



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

PANCHAYAT COLLEGE BARGARH

AT-RUHUNIA, PO/DIST-BARGARH, PIN-768028, ODISHA, INDIA
768028

<http://panchayatcollege.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The long-cherished dream of the people of Bargarh came true with the emergence of a new college on the educational map of Odisha at Bargarh in 1960. The credit for the same goes to the untiring efforts of a number of enthusiastic gentlemen of Bargarh led by the then Sub-Divisional Officer, late Radhamohan Mohanty. The response of the people from every nook and corner of Bargarh Sub-Division was overwhelming and spontaneous donations and contributions poured in all forms – cash, kind as well as land from the rich and the poor. The contributions of various Panchayats within the Bargarh Sub-Division to the establishment of the College, and subsequently for its smooth running were especially note-worthy. Hence, the College was named Panchayat College.

It is the first-ever College in Odisha to have started teaching from the first year of its inception in its well-furnished building. The original building of the College was formally inaugurated by Utkal Kesari, Dr. Hare Krushna Mahatab, the then Chief Minister of Odisha, on 5th July 1960. As most of the students come from villages, hostel facilities were provided right from its inception. The college was initially affiliated with the Utkal University but with the establishment of Sambalpur University on 1st January 1967 the college was affiliated to Sambalpur University.

A turning point in the history of this college was 9th March 1971, when it was taken over by the Govt. of Odisha. In its journey towards the academic peak, the college scaled another height in the beginning of postgraduate teaching in 1988. At present, the college has an intake capacity of 2500 students, including both UG and PG departments with Post Graduate teaching in fifteen departments. The opening of the Teacher Education Department in 2016 and the Computer Science Department in 2018 added more feathers to its cap.

Vision

We aspire to have a transformational impact on students of various backgrounds enabling them to discover their inner potentialities through comprehensive education by inculcating qualities of human values, competence, confidence and excellence.

Mission

M1: Educate society for present and future generations with in-depth domain knowledge and a consciousness for environmental sustainability.

M2: Develop problem-solving abilities, leadership qualities, and good communication skills among the learners.

M3: Aim for the holistic development of students by inculcating moral and ethical values.

M4: Foster entrepreneurial skills within students and shape them into responsible citizens.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Panchayat College's beautifully landscaped fifty-acre campus is well laid out and has ample room for future physical growth.
- The campus has one of the calmest and least distracting atmospheres. Most of the students follow the law and are well-behaved.
- All Departments work out their academic calendars to ensure timely completion of the courses.
- The majority of departments have virtual and scientific teaching aids and other necessary educational technologies and Wi-Fi-enabled interactive panels are installed.
- Green audits, student volunteerism, and awareness-raising about gender and caste-based discrimination are a few positive practices that demonstrate the college's strong extracurricular program.
- Our college has a rich library with over 80,000 books, reflecting its commitment to providing an extensive and robust academic resource for students and faculties.
- A culture of continuous improvement in the functioning of the college is followed.
- Continuous effort to open new programs, courses and increase seat strength.

Institutional Weakness

- Panchayat College is a State-funded government college and majorly depends on the sanction of Government funds toward infrastructure development and maintenance.
- As this college is located in the backward socio-economic region of the state, it suffers from regional imbalances face-to-face and the poor financial background of the students is a hindrance to raising the cost of maintaining the desirable standard of services.
- The rising number of vacancies in various Departments, as well as administration without fresh recruitments, has impaired academic and administrative functioning to some extent.
- Unfilled positions following the superannuation of non-teaching workers place a greater administrative load on both teachers and current staff.
- The playground does not meet modern standards for accessibility and safety, limiting its usability for all students.
- The facility currently lacks an auditorium, which limits our ability to host large events and gatherings.

Institutional Opportunity

- Panchayat College has turned many of its disadvantages into its favour by exploring latent opportunities in them for innovation.
- The college also looks for ways to work on research projects and provide consulting services to the businesses that are located next to the campus. In certain instances, these endeavors have yielded positive results, allowing students to pursue careers.
- It has explored the opportunities of applying for special funding schemes of RUSA, Western Odisha Development Council (WODC) for grants and World Bank funding through the Odisha Higher Education Program for Excellence and Equity Projects.
- Alumni participation in the growth and development of the college through Mo College Abhijan.

Institutional Challenge

- To resolve land disputes and construction of boundary walls.
- Getting time and funds to introduce short term skill based courses.
- Empowering tribal girls to thrive in a competitive environment
- The absence of available placements presents a significant challenge for our students, impacting their practical experience and career readiness.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Panchayat College, Bargarh is affiliated to the Sambalpur University, Sambalpur. The sanctioned student's strength in UG classes is 608, PG classes is 160, and teacher education is 50. The different UG courses in science are Physics, Chemistry, Mathematics, Botany, Zoology, and Computer Science, and in arts are Odia, Hindi, Sanskrit, English, Education, History, Economics, Political Science, Philosophy and Psychology. Including Commerce in the UG courses, ten PG courses are also running in this institute. The college's goal of offering further UG courses in geography and statistics as well as PG courses in chemistry, physics, Botany, Education, and Sanskrit has already been accomplished. The college's academic quality is enhanced by the rigorous adherence to the academic calendar and the periodic documentation and verification of procedures by the principal and department head. Also, teachers of the institution participate in different activities related to curriculum development and assessment of the affiliating University Adding new courses like Ethics and Values, Juba Sanskar, etc. promotes holistic education and prepares the students more socially conscious. College pays adequate attention and maintains high standards of ethics, gender and human values, and environmental sustainability through its courses and activities.

Teaching-learning and Evaluation

The College is an affiliated college under Sambalpur University. A model Syllabus designed by Sambalpur University for all UG courses and a Syllabus for all PG courses is followed. Many of our faculties are the members of Board of Studies of Sambalpur University and are associated with syllabus preparation. Special care for the holistic development of each learner is ensured by the authority. Mentor mentee system, tutorial class, surprise test, Question discussion and question bank are the facilities available for the academic development of the students. Special doubt clear classes are conducted for slow learners. To expose students to the most recent academic advancements and expand their horizons, the institution hosts a variety of workshops, conferences, add-on courses and other events and encourages them to participate. Eminent speakers and resource persons are invited to these events. Students are always encouraged to participate in debate, essay writing, sports, quiz, and GK competitions organized by college and other national /international organizations as a part of the personality development programme and participative learning.

Participative learning beyond classrooms is promoted through educational visits to industries, laboratories and teaching in schools. University, the heads of the department, at the beginning of the session, along with the other faculties of their respective departments, prepare teaching plans semester-wise. For effective delivery, concerned teachers use various methods like physical classroom teaching, group discussions, online classes, ICT based classes using PowerPoint for better understanding. Quick redressal of grievances done if any are raised by students. The university conducts end-semester examinations. Parent-teacher meetings

are conducted by different departments in a regular basis. Feedback obtained from parents and students was analyzed and action was taken accordingly.

The competency-based learning outcomes (POs, PSOs and COs) are stated and displayed at the entrance of each department and communicated to teachers and students and attainment is calculated. The student's progression and achievements are recorded.

Research, Innovations and Extension

The college encourages a vibrant atmosphere for research both on campus and outside. The purpose of the research cell is to encourage staff and student research interests and innovative thinking. Initiatives have been made by several departments to get government-funded research projects. By working on projects and attending departmental and institutional seminars/webinars on a variety of topics, students are also encouraged to actively engage in experience-based learning. These topics include, but are not limited to, entrepreneurship, intellectual property rights, and multidisciplinary research topics. Additionally, a number of departments are holding national seminars funded by the government to create research curricula in the institution. By offering necessary leave for seminars, conferences, and collaborative research projects, faculty members are encouraged to continue their research. As a result, a solid partnership is gradually developing with several premier national and international institutions. Additionally, in-service Ph.D. is also promoted. Faculty members are routinely publishing their research in book chapters, conference proceedings, and several reputable national and international peer-reviewed journals.

In addition to the academic side, the NSS, NCC, YRC, EC Club, and other societies offer several community outreach programs that foster students' complete development. Sustainability of the environment, awareness of gender (in)equalities, and the promotion of staff and student well-being are given particular attention. To raise awareness among students, regular events including blood donation drives, campus cleanups, and programs like "NOT YOU BUT ME" are held. As a result, the institution has received several awards and recognitions for its dedication to social responsibility.

Currently, an effective Research and Development cell is functioning. In future the institute is planning for engaging with MoU's with various institution. This act will further opens up opportunities for extension and innovation and career goals and research and development along with meaningful collaboration.

Infrastructure and Learning Resources

The institution spans 13.04 acres and offers extensive infrastructure and physical facilities to support teaching and learning. It includes classrooms, laboratories, libraries, and other essential amenities such as administrative blocks, IQAC, a conference room, a recreation hall, a canteen, and offices for NSS, NCC, and YRC. The campus features 65 classrooms, with 10 ICT-enabled and 6 smart classrooms, designed for a conducive learning environment with proper ventilation, comfortable furniture, and adequate lighting.

