



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**REMUNA DEGREE COLLEGE**

REMUNA DEGREE COLLEGE REMUNA, BALASORE

756019

remunadegreecollege.org

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Remuna Degree College is a progressive Higher Educational Institution in Balasore district of Odisha. It was established in the year 1996 to cater the need of higher studies to the aspiring youths in this area which is famous for business hub of the district. The college as a breeding ground of human resources to supplement the requirement of nearer industries and commercial centers, its academic setup is tuned to the need of the time. The college has been affiliated to Fakir Mohan University for imparting UG courses in 15 subjects in Arts, Science and Commerce disciplines. The courses under CBCS pattern continued from 2016-17 academic session and the same has been revised in the year 2019- 20. The college has completed its glorious period of two and a half decades and it is going to celebrate its Silver Jubilee in the academic session 2021-22. The college has been affiliated to University Grant Commission under sections 2f & 12(B) since 18.11.2005 & 16.12.2013 respectively. The college had undergone the process of accreditation for 1st cycle by NAAC in the year 2016 and has been awarded B++ grade in CGPA score of 2.80. In order to assist in the process of evaluation, the college has been functioning as a Valuation Zone for the last 4 years as assigned by its affiliating Fakir Mohan University during the pandemic period of Covid-19. The college has been chosen as Vaccination Centre around one year. The college has played a significant role in taking the programs to neighborhood promotion by providing social service and awareness outside the campus. It has conducted a number of seminars, webinars and counselling programs for career building of students and professional training in the domain of its educational services. It aims at contributing a permanent portion of quality education and excellence that may come in service of the nation.

### Vision

The vision of the college has been well transcribed in the form of its noble aspiration and truth in promoting quality education and consciousness. The very insignia of the college retains the motto of the Institute. The college has been striving to revise its means to reach at its goal. The vision of the institution centers round these ideas:

? To bring up a social change through quality education.

? To prepare better human resources by inculcating a sense of duty and responsibility in them.

The college sticks to the path of adoption of the newest sources of learning and segregates its stake- holders to offer combined effort to enrich the learning materials. Moreover, the institution aims at providing ample scope to its students to search for knowledge and benefit themselves to the market of employment. Further, it wants to inculcate in students the civic vision to serve the deficient fellow-beings and further take up responsibility to learn and earn as well as to help them.

The vision of the college centers round scientific approach to all learning concepts. It believes in learning by realizing while discarding any sort of memorization, imitation, duplication of others' idea from the learning system, when the institution emphasizes on innovative and creative ideas and also latest researches and discoveries of the world.

### Mission

### Mission

The college envisages its mission in its pursuit of imparting lesson work in undergraduate courses. It has made her best effort to transform her objectives into reality. Her mission is to articulate the inner strength that conforms-

? To make teaching learning interactive and student-friendly.

? To introduce ICT in teaching learning.

? Practical use of Knowledge in day-to-day life through extension activities.

The mission of the college offers a herculean task to take up the challenge and responsibility to fight with. It tries to maintain a status of equal opportunities for all its learners, especially focusing on the disabled, the poor and marginalized learners. It tries to motivate its stakeholders to flourish in their learning pursuits with a spirit of practical and research mindedness. Moreover, the college wants to promote its linkages and collaborating activities for enhancing participatory and experiential learning in order to fulfill its mission. The learned faculties are trained to deal with the lagging behind students by supplementing their learning facilities with remedial, special and tutorial classes. Moreover, counselling to students, offering handouts, notebooks and library assistance are given priorities. In order to bring up all round development of studies in body mind and spirit, the scope of offering physical, moral, cultural, social service and extension work education has been widened for the stakeholders. The continuous enlisting of course outcome, programs outcome, and program specific outcome in each department, College Academic Council, IQAC and the Governing Body has been done to see if the vision of the college has been going on right perceives through various activities and mission taken by the college.

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

### Institutional Strength

The Institution has stern strength in academic, administrative, infrastructure, 11 acres campus, learning assets, cultural and extension activities. The details of its strength have been presented below:

1. The college has been located in an area of industries and business centers of the district and within Seven km. from its district headquarters.
2. Its curriculum has been patterned in unified CBCS for education in Arts, Science and Commerce streams.
3. It has a registered Alumni Association and also gets industrial and public supports to flourish.
4. The college has sufficient infrastructure and learning support such as college Canteen, Parking Shed, Gymnasium, Library, Laboratories and Sports Complex. It has one self-financing professional course in Computer Science and the pass-outs have been employed in IT sector.
5. One Higher Secondary School is running as its feeder in the compound.
6. The college has organized a number of seminars, webinars and symposium on COVID 19, Career Guidance, Awareness Programs and Interactive Discussions.
7. The college library and account section are fully automated with Digitalization, OPEC, N.LIST and soft support.
8. To promote experiential learning, advanced learning devices, Language Lab. & ICT techniques, the college has made its efforts to enhance such learning supports, MOUs & Linkage.
9. The college collects feedback both offline and online, has made internal assessment as well as academic and administrative audits to collect key indicators to improve the quality education.
10. The college has young efficient and expert faculty members to be worthy for entrusted work.
11. The college has been a Valuation Centre of the University for the last 4 years.
12. The college possesses a very attractive ornamental garden & inspires a sense of beauty in its mind of the learners.

13. The dignitaries and men of position have visited the campus and suggested tips for her improvement.
14. The college caters opportunities to cultivate the culture of sports, culture and social work through Cultural Association, Dramatic Committee, NSS, NCC, YRC, Rover and Ranger Groups, Gymnasium and Yoga center.
15. The college has completed the first cycle of Accreditation and availed RUSA fund.

### **Institutional Weakness**

There are certain weaknesses that the college has to fight with for promotion of its standard. These are:-

- ? The Government aid in lieu of the salary of all teaching and non-teaching staff has not been sanctioned.
- ? The college does not have any staff quarter.
- ? The improvement of smart classes and audio video center have not been projected.
- ? The college does not have any incubation center.
- ? The college could not materialize linkage with international communities and universities.
- ? The P.G classes and sufficient professional courses have not yet been introduced.
- ? The scope for research activities have not yet been widened.
- ? The activities and affinity with the Alumni and Parents Teachers Association have not been boosted.
- ? The college has more slow and marginalized learners at entry level.
- ? The sport gallery and greenery in the campus have not been setup.
- ? Students Reading Room has not been spacious.
- ? The government have not sanctioned some exclusive posts appointed for night watching, cleanness, laboratory assistance, Library maintenance, gardening and technicians for such colleges.
- ? Students and faculty exchange programs have not been sufficient.
- ? The college has not provided institutional vehicle support for the movement of the day scholars.
- ? The study tour, internship, industrial visit, visit to scientific parks and places of learning etc. have not been sufficient.
- ? The posting of faculties for certain common classes and add-on programs has become necessary.

### **Institutional Opportunity**

? In spite of certain defects, the college has a lot of possibilities and opportunities to grow. Some of these are explained here under:

- ? College has sufficient land for growth of infrastructure.
- ? It has scope for introduction of courses like Horticulture, Industrial Science, Biotechnology, MBA & MCA.
- ? The college, as situated in a site of cultural heritage, cottage industries, freedom fighters, religious hub and historical spots, the Certificate Course in Tourism, Guide and Travel can be introduced here.
- ? The opportunities in Post-Graduation and Higher Diploma Course can be adopted as the institution is situated in between two campuses of Fakir Mohan University and also closure to Fakir Mohan Medical College.
- ? The college is situated in newly announced Remuna Notified Area Council closure to Balasore Municipality, hence it can utilize the learning resources available in both the towns.
- ? The college, if gets Government aid and grants, can be promoted as a Model College of the district.
- ? The college can strive for Autonomous status in future.
- ? The college can establish a Counselling, Coaching and Training Centre for preparation of Defence, Subordinate and Paramilitary services.
- ? The college can establish an Incubation Centre in future.
- ? The college, if assisted by the Government can establish a scientific park for practical and experimental learning.

- ? It can set up a Seminar Coordination, Publication and Research Centre in the campus in future.
- ? It must try to promote its Library, sports, Gymnasium, Central Office and the mentoring system in future.
- ? It can try to improve the activities of the Alumni Association, employer- employee and parents- teachers relationship.

### **Institutional Challenge**

The college locates certain challenges to face with. The IQAC and academic experts have studied our status and recommended to promote following deficiencies:

- ? The college has to arrange certain professional training programs, intellectual property oriented workshops.
- ? The internal audit and continuous internal evaluation system must be improved.
- ? The student centric activities such as cultural programs, sports events, awareness camps, leadership training, event management, talent hunt, Intra- personal relationship conclave, dance acting, anchoring and singing training etc. are to be provided for multi-talent quality improvement of learners.
- ? The college has to arrange placement programs and self-employment training camps.
- ? The western site campus wall of the college is to be completed for safety and security of students.
- ? The College Silver jubilee Committee and Alumni Association are to be expedited for celebration of Silver Jubilee of the college,
- ? Plan for optimum utilization of the facilities available is to be framed.
- ? Master plan for proper construction is to be prepared.
- ? Opening of more self-financing, professional training and post-graduation courses is to be initiated.
- ? Network Resource Centre, Language Laboratories, Smart Classes, Instrumentation Centre as well as solar energy system must be improved.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- Remuna Degree College, being affiliated to Fakir Mohan University, Balasore, adopts the syllabus, examination schedule, curriculum design and evaluation system as per the regulation of the University. The unitised CBSE pattern of education implemented by the University is further planned properly in the academic calendar finalized by the College Academic Council. The Master Timetable is prepared taking in view of teaching hours and availability of teachers and classrooms. The Departmental Timetable is abstracted from the Master Timetable allotting each class to individual teachers. The distribution of classes is made keeping in view of coverage of courses. The Government Circular of Common Minimum Standard framework and model teaching method are also taken into account for designing lesson work and imparting curriculum.
- The college provides education in 15 subjects at Honors level in Arts, Science & Commerce disciplines. One self-financing program in Computer Science Honours also continues in the college since 2016-17 academic session. The teachers adopt suitable teaching method lesson as per the need of slow, marginalized and advanced learners. Normally the lecture-cum-demonstration method, interaction, and face-to-face discussion, storytelling, acting and e-teaching devices are adopted for transmission of lesson. The course work is supervised by the Heads of the Department, Academic Bursar and the Principal of the college who verify and countersign the lesson plan, lesson delivery and progress register

prepared by each faculty member of the Departments.

- Except normal academic activities, the Academic Council comprising various departments, IQAC and Governing Body of the college review the lesson work progress, students performance rate, course and learning outcomes. Their suggestions for marshalling the courses further through remedial, special, tutorial and experimental classes are arranged as required. The students' feedback analysis works as a boosting factor to improve curriculum implementation.
- A student has to cover Core Courses, Skill Enhancement Courses, Generic Electives, Ability Enhancement Courses and Discipline Specific Electives in six semesters covering 2600 marks in 3 years degree courses. The students are taught Add-on Programs, Computer Courses, Language Courses, Value-aided-Moral-Teaching and Leadership Courses. The students are taught methodology of project work, practical project paper and practical/experimental classes in their respective laboratories.

