. Awards / Recognitions received by faculty and students :
      MPhil by Faculty
23. List of eminent academicians and scientists / visitors to the
    department
      i) Dr. D.K. Patra, Lecturer
      ii) Mr. N.C. Jena, Lecturer
      iii) Dr. D. Bhol, Lecturer
      iv) Mr. M Nayak, Lecturer
      v) Mr. M. Panigrahi, Lecturer
24. Seminars/ Conferences/Workshops organized & the source of
    funding
    a) National -
    b) International
25. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>Hons</td>
<td>54</td>
<td>54</td>
<td>08</td>
<td>46</td>
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<tr>
<td>Pass</td>
<td>73</td>
<td>73</td>
<td>26</td>
<td>37</td>
</tr>
<tr>
<td>Elective</td>
<td>12</td>
<td>12</td>
<td>04</td>
<td>08</td>
</tr>
</tbody>
</table>

* M = Male    * F = Female
26. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
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<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.G.</td>
<td>100%</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

28. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td></td>
</tr>
<tr>
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<tr>
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<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>Campus selection</td>
<td>NIL</td>
</tr>
<tr>
<td>Other than campus recruitment</td>
<td>20%</td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td>40%</td>
</tr>
</tbody>
</table>

29. Details of Infrastructural Facilities

a) Library - **YES**
b) Internet facilities for Staff & Students - **NIL**
c) Class rooms with ICT facility
d) Laboritories

30. Number of students receiving financial assistance from college, university, government or other agencies : **25**

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : **Seminar**

32. Teaching methods adopted to improve student learning

   - **Special Class – 3 Per Year**
   - **Seminar – 5 Per Year**
33. Participation in Institutional Social Responsibility (ISR) and Extension activities - Individualised & personalized instruction.
   - Micro teaching method
   - Remedial Class
   - Problem solving method

34. SWOC analysis of the department and Future plans
   - Departmental plan attached
     - **Strength**: Organisation of special classes
       - Organisation of Seminars
       - Organisation of Study tour
       - Preparation of Learning materials
     - **Weakness**: Shortage of Faculty
     - **Opportunity**: Best performance of the students.
     - **Challenges**: To get top position in University.

**DEPARTMENT OF PHILOSOPHY**

1. Year of Establishment: **1990-91**
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :- **UG**
3. Names of Interdisciplinary courses and the departments/units involved
4. Annual/ semester/choice based credit system (programme wise):- **ANNUAL**
5. Participation of the department in the courses offered by other departments.
6. Courses in collaboration with other universities, industries, foreign institutions, etc.
7. Details of courses/programmes discontinued (if any) with reasons
8. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader</td>
<td></td>
<td></td>
</tr>
<tr>
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9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sebati Puhan</td>
<td>M.A.</td>
<td>Lecturer</td>
<td>Philosophy of Science</td>
<td>25 Years</td>
<td>NIL</td>
</tr>
</tbody>
</table>

10. List of senior visiting faculty

11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

12. Student -Teacher Ratio (programme wise) : 15:1

13. Number of academic support staff (technical) and administrative staff; sanctioned and filled

14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : NIL

17. Research Centre /facility recognized by the University

18. Publications:
   - Publication per faculty
   - Number of papers published in peer reviewed journals (national / international) by faculty and students
   - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International...
Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

- Monographs
- Chapter in Books
- Books Edited
- Books with ISBN/ISSN numbers with details of publishers
- Citation Index
- SNIP
- SJR
- Impact factor
- h-index

19. Areas of consultancy and income generated

20. Faculty as members in
   a) National committees b) International Committees c) Editorial Boards…. NIL

21. Student projects
   a) Percentage of students who have done in-house projects including inter departmental / programme :
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies

22. Awards / Recognitions received by faculty and students : 

23. List of eminent academicians and scientists / visitors to the department

24. Seminars/ Conferences/Workshops organized & the source of funding
   a) National -
   b) International
25. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
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<th>Pass percentage</th>
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<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>U.G.</td>
<td>10</td>
<td>05</td>
<td>02</td>
<td>03</td>
</tr>
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26. Diversity of Students

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<tr>
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</thead>
<tbody>
<tr>
<td>U.G.</td>
<td>100%</td>
<td>NIL</td>
<td>NIL</td>
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27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

28. Student progression

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<th>Against % enrolled</th>
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- Employed
  - Campus selection
  - Other than campus recruitment

- Entrepreneurship/Self-employment

29. Details of Infrastructural Facilities

a) Library -
b) Internet facilities for Staff & Students -
c) Class rooms with ICT facility
d) Laboratories

30. Number of students receiving financial assistance from college, university, government or other agencies : 05
31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts :

32. Teaching methods adopted to improve student learning

33. Participation in Institutional Social Responsibility (ISR) and Extension activities N.S.S.

34. SWOC analysis of the department and Future plans
   To opening of Honours

**DEPARTMENT OF COMMERCE**

1. Year of Establishment : **2008**

2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :- **UG**

3. Names of Interdisciplinary courses and the departments/units involved

4. Annual/ semester/choice based credit system (programme wise):- **ANNUAL**

5. Participation of the department in the courses offered by other departments.

6. Courses in collaboration with other universities, industries, foreign institutions, etc.

7. Details of courses/programmes discontinued (if any) with reasons

8. Number of Teaching posts

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<td></td>
<td></td>
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<tr>
<td>Lecturer</td>
<td><strong>02</strong></td>
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Self – Study Report – 2015-16