There are 16 well-equipped laboratories for science and humanities subjects, along with IT and computer labs and a language lab for 24 students. The library is well-stocked and includes IT facilities and departmental seminar libraries. The campus is equipped with 130 functional computers, 12 Xerox machines, LAN, Wi-Fi, LCD projectors, screens, and smart boards for online classes. Laptops are provided to various departments.

Student accommodation includes three hostels, one for girls and two for boys. The college also features a large playground for sports and outdoor activities, promoting physical fitness and recreation, with facilities for football, cricket, and athletics. Additionally, the Rangamancha stage is available for cultural events, enabling students to showcase their talents.

To enhance the quality of teaching and learning, initiatives have been taken to improve the library by increasing the quantity of books, automating the library system, and providing e-library facilities. Funding from the state government of Odisha, RUSA, and self-financing courses has been utilized for institutional development. Furthermore, the institution is continuously upgrading its digital resources, including access to online journals, research databases, and e-books, to support advanced academic research and learning.

Student Support and Progression

Intuition plays a vital role in guiding students to choose their career goals through several career counseling. We also provide extra moral classes for their development. The institution informs the students about all local, state, and national scholarships like “Banishree, kendu leaf, U.G. merit, P.G. merit, PMS, etc”. The institution has a language lab in which students of various disciplines can learn soft and communication skills, and in the ICT lab, they learn basic knowledge of the use of computers in the classroom. A number of awareness programs like cybersecurity, computer literacy, child marriage, no tobacco, AIDS, vigilance awareness week, etc. are observed throughout the year. The institute works on a zero-tolerance policy in raging and sexual harassment cases. For this, at the time of admission, the institution takes undertaking from both students and their guardians. New students are informed about the anti-ragging policies, their rights, and the support systems like complaint boxes, online feedback and online complaints that are available to them. Every year significant number of students of the institution are qualifying in different national and state-level examination. Annual athletic meet is organized by the college to encourage students towards sports. Different days like fresher day, farewell, annul function, Saraswati puja, teacher’s day, and Ganagadhar Jayanti are observed throughout the year to encourage students towards cultural activity. As the college was established in 1960 the intuition has active alumni who always stand with the college and variously contribute their services.

Governance, Leadership and Management

The college employs a well-organized monitoring system to ensure efficient and effective management. Beyond the Governing Body, the institution operates different committees, such as the Admission Committee, Examination Committee, Residential Committee, Purchase Committee, Infrastructural Development Committee, Research Committee (RND), Library Committee, Discipline Committee, and Grievance Redressal Cell. A culture of participatory management is promoted at all levels, encouraging both top-down and bottom-up approaches to ensure fair, democratic functioning across all activities. In terms of e-governance, the college has implemented several digital solutions to enhance its operations. The institution maintains an updated online website and conducts admissions through the SAMS portal. Financial management is efficiently handled using the Integrated Financial Management System (IFMS). Additionally, the college utilizes a Human Resource Management System (HRMS) to manage employee records, payroll, and other HR-related functions. These e-governance initiatives ensure streamlined processes, transparency, and improved efficiency in the college's administrative and academic functions. The college's administrative machinery, along with its efficient Academic and Examination Management Systems, guarantees smooth and successful operations. Transparent financial management and effective resource mobilization further strengthen the institution's functioning. The Internal Quality Assurance Cell (IQAC) has established its own mechanisms to oversee the quality of all

activities, ensuring continuous improvement and excellence.

Institutional Values and Best Practices

A successful institution/college should be characterized by innovations and best practices, and Panchayat College has shown innovation in adopting certain positive academic and cultural practices despite its financial limitations.

By holding seminars, debates, and group discussions for both boys and girls on a single platform, as well as awareness programs on gender sensitivity, cybercrime, and self-defense, the college hopes to contribute to gender equity. Additionally, the college conducts external audits for energy, gender, green, and environmental issues, and it puts the audit report's recommendations into practice by making the campus environmentally sustainable. By installing rainwater harvesting systems in departments (Commerce, Teacher Education), the college has done the required actions to replenish the groundwater. For sustainable development and to promote a green environment inside the campus, regular plantation programmes are organized by various departments. For the holistic mental and physical well-being of the students and staff members, Yoga programmes are organized, and International Yoga Day is observed. Various sports activities are also done on the college campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PANCHAYAT COLLEGE BARGARH
Address	AT-Ruhunia, PO/DIST-Bargarh, PIN-768028, Odisha, India
City	Bargarh
State	Orissa
Pin	768028
Website	http://panchayatcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Nakul Seth	09437-117583	9040555282	-	pcbargarh@gmail.com
IQAC / CIQA coordinator	Janmajaya Padhan	08280-462865	7978097416	-	janmajayapadhan91@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Orissa	Sambalpur University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-01-1969	View Document
12B of UGC	01-01-1969	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	02-05-2016	120	Continuing Till Date

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT-Ruhunia, PO/DIST-Bargarh, PIN-768028, Odisha, India	Semi-urban	50	60000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English,	36	Higher Secondary	English	16	16
UG	BA,Economics,	36	Higher Secondary	English	32	32
UG	BA,Education,	36	Higher Secondary	English	32	31
UG	BA,Hindi,	36	Higher Secondary	Hindi	32	32
UG	BA,History,	36	Higher Secondary	English + Oriya	24	24
UG	BA,Odia,	36	Higher Secondary	Oriya	24	23
UG	BA,Political Science,	36	Higher Secondary	English + Oriya	32	32
UG	BA,Psychology,	36	Higher Secondary	English + Oriya	32	32
UG	BA,Sanskrit,	36	Higher Secondary	Oriya	32	32
UG	BA,Philosophy,	36	Higher Secondary	English + Oriya	16	0
UG	BCom,Commerce,	36	Higher Secondary	English + Hindi	128	128
UG	BSc,Physics,	36	Higher Secondary	English	32	30
UG	BSc,Chemistry,	36	Higher Secondary	English	32	28
UG	BSc,Mathematics,	36	Higher Secondary	English	16	16
UG	BSc,Botany,	36	Higher Secondary	English	32	30
UG	BSc,Zoology,	36	Higher Secondary	English	32	30

UG	BSc,Computer Science,	36	Higher Secondary	English	64	59
UG	BEd,Teacher Education,	24	Graduation	English,English + Oriya	50	43
PG	MA,English,	24	Graduation	English	16	15
PG	MA,Economics,	24	Graduation	English	16	12
PG	MA,Hindi,	24	Graduation	English	16	4
PG	MA,History,	24	Graduation	English	16	15
PG	MA,Odia,	24	Graduation	English	16	16
PG	MA,Political Science,	24	Graduation	English	16	16
PG	MA,Psychology,	24	Graduation	English	16	6
PG	MCom,Commerce,	24	Graduation	English	16	14
PG	MSc,Mathematics,	24	Graduation	English	16	14
PG	MSc,Zoology,	24	Graduation	English	16	16

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				16				59			
Recruited	0	0	0	0	0	0	0	0	51	0	0	51
Yet to Recruit	0				16				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				79
Recruited	42	5	0	47
Yet to Recruit				32
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	0	0	0	0
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	12	10	0	22
M.Phil.	0	0	0	0	0	0	5	8	0	13
PG	0	0	0	0	0	0	8	8	0	16
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	4	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		14	16	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	351	0	0	0	351
	Female	267	0	0	0	267
	Others	0	0	0	0	0
PG	Male	33	0	0	0	33
	Female	95	0	0	0	95
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	74	83	80	85
	Female	68	53	54	64
	Others	0	0	0	0
ST	Male	63	58	56	71
	Female	58	56	58	49
	Others	0	0	0	0
OBC	Male	144	132	116	182
	Female	112	121	119	127
	Others	0	0	0	0
General	Male	145	154	153	107
	Female	114	117	131	93
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		778	774	767	778

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The NEP-2020 envisions a multidisciplinary education that develops human beings' social, physical, intellectual, emotional, and moral capacities in an integrated way. A flexible curriculum will make innovative ways to combine different subjects possible. As this college is affiliated with Sambalpur University college has no scope for it. However, Panchayat College offers advice from mentors and teachers at all levels of functioning to help students become aware of current concerns and difficulties. This will enable them to participate in multidisciplinary research when the time arises. The college has project work in its curriculum for all subjects, in which the students are doing projects on different topics. The departments are engaged in interdisciplinary project work with faculty members and students from disciplines such as Physics, Chemistry, Zoology, Botany, Psychology, Education, History, etc. Since the departments now offer an Interdisciplinary course (IDC) for PG students in other departments, the interdisciplinary approach to education has been ingrained in college tradition. All programmes are designed in such a way that students get maximum flexibility to choose generic elective courses offered by other Departments.</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credit (ABC) is a significant part of India's National Education Policy (NEP) 2020 and is closely associated with its objectives. The ABC is a digital repository that houses all of the credits a student has accrued during their educational journey, together with details on their coursework, grades, and performance. Sambalpur University has already established a policy under which 3 credits obtained from the courses offered on MOOC platforms like SWAYAM, NPTEL, etc. may be transferred to courses offered in PG and UG programmes. Very recently UG 6th semester and PG 4th semester students of our college have created their ABC ID and submitted the Details to the examination section for onward submission to Sambalpur University. Further, initiatives are being taken to create the ABC ID of all the students.</p>
3. Skill development:	<p>The National Education Policy 2020 highlights skill development as a vital factor of education for progress in India. One of the noticeable points drawn in the vision of the NEP 2020 is the development of</p>