### Teaching-learning and Evaluation

- The college gets benefit of favorable absorption of sanctioned roll strength by new entrants. The Students' Academic Management System Portal managed by Higher Education Department, Government of Odisha controls admission of students, scholarship, filling up forms and enrolment for semester examinations, etc. The students are to apply online by themselves to avail all facilities such as boarding, students help and representation, etc. The college authorities recommend their applications for action.
- The students are categorized as slow and advanced learners as per their performance in the classes and the previous result records. Accordingly, their learning methods are determined and teaching aids are provided. Academic Council and IQAC keep vigilant watch on the improvement of students and bridge courses, remedial, proctorial, tutorial classes are arranged. The students are given class assignments and unit tests are conducted. The midterms are conducted before the examinees appear semester examinations. The students' performance in class examinations are discussed and tips for better performance are suggested.
- The students-friendly methods are adopted including audio-visual session, PPT and online classes during covid-19 pandemic isolation through whatsapp, google meet, google classroom, youtube and zoom. Notes and hand-outs are also provided to needy learners. The final year students are guided to prepare their project papers. The students are counseled to participate in cultural meet, study tour, industrial visit, workshops and seminars and motivated for University position, better performance, progression to higher studies and placement. The students are engaged in extension activities, social service, internal audit, plantation work and literary activities. They attend Add-on programmes, moral teaching and value-added classes. The latest teaching software along with chart, map, models, MCQ sheet, chalk and talk methods are adopted as necessary in the classes. High speed wi-fi facilities are available in the campus for e-learning.
- Question Banks are prepared and solved previous exam answer-sheets are supplied by teachers. The examination-related grievances are promptly complied. The course/programme outcomes are reviewed in the IQAC, Academic Council and departments. Any deficiencies are fortified with strategies at institutional and departmental level. The college has signed MOUs for industrial visit, students exchange and training programmes.

## Research, Innovations and Extension

- Being an Under-Graduate institution, it has a little scope for research activities. However, the faculty members undergo Ph.D. projects and have been awarded the degree. The students are given chance to show their innovative idea in cultural programmes, paper presentation in seminars and participation in workshops. They are offered project papers in their Final Semester Syllabus. They contribute their writings in the College Magazine 'SAPTASARA' and the Wall Magazine 'BANSHISWANA'. The students also participate in group discussion and interaction in lesson-work. The training programmes like voters' awareness, social work, citizen's rights and duties, women empowerment, etc. are conducted in which the Resource Persons present observation and analysis for new ideas of the participants.
- The college conducts various welfare programmes through NSS, YRC, NCC, Rover and Ranger groups. These extension activities relate to awareness programme, social-work, health and hygiene programmes, works of environment protection, developing skills for social activism, tips for team spirit, volunteerism and equal opportunities. The institution believes in allround development of learners and improvement of health in body, mind and spirit. The units working for the cause of social welfare in the institution prepare schedule for annual activities and take up plantation work, blood donation camps, health camps, rallies, road-shows, health-alert activities in which individual student has unique opportunity to expose himself/herself in an innovative way. Moreover, the scope of students contact with public gives them the knowledge of ground reality and they get outreach knowledge on social justice, human values, roles and responsibilities of a good citizen.
- The special activities like Self-Defence Programme for girls and Active Citizenship Awareness, etc. are conducted under Government sponsorship. The college conducts numbers of seminars, webinars and symposium on literary, intellectual, environmental and current affairs in which the participation of students as well as staff members become much beneficial. The college celebrates a number of national and commemorative days, cultural competitions, quiz, debates and talent hunt programmes in which the learners get the chance of showing their talent and innovative ideas. The college has signed MOUs with institutions and industries for joint effort and collaboration in academic and extension activities.

## Infrastructure and Learning Resources

- The learning supports and institutional infrastructure are the asset of the nation. Its scope and quality promote ranking of the institution. The College has sufficient infrastructure to accommodate its academic, administrative and support service activities and possesses 15 departmental classrooms (Science and Humanities Blocks), 07 laboratories, hostel for both boys and girls students, Gymnasium, Library, digital reading room, Computer Lab, Language Lab for promotion of students' soft-skills, wi-fi Campus, 8 classrooms have projectors and Internet facilities, well-furnished canteen and a very good-looking ornamental garden.
- The college has established IQAC in the year 2012 and it has forged close touch with various sections, departments, cultural wings, laboratories, and library and welfare wings. Its role in determination of quality parameter and planning for development of the institution is praiseworthy.
- The college provides adequate cultural, sports, yoga and gymnastic facilities to its stakeholders. These co-curricular wings work with professional experts. The playfield of the college can accommodate the games like football, cricket, valley-ball, kabadi, khokho, track and field events. The ornamental garden at the frontage provides round-about-path-way which is a quite useful run-way for regular practice of

the athletes. The college maintains its website and software and costly assets with regular renewal and AMC.

- The college library has been fully automated. The textbooks and reference books are borrowed for home-reading as well as library reading. The digital library with 16 units of computer with internet connectivity and Online Public Access Catalogue (OPAC) provide opportunity of Web sources. Moreover, the college library as a subscriber of N-List, titles of Journals, magazines and newspapers also provide better scope of sources of learning.
- The College has both Girls' and Boys' Hostels to accommodate 60 number of students. The napkin vending-machines are set in the ladies' toilet and hostel. The building used as Science Block constructed out of RUSA Funds has safety-belt for water circle and fire-extinguisher. All the laboratories are well-ventilated and fitted with fire extinguishers.
- The Administrative Block is fully automated and official business is taken up online. The campus is under CC Camera surveillance. The Biometrics Attendance has been used for staff attendance.

### **Student Support and Progression**

- The college believes in students' welfare. So different schemes of scholarship, free-ship and merit awards are available for students. The students are awarded to recognize their merit. The photographs of the awardees and successful students are displayed to inspire the students of the institution in general. The students' representation is given priority in different wings, departments, IQAC, Cultural Association and service wings like NSS, YRC and NCC. The students' feedback system is very effective and the students' views are taken into consideration for quality improvement. The college provides career counseling and coaching for the pass-out students. Moreover, Bridge Courses are arranged for new entrants. Some students get awards for their merit positions, cultural talent as well as merit in sports at institutional level as well as by other organizing colleges and universities. The career counseling and online training have been provided to the students for proper choice of higher studies as well as job opportunities. The students are guided to obey rules and regulations for transaction of library books, using laboratories, language lab, canteen and their progression. Some of the pass-out students get placement and some are promoted to higher studies in every academic session.
- The college takes care of its student capital. They are engaged in various cultural, intellectual exposure and extension programmes of the college. They are given the task of leadership, volunteership, anchoring, event management and catering, etc. The college provides mentoring system to its stakeholders for proper guidance in pursuit of studies. The students are counseled to prepare notes, compose writing, prepare for competition examinations and jobs.
- The college has a registered Alumni Association. It has been functioning since 2015, the year of its establishment. The function of the Alumni Association is controlled by its bylaws. The Executive Council of the Alumni Association is an executive body and its regular sessions look into the matter related to college development and contributes towards allrounddevelopment of the college.

### **Governance, Leadership and Management**

- The College functions on a democratic structure. Its governance is graded into different cadres and functionaries. All its functions relate to fulfillment of vision and stick to its mission for college development and quality education maintenance. It looks into holistic development, power



decentralization and dissemination. With broad objectives, the college authorities strive for taking up social responsibilities, community development by educating the young for shaping the nation's future. In wide knowledge spectrum, the college believes in latest version of learning, research and novelty of ideas.

- The college runs under the rules of the Government in their Department of Higher Education of the State. The Principal Secretary to the Department is the Supreme Executive who communicates the rules and regulations to run the institution as its apex policy-maker in the organogram of the institution and the power structure. The Director of Higher Education acts as communicator of Government policies and liaisoning officer between the Government and his immediate authority Regional Director. The Governing Body of the college acts as the sole tribune of day-to-day function of the college in which the Principal acts as the Head of the Institution and Chief Executive to implement the decision of the Governing Body. The Principal is assisted with IQAC, Staff Council and Academic Council in overall functions of the Institution. Various Committees play great role in policy-making of the Institution.
- The Administrative Bursar, Accounts Bursar, Academic Bursar, senior officials and HoDs frame policies for day-to-day function of the college. The college office with different sections with assistants at the bottom and Head Clerk as Sectional Head carries on college administrative functions. Every proposed action-plan is verified by sectional heads and officers before the same is executed.
- The College has solid administration structure in which the committees, departments, students bodies, management, parents have share. The peers view administration internal audits, academics, committees' reviews and feedback of the stakeholders that strengthen quality maintenance in administration and reformation. The effective function of IQAC initiated new practices and healthy custom in the college like implementation of the Quality Circle and Medha Samman.

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

Remuna Degree College is committed to community development. It has taken many fruitful steps to maintain discipline, gender equity and equal opportunity in the campus to forge good relationship among students and teachers. It organizes sensitization and awareness programs in which code of conduct, protocol and professional ethics are discussed. The voluntary organizations, moral education experts and industrial executives are invited to present their noble thoughts and feelings in seminars, workshops, webinars and symposium. Sexual harassment and ragging of the weaker group has been prohibited in the college as bad nature and evil practice.

The College prepares Annual Academic Calendar and Action-Plan to take up various socialization, awareness and sensitization activities for staff and students. Accordingly, such days as Voters' Day, International Yoga Day, Teachers' Day, International Women's Day, Youth Day, NSS Day, AIDS Awareness Day, Annual Day, Republic Day, Independence Day, etc. are observed in the college. In these functions invitees, resource persons, students and teachers are given chance to expose their views and observations. The system creates moral strength, healthy atmosphere and models of good behavior in the campus.

India stands for unity in diversities. The College makes the students aware of their civic responsibilities, constitutional obligation, duties and rights as citizens of the country. The constitutional rules, human rights chapters and social customs etc. are the themes of discussion themes in many of our seminars and discussions. We aspire our stakeholders realize the values of liberty, equality and fraternity. They are to respect the unity and integrity of the nation and cement a feeling of friendship and brotherhood among all. We want to provide a

state of inclusion, tolerance and harmony in spite of social, cultural, lingual, communal differences among its stake-holders.

We want to promise healthy practices prevailing in the physical, mental, cultural, social, educational, environmental, behavioral and technical environment in the campus. We give priority to outward and inward cleanness of the associates working in its surroundings. The cultural values, human values and inborn qualities of its stakeholders are never thwarted away in ignorance. We respect each and every person realize their strength and weakness and try to prevail peace and prosperity in the campus. We try to avoid selfishness, egotism, discrimination and scorn among us and encourage to cultivate spirit to sacrifice and service in our mind and spirit.

We believe in protection of environment. We give importance to greenery, rain-water harvesting, drainage, recycling of waste material and alternative energy. We adopt certain best practices like inter-disciplinary support, quick services, instant help, moral education, students' welfare, students exposure, participation and representation. We want to provide tips for social service, self-help, vocationalization of education, earn & learn method for the students. We always give emphasis on good manners, shaping career, social welfare and awareness of all.