<table>
<thead>
<tr>
<th>Name</th>
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<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhagyabati Satapathy</td>
<td>M.Com</td>
<td>Lecturer</td>
<td>Higher C.A.</td>
<td>25 Years</td>
<td>NIL</td>
</tr>
<tr>
<td>Abhay Ku. Pati</td>
<td>M.Com</td>
<td>Lecturer</td>
<td>Higher C.A.</td>
<td>7 Years</td>
<td>NIL</td>
</tr>
<tr>
<td>Prasanta Ku. Nayak</td>
<td>M.Com</td>
<td>Part-time Lecturer</td>
<td>Marketing Mngt.</td>
<td>2 Years</td>
<td>NIL</td>
</tr>
</tbody>
</table>

10. List of senior visiting faculty

11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

12. Student -Teacher Ratio (programme wise) : **59:1**

13. Number of academic support staff (technical) and administrative staff; sanctioned and filled

14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / P.G.: **P.G**

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : **NIL**

17. Research Centre /facility recognized by the University

18. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international) by faculty and students
- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
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19. Areas of consultancy and income generated

20. Faculty as members in
   b) National committees b) International Committees c) Editorial Boards…. NIL

21. Student projects
   b) Percentage of students who have done in-house projects including inter departmental / programme :
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<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>U.G.</td>
<td>65</td>
<td>65</td>
<td>46</td>
<td>19</td>
</tr>
</tbody>
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*M = Male  *F = Female

26. Diversity of Students

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>U.G.</td>
<td>98%</td>
<td>2%</td>
<td>NIL</td>
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</table>

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

28. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>10%</td>
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<tr>
<td>PG to M.Phil.</td>
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<td>PG to Ph.D.</td>
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<tr>
<td>Employed</td>
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<td>Other than campus recruitment</td>
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<tr>
<td>Entrepreneurship/Self-employment</td>
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</tbody>
</table>

29. Details of Infrastructural Facilities

a) Library - NIL
b) Internet facilities for Staff & Students - NIL
c) Class rooms with ICT facility
d) Laboratories

30. Number of students receiving financial assistance from college, university, government or other agencies: 25
31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

32. Teaching methods adopted to improve student learning

   Extra teaching to the slow learners

33. Participation in Institutional Social Responsibility (ISR) and Extension activities N.S.S.

34. SWOC analysis of the department and Future plans

   Strength: The teachers are having proficiency and the library is also providing best reference books.

   Weakness: The department is running without honours which created a lacuna for the students ambition.

   Opportunity: We are getting best students who are morally dedicated towards the achievement of institutional goal and so also their individual goal.

   Challenges: With all sorts of deficit the department is running; students are prospering in different spheres like game and sports, primary to education.
POST ACCREDITATION INITIATIVES

- The NAAC Peer Team has recommended separation of +2 from +3 units. The Government has not taken serious steps to separate the +2 from +3 and separate the teaching staff.

- The college has opened +3 in commerce with permanent recognition and affiliation. The records are attached. The college has also applied for +3 Science to the government.

- Government has not yet taken steps to transfer +3 staff to other institution having +3.

- Contractual teaching staff are now paid a better salary than past.

- The library has subscribed more and more magazines and English News Paper for general reading.

- The library is with internet connectivity, but it is not meant for all students.

- The Alumni association has been strengthened and members are activity participating in developmental works of the institution.

- Almost the admission is computerized and the staff are being gradually trained in this way.

- Adequate funds are arranged in the budget for library purchase and seminar activities. Funds are also arranged from the UGC for seminar activities in large number.

- The college has more than 20 computers and employees are being internally trained for computer skill enrichment. The college has already arranged computer skill enrichment of the students.

- The teachers are being allowed to participate in college level, state-level and nation level UGC aided Seminars. By this time, almost all teachers have attended / presented papers in seminars held by peripheral colleges.
The college has established one permanent career counseling Cell. Primarily it was funded by the UGC. Counseling for further study, choosing careers and entry into jobs are regularly conducted. Magazine, periodical and weeklies containing job and educational opportunities are provided to students.

The college is planning to introduce technological aid in teaching learning process.

To help the students to appear in different competitive exams the college has started one cell “Entry into Service” funded by U.G.C.. The cell advises and aids the desiring students in applying and appearing for different state level and national level services, particularly in Education services, defense services, Banking and Company services.
Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Date: 20/10/2015
Place: Anantapur

(Dr. Narayan Palai)
Signature of the Head of the Institution
Certification of Compliance

(Affiliated / Constituent / Autonomous Colleges and Recognized Institution)

This is to certify that Saraswata Mahavidyalaya, Anantapur, Balasore fulfills all norms.

1. Stipulated by the **affiliating University**.  
   Yes

2. Regulatory Council / Body [such as UGC, NCTE, AICTS, MCI, DCI, BCI, etc.]  
   UGC

3. The affiliation and recognition [if applicable] is valid as on date.  
   Yes

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institutions will be sent.

It is noted that NAAC’s accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation of Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that undertaking given to NAAC will be displayed on the college website.

Date: 20/10/2015  
Place: Anantapur  
(Dr. Narayan Palai)  
Signature of the Head of the Institution