	<p>skills of the learners. The college is committed to involving such programmes for the benefit of the students as it distinguishes the need for skill development that can advance employment prospects. We will map out the technological requirements to meet the necessity of effectively teaching pupils soft skills. At present Departments have adopted internship/fieldwork/industry visits in their curricula. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning. The skill enhancement compulsory course has already been included in the curriculum for all UG programme. The college also has a career counseling cell where students can participate in various skill development programs to improve their skills. To create a workforce rich in skills, the College is planning the right route when it comes to implementing NEP in its truest sense. This includes identifying skill gaps and imparting abilities like flexibility, adaptability, and problem-solving.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>India's many knowledge traditions can be preserved and advanced by incorporating the Indian Knowledge System (IKS) into the educational process. The college has an Indian knowledge system in its curriculum and pedagogy. The Odia Department provides a UG and PG in Odia Language and Literature. The learners are made aware of the rich history of Odia and other regional languages through Odia Poetic Tradition, Odia Prose Fiction, and Odia Theatre and Drama. The College also offers UG and PG Programmes in Hindi and English languages and literature. The History departments are teaching students about ancient Indian society. They are offering courses like Issues in Indian Philosophy, Philosophy, and Cultural Studies, Rural and Tribal Societies in India, and Indigenous Knowledge and Culture. The College also offers UG and PG Programmes in Sanskrit which has been an integral part of Indian Knowledge Systems (IKS), influencing the fields of philosophy, science, art, and intellectualism.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>According to the National Educational Policy (2020), a thorough strategy including a suitable curriculum, captivating pedagogy, ongoing formative evaluation, and sufficient student assistance is needed for effective learning. Through Bloom's taxonomy specific learning outcomes can be derived, though it</p>

	<p>is most commonly used to assess learning on a variety of cognitive levels. Students of some departments engage themselves with practical classes of their learning and thus they can improve their employability. The college now focuses on research and innovation, through industry-academic linkage and interdisciplinary research through internships with local industries and Universities. According to the NEP, effective pedagogy is required to ensure that students understand the curriculum, and pedagogical practices shape the learning experiences that students receive, which in turn directly affects learning outcomes. As a part of OBE preparedness ensure the stated Course Outcomes (COs) lead to the intended Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are assessed, and all faculty members were capable in the assessment of the OBE framework.</p>
6. Distance education/online education:	<p>This college has already implemented ICT-based teaching to address the present and future issues with delivering high-quality education and to achieve the goals outlined in NEP 2020. Some departments and classrooms have an Interactive panel board system through which the students attend the online classes conducted by the government. During COVID-19 the course teachers conduct online classes through Google Meet, Microsoft Teams, ZOOM, etc and the students attend the classes from their locations. If required, Teachers are also taking online classes during vacations for intime completion of the syllabus.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Yes, the Electoral Literacy Club (ELC) has been set up at Panchayat College Bargarh following the required procedures. The establishment of the ELC aligns with our commitment to fostering civic responsibility and promoting democratic values among our students.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Yes, Panchayat College Bargarh has appointed a students' coordinator and coordinating faculty members to oversee the Electoral Literacy Club (ELC). The ELC is fully functional, actively</p>

	<p>engaging in voter awareness campaigns, registration drives, and educational workshops. It is representative in character, with members from diverse backgrounds and fields of study, ensuring inclusivity and a comprehensive approach to electoral literacy. These efforts ensure the club effectively promotes democratic values and active citizenship among students and the community.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Panchayat College Bargarh has been at the forefront of fostering civic responsibility and active participation in the electoral process through its Election Literacy Club (ELC). Several innovative programs and initiatives have been undertaken by the ELC to ensure broad-based engagement and inclusivity in electoral activities.</p> <p>1. Voter Registration: One notable initiative is the active participation of students in voter registration drives. The ELC organizes regular campaigns to assist students and community members in registering to vote. These efforts ensure that every eligible voter is registered, thereby strengthening democratic participation at the grassroots level.</p> <p>2. Voter Awareness Campaigns: Voter awareness campaigns are a cornerstone of the ELC's activities. These campaigns, often spearheaded by students, utilize a mix of traditional and digital media to educate voters on the importance of their vote, the mechanics of the electoral process, and the significance of ethical voting.</p> <p>3. Enhance Participation: The ELC also places a strong emphasis on enhancing the participation of underprivileged sections of society, including transgender individuals, disabled persons, and senior citizens. Special outreach programs are designed to address the unique challenges faced by these groups, ensuring they are not only registered but also feel empowered to vote. Through these innovative programs and initiatives, this institution's Election Literacy Club is making significant strides in promoting electoral literacy, inclusivity, and active participation in the democratic process, thereby contributing to the broader goal of a more informed and engaged electorate.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p>	<p>Panchayat College Bargarh has undertaken several socially relevant initiatives related to electoral issues, demonstrating a strong commitment to advancing democratic values and participation in electoral processes.</p> <p>Awareness Drives: The Electoral Literacy</p>

<p>electoral processes, etc.</p>	<p>Club (ELC) regularly organizes voter awareness drives. These include rallies and interactive sessions to educate the community about the importance of voting, ethical voting practices, and the electoral process. Special drives focus on first-time voters, ensuring they are well-informed and confident about participating in elections. Workshops and Seminars: Workshops and seminars are held to discuss various aspects of the electoral process, including the importance of voting, the role of youth in democracy, and ways to ensure free and fair elections. These events feature experts from the field, providing students and community members with valuable knowledge and perspectives. Community Outreach Programs: The college has initiated programs to reach out to underprivileged sections of society, including transgender individuals, commercial sex workers, disabled persons, and senior citizens, to ensure their active participation in the electoral process. These programs address specific challenges these groups face and provide support to help them exercise their voting rights.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>A considerable number of students above 18 years remain unenrolled as voters in the electoral roll. Electoral Literacy Clubs (ELCs) and the College are implementing various initiatives to address this issue. These efforts include organizing awareness campaigns, setting up voter registration camps, and partnering with local election authorities. These measures aim to institutionalize and streamline the voter registration process, ensuring that all eligible students are enrolled as voters.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2092	2114	2112	2081	1996

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

2 Teachers

2.1

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

Response: 108

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	59	57	59	61

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
162.75	158.44	13.69	66.91	17.68

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The department heads and other faculty members in their respective departments create semester-based teaching plans at the start of each semester, considering the academic calendar and the approved syllabus of the affiliated University, Sambalpur University. Also, teachers of the institution participate in different activities related to curriculum development and assessment of the affiliating University. Concerned educators employ various techniques, including group discussions, ICT, chalk and duster, model-based, and more, to deliver instruction effectively. The lesson plans provide a detailed description of the process of teaching, which is regularly checked by the Head of the department and then by the principal. The relevant higher authorities verify this method once again. The program schedule released at the start of the year by the affiliating University and Higher Education Department has been coordinated with preparing the academic calendar. Students of UG Arts/ Science/ Commerce can also choose NCC as a generic elective course from the academic session 2021-22. As much as feasible, it is carefully followed in completing the syllabus and conducting examinations.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 0

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum of the institution incorporates cross-cutting topics related to gender, human values, sustainability, the environment, and professional ethics. The institution works tirelessly to instill human

values and professional ethics in its staff, faculty, and students. Distinguished speakers are invited to participate in extramural lectures and engage with the faculty and students. A portion of the curriculum in certain UG programs in philosophy, political science, and sociology covers ethics and values. Students in all UG programs are also instructed on professional ethics and values. To raise awareness of these virtues among its faculty and students, the institution regularly participates in many national and international commemoration events. The college makes every effort to educate students about gender equality and to exterminate preconceptions based on gender. The curriculum of many of the college's programs, particularly those in the arts and social sciences, includes classes on gender. Students in all programs are educated about environmental concerns and how to safeguard them. UG students take a course on environment and sustainability as part of their ability upgrading program. Pupils get training on how to properly manage garbage and adhere to the RRR policy in addition to being made aware of the issues of resource degradation and environmental contamination.