The college plans for its bright future. It wants to improve its physical, academic, infrastructure, environmental and intellectual strength. The higher diploma, degree, professional and post-graduation course are to be started in service of the nation. We want to use the latest educational devices to patch up the gap between upward and backward classes and amenities of urban rural differences.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | REMUNA DEGREE COLLEGE  |
| Address                         | Remuna Degree College Remuna, Balasore                               |
| City                            | BALASORE   |
| State                           | Orissa   |
| Pin                             | 756019   |
| Website                         | <a href="http://remunadegreecollege.org">remunadegreecollege.org</a> |

| Contacts for Communication |                 |                         |            |     |                                   |
|----------------------------|-----------------|-------------------------|------------|-----|-----------------------------------|
| Designation                | Name            | Telephone with STD Code | Mobile     | Fax | Email                             |
| Principal                  | Jayanti Nayak   | 986-1779074             | 9861779074 | -   | remunadegreecollege@gmail.com     |
| IQAC / CIQA coordinator    | Archana Acharya | 06782-224399            | 9938241555 | -   | iqacremunadegreecollege@gmail.com |

| Status of the Institution |              |
|---------------------------|--------------|
| Institution Status        | Grant-in-aid |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 01-06-1996 |

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

| State  | University name        | Document                      |
|--------|------------------------|-------------------------------|
| Orissa | Fakir Mohan University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 18-11-2005 | <a href="#">View Document</a> |
| 12B of UGC    | 16-12-2013 | <a href="#">View Document</a> |

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|--------------------------------|--------------------|---------|
| No contents                    |   |                                |                    |         |

**Details of autonomy**

|  |    |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

**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 | Remuna Degree College<br>Remuna, Balasore | Rural     | 7                    | 16187.4                  |

## 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,Economics             | 36                 | Higher Secondary    | English,Oriya         | 32                  | 0                       |
| UG   | BA,History               | 36                 | Higher secondary    | English,Oriya         | 48                  | 0                       |
| UG   | BA,Education             | 36                 | Higher secondary    | English,Oriya         | 32                  | 0                       |
| UG   | BA,Home Science          | 36                 | Higher Secondary    | English,Oriya         | 32                  | 0                       |
| UG   | BA,Odia                  | 36                 | Higher secondary    | English,Oriya         | 32                  | 0                       |
| UG   | BA,Philosophy            | 36                 | Higher secondary    | English,Oriya         | 16                  | 0                       |
| UG   | BA,Political Science     | 36                 | Higher secondary    | English,Oriya         | 32                  | 0                       |
| UG   | BCom,Commerce            | 36                 | Higher secondary    | English               | 48                  | 0                       |
| UG   | BSc,Physics              | 36                 | Higher secondary    | English               | 56                  | 0                       |
| UG   | BSc,Chemistry            | 36                 | Higher secondary    | English               | 48                  | 0                       |
| UG   | BSc,Mathematics          | 36                 | Higher secondary    | English               | 24                  | 0                       |
| UG   | BSc,Botany               | 36                 | Higher secondary    | English               | 48                  | 0                       |
| UG   | BSc,Zoology              | 36                 | Higher secondary    | English               | 48                  | 0                       |
| UG   | BSc,Computer Science     | 36                 | Higher secondary    | English               | 32                  | 0                       |
| UG   | BA,Sanskrit              | 36                 | Higher secondary    | Oriya,Sanskrit        | 32                  | 0                       |

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

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0                |        |        |       | 0                          |        |        |       | 7                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 4                          | 3      | 0      | 7     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 27                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 10                         | 16     | 0      | 26    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 1                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 3            |
| Recruited   | 3           | 0             | 0             | 3            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 8            |
| Recruited   | 4           | 3             | 0             | 7            |
| Yet to Recruit  |             |               |               | 1            |

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

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD              | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 2                          | 2      | 0      | 4            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 9                          | 2      | 0      | 11           |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 10                         | 8      | 0      | 18           |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD              | 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            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD              | 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            |

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

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



| Programme |        | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG        | Male   | 218                                     | 0                          | 0            | 0                | 218   |
|           | Female | 249                                     | 0                          | 0            | 0                | 249   |
|           | Others | 0                                       | 0                          | 0            | 0                | 0     |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Programme |        | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC        | Male   | 37     | 46     | 38     | 35     |
|           | Female | 42     | 44     | 48     | 27     |
|           | Others | 0      | 0      | 0      | 0      |
| ST        | Male   | 13     | 12     | 7      | 15     |
|           | Female | 22     | 15     | 14     | 15     |
|           | Others | 0      | 0      | 0      | 0      |
| OBC       | Male   | 50     | 50     | 74     | 50     |
|           | Female | 62     | 68     | 82     | 77     |
|           | Others | 0      | 0      | 0      | 0      |
| General   | Male   | 118    | 137    | 124    | 106    |
|           | Female | 123    | 143    | 145    | 161    |
|           | Others | 0      | 0      | 0      | 0      |
| Others    | Male   | 0      | 0      | 0      | 0      |
|           | Female | 0      | 0      | 0      | 0      |
|           | Others | 0      | 0      | 0      | 0      |
| Total     |        | 467    | 515    | 532    | 486    |

## Extended Profile

### 1 Program

#### 1.1

Number of courses offered by the Institution across all programs during the last five years

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 357                                     | 357     | 353                           | 305     | 257     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

Number of programs offered year-wise for last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15      | 15      | 15      | 15      | 15      |

### 2 Students

#### 2.1

Number of students year-wise during last five years

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 467                                     | 515     | 532                           | 486     | 501     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 254     | 254     | 257     | 254     | 254     |

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

### 2.3

#### Number of outgoing / final year students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 423     | 391     | 337     | 432     | 286     |

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

## 3 Teachers

### 3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16      | 16      | 12      | 12      | 13      |

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

### 3.2

#### Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 36      | 36      | 36      | 36      | 36      |

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 30**

**4.2**

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

| 2020-21   | 2019-20                | 2018-19  | 2017-18  | 2016-17  |
|-----------|------------------------|----------|----------|----------|
| 47.829028 | 19.57327800000000<br>2 | 55.20646 | 58.22075 | 10.09577 |

**4.3**

**Number of Computers**

**Response: 75**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 62**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

##### Response:

Remuna Degree College is an affiliated institution of Fakir Mohan University, Balasore, Odisha. The college adopts the CBCS pattern of three year degree courses developed by its affiliating university from the academic year 2016. The Unified model CBCS system developed by the Dept. of Higher Education, Govt of Odisha has been followed in Honours level degree programmes of Arts, Science and Commerce w.e.f the academic session 2019-20. Though the institution ensures the effective and timely curriculum delivery designed by the University, yet it exercises some flexibility of department to enhance students 'Learning skill'.

The College Curriculum Committee consisting of its Chairperson and Program coordinators gives attention on identification of learning gaps, industry expectations, new skills, knowledge enhancement, faculty training and designing of new courses in this backdrop, conduction and planning of program for curriculum enhancement through Add On certificate programme. The committee strives to achieve efficient and effective curriculum planning and implementation.

##### Procedure followed

The IQAC of the college with Curriculum Committee regularly conducts the SWOC analysis on curriculum delivery prior to the beginning of the academic session for smooth and well-planned curriculum delivery around the academic session. Annual Calendar of events are prepared as per the Fakir Mohan University Academic Schedule and the action plan for the department is planned accordingly. This takes into consideration of the National, State and local holidays. Academic Calendar also consists of plan for Field projects, Internships and dissertations. Lectures are also scheduled in intention of connecting the requirements of industry and academics. Induction programme is scheduled to provide an insight of higher education and also bridge the expectations in mindset of newly inducted students for the concerned programmes. Time-Table in-charge Curriculum Committee of the college prepare Time table at the college level and Department level – teacher wise and class wise as a matrix structure. Academic Calendar is prepared to fulfill the objectives of the curriculum delivery. At all programs – PEOs, POs, PSOs and COs are determined. Progress of the syllabus coverage and course delivery are obtained from the faculty through Lesson plan and lesson notes. Competence mapping is undertaken at department level to ensure competency of the teachers to handle the courses. Eminent academicians and industrial experts are invited for delivering lectures on current trends in the economy related to curriculum. The college provides 03 certificate/ addon courses. Taking feedback from students on faculty, course outcomes and content delivery, lesson planning is moduled. The regular results analysis, review of course outcomes, counseling of industry experts, faculty training, feedback and assessment ensures effectiveness of curriculum delivery to the extent of vision of the institution.

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

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

The preparation of academic calendar of our college and its adherence is mentioned below:

A tentative academic calendar for the institute is prepared following the calendar of university and state Government. Generally, the calendar is prepared semester-wise. The holidays considering Govt./University holidays and tentative dates for vacations are mentioned in the calendar. Any required changes/reforms are included in the calendar for the present semester. The number of continuous assessments to be conducted is mentioned in the calendar following the guidelines and timeline provided by the university. Along with the internal assessments, the co-curricular and extracurricular activities, major departmental and institutional

Events to be organized are also mentioned in the calendar and adhered. The reference of previous year calendar has also been taken into consideration when required.

The college follows its academic calendar and implements its dates for conducting constant and continuous internal evaluation of the students in each semester through home assignments, tutorials, surprise tests, unit test, open book exam and tests for add on courses. Some of the activities are intentionally organized for students to assess and upgrade their subject knowledge such as the screening of live budget sessions, PM's 'Mann Ki Baat', 'Pariksha Pe Charcha' as a part of CIE. The examination committee works on the slots reserved in academic calendar for internal evaluation and prepares and displays the time-table well in advance. The departments prepare their own teaching plans in their meetings keeping in mind the schedule of internal evaluation as in the academic calendar of the college as well as the other tests. Only, the students who are absent for the tests on valid grounds are allowed to go for evaluation at a later date. The surprise test, open book exams and assessment of the short term/add on courses is conducted separately by the faculties of respective departments.

#### The following are the important aspects of the academic calendar-

- a. Academic calendar of departmental activity.
- b. Planning of multiple activities of respective committees.
- c. Planning of extra-curricular and extension activities of N.S.S., N.C.C. and cultural club.
- d. Activities of Sports council including prize giving ceremony.

- e. Planning of Examination programmes of the college.
- f. Highlighting tentative schedule of University Examinations.
- g. Notifying schedule of holidays and vacations, induction end and outgoing dates.

**The college implements the examination and evaluation process as follows:**

1. Semester –Wise two Unit Test.
2. Semester Wise two home assignments
3. Semester Wise midterm tests
4. Pre-Semester Examination of Department
5. End term examination of each Semester

All activities of CIE are optimally completed as per the academic calendar, except in exceptional Cases e.g. changes in University schedules or local events like strike, road closure impending passage of the students and the teachers.

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

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

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

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

| <b>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b> |                               |
|---|-------------------------------|
| Response: 100   |                               |
| <b>1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.</b>  |                               |
| Response: 15  |                               |
| File Description  | Document                      |
| Minutes of relevant Academic Council/ BOS meetings  | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

| <b>1.2.2 Number of Add on /Certificate programs offered during the last five years</b>   |                               |         |         |         |         |         |    |   |   |   |   |
|--|-------------------------------|---------|---------|---------|---------|---------|----|---|---|---|---|
| Response: 1  |                               |         |         |         |         |         |    |   |   |   |   |
| <b>1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.</b>  |                               |         |         |         |         |         |    |   |   |   |   |
| <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> |                               | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 01 | 0 | 0 | 0 | 0 |
| 2020-21  | 2019-20                       | 2018-19 | 2017-18 | 2016-17 |         |         |    |   |   |   |   |
| 01   | 0                             | 0       | 0       | 0       |         |         |    |   |   |   |   |
| File Description   | Document                      |         |         |         |         |         |    |   |   |   |   |
| Institutional data in prescribed format  | <a href="#">View Document</a> |         |         |         |         |         |    |   |   |   |   |
| Brochure or any other document relating to Add on /Certificate programs  | <a href="#">View Document</a> |         |         |         |         |         |    |   |   |   |   |
| Any additional information   | <a href="#">View Document</a> |         |         |         |         |         |    |   |   |   |   |



### 1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

**Response:** 1.71

#### 1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 40      | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

**Response:**

The vision, mission, motto and core values of the college speaks volume about these cross cutting issues. The curriculum design for undergraduate course under CBCS pattern by the affiliating Fakir Mohan University has given due importance to global issues, human ethics, ,life skills ,gender equity,value education, environmental studies and professional ethics. In the wide span of 26 papers in 6semesters there are 14 core courses, two ability enhancement core course (AECC), two skillenhancement course (SEC), four generic electives (GE-A & GE-B) and four discipline specific elective(DSE). Out of four DSE papers, one is of project base. These courses are designed to cover of variousbranches of studies like environmental science, language skill in Odia, English, Hindi, Urdu,Communicative English, quantitative and logical thinking, Biofertilizer, Mushroom cultivation renewable energy, harvesting, Fuel chemistry, Python programme, office management, computer graphics, data analysis, computer application, legislative practice and procedure, personality and life skill development and home-based catering.The course in skill enhancement courses, generic electives, and discipline specific course prescribes academic writings and composition, gender and human rights, nation culture and writing for mass media. The courses in Education, Political Science covers the studies on female issues, gender equity, language politics, human rights, Gandhian Principles, The courses in Sanskrit, Odia and Hindi cover a lot of literary contents on human ethics and value education. A number of meetings are arranged by the college on observation of various memorable days, Great men's Birth anniversary and martyrs' days, in which discussion relates to human values and sacrifices. The workshops and seminars are also organised on various issues, women empowerment, rights etc. In order to acquire sustainability and life skills, all departments of the college have designed Add on courses relating to Economics, mathematical and computer base issues. The value-

based courses like Yoga, leadership quality and personality development programme count a lot for moulding virtues for novel league. Moral teaching programmes have been organised by the Dept of Sanskrit which have given a new dimension to the students and boost up their brain.

| File Description  | Document                      |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 3.96

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15      | 15      | 15      | 10      | 10      |

| File Description   | Document                      |
|--|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses  | <a href="#">View Document</a> |
| MoU's with relevant organizations for these courses, if any                                  | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

**Response:** 96.15

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

| Response: 449                           |                               |
|---|-------------------------------|
| File Description                        | Document                      |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 1.4 Feedback System

| <p><b>1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni</b></p> <p><b>Response:</b> B. Any 3 of the above</p> |                               |
|---|-------------------------------|
| File Description  | Document                      |
| Any additional information (Upload)   | <a href="#">View Document</a> |
| URL for stakeholder feedback report   | <a href="#">View Document</a> |

| <p><b>1.4.2 Feedback process of the Institution may be classified as follows: Options:</b></p> <ol style="list-style-type: none"> <li>1. Feedback collected, analysed and action taken and feedback available on website</li> <li>2. Feedback collected, analysed and action has been taken</li> <li>3. Feedback collected and analysed</li> <li>4. Feedback collected</li> <li>5. Feedback not collected</li> </ol> <p><b>Response:</b> A. Feedback collected, analysed and action taken and feedback available on website</p> |                               |
|---|-------------------------------|
| File Description  | Document                      |
| URL for feedback report   | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 89.32

##### 2.1.1.1 Number of students admitted year-wise during last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 467     | 515     | 532     | 486     | 501     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 560     | 560     | 560     | 560     | 560     |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 42.34

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 113     | 108     | 107     | 92      | 119     |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

**Response:**

**Response:**

The basic function of a college is to promote quality teaching learning environment and proper evaluation. As its vision and mission imply the plan of IQAC along with the departments follows a systematic and targeted mechanism to achieve its goal with the admission of every batches of student to the college. Respective departments with experienced identify the slow learners and advance learner under 3 parameters.

#### **Mechanism to assess slow and advanced learners**

1. On the basis of the performance in UG Exams.
2. The performance in the unit tests/activity conducted subject wise bridge course lectures at the beginning of the academic year.
3. Lastly on the basis of classroom interaction and exam performance throughout the year.

#### **Strategies to improve Slow Learners**

**Entry behavior test:** The departments conduct an entry behavior test for newly inducted students on the first days of their entry to the college. An oral interviews are conducted and students are interacted individually by the faculties then a list of slow and advanced learners is prepared.

**Mentors-Mentee Interaction:** The programs Co-coordinator Publish the list of mentors and mentees on the notice board. The respective mentors have one to one interaction with their mentees and understand the progress in academic growth, aptitude in sports are cultural activities, punctuality in lesson work and active participation in co- curricular and extra-curricular activities. The mentor also counsels the mentees on the health as well as stress related .issues .This Interactive system provides the initial understanding about the student Diasporas and subtle divide between academically bright student mediocre and the students with other interests.

**Peer tutoring /Counseling:** The academically bright students are given the task of handling the team of 2 to 5 students. In this group activity the group leader motivates his peers who are marginally weaker in a particular course or unit in a friendly manner to reach their academic goals.

**Audio - Visual Media:** Students having different abilities and interests are given extra focus by

ICT Usage like showing You-tube video. Students struggling with inferiority complexes, language acquisition problems, stammering etc. are exposed to the fun-funding method of easy learning.

**Bridge courses:** The leap from Higher Secondary passing to University course obstructs the students knowledge. So departments conduct bridge courses to create confidence in learner for better understanding.

**Proctorial Class:** These classes are organized to improve the performances, to clarify students doubts and provide remedial measures. Solved papers of previous university questions are discussed and slow learners are encouraged.

### Strategies for Advanced Learners

Students are encouraged to get the university ranks and counseled strategic method and offered special guidance to solve the assigned paper. This activity develops the team spirit, responsibility and leadership quality among students are given the guidance to excel in the Entrance exams like UPSC,etc. Institute focus on grooming overall personality to get placements, Internships by organizing the Personality development workshops through Career Guidance and Placement Cell.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 29:1

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 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

**Response:**

Response:

The vision and mission clearly state that the whole process of the college is student oriented and focused on their overall development, because education is the life sourcing tips and major part of country's culture and development in general and of Remuna Degree College in Particular. All stakeholders of the college are well aware about the aspirations of the students because majority of our students come from the nearby villages. Apart of 'Chalk and Talk' of 'Lecture Delivery' method, teachers more focus on the 'conceptual clarity' of their subject. The relationship between the teacher and the taught is like fish growing in water. Entire teaching- learning and evaluation process undergoes through the above-mentioned methods. Teachers demonstrate to elaborate the difficult concepts in their local context as well as ICT tools are used to visualize them what they are studying. The teachers apply discussion method, questionnaire and task assignments in the system of learning. The following standard is maintained and the methods are adopted to enhance the learning experiences of the students. Students of various departments participate in

best practices, innovation and incubation activities. The type of learning is clearly visible in the actual learning process of our college where students participate actively in each and every departmental workshop, seminar, group discussion, projects, add on courses. Study tours are organized for the better knowledge of the students. The classes are made interactive through questionnaire, queries and clearing of doubts. The proctorial and remedial classes are arranged to keep direct touch among students and mentors and solve their personal problems. The PPT classes are organize by faculties. All the departments organize student exchange through MOU at collaborative institution. The departments organize quiz contest, unit test and students borrow books from the Department Library. The overall output of different teaching methods is very positively seen in the result and behaviour of the students. The guiding principle behind all these things is to ensure that students can link theory with practice, apply their knowledge and participate in active learning.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

Remuna Degree College believe in advanced technologies of learning and encourages intensive use of ICT enabled tools and online resources for effective teaching and learning process. The institute follows ICT enabled teaching through the traditional classroom education has not been totally thwarted away. In ICT enabled classroom the faculties use various tools like Microsoft PPT, internet, computer, e-books with the help of LCD projector in appropriate manner. There are 06 ICT enabled classrooms in the campus which replaces the traditional teaching method, vis-à-vis to intensive Lecturing method of teaching .The faculties use charts, models and online MCQ test along with chalk and talk device. Social sites such as YouTube, Whatsapp etc. are used for active references and sending material of learning. The teaching apps like Google meet zoom , Google classroom etc are adopted for taking online class. Moreover whatsapp groups & Departmental e-mail is created to share study material, recorded lecture, question bank and Department time table. These applications are used for linking the students in the circle of Learning and contact with teachers. All of our faculties are using the Inflibnet to access the different kinds of journals, e-books and current research materials for updated knowledge. Google meet is used for sharing study materials, recorded video & also conduct tests through this application, that can be retrieved it any time. There is an e-library which constituted of 16 no. of computers having preloaded with e-books and videos of different departments. One high speed Wi-Fi-connection is provided in our campus for browsing different kinds of learning materials for the purpose of learning. Some of our departments use latest software for programming like SCILAB, MATLAB, Code blocks, Xilinx, JAVA, Prolog, Oracle 10G,Ubuntu. ICT tools supplement the traditional teaching learning methods and the institute is highly interested in providing the innovative methodologies for enriching the learning experiences.

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process. | <a href="#">View Document</a> |

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 29:1

#### 2.3.3.1 Number of mentors

Response: 16

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |
| Mentor/mentee ratio   | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                          | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 38.33

| File Description   | Document                      |
|--|-------------------------------|
| List of the faculty members authenticated by the Head of HEI | <a href="#">View Document</a> |
| Institutional data in prescribed format                      | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

**Response:** 23.37

#### 2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 04      | 03      | 03      | 03      | 03      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

**Response:** 14.75

#### 2.4.3.1 Total experience of full-time teachers

Response: 236

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

**Response:**

The efficient and smooth conduct of examinations and timely declaration of the results is ensured only with the cooperation of all the stake holders including teaching, non-teaching and administrative staff of the college. At the beginning of each academic session the Principal holds a meeting with the faculties & directs them to ensure effective implementation of the evaluation process. Unit tests are conducted by all teachers every session. The teachers informed the students about the question pattern, internal assessment and university examinations well in time. An examination committee is formed every year to coordinate the activities of internal and external examinations and communicate their action to the students, teachers and administrative staff. Changes in schedules, patterns, methods if any, are immediately notified to the students through notice boards and also through classroom briefing by the concerned subject teachers. Internal examination schedule is displayed on notice board in advance. One internal examination is held per semester. The subject teacher briefs the students in the classroom about their attendance and performance in the internal examinations. Students are free to interact with the teacher to resolve grievances if any, regarding the assessment. Invigilators are well advanced acquainted with examination procedures such as prohibition of carrying mobile phones, electronics device, digital material or supporting thing to the Examination halls which can be issued for malpractice. The invigilator is expected to be vigilant, take frequent rounds and announced the prescribed in the exam hall. The invigilators are denied to

chat with each other that would distract the students concentration in writing the Examination.. Only teaching staff are assigned duties of invigilators. Subject teachers are not assigned the duty of invigilators when the students of the subject sitting for are their examination. All the examination guideline is strictly adhered by the faculties. All the records and data of attendance in internal Examinations, Question papers, valued answer sheets/copies, summary of marks sheets, are properly maintained by the teachers for academic monitoring/academic audit. The performance of students in unit tests and midterm examination are openly discussed with them and suggestion for betterment is given to each students.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

### 2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

#### Response:

#### Response

IQAC consistently works on the students centric activities .It interacts with Examination Committee and students.The institution is having a well-structured mechanism to address examination related grievances with efficient manner which is transparent and time bound as enumerated below. Grievance Redressed Forum is an effective mechanism for loading complaint against defaults, devaluation, deprivation and obscene behaviour, disgracing the welfare of students. The grievance redressal is given ample opportunity and democratic rights to all its stake-holders to lodge complaint or sub right to the authority concerning to any deprivation, nepotism or under-evaluation of examination related misconduct in the campus.

The Examination Cell is headed by a faculty member as appointed by the Principal and with other members listen to the grievance of students regarding evolution of their scripts. The Examination Cell continuously informs all matter to the IQAC.In induction programmes the Principal briefs about the examination evaluation system to all the stakeholders. The college conducts remedial classes,group discussion,PPT presentations,special focus to slow learners, doubt clear classes etc to enhance the performance of student. The college Examination Cell executes its internal examination and unit tests in a very meticulous manner. New terms and marking system of internal examination as per CBCS pattern is elaborated to the students initially. Internal assessment of all the semester examinations is conducted by the Examination Cell of the college. Internal question papers are set at department level. On completion of the internal examinations, written answer-scripts are handed over to the concerned teachers for valuation and their discussion with the students regarding their performance level and to suggest remedies for betterment.

#### Attendance Consolidation:

Attendance of classes is given priority and it is consolidated per semester and published in the department notice board. Any complain of students regarding their regularity in classes is meticulously looked in to by the authorised members.

**Timely Valuation:**

The unit test results are published in the department Notice Board within one week of the commencement of the examination write and any complain is received and redressed quickly.