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

1.3.2

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

Response: 31.5

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

Response: 659

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

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 93.96

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
746	778	774	767	778

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
818	818	818	818	818

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 63.29

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
240	236	237	231	230

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

2022-23	2021-22	2020-21	2019-20	2018-19
371	371	371	371	371

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 33.21

2.3 Teaching- Learning Process

2.3.1

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

Response:

Our Institution is affiliated with Sambalpur University. The curriculum offered by the University is followed by the college for undergraduate and postgraduate courses. The institution ensures the holistic development of the students through experiential learning, participative learning and problem solving methodologies in addition to classroom teaching. The college places a strong emphasis on student-centric teaching strategies that expose students to a variety of learning paradigms to improve the learning process.

Experiential learning:

- The experiential learning process is enhanced by guided practical classes, study tours, field visit and Project Work, Assignments, Presentations and one to one discussion in tutorials.
- As a part of experiential learning, students are taken on educational trips to different industries, educational institutes, and reputed research laboratories where they get a practical understanding of different aspects related to their curriculum which stimulates their learning by making them more observant and interactive.
- Students are guided to identify the local issues and be involved in community and survey-based research with high social impacts.
- As a part of experiential learning the students regularly participate in science seminars and project demonstrations and present their research ideas through ICT tools.
- The internship teaching program for B.Ed. Students at this institution visit different neighboring schools for each academic session to epitomize the principles of experiential learning as advocated by the National Education Policy (NEP). By facilitating these school visits, the program not only enhances pedagogical skills but also instills a deeper understanding of the social and cultural contexts of education, aligning with the NEP's vision of creating competent and inclusive educators.

Participative learning

- As a part of participative learning, academic and co-curricular events are held on a regular basis to enrich the learning experience of students. Different literary activities and competitions are conducted where the students participate and realize their inner strength.
- International and national seminars/ webinars are conducted on interdisciplinary themes with reputed experts. Workshops are conducted to make students aware of the cross-cutting issues.
- Guided assignments, presentations, vivas, seminars, and other activities help students gain confidence.

Problem Solving methodologies

- Assignments are given and quizzes are regularly conducted to assess the preparedness of the students.
- Case Study Analysis and Discussions are encouraged. A case study on a related paper is a part of the curriculum of the Postgraduate programme.
- Project report writing and presentation are also important practices for cultivating problem-solving skills in the students. These practices have helped the students to bring out their hidden talents, and better understanding.

ICT enabled Teaching

The College has ICT-enabled classrooms, Seminar Rooms and Smart Classroom where equipment has been installed to enable effective learning using digital tools. All teachers use ICT tools including online resources during the lecture and involve the students in an effective teaching-learning activity. The college has two well-equipped computer labs to cater to the digital needs of the students. WhatsApp class groups have been formed for the easy dissemination of information. The integration of ICT in teaching-learning is a continuously evolving process for successful educational attainment.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 96.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	59	59	59	59

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 34.11

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
29	19	17	18	19

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

As the college is an affiliated college to Sambalpur University, the University norms related to examination patterns and internal assessment are followed by all the departments. As per the CBCS regulation of Sambalpur University, the examination system is comprised of two parts: Internal /mid-term examinations and End term examinations. The mark distribution is 20 for mid-semester and 80 marks at the end semester for non practical subjects. Practical subjects have 15 marks in mid term, 25 marks in practical and 60 marks in the end semester. All PG students have 20 marks in Internal assessment and 80 marks in end semester examinations. The internal examination is conducted by the college as per the stipulated time in the academic calendar for each semester. .The students are apprised about the internal assessment mechanism through the university regulation available on websites, at the college orientation and in their respective classes.

The College has a dedicated examination Cell for handling all concerns, including those pertaining to examination, assessment and evaluation. Students are shown valued scripts in their respective classes. In case of any discrepancy, teachers resolve the issues immediately and ensure transparency of the examination system. In addition to this, all department conducts surprise test in each unit of the paper and discuss the result with students. Further, any complaints pertaining to the examination are being given high priority. After the application is received, the grievances redressal cell settles the issue as soon as possible.

Apart from this, the internal assessment of PG students comprises two class tests, home assignments and case study writing for each paper. Assignments and case studies are assigned to the students with a

deadline for submission. They are given sufficient time for the same and they are sent regular reminders as well. The students are also given the opportunity for re-tests in case they are keen to improve their marks or have missed the deadlines due to medical or personal reasons. The teachers brief the students about the criteria that are used for evaluating tests and assignments provide them with critical feedback and inputs for improvement. Students are encouraged to discuss their tests and assignments with the teachers Further, the students are briefed about their attendance at the end of every month. Strict attendance rules followed for appearing the examinations.

A detailed record of all the components of the internal assessment, are maintained by the departments and mark foil forwarded to the examination section for oward transmission.

The end-semester examination is conducted by the university. Programme preparation, question paper setting for practical and theory, evaluation and publication of results done by the university. Grievances related to examination result is received by the University in a time bound manner.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institutes follow the curriculum laid down by Sambalpur University. To maintain the outcome-based education (OBE), programme outcome (PO), programme-specific outcome (PSO) and course outcome(CO) defined for each subject. The programme outcome (PO) for all undergraduate and postgraduate programmes is determined in terms of critical thinking, effective communication, social interaction, entrepreneurship capability, ethics, effective citizenship, sustainability, lifelong learning and values gained by students upon completion. Programme specific outcome for all undergraduate and postgraduate students is determined in terms of conceptual clarity in the subject domain, analyzing different concepts of subjects, and learning to execute them. The COs were designed based on Bloom's Taxonomy, including Knowledge, Comprehension Application, Analysis, Synthesis and Evaluation.

The PO and CO are discussed in IQAC meetings and all the faculty members are instructed to explain the students. The programme outcome and course outcome of each programme is available for all stakeholders in the departmental notice board and website. The paper name, unique paper code, course objectives, course coverage and other details are discussed at the beginning of the semester with the students. The teachers discuss each module along with examples of how the course is relevant for future and career prospects. The importance and application of different topics is discussed with the students

during the course of teaching.

The college continuously evaluates the programme outcome, programme specific outcome and course outcome. Continuous evaluation of the students' performance is made through class tests, presentations, mid semester evaluations and end semester examination result. The mentors of all the students continuously guide the students and record feedback in the proctorial meetings. The themes for seminars, workshops, group discussions, field trips, etc. which are organized by the departments from time to time are chosen in the light of course outcomes to ensure that the students understand the subjects through experiential learning. Feedback from parents, alumni, teachers and students collected and analysed to see the attainment of programme outcome and course outcome.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The extent to which teaching-learning has been effective is reflected in the student's performance in the university examinations and other examinations conducted by other agencies for career prospects. Student performance is seen as the realization of learning outcomes. Students' performance and results are assessed at two levels – (1) Internal assessment at the college level by teachers to monitor progress and course outcomes and (2) results at the end semester university examinations.

The Institution regularly evaluates the performance of students through the attainment of course outcomes and programme outcomes.

The course outcome contributes to the programme specific outcome and ultimately to the programme outcomes. The Programme Outcomes and Programme Specific Outcomes are assessed with the help of Course Outcomes of the specific programme through the direct and indirect evaluation process.

As this college is an affiliating college of Sambalpur University, there is no scope of getting marks secured by the students in each paper in all semesters. Therefore, the CO/PO mapping is done on the basis of internal assessment and feedback analysis. Further, the overall performance is evaluated to understand the PO/CO attainment.

The performance of the students has been assessed through two methods:

Direct Method

Attendance, seminar presentations, case studies, home assignments and mid-semester examinations are the parameters to calculate the course outcomes. Mid semester mark is continuously used to continuously assess the attainment of course outcomes with respect to course objectives. The course outcome is aligned with the final result declared by the affiliating university.

Indirect Method:

1. Feedback Evaluation: The Institution collects feedback from its stakeholders-students, Alumni and Parents. The feedback system provides inputs on the relevance of the course, availability of the teaching material, course importance and required support from the institution to the students.
2. Internships: Students are encouraged to take up internships, projects, fieldwork, etc. This helps them to obtain the necessary skills and practical experience in their chosen discipline. We observe student's performances in extra-curricular activities and their off-campus co-curricular engagements to assess their personality development qualities like leadership, teamwork, perseverance, etc
3. Higher Studies: Another parameter to measure attainment of POs, PSOs, and COs is through the progression of students towards higher studies in reputed educational institutions in India and abroad.

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

2.6.3

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

Response: 87.4

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
570	618	603	508	469

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
659	691	644	603	570

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.62

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Our college is a leading academic institution in the Western Odisha. In the recent past, several faculties have joined our institution and they have the required experience of working in premier technological institution of the country and abroad. This is encouraging for the institution.

Institution have taken the following steps and some of them are being considered.

- **R & D (Research and Development) Cell:** The institution has established the R & D cell which provides required facilities and conducive environment to the faculty members to pursue their research activities.
-
- **Indian Knowledge System:** Various seminars and workshops are conducted time to time in the our primer institute to promote as well as spread awareness regarding Indian Knowledge System.

A museum is on the way to established to store various old manuscript that contain valuable information regarding Indian knowledge system.

- **Awareness about IPR (Intellectual Property Rights):** Raising awareness about IPR is crucial for protecting the intellectual assets generated within the institution. This involves educating students, researchers, and faculty about patents, copyrights, trademarks, and trade secrets. It helps individuals understand how to safeguard their innovations and creations legally. In this regard, seminars are being conducted by different department (e.g. Zoology in the year 2019-20)
- **Collaboration:** Establishing partnerships and collaborations with other institutions, research organizations, and industry players to leverage collective knowledge and resources. Faculties are being encouraged to establish the collaboration with their respective national and international institutions, from which they have gained the required experience to continue the research. The faculties are having active collaboration with national and international institutions and universities.

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

3.2.2

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

Response: 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	4	9	1

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.06

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

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.03

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

The results of local community extension programs may have a significant effect on student as well as the community at large. Over the past five years, these kinds of actions have the potential to bring about the following effects and outcomes:

Through direct connection with community residents who are dealing with various problems, students get a greater awareness of a variety of social concerns. Various activities like plantation, cleanliness, blood donation camps are regularly conducted in various occasion. Different student organisation like NCC, NSS and YRS actively conducted those programs in the near by community to spread awareness. In addition to develop the feeling of nationalization and unity program like Independence Day, republic day etc. are being celebrated. Our college students also participated in “Triranga Yatra” to connect with neighbourhood society. Students from our institute are also actively contributed during celebration of word famous “Dhanu yatra.”

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

3.4.2**Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

Awards and recognitions for extension activities from government or government-recognized bodies are significant achievements that acknowledge an institution's dedication to community engagement and its impact on society. The following students have received award from government-recognized bodies.

1. Rudra Prasad Naik, Chemistry Honours, Roll No. BSP21-016

- **First Position**, Debate Competition on National Voters Day-2023, organised by

District Election Officer, Bargarh

- **First Position**, Debate Competition on International Women's Day-2023, organised by NSS, Sambalpur University
- **Third Position**, Essay Competition on World AIDS Day-2022 2022, organized by Red Ribbon Club & Youth Red Cross unit of Panchayat College, Bargarh
- **Third Position**, Debate Competition on World Aids Day-2022 2022, organized by Red Ribbon Club & Youth Red Cross unit of Panchayat College, Bargarh

2. National Science Day, 2021

- **First Position**, Department of Chemistry

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

3.4.3

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

Response: 6

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

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

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

3.5 Collaboration

3.5.1

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

Response: 2

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. The campus spans 13.04 acres and includes classrooms, laboratories, libraries, reading rooms, administrative blocks, IQAC, Conference Room, recreation hall, canteen, NSS, NCC and YRC offices, Virtual/smart Class Room, and Language Lab.

Classrooms: With a total of sixty-five (65) classrooms, including ten (10) ICT enabled and six (6) smart classrooms, the college offers a conducive learning environment. All classroom are designed with proper ventilation, comfortable furniture, and adequate lighting.

Laboratories: The institution houses 16 well-equipped laboratories catering to both science (Physics, Chemistry, Botany, and Zoology) and humanities (Psychology and Education). Additionally, there are dedicated IT and computer labs for computer science students, along with a language lab accommodating 24 students.

Library: There is a well-stocked library in the institution having IT facilities for the benefits of the both students and teachers, along with departmental seminar library.

Computer and ICT Equipment: A total of 130 functional computers are strategically placed across various areas such as computer labs, the accounts section, general section, examination areas, library, and IQAC room. Additionally, there are 12 Xerox machines and facilities like LAN, Wi-Fi, LCD projectors, screens, and smart boards for online classes. Laptops are provided to various department to ensure smooth operational activities.

Student Accommodation/Hostel Facilities: The institution has three number of hostel, one for girls and two for boys providing comfortable accommodation for outstation students.

Sports and Cultural Facilities: The college boasts a large playground that provides ample space for students to engage in various sports and outdoor activities. This expansive area is designed to promote physical fitness and recreational enjoyment, offering facilities for sports such as football, cricket, and athletics. In addition to the playground, the institution features a stage for cultural programs, aptly named Rangamancha. This stage serves as a vibrant platform for students to showcase their talents in music, dance, drama, and other cultural events.

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

4.1.2

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

Response: 92.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
155.04	155.60	13.11	64.07	1.53

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library of the institution was previously automated by an agency named MAXTECH SOLUTION using e-LAIMS library automation software with a perpetual license (browser-based) for multiple users. However, as there are many updated and more reliable software options available, such as KOHA software, which offers a more integrated library system with a variety of features, we have decided to shift to KOHA software for the larger benefit of the students. These features include an Online Public

Access Catalogue (OPAC) module that provides a user-friendly interface for library patrons to perform tasks such as searching, reserving items, and suggesting new additions to the collection. Alongside our extensive collection of books, journals, and other printed materials, the library also features numerous computers and Wi-Fi facilities dedicated to e-learning purposes.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college has undergone significant digitalization across various departments. Most classrooms are now equipped with ICT infrastructure, including portable LCD projectors. Upgraded Wi-Fi facilities enable internet connectivity and support virtual classes. Management has consistently invested in enhancing IT infrastructure, ensuring regular maintenance and upgrades through annual contracts. The college boasts LAN, Wi-Fi, LCD projectors, screens, and a smart board for seamless online teaching. With a bandwidth exceeding 200 MBPS, the institution's internet connection supports robust digital resources. Qualified professionals manage computer systems, internet resources, and other web-enabled facilities on campus. Laptops are provided to most departments for the smooth functioning of different activities, and almost all departments are equipped with projectors and other IT facilities for better learning.

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

4.3.2

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

Response: 20.51

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

Response: 102

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 0

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.001	0.001	0.001	0.001	0.001

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 43.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
1081	1050	934	696	751

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 4.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
375	89	0	0	0

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

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 1.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	4	10	6	8

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
570	618	603	508	469

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

5.2.2

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

Response: 0.26

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 2.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	2	4	4

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

5.4 Alumni Engagement**5.4.1**

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

Response:

Under the "Mo College Abhijan," a platform initiated by the Higher Education Department of the Government of Odisha, alumni are encouraged to contribute their services for the improvement of their alma mater, PANCHAYAT COLLEGE BARGARH. Currently, 87 students are registered as alumni on this platform. Each department has a dedicated group of alumni who maintain communication with both students and staff. They are guided by their respective Department Heads to contribute to the college's well-being, including initiatives to enhance student learning and well-being

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Panchayat College, Bargarh, is committed to achieving its mission and vision through effective governance. The institution has developed a detailed organogram that delineates roles and responsibilities, ensuring efficient management and sound decision-making. This structure underpins our dedication to academic excellence and the holistic development of our students.

Implementation of NEP 2020

Our institution is devoted to implementing the National Education Policy (NEP) 2020 while adhering to the guidelines and syllabus prescribed by our affiliating university, Sambalpur University and Govt. of Odisha. NEP 2020 advocates a holistic and multidisciplinary educational approach, which we have incorporated into our college's framework within the limits of our affiliation.

Curriculum and Syllabus

As an affiliated college of Sambalpur University, we follow the Choice Based Credit System (CBCS) as mandated by the university and the Government of Odisha. The CBCS framework aligns with NEP 2020's emphasis on flexibility and student choice. The curriculum offers a wide array of elective courses, interdisciplinary subjects, and skill-based training, allowing students to tailor their educational paths to their interests and career goals. Students are encouraged to enroll in SWAYAM-MOOC courses, which are integrated into the curriculum by the university.

Multidisciplinary and Holistic Education

In line with NEP 2020, our institution has introduced multidisciplinary courses and promotes holistic education. We encourage students to take courses across different streams and disciplines.

- Offering add-on certificate courses in disciplines such as Communicative English and Quantitative and Logical Thinking.
- Encouraging participation in seminars, workshops, and conferences across various fields.
- Promoting research and project-based learning to develop critical thinking and problem-solving skills.

Use of Technology in Education

Recognizing the importance of technology, our institution has integrated digital tools into our teaching

and learning processes:

- Establishing smart classrooms.
- Utilizing Learning Management Systems (LMS) for online classes, assignments, and assessments.
- Encouraging faculty to use digital resources and online platforms to enhance the learning experience.

Faculty Development : Emphasizing faculty development for effective NEP 2020 implementation following initiative has been taken.

- Regular faculty development programs and workshops.
- Encouraging faculty to pursue research and higher studies.
- Participation in seminars, conferences, and training sessions on new teaching methodologies and educational technologies.

Inclusive Education: Aligned with NEP 2020's vision of inclusive education, our college has implemented measures to support students from diverse backgrounds:

- Offering counseling and mentorship programs to support mental health and well-being.
- Ensuring accessibility and support for students with disabilities.

Skill Development and Employability: We have integrated various skill development programs into our academic structure and introduced professional courses like B.Ed. and B.Sc. in Computer Science to enhance employability. These programs include:

- Computer literacy and digital skills training.
- Internships providing practical exposure and real-world experience.