**Student Grievance Cell:**

Any grievances related to the conduct of examinations and valuation of answer scripts is reported to the concerned teacher at first level and further to HOD. Then students can approach the Grievance Cell and they can put complaints in the complaint box too.

After publication of result by the university examination the departments collect the marks of both internal and university examination for review with IQAC. The same is presented to the parents during Parent-Teacher Meeting in an analytical manner to maintain the transparency. The issues raised by the students and staff are being solved through initiating the case with university keeping in view the welfare/benefit of students through proper channel with follow up of the Principal and the examination cell in a time bound and efficient manner.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

**2.6 Student Performance and Learning Outcomes****2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.****Response:****Response:**

The college follows the latest guidelines of its affiliating university and the department of higher education, Govt of Odisha in imparting quality education to the students. The IQAC and Staff Council of the college prepare the detail assessment of Course Outcomes (CO), Programme Outcomes (PO) and Programme Specific Outcomes (PSO) of all the courses and add on programmes in the academic sessions.

The PO, CO and PSO are prepared with in-depth discussions among principal and faculties of the college. After getting the approval the Institution displays its vision, mission, objectives, programme outcomes, programme specific outcomes, and course outcomes in the college website. The same has been conveyed to the entrants of under graduate programme induction programme as well as to the students at the beginning of every semester. The educational experts are invited to interact with students and teachers on occasions of induction, department seminar and special occasions. They share their experiences on how a

specific course help to shape their career and thus encourages aspirants to have positive outlook on the outcomes of programme . The alumnae interaction helps the faculties to get the feedback on the porgramme and course outcomes and improvise the same for new batches by introducing more add on courses or certificate courses.

The PO, CO and PSO are displayed on the respective departmental Information board for ready reference of our students and staff. The same is also discussed at the beginning of the session and students are made aware of their course outcomes, programme outcomes and future specific outcomes of their pursuit of knowledge. All departments have their whatsApp groups and the faculties are using the social media to share some digital mode to clarify the students need.

The direct assessment of the POs and COs is monitored through their performance in the university exams and Preparatory exams. An indirect assessment of the fulfillment of these outcomes is done by the teachers after every unit test/ assignments level of courses.

The feedbacks are collected from the students at institute level at the entry as well as end of the semester. The review is done on the achievement of the students for determining the course outcomes and programme outcomes.

The institute ensures the evaluative learning process by adopting to the 3 pedagogical strategies

1. Instructions: Instructing the students during various stages of their under graduate studies
2. Designing the learning unit: Although Institute follow the syllabus prescribed by FMU; still it gives the add on courses designed to saturate the Course outcomes.
3. Delivery and achievement of the course: The student's academic, co-curricular; sports and outstanding performances along with the growing number of placements and joining the students in higher education are the example of the programme specific outcomes.

The college organizes career counseling lectures review of learning outcomes in IQAC and performance enrichment programmes to decide parameter of the learning objectives and expected outcomes at a periodical interval.

| File Description                                    | Document                      |
|---|-------------------------------|
| Upload COs for all courses (examples from Glossary) | <a href="#">View Document</a> |
| Upload any additional information                   | <a href="#">View Document</a> |
| Paste link for Additional information               | <a href="#">View Document</a> |

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

**Response:**

Response:

As per the institutional vision and mission our college follows the guidelines of IQAC to prepare the programme outcomes, programme specific outcomes and course outcomes at the beginning of the academic session. These outcomes are prepared keeping student learning needs in mind so as to provide them a holistic education. For the comprehensive and integrated growth of the students, the college analyzes the attainment of POs, COs and PSO to the extend of talent and excellence of education provided by the institution.

One of the methods we follow while doing so is by assessing the teaching-learning quality based on a feedback system, in which the students of the college supply feedback duly filled on formats

providing inputs on teaching-learning drawbacks, limitations, constraints and also merits of the departments and its faculty members. Our college has a Grievance Redressal Cell, where the students can also place their problems at any point of time. We also have a Career Counseling Cell, which conducts workshops and invites various companies to come and conduct walk-in interviews, where students of the college get appointments in various work places.

As programme outcome, on successful completion of the final year of study, there is a reward system for these students who have secured highest marks in each department. To encourage the students felicitation programmes are conducted by some departments. The department's teachers regularly track student feedback related to curriculum objectives and the learning process and make sure that course milestones are achieved.

In case of course outcomes, each department of the college identifies the weaker and bright students, and accordingly, the outcome attainment target is set by introducing improvement measures by allotting tutorial and extra classes. Study materials, textbooks, reference books, etc. are provided. Course Outcomes are measured on the basis of performances of the students both in curricular and co-curricular activities as well as their performance in the class activities, laboratory work, assignments, in different examinations and their role in departmental activities. Students' performance is noted continuously on their regularity, receptiveness, participation in class discussions and the overall behavior. Their performance in the internal examinations provides the initial clue of their learning outcome.

The students unable to perform in the above methods are counseled, provided remedial coaching and appear for re-tests if necessary. Students having difficulty in learning are encouraged to clear off their doubts with faculties.

Internal Academic Audit is another method to monitor the attainment of outcome and specific outcome.

Internal auditors take daily surveillance of lectures and practicals. The staff training programme are

conduct to orient the faculties about online lectures, practicals and tutorials in accordance with the syllabus, learner needs and PSOs. The institution undergoes the process of external academic audit every year to determine Cos and Pos.

The attainment of outcomes has resulted in outstanding success achieved by the college. Students have graduated as merit rankers, distinction holders, participated in inter collegiate competitions, progressed to enroll for post graduate education.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for Additional information | <a href="#">View Document</a> |

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 81.95

#### 2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 423     | 391     | 337     | 434     | 287     |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 520     | 405     | 411     | 540     | 413     |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.66

| File Description   | Document                      |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | <a href="#">View Document</a> |

NAAC

## 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)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

#### 3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

##### 3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

##### 3.1.2.2 Number of departments offering academic programmes

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15      | 15      | 15      | 15      | 15      |

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)



**3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years****Response:** 15**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11      | 1       | 0       | 2       | 1       |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**3.2 Research Publications and Awards****3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response:** 0**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

**3.2.2 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:** 0.43**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in**

**national/ international conference proceedings year-wise during last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0       | 0       | 01      | 03      | 02      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**3.3 Extension Activities****3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The college tries to inculcate social values and responsibilities to the faculties members and students in conducting extension activities and neighbourhood as well as in the campus upliftment for holistic development of the society. The NSS Boys and Girls units, NCC Red Cross, Rovers and Rangers Units of the college serve the society by organising camps and awareness programmes. They observe Drug abuse Day and Anti Dowry Day in the adopted villages and go on rallies in order to make the common people aware of abuse of drugs and dowry system. The Banamohatsava are regularly conducted in which planting of tree is done in the college campus. Students are always encouraged to be part a part of social service activities in the adopted villages supporting the needy through distribution of blankets especially dewing the winter ,conducting health check up camps etc in the college in which the common people are rendered health service .For the noble cause of donation ,regular blood donation camps are organised in the college under the areas of Red Ribbon club of Red cross units in which the students ,staff, Alumni and local people come forwarded in making the programme fruitful by donating blood. All the Extension Activities units of the college hold Road Safety week in the 2nd week of January every year with an aim to make the people aware of traffic rules and to maintain safe side of road accidents. International Literacy Day is observed in the adopted villages and students go on rallies in inspiring common mass the values of literate society .The self Defence Training programme for Girls and International Women's Day are observed in the college. All these units observe National Constitution Day and National Voters Day to inculcate obeisance to the constitution of the country. Rastriya Ekta Diwas is observed to commemorate the birthday of the Ironman, Sardar Ballav Bhai Patel and forge the feeling of solidarity among all while the national Youth Day is observed to remember the birthday of Swami Vivekanda as well as to arouse the youth to come forward to dedicate themselves to the service of the society.

Thus service to the society has been the motto our college since its inception and to imbibe the same among the students, the college regularly conducts the above social outreach programmes and the students are being involved in organisation of awareness campaigns through rallies and awareness programmes. The students gain full knowledge of rural people and their social, political, economic and cultural conditions .They develop analytical skill and use their innovative and creative ideas to find suitable solutions to the

problems. They are trained to grow in a sense of social responsibility and learn to match class room learning and field learning .Through extension and outreach programmes, we sensitize the students to develop society values, their responsibilities and knowledge in social issues and problems by making them involved with the community people, Above all, the students get hold of social justice, values, responsibility and sustainability.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

#### 3.3.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| e-copy of the award letters             | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

### 3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 44

#### 3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15      | 12      | 14      | 1       | 02      |

| File Description                        | Document                      |
|---|-------------------------------|
| Reports of the event organized          | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

### 3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

**Response:** 72.17

#### 3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 564     | 643     | 465     | 42      | 96      |

| File Description                        | Document                      |
|---|-------------------------------|
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 3.4 Collaboration

### 3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

**Response:** 0

#### 3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

### **3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

**Response: 51**

#### **3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 28      | 08      | 05      | 05      | 05      |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Institutional data in prescribed format(Data template)             | <a href="#">View Document</a> |
| e-Copies of the MoUs with institution./ industry/ corporate houses | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

The college has provided adequate physical and updated academic facilities as per the requirement of university and need of the students. The outward look of an educational institution is its physical facilities and in wordplay it supports for academic activities. The college has adequate educational facilities for its students to materialise their learning expression. The college possesses as many as 6 general class-rooms, 15 departmental class-rooms, 7 laboratories, one dark room, . One language lab, Examination Section, Accounts Section, Admission Section,40 seated Women's Hostel, washroom facilities, one Girls' & one Boys' Common Room ,Gymnasium, one Staff Common Room, one Sports Room, Alumni, ffice room, college canteen & one IQAC. All departments have well-ventilated & well-furnished classrooms. LCD projectors are installed in the ICT enabled class-rooms with Broadband internet connection. All the class-rooms and Language Lab are Wi-Fi-enabled. For safety and security the College has fixed CC Cameras.

The Central Library with digital reading room and digital e-book facilities functions from 11 A.M to 5 P.M. The Library has sufficient text books and reference books, journals, periodicals, newspaper, etc. The Department Libraries are also functioning in all Departments. Our College Garden consists of herbal, floral plants & an eco-friendly pond.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.**

**Response:**

Response

The college has track record of excellence in the fields of various sports and athletics. The college has played a practical and supportive role of grooming students. Specific stages have been earmarked for extracurricular activities and made available to students. From the very beginning, the college gives priority to physical education, sports, innovation and creativity among the learners. so it conducts a wide variety of funfare, Athletic meet, Cultural competitions and tournaments among the students every academic year. The college provides scope to students to participating in creative writing , acting ,painting etc. The students participate in debate, essay, song, dance ,rongoly and others. The winners of every competitions and participants are awarded.

The track records of the college is remarkable. Yoga practice and cultural competitions are conducted on regular basis in every academic session. The college organizes cultural meet, RDC got talent programme and winners are awarded accordingly.

The college has prepared Football field, Cricket pitch, Volley Ball court, Kabadi court, Khoko tracks for Athletic events and provides open space for yoga practice. Annual athletic meet is conducted and the students both Boys and girls take part in track and field events. According to the performance of the students, the sports committee select the athletes and gives opportunities to participate in F.M University Inter College Athletic meet.

The college organizes indoor game competitions in every year .The students take part carrom, chess etc competitions. Indoor game facilities are also available in the boys' and girls' common rooms.