Decentralization of Institutional Practices: Decentralization is a key strategy employed by our institution to enhance governance, improve decision-making processes, and foster educational excellence. By distributing authority and responsibilities across various levels, we aim to create a dynamic, responsive, and effective educational environment. Both curricular and extracurricular activities are distributed among faculty members to ensure the smooth functioning of the institution each academic year.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The strategic plan of Panchayat College, Bargarh provides a broad framework and perspective towards holistic growth of the institution. It allows the institution to develop and use its resources optimally and effectively. Focusing on the mission and core values the college carries out various activities which are successfully implemented based on the strategic plan. The college has an efficient internal co-ordinating 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 whereas the Administration and Accounts are especially taken care of by the Administrative and Accounts Bursar respectively and Academic activities are monitored by the Academic Bursar as well as by the Heads of the Departments. The college has a number of committees like the Finance Committee, the Admission Committee, the Examination Committee and the Purchase Committee, Development Committee the Building Committee etc., which offers valuable recommendations. Along with this to create strategic plans and plans of action for the successful execution of these strategies, the IQAC and college development council have regular meetings. Under the scheme of OHEPEE funded by the World Bank, Panchayat College, Bargarh, has established an Institutional Development Planning (IDP) committee. The primary objective of this committee is to prepare a strategic plan for the comprehensive development of the college. The key objectives of the Institutional Development Plan include:

1. **Increase Academic Standard:** It focus on enhancing the overall quality of education by improving the teaching methodology, curriculum designing, assessment practices and faculty development.
2. **Fostering Research Excellence:** Institute aim to promote research and innovation. IDP will include strategies to encourage faculty and students to engage in research activities, collaborate with industry, and publish scholarly work.
3. **Championing Inclusivity:** Institute strive to create an inclusive environment where diversity is celebrated. IDP will outline initiatives to promote equal opportunities, support marginalized groups, and ensure accessibility for all.
4. **Embracing Technological Advancements:** Given the rapid pace of technological change, an IDP will address the integration of technology in teaching, research, and administrative processes.
5. **Industry Alliances and Community Engagement:** Institute can strengthen their ties with industries and local communities. IDP will emphasize partnerships, internships, and community service initiatives.

Hence, the administration is transparent and participatory. Basically it follows a collaborative management practice. The acquisition of CBCS books for the college library is one example of a perspective strategy that has been effectively carried out based on the strategic plan to improve the amenities and infrastructure offered to the students with relation to libraries. As a result, actions have been made to automate libraries. A proposal to build a New Academic Building using funds supplied by OHEPEE for civil purposes was presented to PWD (R&B). All departments have decided to establish seminar libraries, and regular student seminars and webinars will be held to improve academic performance across the board.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

As the HEI falling under the administrative jurisdiction of the Odisha government's Higher Education Department. It adheres to the government-mandated performance appraisal procedure. Every teacher's self-performance appraisal is entered into HRMS according to the format supplied by the government for each fiscal year. The faculty's appraisal is approved by the principal, who also seals his comments as confidential. The Director of Higher Education reviews the aforementioned appraisal, and the Government ultimately approves it. Unfavorable remarks are relayed to the individual in question in order to advance their career development.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 4.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	14	06	02	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	37	38	39	40

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution has established effective strategies for mobilizing and optimizing resources and funds from various sources, including government grants and self-financing courses. These strategies are designed to ensure that financial resources are utilized efficiently to support the institution's educational and infrastructural goals.

The institution receives funding from several key sources:

- 1.State Government of Odisha:** The institution secures financial support from the State Government of Odisha, which is instrumental in supporting various developmental projects and operational needs.

2. **Rashtriya Uchchar Shiksha Abhiyan (RUSA):** Funding under RUSA contributes significantly to enhancing the quality of higher education and supporting infrastructure development within the institution.
3. **Odisha Higher Education Programme for Excellence and Equity (OHEPEE):** Financial assistance from OHEPEE aids in promoting excellence and equity in higher education by providing resources for capacity building and infrastructural improvements.
4. **B.Ed. Self-Financing Courses:** Revenue generated from self-financing B.Ed. programmes contributes to the institution's financial sustainability and supports the development of teaching and learning resources.
5. **Computer Science Self-Financing Courses:** Funds from self-financing Computer Science courses are utilized to enhance the technological infrastructure and provide advanced resources for students in this field.

Additionally the Audit Branch of the Higher Education Department, Government of Odisha, periodically conducts an external financial audit of all grants, including RUSA and OHEPEE. Following receipt of the audit report from the CAG, the college performs audit compliance. Under the principal's direction, the Accounts Bursar conducts an internal audit of the college's finances. The college's accounts department employs a number of internal checks and balances to guard against any discrepancies or the absence of accounting records.

The Department of Teacher Education (B.Ed.) operates in a self-financing mode, and funds are utilized for the development of the college with the due permission of the Government of Odisha, following proper guidelines. Therefore, an internal audit for the said department is conducted every year.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of this institution was constituted by considering 11 (Eleven) members and following the guidelines, which played a pivotal role in institutionalizing quality assurance strategies and processes within the institution. Its contributions have been instrumental in enhancing the overall quality of education and operational effectiveness. The IQAC is designed to foster a culture of continuous improvement and excellence in educational practices.

IQAC periodically reviewed the teaching-learning process for achieving higher standards of academic excellence. This involves a comprehensive evaluation of instructional methods, pedagogical strategies, and curriculum delivery. By assessing these aspects, the IQAC ensures that the teaching methodologies are effective and aligned with the latest educational standards and best practices. In addition to evaluating the teaching-learning process, the IQAC also scrutinizes the structures and methodologies of institutional operations. This includes assessing administrative processes, resource management, and support services. By examining these operational aspects, the IQAC identifies areas for improvement and ensures that the institution's processes are efficient, transparent, and conducive to achieving its educational goals.

The IQAC's role extends to reviewing learning outcomes as well. This involves analyzing student performance data, evaluating the effectiveness of assessment methods, and ensuring that learning objectives are met. By systematically recording and analyzing incremental improvements in learning outcomes, the IQAC provides valuable insights into the effectiveness of instructional strategies and curriculum design.

By systematically monitoring and evaluating various aspects of educational and operational performance, the IQAC ensures that the institution remains committed to excellence and continuous improvement. Its efforts are reflected in the incremental improvements observed across different activities, demonstrating the effectiveness of its quality assurance strategies.

In summary, the Internal Quality Assurance Cell (IQAC) has been instrumental in institutionalizing quality assurance strategies and processes. Through its periodic reviews of the teaching-learning process, operational structures, and learning outcomes, the IQAC ensures that the institution adheres to high standards of quality and continuously enhances its educational practices.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Panchayat College, Bargarh, has taken significant strides in promoting gender equity and sensitization over the past five years. Through a combination of curricular and co-curricular activities, the institution has worked diligently to create a supportive and inclusive environment for all students, with particular emphasis on women's empowerment.

Curricular Initiatives: Gender equity is embedded within the curriculum to ensure that students are educated on the importance of equality and respect for all genders. One of the key subjects in the B.Ed. program is "Gender, School, and Society," which explores the intricate relationships between education and gender issues, encouraging future educators to foster inclusive learning environments. Additionally, the course "Values and Ethics," compulsory for all undergraduate students, incorporates discussions on gender sensitivity, ethical behavior, and respect for diversity. Students in disciplines such as English, Psychology, Sociology, and Education also engage with gender-related topics, providing a broad-based understanding of gender issues across various fields.

Co-Curricular Activities: This Institution actively organizes events and programs that promote gender equity and sensitization. International Women's Day is celebrated with enthusiasm every year, featuring seminars and workshops that highlight the achievements and challenges of women. An example of this is the national seminar on "Informal Women Workers in Western Odisha: Sustainability and Social Justice," organized by the Department of History on November 19-20, 2022, and sponsored by ICSSR. These events not only raise awareness but also inspire students to advocate for gender equality. The college also observes programs like "Khusi," which focuses on menstrual health and hygiene, aiming to break the taboos associated with menstruation and empower female students with knowledge and resources.

Facilities for Women inside the Campus: The College is committed to providing a safe and supportive environment for female students. Facilities such as a dedicated women's cell, counseling services, and a grievance redressal mechanism ensure that women have access to support and can voice their concerns without fear of discrimination or harassment. The campus also features secure and well-maintained hostel facilities for women, equipped with all necessary amenities to ensure a comfortable living experience. There is also a separate washroom and girls' common room for all girl students and faculties.

Gender Audit: In its ongoing efforts to promote gender equity, Panchayat College has initiated a comprehensive gender audit. This audit assesses the institution's policies, practices, and facilities to ensure they are conducive to gender equality. The audit's findings are used to implement measures that

further enhance gender sensitivity and inclusivity on campus.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

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

Response:

Over the past five years, our institution has actively fostered an inclusive environment characterized by tolerance and harmony towards cultural, regional, linguistic, and socioeconomic diversity. As an educational institution, we have demographic diversity as the students hail from different socio-economic backgrounds. Additionally, significant efforts have been made to sensitize students and employees to their constitutional obligations, encompassing values, rights, duties, and responsibilities as citizens. At the beginning of the academic year of the college, the induction program caters to introducing the staff and students to their rights and responsibilities.

Cultural and Regional Inclusivity and Linguistic Diversity: Intercultural dialogues and exchange programs are encouraged, enabling individuals from diverse backgrounds to interact and learn from one another, fostering mutual respect and understanding. The institution offers courses in multiple languages and encourages multilingual communication within the campus. Language clubs and societies provide platforms for students to practice and enhance their linguistic skills. Additionally, the institution supports publications and events in various languages, ensuring that linguistic inclusivity is woven into the fabric of campus life. The world's largest open theatre program i.e "Dhanu Yatra" is organised in Bargarh every year. Our students are encouraged to volunteer there and participate in various activities. The NSS and NCC cadre students play an active role on this occasion.

Socioeconomic Inclusion: To address socioeconomic disparities, the institution has implemented various scholarship programs and financial aid initiatives aimed at supporting students from economically disadvantaged backgrounds. The institution also runs mentorship programs where senior students and faculty members provide guidance and support to students facing socioeconomic challenges, helping them navigate academic and personal obstacles.

Communal Harmony and Sensitization to Constitutional Obligations: Workshops and seminars on communal harmony and peace-building are regularly conducted, creating awareness and promoting dialogue on these crucial issues. Collaborative projects and group activities are designed to bring individuals from different communities together, fostering teamwork and breaking down communal barriers. Courses on civic education, human rights, and constitutional law are integral parts of the curriculum. These courses are designed to instill a deep understanding of the values, rights, duties, and responsibilities enshrined in the Constitution. The syllabus of the UG courses included Credits for 'Human Rights' and 'Constitution', Democracy, and Environmental Science as credit courses to familiarize the students with these concepts. National Voters Day, World Environment Day are some days of significance that are commemorated every year by the college.

Community Engagement and Social Responsibility: Students and staff participate in community service projects, awareness campaigns, and social development programs, working closely with local communities to address pressing social issues. Through a multifaceted approach that includes celebrating cultural and regional diversity, promoting linguistic inclusivity, addressing socioeconomic disparities, fostering communal harmony, and educating on constitutional obligations, our institution has made significant strides in creating an inclusive environment.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE -1

1. Title of the Practice: “Holistic Wellness Program”

2. Objectives of the Practice:

- To promote physical, mental, and emotional well-being among students and staffs.
- To provide comprehensive health and wellness resources and support services.
- To create a campus environment that encourages healthy lifestyles and stress management.

3. The Context:

The increasing academic pressures, along with personal and social challenges, necessitated a

comprehensive approach to health and wellness. Recognizing the critical importance of a well-rounded wellness program, the institution aimed to address not only physical health but also mental and emotional well-being.

4. The Practice:

The Holistic Wellness Program encompasses a range of activities and services designed to support the overall well-being of the campus community. Key components include:

- **Fitness and Recreation:** Regular fitness classes, yoga sessions, and sports activities are organized to encourage physical activity. The campus gym is equipped with modern facilities and is accessible to all students and staff.
- **Mental Health Support:** A dedicated counseling center offers confidential psychological services, including one-on-one counseling, group therapy, and workshops on stress management and emotional resilience.
- **Work-Life Balance Initiatives:** Programs such as time management workshops, mindfulness sessions, and relaxation zones help individuals manage stress and maintain a healthy work-life balance.

5. Evidence of Success:

- Increased participation in wellness activities, with a significant rise in the number of students and staff utilizing the gym and attending fitness classes.
- Positive feedback from counseling services, indicating improved mental health and reduced stress levels among participants.
- Enhanced overall campus atmosphere, with a noticeable shift towards a more health-conscious and supportive community.

6. Problems Encountered and Resources Required:

- Initial resistance due to lack of awareness about the importance of holistic wellness.
- Need for continuous funding to maintain and expand facilities and services.
- Resources required include qualified fitness trainers, mental health professionals, medical staff with campus medical, and infrastructure development.

BEST PRACTICE 2

1. Title of the Practice: “Sustainable Campus Initiative”

2. Objectives of the Practice:

- To integrate sustainability into all aspects of campus life.
- To reduce the institution’s carbon footprint and promote environmental stewardship.
- To educate and engage the campus community in sustainable practices.
- To develop and maintain a green campus with enhanced biodiversity and eco-friendly infrastructure.
- To promote sustainable transportation options, including bicycle use, public transport, and electric vehicles.

3. The Context:

With growing environmental concerns and the pressing need for sustainable development, the institution recognized the importance of adopting sustainable practices. The Sustainable Campus Initiative aims to transform the campus into a model of environmental responsibility.

4. The Practice:

The Sustainable Campus Initiative involves multiple strategies to promote sustainability:

- **Energy Conservation:** The College has undertaken significant measures to conserve energy. This includes energy-efficient lighting systems such as LED bulbs, and smart meters to monitor and reduce energy consumption. Additionally, energy-efficient gadgets have been installed in labs, offices, and other areas. These include energy-efficient computers, printers, and other electronic devices that reduce overall energy usage.
- **Waste Management:** Our institution, has implemented comprehensive recycling programs, composting facilities, and waste reduction campaigns. The institution actively promotes the use of reusable materials and reduces the reliance on single-use plastics. Additionally, to maintain a clean campus environment, the college has partnered with the Municipality Corporation of Bargarh. These initiatives reflect the institution's commitment to best practices in environmental stewardship and community collaboration.
- **Green Infrastructure:** Development of green spaces, rainwater harvesting systems, and sustainable landscaping to enhance biodiversity and manage water resources efficiently.
- **Sustainable Transportation:** Promotion of bicycle use among students and staff, as well as the encouragement of public transportation and electric vehicle (EV) use to reduce carbon emissions.
- **Sustainability Education:** Integration of sustainability into the curriculum with workshops, seminars, and guest lectures on environmental issues. Student-led sustainability clubs and projects further drive engagement.

5. Evidence of Success:

- Significant reduction in energy consumption and lower utility costs.
- Increased recycling rates and reduced waste generation.
- Enhanced campus biodiversity and improved management of natural resources.
- Positive behavioural change among students and staff, with greater awareness and participation in sustainability initiatives.
- Increased use of bicycles, public transportation, and electric vehicles on campus.

6. Problems Encountered and Resources Required:

- Initial investment in sustainable infrastructure and technology.
- Need for continuous engagement and education to sustain momentum.
- Resources required include funding for green projects, expertise in sustainability, and ongoing community outreach and education efforts.

Through these best practices, the institution has successfully fostered a healthy and sustainable campus environment, setting a benchmark for holistic well-being and environmental stewardship.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Established in 1960, Panchayat College, Bargarh, has been a cornerstone of higher education in Western Odisha. The college is committed to the holistic development of its students and has made significant contributions to the region's educational, cultural, and social landscape. As the only government college in the district, it provides affordable education to rural-based students, fostering an environment of academic excellence and community engagement. This Institution boasts a strong academic record with numerous rank holders each year across various departments in university examinations. In the academic years 2021-22 and 2022-23, six students each year were awarded gold medals for their outstanding performance. Additionally, every year, many students from the college secure positions in the top ten list of university rankings, showcasing the institution's commitment to academic excellence and the success of its students.

Green Campus Initiatives: The college campus is known for its lush greenery and eco-friendly initiatives. Continuous efforts are made to maintain and enhance the green environment, making the campus not only aesthetically pleasing but also conducive to learning. Tree plantation drives, waste management programs, and eco-awareness campaigns are organized, instilling a sense of environmental responsibility among students and staff. Every year, more than 500 trees are planted by students and faculty on various occasions.

Cultural Preservation and Transmission: Western Odisha is known for its distinct cultural forms such as Dalkhai, Madali, Dhap, and Danda Nacha. Panchayat College plays a vital role in preserving and transmitting the rich cultural heritage of western Odisha. The college organizes various cultural competitions and encourages student participation in events like the famous *Dhanu Yatra*, a world-famous open theatre festival unique to the region. During this festival, students voluntarily help manage crowds and guide visitors. Additionally, students are involved in the study and preservation of traditional manuscripts, including *Tala Patra*, which are crucial for understanding the historical and cultural contexts of the area.

Village Adaptation: As part of its distinctive work, the college has adopted the village of Ruhunia.

Here, students and faculty engage in community outreach programs, educational initiatives, and various development projects aimed at improving the quality of life for the villagers. This adoption reflects the college's commitment to fostering community development and preserving local traditions

Community and Outreach Activities: The College is deeply involved in community and outreach activities through its students, NCC, and NSS wings. Awareness camps, nukkad plays, and rallies are organized to address various social issues relevant to the locality. One of the major concerns is the use of harmful pesticides by farmers, which has been linked to the high cancer rates in Bargarh, a district with the second-highest incidence of cancer in the entire country. The College aims to spread awareness among the local population about the dangers of pesticide use and promotes drives towards organic farming as a healthier and safer alternative.