The gymnasium functions from 11 A.M to 5 P.M on every working day. The boys and girls go to Gymnasium as per their scheduled time. Our sports units have track record of participation and wining matches at inter college competition. Many of our students have represented in Inter University Meet.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

#### **4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**Response:** 36.67

##### **4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 11

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |
| Paste link for additional information                  | <a href="#">View Document</a> |

#### **4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

**Response:** 96.99

##### **4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

|         |         |          |         |         |
|---------|---------|----------|---------|---------|
| 2020-21 | 2019-20 | 2018-19  | 2017-18 | 2016-17 |
| 0       | 80      | 42.07996 | 0       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload audited utilization statements                  | <a href="#">View Document</a> |
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

#### Response:

Remuna Degree College Library is one of the best among Fakir Mohan University's College Libraries. It came into existence along with the foundation of the college in 2010.

- The Library is fully automated with 'Library Automation System' version 1.4 developed by PARNASOFT Technologies, PVT. Limited, Bhubaneswar.
- It has a diverse collection of 10153 (Ten Thousand One Hundred and Fifty Three) Books with Barcode labels, of various disciplines, and Sixteen print journals.
- The Library subscribes to 24 newspapers and magazines and has a rich collection of various reference sources such as encyclopaedia, dictionaries, atlas, and yearbooks, etc.
- The Library also provides access to about 6000+ e-journals and 1,99,500 e-books through N-List Program of INFLIBNET and 600000 e-books through National Digital Library to its users.
- It has one reading room for 24 students and separate reading area for 12 teachers with computer and internet facilities.
- OPAC (Online Public Access Catalogue) machine is installed in the Library to ensure easy access of books.

Data Requirement for last five years: Upload a description of library with,

? Name of ILMS software: 'Library Automation System' version 1.4

? Nature of automation: Fully Automated



? Version 1.4

? Year of Automation 2017

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for Additional Information | <a href="#">View Document</a> |

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 2.99

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.84304 | 2.12615 | 4.3757  | 3.89079 | 2.72983 |

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response:** 2.07**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 10

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The plans for infrastructural development are given top priority as the college realizes the correlation between adequate infrastructure and effective method of teaching-learning. The strategies adopted for ensuring adequate infrastructure are as follows:

- At the beginning of the academic year need-assessment for replacement/up gradation/addition of the existing infrastructure is carried out based on the suggestion from Staff Council, Head of the Departments, Faculties and Administrative Staff after reviewing course requirements, Computer Student Ratio, administrative need, budget constraints, working conditions of the existing equipment and also student grievances.
- Optimal deployment of infrastructure is ensured through conducting workshops/ awareness programs and training programs for faculty and other staff on the use of new technology.
- The Computers and Printers of the Administrative block and computer lab are all connected to LAN with the use of fiber optic cable.
- All the computers of the college are connected to Wi-Fi.
- Most of the Departments have computers having internet facility via Wi-Fi for preparation of PowerPoint presentation as teaching learning materials.
- The maintenance of computer, Internet Wi-Fi networking and installation of software and upgradation of hardware is done by annual maintenance selected by open tender.
- The college has 05 no of classrooms having projector, computer and internet facilities.
- The college Library has 16 computers for searching of study material, e-book and web-sources from digital world in its reading room.
- The college library is fully automated with 2.0 version software to access, issue and audit books.
- The college Accounts Section is fully automated with accounts package for digitally income and expenditure record keeping.
- The college Auditorium is fully digitalized to facilitate staging show, seminar talk, displaying and power point perpetuation.
- The college Computer Lab has been fully equipped out of RUSA funds and has 41 number of

computers for the use of the students.

- The college has Computer Science Department with a roll strength 32 students pursuing Honours level education.
- Moreover, the college maintains printers, scanners, barcode detectors, xerox, fax and a number of online portal of institution procured and owned by the Government.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 8:1

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Student – computer ratio          | <a href="#">View Document</a> |

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** B. 30 MBPS – 50 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional Information  | <a href="#">View Document</a> |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 10.42

**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)**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1.92847 | 5.71639 | 2.1687  | 2.26118 | 1.11702 |

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |
| Audited statements of accounts                         | <a href="#">View Document</a> |

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

##### **Response:**

Response:

Our college has updated mechanism for maintenance of support service facilities. Some of them are maintained by an Annual Maintenance Contract (AMC) given to the concerned agencies, some are maintained by external agencies on demand as per need and the others are maintained by the faculty members of the institution and skilled staff appointed by the management. Our institute has appointed various dealers through online tendering system for purchasing computers, laptops, printers and other ICT devices. At college level, there are different committees to monitor the smooth functioning of the college. The local authorities avail accommodation for conducting various competitive examinations, election, disaster management etc. as and when required at free of cost.

##### **Policy for Physical, Academic and Allied Services:**

The college has enough space to accommodate all its requirements. There are enough classrooms for optimum criteria of accommodation of classes with spacious library, administrative office and other basic facilities as per the university affiliation. Internal and external cleaning of the college building is carried out daily by its staff. Both urinals and toilets are also regularly cleaned and maintained with proper hygiene. Garbage is disposed off in respective pits. At primary level, solar lamps are installed on the campus. Sanitary Napkin Vending Machine with destroyer is also set up in the college. Furniture when damaged is repaired/ replaced by new ones. Black-boards and glass-boards if broken, are changed urgently. Broken glass panels of windows are replaced once in a year. We have 36 classrooms. The college has its own canteen and canteen committee with regular reviews which provide tips for maintaining quality of food items at affordable rates giving specific instructions to upkeep hygiene. There is a beautiful garden. An efficient and experienced gardener maintains this garden. Planting of seasonal flowers is carried on in the college garden regularly.

**Laboratory:** The College has Physical Science and Bio-Science Departments with laboratory facilities and the laboratory facilities are made accessible to all the students of the departments. The users of these laboratories pay immense attention to handle the apparatus with good utmost care following SOP. The teachers of the departments extend support to the students to use the Laboratories properly. Laboratory equipment/machinery, gas connection pipeline are checked regularly to see if there is any leakage problem by the staff of each department. The Science Departments also maintain stock registers for keeping a list of chemicals, glassware and any other instruments used in the laboratory. The laboratory equipments are maintained at the departmental level by the staff or through hired experts, whenever necessary.

#### **Maintenance and utilization of Library:**

The Library, the pivot and primary resource of learning, hence, Library Advisory Committee appointed by the Principal monitors its smooth and effective functioning. It also shoulders various responsibilities like finalizing the annual budget, purchase of reference books, purchase of text books, journals and periodicals, etc. The Library is fully automated and bar coded with OPAC facilities. Cleaning of the books and racks is done on daily basis. The Advisory Committee takes decision about the extension wings, library fees, book collection, late fees, deposits, weeding out policy of the old books, etc. The library provides open access to all users. Different newspapers in Odia and English are displayed in the Reading Room. The Library provides facility to out-door readers like retired staff, alumni and general readers. Stock verification is done as per the guidelines annually. The Librarian seeks departmental requirement to purchase useful books. After arrival of the new books, their titles are shared on departmental WhatsApp Group of students and staff and also displayed on new arrival section. The Library is using 'Library management software and provides free Wi-Fi facility to students and staff. The college has AMC with PARNASOFT Technologies Pvt. Limited, for the library software. Online access to e-journals is provided through INFLIBNET: N-LIST Consortia. The Library has a Reading Room and a digital Library with 16 computers. The Library has inter-library loan facility with other libraries in the vicinity. The Library has a good collection of rare books, manuscripts and it has signed an official MoU with one of the oldest local libraries for exchange and lending of books.

#### **Maintenance and utilization of computers:**

Now computer has become a part and parcel of life, hence its requirement is felt in every institution. There are total 75 computers and one laptop in the college, out of which 59 are for students' purpose and remaining are for administrative purposes. From time to time, computers and IT infrastructure maintenance and up-gradation is looked after by the Computer Department. Maintenance of computer is done regularly as per requirement and the major work is done during the vacation. In case of physical damage, experts from related agencies are called in. Power back-up is provided to the computer systems to use them optimally. Broadband Connectivity is provided and Wi-Fi units are also set up in the college. LAN and internet connectivity is regularly tested. LCD projectors, language lab software are also upgraded from time to time. The audio-visual system is set up in the classrooms. The college website is maintained regularly by AMC with PARNASOFT Technologies Pvt. Limited, Bhubaneswar.

#### **Maintenance and utilization of Sport Complex:**

The Sports facilities of the institution are being looked after by the Physical Education Teacher. All the sports materials and equipment are stored in the sports storeroom under his supervision. The Teacher

maintains the stock and sports register with care. A spacious Gymnasium Hall and a large play-ground are well-maintained and used optimally. We have Kho-Kho ground, Long Jump unit, Kabaddi ground and Volley-ball court etc. set for annual athletic competitions and university games.

**Classroom:** The institution possesses spacious and well-ventilated classrooms. The college authority pays great attention to furnish the classrooms and ensures uninterrupted quality teaching-learning activities. The college authority purchases required gadgets, whiteboards and accessories urgently. The classroom are gradually improved with device and boards. All the departments have WhatsApp groups with the current students to keep close contact with students.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 75.65

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 411     | 352     | 335     | 397     | 387     |

| File Description   | Document                      |
|--|-------------------------------|
| upload self attested letter with the list of students sanctioned scholarship | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |
| Institutional data in prescribed format                                      | <a href="#">View Document</a> |

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 2.22

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6       | 9       | 17      | 10      | 14      |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

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

**Response:** A. All of the above

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

**Response:** 1.64

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 41      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**5.1.5 The Institution has a transparent mechanism for timely 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:** B. 3 of the above



| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |

## 5.2 Student Progression

| <b>5.2.1 Average percentage of placement of outgoing students during the last five years</b> |                               |         |         |         |
|--|-------------------------------|---------|---------|---------|
| <b>Response: 0.44</b>  |                               |         |         |         |
| <b>5.2.1.1 Number of outgoing students placed year - wise during the last five years.</b>    |                               |         |         |         |
| 2020-21  | 2019-20                       | 2018-19 | 2017-18 | 2016-17 |
| 5  | 4                             | 0       | 0       | 0       |
| File Description   | Document                      |         |         |         |
| Upload any additional information  | <a href="#">View Document</a> |         |         |         |
| Self attested list of students placed  | <a href="#">View Document</a> |         |         |         |
| Institutional data in prescribed format  | <a href="#">View Document</a> |         |         |         |

| <b>5.2.2 Average percentage of students progressing to higher education during the last five years</b> |                               |  |  |  |
|--|-------------------------------|--|--|--|
| <b>Response: 35.7</b>  |                               |  |  |  |
| <b>5.2.2.1 Number of outgoing student progressing to higher education.</b>                             |                               |  |  |  |
| Response: 151  |                               |  |  |  |
| File Description   | Document                      |  |  |  |
| Upload supporting data for student/alumni  | <a href="#">View Document</a> |  |  |  |
| Institutional data in prescribed format  | <a href="#">View Document</a> |  |  |  |
| Any additional information   | <a href="#">View Document</a> |  |  |  |

|  |
|--|
| <b>5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</b> |
|--|

**Response: 1.67**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 01      | 0       | 0       | 0       | 0       |

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12      | 6       | 5       | 4       | 4       |

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload supporting data for the same     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

### 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**Response: 23**

**5.3.1.1 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) year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 04      | 04      | 04      | 08      | 03      |

| File Description                           | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format    | <a href="#">View Document</a> |
| e-copies of award letters and certificates | <a href="#">View Document</a> |
| Any additional information                 | <a href="#">View Document</a> |

### 5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

#### Response:

Students voice significantly contributes to the growth and development of the institute. Therefore, it is important that students are given the opportunity to express their views or various issues concerned to college. Students are encouraged to take an active part in promoting aims and objectives of the college. Every year IQAC organizes Quality circle meetings with each departments to select class representative / student representative including one class representative from 1st year , 2nd year and 3rd year respectively from each departments. There are regular meetings and resolution is also adopted simultaneously by the IQAC. Various co-curricular activities, extracurricular activities, student related issues such as conduct of class room discussion. Curriculum, delivery of lecture, overall discipline are discussed in this meetings and further action is united to improve academic performance of the students . Student representatives are also nominated for IQAC who participates in the decision regarding the quality initiatives of the institute. Class representatives play significant role in ensuring the participation of their classmates in various academic , cultural and sports activities, in annual day celebration , participation in seminar , conference , workshops orientation program, study tours , industrial visits , involving in social awareness programmers, national and international day celebrations etc.

The college has various administrative bodies and committees in which students are taken as members in those committees. The committee involves maximum participation and involvement of students which ensures harmony across vibrant, continuous range of campus events and activities. The prominent committees involving student members are as follows:

**Cultural Committee:-** Student's involves in various cultural activities such as annual fest, conducting cultural carnival including, dance, song , essay writing , debate competitions, painting , poem , recitation , poster displaying , mono acting etc. Student's actively participate in inter college functions too.

**Sports committee:-** Students actively participate in Annual Sports celebration , inter college , and inter university sports competition involvement of students in indoor and outdoor games , gym , and proper maintenance of the sports equipments

**Library committee:-** Students involvement is allowed to review activities of library , providing guidance and recommendations on collection of books, journal, magazine, reference books, Students also actively take participation in formulating academic calendar and college magazine other committee involving students member are ICT Committee, Puja committee , Hostel Committee , Anti ragging Committee, placement Committee , Grievance Redressal committee , Women Empowerment Cell , Sexual Harassment Cell etc.

For overall development of the students , various co-curricular and extracurricular activities and operated through various clubs such as cultural club, sports club, red ribbon club etc .This club inculcates literacy taste , communication and sub skills .It also creates and promotes an environment conducive to educational and personal development and smooth conduct of student's activities in the college campus

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 7

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 7       | 8       | 9       | 7       |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Report of the event                     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 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:**

**Response:**

The College has a working. Alumni Association since 2015 and it strongly supports to the institution. The association is registered under the Societies Registration Act, 1860 Registration number 9326-14. The Institution nurtures the Alumni Association contributed for the development of the Institution with financial and non-financial aids. The alumni of the college are placed in the different position corporate sector, education, business, professional fields, media industry, political field, social work, academics and accessories. They are also associated with different social activities. The Alumni General Body of Association organize their meeting annually and its Executive council holds meetings from time to time..

The Alumni Association organized a blood donation camp in college campus. They have taken care of the in front of the college campus . They are active enough to plan and materialized the celebration of Silver Jubilee and in the month of Nov 2021 . Alumni members also got associated with the organizing committee and provide financial support to the college. They also participated in Rally, sports, quiz competition, debate competition, cultural programme along with the present students and faculty members. Time to time they also conducted “Safai Abhijan” in the College campus.

The members of Alumni Association perform other extension activities and extend their helping hands at the time of need. One multi hand washing point was constructed by them in the college campus as a support from Covid care. Alumni Association of the college contributes financially, academically and culturally for the welfare of the college. Some of our alumni are actively participating in social service and creative activities such as NGOs, Clubs and Societies promoting social values and human rights. Alumni have played an important role in the pandemic period by joining hands in awareness programme thus putting an example to the present students.

### **Highlights on Alumni Association**

- Foudanation year -2015
- Registration No- 9326-14

1. To provide academic and administrative support to Mother institution.
2. To work with successive Batches of students and support them for Academic, employment and awareness causes.
3. To work of the growth of mother institution providing useful feedback and constructive suggestion

- Mission-

1. To provide academic, infrastructure and learning resources .
2. To organized seminar workshop, discussion, lectures, cultural show and awareness programmes.
3. To work in different wings, committees, Bodies and statutory bodies to aid and assist the instruction.

- Present Executive Council-

1. President- Kiran Ku. Moharana
2. -Vice-President- Rajani Maharna
3. -Secretary- Krutidipta Das
4. -Joint-Secretary-Kedarnath Parida
5. -Treasure- Subrat ku. Das
6. -Member- Hemanta Maharna

7. -Member- Laxminarayan Nayak

8. -Member- Soroj Kumar Sahu

#### Contribution of Alumni Association

During last five years.

1. They are supported the student as well as academic matter
- 2.They give valuable advice for around development of the institution.
3. They actively participate in smooth conduct of the college Annual Day celebration.
4. The Alumni association have taken care of the college campus.
- 5.They have contributed to the fund meant for the development of the college.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** E. <1 Lakhs

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

**Response:**

**Response:**

College is established in the year 1996 and located in the rural realm of Balasore district, Odisha aim with an upper education to cater to the needs of students belonging to the diversified socio-economic background and to cultivate their moral, intellectual, spiritual, social, emotional and all-round development.

#### **Vision**

- To bring a social change through quality education.
- To prepare better human resources by inculcating sense of duty and responsibility in them.

#### **Mission**

- To make teaching-learning interactive and student friendly.
- To introduce ICT in teaching-learning.
- Practical use of knowledge in day to day life through extensive activities.

Guided by this vision and mission statement and leveraging its pursuits more than two decades of expertise in education, Remuna Degree College works with the objectives:

- To provide holistic education by combining equal of human values and life skills young minds.
- To provide access to higher education for the under-privileged and to non-meritorious students.
- Right to Education for physically challenged students.
- Motivating research initiatives with practical and social relevance.
- Enhancing international linkages and collaboration in university education.
- Provide services to neighborhood through community development and reach outreach programmes.

The objectives of governance and leadership the institution is typically settled for attainment of its Mission, Vision, Goals and Objectives. Since inception, the principle of decentralization and participative management has been adopted. The structure governance centers at Board of Management, which regularly reviews the functioning of institution with quality parameters through Governing Council.

The College promotes participative management in decision making by constituting various committees both with teachers and students as members. Committees are framed every aspect of learning, Teaching, administration, cultural, sports and overall development of both staff and students. Their planning caters to University ranks, student participation in state and National level events, regular community reach out programmes, awareness drive by student community which demonstrates efficient governance leadership and management of the institution.

Teachers work as members of Academic Council, IQAC and committees of the institution. Starting from deciding the work plan, Lesson planning, designing and conducting of various certificate courses, life skills programmes teachers have been given freedom to propose various activities, thus they get participative involvement in decision making and achieving academic excellence.

Perspective plan of the institution:

1. To intensify activities for the holistic development of students through well planned extension Programmes.
2. To strengthen National Values by intensifying the action plans of NSS, NCC wing, YRC and Rover and Rangers units.
3. To sensitize students and creating awareness.
4. To introduce Post Graduate and professional course.
5. To rigourously implement COs, POs, PSOs as per current needs and for complete attainment With more than two and half decades of service in promoting quality education, perspective plan of the college is to work for offering quality education with diverse skill based courses. The synergetic co-operation between the Management, Principal, faculty and non-teaching staff has resulted in the Institution progressing by leaps and bounds and thereby acquiring a reputation for excellence.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

**Response:**

**Response:**

The success of College is based on the ethics of decentralization and participative management. The birth of the college has originated with the participation of local elites and industrial experts .The institutional work culture follows the principles of team work, i.e. Team work is the fuel that allows common men to produce uncommon results.

The primary functions of the institution are classified into administration, academics, examination and



Human Resources. Every effort is made to include mechanism for evaluating and monitoring all quality parameters through its organizational structure i.e. Governing Body, Principal, IQAC, Departments, Committees, Faculties and Stakeholders. The Principal is the head of the Institution and implements Vision, Mission components and decisions of Governing Body. Different Committees are formed to meet varied objectives of the institution. Every committee is constituted with committee convener, staff and student members. They meet periodically and plan to gather for institutional activities. The entire College ensures a system of participative management whereby information flow and decision making processes involve management, staff and students.

At department level, the Heads of the departments are directly responsible for coordinating all Departmental academic programmes. The College has evolved a culture of good governance by adopting policies to involve students, faculty, parents, representatives of industry and academic peers in the process of decision-making. Entire functioning of college is decentralized into various committees, with conveners and committee members. Committee members consist of both students and staff that includes participative management.

For the smooth functioning of the college, there is a staff Council where the Principal functions as its President. There are various committees whose conveners and members are selected from the Staff and students. The work of the college administration is decentralized and the various committees are formed at the beginning of the academic year to finalize strategic plans. Some of the functions of the committees are as follows:

- 1) The examination committee conducts two semester examination in a year as per the University programme and also undertakes two internal sessional examinations.
- 2) The admission committee works for enrolment of students and students Academic management.
- 3) Routine Committee prepares the manner Time Table and hands over the routine to the individual department. The Department then prepares its departmental routine.
- 4) Cultural Committee arranges the entire cultural program including Saraswati puja, Ganesh puja. The committee also observes all the important national and international events in the college.
- 5) The discipline committee looks after the overall discipline of the college.
- 6) The Anti-Ragging cell and Sexual Harassment cell hear the appeal and ensures security of students inside the college campus.
- 7) The Development Committee looks after the overall development of the college, including infrastructure development.
- 8) The purchase committee looks after the purchase of various equipment, instruments, chemicals, furniture, etc.
- 9) The Literary Committee encourages students to participate in debate various inter-college competitions inside and outside the campus too.

Council IQAC and RUSA committee also play a great role for execution different policies and plan in a decentralized and participative system.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

Infrastructure of the college plays a crucial role in the development of the college. Buildings, classrooms, laboratories, language are vital elements to maintain learning environment in the college. A high quality infrastructure caters to space for better instruction, enhancing student outcomes and reducing dropout rates.

With the passage of time, the college has brought about revolutionary changes as well as newer constructions in infrastructure to meet various challenges. Hence, strengthening infrastructure has been included in the strategic plan.

#### STRATEGY:

The strategies unanimously decided and it involved:

1. **APPROVAL FROM THE PARENT BODY:** Firstly, the proposal is put forth by the Principal before government Body regarding the infrastructural automation or new construction which gets sanctioned and the principal executives the decision in to action taken report is presented before Governing Body.

1. **LINKAGES/COLLABORATIONS:** The institution collaborates with many external agencies for technical operations, support and other constructive activities which bring about enhancement in the physical and academic infrastructure.

1. **BUDGETARY DISCUSSION:** Budget is the pivot of all strategic plans. A budgetary provision has been prepared every financial year keeping in mind the expenditure in comparisons to the income of the institution and needs that is put to parent Body for approval.

1. **ACTION PLAN REPORT:**

- **Infrastructure and learning resources:** The College is appreciated for its sheer beauty and cleanliness. With an area of 7 acres land, the college has an impressive array of facilities like classrooms and laboratories, ample provision for academic and administrative activities, three storeyed academic building with 18 lecture halls, another academic block no. 2 with 9 lecture rooms, and well equipped science laboratories, AC staff common room, staff refreshment room, sick room, first-aid center, students' hostels with 40 seats, recreation and sports facilities, boys common room & girls common room along with recreational indoor games, gymnasium, a beautiful garden with plenty number of trees and flowering plants, parking area for staffs and students, AC SAMS Centre, AC and fully furnished language Lab to develop interactive language skills, Alumni room, IQAC Hall, NSS room, Red Cross room, playground, canteen, own transformer for electricity supply, electronic sanitizers in administrative block, manual sanitizers, neat sanitation and drinking water facility in each academic floors, facilities for fire extinguisher, etc.
- **Internet and ICT resources:** The College caters a Wi-Fi campus and frequently updates its IT facilities. The whole campus is under CCTV surveillance. It includes a well furnished computer laboratory. All administrative offices are computerized with 24x7 Wi-Fi connectivity. Other related equipments include projector & projecting screen, printers, scanners, speakers, software's for office, barcode reader, biometric facility are also well enabled.
- **Library Resources:** The central library has an adequate collection of books and references. Issuing of books is fully computerized. Moreover the students can access e-book in its Reading room.