Affordable Education and Hostel Facilities: As the only government college in the district, Panchayat College offers affordable education to students from rural backgrounds. The college provides hostel facilities, ensuring that students from remote areas have access to quality education without financial strain. This inclusivity and support make higher education accessible to a larger section of society, fostering social equity and empowerment.

Besides the aforementioned activities, various departments also reflect their distinctive tasks in different fields. For example, the Department of Zoology is at the forefront of research on health issues prevalent in Bargarh, such as cancer and chronic kidney disease. Through student research projects, the department investigates these pressing concerns and works towards finding solutions that can benefit the local community. Their ongoing efforts are crucial in understanding and mitigating health problems that significantly impact the region.

The Department of Botany plays a vital role in the preservation of the college's botanical garden and the protection of valuable plant species. By maintaining and enhancing the garden, the department ensures the conservation of local flora, which is essential for both ecological balance and educational purposes. Their work helps safeguard the region's plant heritage and supports biodiversity.

Aligned with our country's mission, the department of Physics currently interested in working on an interdisciplinary project that explores the application of various materials in realizing quantum information processing, sustainable environmental and green energy application. Due course of time various national and international colorations are building up to strengthen the research environment for students as well as faculties benefits.

In addition to that Department of History at Panchayat College, Bargarh, is actively engaged in organizing seminars and workshops that address regional issues, including those affecting tribes and women's social and economic conditions in Western Odisha. These events foster discussions on historical and contemporary challenges, providing valuable insights and promoting awareness about the needs and contributions of these communities.

The Department of Teacher Education contributes to skill development and community engagement by organizing art and food exhibitions, as well as training programs in tailoring and woodwork. These activities not only enhance students' practical skills but also support local artisans and promote cultural traditions. The **Nisha Nivarana** programme, organized by B.Ed. students, is a significant initiative aimed at addressing and mitigating the challenges associated with substance abuse in the local community.

The Department of Psychology is dedicated to raising awareness about mental health issues. It conducts outreach programs and visits special schools for the disabled to understand and address their specific challenges. By engaging with these schools, the department gains insights into the needs of individuals with disabilities and works towards creating a more inclusive and supportive environment.

Commerce Department organized food festival to enhance marketing skills. The event provided students with hands-on experience in event management, promotional strategies, and customer interaction, offering a practical platform to apply marketing concepts and engage with the community.

Overall the college's continuous initiatives and achievements reflect its dedication to holistic development and its significant impact on the socio-cultural and educational landscape of Western Odisha.

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

5. CONCLUSION

Additional Information :

The Panchayat College is an affiliating college of Sambalpur University and under the administrative control of Govt of Odisha. The College is established in the year 1960 and catering educational services to western Odisha since inception. The college is witnessing commendable performances of students in university examination in both undergraduate and postgraduate programmes. One of our student Ms Archita Mishra have participated in National Youth Parliament Festival 2024 organised by Ministry of Youth Affairs and Sports, Govt of India on 6.3.2024 at Sansad Bhavan, New Delhi. Two students of Physics Departments have selected for summer internship programme at NISER, BBSR, Odisha. In the academic session 2023-24, new PG courses in Chemistry, Physics, Botany, Education, Sanskrit and UG courses in Geography, sociology and statistics with 32 seats each have sanctioned by the Higher education of Odisha and running successfully. Simultaneously seats have been increased from 16 to 32 in all existing PG courses. Four research projects are funded by Odisha Higher Education Council, Odisha under MRIP-2023 to 4 faculty members which enhancing the research on cross cutting issues. The college is selected and funded under Odisha Higher Education Programme for Excellence and Equity (OHPEE) by Govt of Odisha.

Concluding Remarks :

Panchayat College, Bargarh has achieved laurels and made its niche in the academic sphere of higher education. The alumni of the college achieved positions in national and international levels. The College strives continuously to fulfil its mission to achieve academic par excellence and imparting transformative education for empowering the young learners by making them capable individual with high social value. The college is evolving with physical, academic and infrastructural facilities to meet the changing need of society in view of NEP-2020. Overall, the Institution strives for superiority, innovation, commitment, integrity, and inclusiveness. Toward achieving this goal, Panchayat College makes all-out efforts to generate capable and skilled human resources to meet local and national challenges. However the college also recognizes its weaknesses and challenges, which can be overcome with all stakeholders working together to make the college a unique centre of excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 7 Answer After DVV Verification :0</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1142</td> <td>1142</td> <td>1129</td> <td>1130</td> <td>1106</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1142	1142	1129	1130	1106	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
1142	1142	1129	1130	1106																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	00	00	00	00																	
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Remark : Input is edited as per supporting document</p>																				
2.4.2	<p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>20</td> <td>18</td> <td>18</td> <td>20</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	35	20	18	18	20										
2022-23	2021-22	2020-21	2019-20	2018-19																	
35	20	18	18	20																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	19	17	18	19

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	1.5

Answer After DVV Verification :

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

Remark : Only research grants are to be considered. Input is edited according to it

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	10	4	9	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	4	9	1

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

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

Answer before DVV Verification:

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

10	7	6	8	14
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Answer After DVV Verification :

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

Remark : input is edited as per UGC care list.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	3	0	6

Answer After DVV Verification :

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

Remark : input is edited as per supporting document. Publication year should be in assessment year. Publications with ISBN number only would be considered.

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

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	4	17

Answer After DVV Verification :

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

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

Answer before DVV Verification : 12

Answer After DVV Verification :2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
155.04	155.60	13.11	64.07	3.43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
155.04	155.60	13.11	64.07	1.53

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

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
162.75	158.44	13.69	66.91	17.68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.001	0.001	0.001	0.001	0.001

Remark : Purchasing of new equipment is not considered in this metric. Input is edited according to it

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input is edited as per clarification document

5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>375</td> <td>89</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input is edited as per supporting document. “Students benefitted” refers to students registered / attending the said programs</p>	2022-23	2021-22	2020-21	2019-20	2018-19	42	0	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	375	89	0	0	0										
2022-23	2021-22	2020-21	2019-20	2018-19																											
42	0	0	0	0																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
375	89	0	0	0																											
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students’ grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Input is edited as per supporting document</p>																														
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1615 1046 1749"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>154</td> <td>133</td> <td>148</td> <td>130</td> <td>148</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1827 1046 1962"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>4</td> <td>10</td> <td>6</td> <td>8</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 2040 1046 2085"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	154	133	148	130	148	2022-23	2021-22	2020-21	2019-20	2018-19	26	4	10	6	8	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
154	133	148	130	148																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
26	4	10	6	8																											
2022-23	2021-22	2020-21	2019-20	2018-19																											

2022-23	2021-22	2020-21	2019-20	2018-19
570	618	603	508	469

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
570	618	603	508	469

Remark : Input is edited as per supporting document

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	35	52	23	29

Answer After DVV Verification :

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

Remark : Input is edited as per qualifying certificates

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	0	0	0

Answer After DVV Verification :

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

5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>0</td> <td>8</td> <td>25</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 604 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>2</td> <td>4</td> <td>4</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	28	0	8	25	30	2022-23	2021-22	2020-21	2019-20	2018-19	2	0	2	4	4										
2022-23	2021-22	2020-21	2019-20	2018-19																											
28	0	8	25	30																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
2	0	2	4	4																											
6.3.3	<p>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</p> <p>6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1099 1046 1232"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>14</td> <td>07</td> <td>02</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1312 1046 1444"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>14</td> <td>06</td> <td>02</td> <td>00</td> </tr> </tbody> </table> <p>6.3.3.2. Number of non-teaching staff year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1525 1046 1592"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	03	14	07	02	00	2022-23	2021-22	2020-21	2019-20	2018-19	02	14	06	02	00	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
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02	14	06	02	00																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above</p>																														

Answer After DVV Verification: C. Any 2 of the above
Remark : Input is edited as per supporting document.

7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1317 986 1429"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2093</td> <td>2114</td> <td>2112</td> <td>2081</td> <td>1996</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1507 986 1619"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2092</td> <td>2114</td> <td>2112</td> <td>2081</td> <td>1996</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	2093	2114	2112	2081	1996	2022-23	2021-22	2020-21	2019-20	2018-19	2092	2114	2112	2081	1996
2022-23	2021-22	2020-21	2019-20	2018-19																	
2093	2114	2112	2081	1996																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2092	2114	2112	2081	1996																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 107 Answer after DVV Verification : 108</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1939 986 2051"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>86</td> <td>59</td> <td>57</td> <td>61</td> <td>64</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	86	59	57	61	64										
2022-23	2021-22	2020-21	2019-20	2018-19																	
86	59	57	61	64																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
63	59	57	59	61