**MAINTENANCE:** The college has a Development Officer to look after the maintenance of college building, classrooms, laboratories, etc. The officer along with maintenance staffs promptly attends to the infrastructure related problems with the aid of process maps and SOPs formed for dealing with infrastructural based agenda.

| File Description                                       | Document                      |
|--|-------------------------------|
| Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Paste link for additional information                  | <a href="#">View Document</a> |

**6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**

**Response:**

The college works on the principle of delegation of power and responsibility for the accomplishment of academic objectives and excellence. The structure of the organisation includes the Ministry of Higher Education Odisha, Directorate of Higher Education, Odisha, Regional Director of higher Education, Odisha, Governing Body Teaching and Non Teaching staff Who function under the supervision of the Governing Body, an approved educational agency of the Department of Higher Education, Govt of Odisha . The Principal is the secretary of the Governing Body who is executives Head of the institution. He constitutes various committees like IQAC, Administrative Committee, Academic Committee, finance Committee, Internal Audit Committee, Library Committee, Hostel Committee, Sexual Harassment Cell, Anti- raging Cell, Career Guidance and Placement Cell, Grievance Redressal Cell etc. And the official likes Administrative Bursar, Academic Bursar, and Account Bursar etc. assist her in the administration of the Institution .IQAC supervise the functions of various organisational committee. Regular meeting of the Staff Council. As well as meeting of the heads of the departments are held for Solution of various problems and future plan of action under the leadership and guidance of the Principal and IQAC .The head of the departments and other faculties members execute the plan and policies approved by the Governing Body relating to curricular and co-curricular extracurricular activities for the benefit of all share holder. For success- full implementation of all decisions .Principal is assisted by members of Teaching and non teaching staff.

**Appointment and service Rules:** - The service conditions and appointment procedures are adopted the college as per rules of Odisha Government. In case of the vacancy position Governing Body decides to fill up the vacancies by recruiting management staff from time to time as per DHE, Odisha guidelines.

**Grievance Redressal cell:-**

The college has formed Grievance Redressal Cell for resolving complains receives from the students and staff. The problem of the students tried to be solved at the proctor levels. And if need arises help of the Grievance Redressal Cell is sought to solve their problems. For girls students there is Sexual Harassment prevention Cell with the objects to prevent cause of harassment and look in to grievance of girls students.

| File Description                              | Document                      |
|---|-------------------------------|
| Upload any additional information             | <a href="#">View Document</a> |
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |

**6.2.3 Implementation of e-governance in areas of operation**

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

**Response:** B. 3 of the above

| File Description                                       | Document                      |
|--|-------------------------------|
| Screen shots of user interfaces                        | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

#### Response:

Remuna Degree College is affiliated to Fakirmohan University. There are several welfare schemes for its academic and administrative employees.

- **Leave Facilities:** The faculty members are eligible for availing Casual Leave of 15 days per year. Paid maternity leave to the women employees is granted for a period of 180 days. On duty facility is permitted for attending Workshop/Conferences/Seminar/Faculty Development Programme.
- **Employees Provident Fund:** All the staffs who are eligible as per the staffs provident Fund legislation shall be enrolled as members. The college shall deduct 12% of the pay from the salary of the Individual staff every month towards his/her contribution to the employer's contribution to the EPF scheme. The college shall remit both the contribution as stated above the EPF scheme authorities. The college shall pass on the annual statement pertaining to the staff as released by EPF authorities.
- **ESI:** It is a self-financing health insurance scheme which covers the employee and their family members by providing medical cover age and financial help during the period of incapacity-Loss of wages during that period the includes sickness, maternity, disablement or even death of an employee.
- Financial support is provided for low financial students.
- Group Medical Insurance is provided for teaching and Non-teaching staff's.
- Canteen facilities for good food at subsidized rates.
- Free Wi-Fi/ Internet facility for all staff for resource and preparation of project paper.
- Library Facility available for teaching staff and non- teaching staff.
- Subscription to N-List of INFLIBNET provides access to more than 2000 journals and e-books.
- Uniform and I-Card also are provided to all staff too.
- Grievance Cell is available for Non-teaching staff for their better solution of various problems.
- Faculty Club giving opportunity to strong bond of relationship among the teaching and Non-teaching staff.
- GYM is available for all staff.
- Common Room facility is available for all staff.
- Refreshment Room is also available for all staff.
- Automatic attendance (Bio-Metric) is available for all staff.
- Basic health check-up for all staff.
- Faculty members with Postgraduate qualification are encouraged and permitted to pursue of higher study and given support wherever possible.
- First Aid facility is available for all stakeholders.
- Adequate parking space has been accorded the vehicules of two-wheelers students.

- Remuna Degree College possesses a healthy work atmosphere conducive for enhancing productivity at work air-conditioned staff room, administrative office, departments etc.
- A updated reading room equipped with Wi-Fi enabled computers and printer facilities is available in library to access e-resources.
- The Non-teaching staff members are motivated to upgrade their knowledge and given facilities of computer training.
- Faculty members are encouraged of having membership and active involvement in various learned bodies.
- The faculty members are facilitated for professional excellence with different academic, administrative, curricular and extracurricular assignment.
- The faculty members get chances to work as convenors of several committees formed in the college. Thus they gain diverse experience and varied work culture.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 2.5

#### 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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 02      | 0       | 0       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

### 6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0.2

#### 6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 01      | 0       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

**Response:** 13.33

#### 6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 04      | 04      | 02      | 0       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| IQAC report summary                                    | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

**Response:**

The Institution has a performance appraisal system for all teaching and non-teaching staff. Every faculty member as well as non-teaching staff belonging to class III posts has to submit self-appraisal form to the Principal at the end of the academic year. However, the feedback and performance of the teachers is collected every year from the students. The feedback is analysed statistically by the IQAC every year so that the Principal appreciates and boosts the faculties accordingly. She also makes suggestions to the concerned faculties for their improvement.

All self-appraisal forms are carefully assessed by the Principal and the Principal evaluates performance

based on the following key parameters:-

- Results (average of all the subjects handled in previous academic year May to June)
- Professional Improvement – Paper Presented and published, books published, Seminars and Workshops etc. Participated, paper submitted, any other research and development activities.
- Regularity and punctuality
- Willingness to take up work from time to time
- Additional qualifications like M.Phil, Ph.D or any other distinguished achievement - personal or institutional
- Involvement in Co-Curricular, Extension and Professional Development related activities

Non-teaching staff-

- All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal
- Non-teaching staff are assessed on the basis of their attitude towards co-workers, staff/student relationship, job performance, proactiveness and behaviour towards the institution.
- Principal constantly monitors the performance of the Non-teaching staff and suggest corrective measures at regular interval.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Proper management of finance is the stepping stone for institutional development. The college handles the public fund with proper planning. The college is a Govt-aided institution, so the fund is be managed with utmost care. In order to find out authenticity of expenditure, the Institution conducts internal and external audit to maintain transparency.

#### Internal Audits:



The internal audit of the college is very transparent. It is preventive and ongoing, providing insights and suggestions to management and governance. For the financial audit, Finance Committee is constituted by senior faculties under the chairmanship of the Principal. The Committee verify authenticity of monetary transaction and submit audit report to the Principal for acceptance. The main objective of the internal audit is to ensure proper utilisation of allotted funds from RUSA, State Govt. & from any sourcing agency. The day-to-day financial data is maintained by sr. clerk, who also acts as an accountant and he prepares accounts register or cash-book for daily income and expenditure verification. After the end of the financial session, the Finance Committee verify the accounts register bills and pass book.

### External Audit

The external financial audit is being carried out annually .The external audit of finance is done by the chartered accountant .He examines the financial records and issues. Then all audit reports are placed before the President of G.B for approval. After the verification of the Audit Report the President the Finance Committee prepare Budget for the coming session. However, the institution follows all the possible ways to carryout the internal and external audit at regular interval to maintain transparency in funds management.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

**Response:** 3.79

#### 6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.5     | 2       | 0.285   | 0       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |
| Annual statements of accounts                          | <a href="#">View Document</a> |

### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

The availability of funds is utmost need for progress of all organizations, societies, family, or co-operatives but the movability of funds is even more important. If the utilizations of funds is carried on the right direction, well-co-ordinated way then the level of progress is high. Therefore the mobility of funds for the development of our institution is given much priority.

The various funding agencies of our college are

- State Government fund
- RUSA funds
- MLA LAD funds
- Contribution of Alumni
- Contribution of some philanthropist
- Development fees collected from students
- Semester fees collected from students

The Principal of the college monitors the use of the resources received from the different sources through discussion with the Development Committee and Purchase Committee.

The following sections and statutory bodies look into the effective and efficient use of financial resources

- Development Committee
- Purchase Committee
- Building Committee
- Library Committee
- Staff Council

Optimal utilisation of funds-

- Contribution from philanthropists are provided to departmental toppers as MedhaSanman
- Construction of new science block by RUSA funds'
- Purchase of different chemicals, equipment and instruments for laboratories
- Use of funds in garden maintenance and plantation of new plants
- Payments of salary to guest faculties of different departments
- Use of funds in purchase of teaching learning aids conducting of seminars, national conferences and workshops
- Organisation of science exhibition on the occasion of National science Day etc.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
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## 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

#### Response:

The IQAC of the college has been formed with the experienced Academician, Industrial, G.B representative Teaching and Non Teaching staff, Alumni and student along with coordinator and Principal as chair person. The IQAC has contributed a number of practices significant for institutionalizing the quality assurance strategies and process. The quality maintenance and up-gradation are the basic requirement for the growth and further advance of the institution. The college took interest in institutionalizing its Internal Quality Assurance Cell (IQAC), as one of its post accreditation initiatives on 16th Dec 2016. The IQAC of our college has taken many positive steps to improve quality culture in academic, administrative, data validation, audits, organizing seminar/webinar, improving Quality circle, sports, cultural programme and extension activities.

#### The best two activities are as follow:-

##### Practice-I

Academic Audits- In a academic auditing system comprises of two bodies, the internal audit accessors at the Institutional level and the external audit accessors in the University level: The Process of academic audit intends to monitor or enhance of the quality of education through proper guidelines for both faculties and students.

#### Objective of Academic Audit:

1. To ensure Academic accountability
- 2.2. To define quality of each component and to ensure quality of education
- 3.3. To safe guard functionalities of syllabus
- 4.4. To define effectiveness of Teaching learning process and methodology

Procedure of Academic Audit: The following activities are carried on under Academic Audit known as, Lecture based course, Bridge course, practical course, project works, seminar and webinar, design of syllabus and projects, unit examinations, PPT classes, Google class room. The institution has taken pin pointed measure to review the teaching learning process. Under the leadership of IQAC all the internal Academic Audits has been promptly conducted every year .But external audit has been caring out by IQAC in the year of 2019-20 by three eminent experts. The academic audit has been done teacher wise to determine their reliability in to the dissemination of their plan and proposal for coverage of courses compared with action taken like the Bridge courses. The external Academic audit covers an assessment for seven criterian of NAAC format that the study report has been validatated by external academic experts.

## Practice –II

## Reviewing Action taken Status :

The IQAC in their meetings discusses about feedback analysis done from the views of different stake holders. Action as per the decision taken in the feedback analysis report by the college authorities has been reviewed and the progress in thus respect is assessed. Thus the system opened a door for quality improvement and progress of the college .This step to step discuss has been resolved in the IQAC minute book and the plan for residual chore has been planned up further action is this regard. In respect to the resolution made in the IQAC. The college authorities have been streamlined carry on the modelling of teaching –learning process, adopting news practices and moderating the working conditions of support services.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

The approach of IQAC of our college has always been focused on learner-centric teaching learning process and has framed the policy to validate it at a regular interval. The primary concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process which plays an instrumental role in improving the quality of the academic and co-curricular efforts of the institution keeping pace with its vision and mission. The college has implemented most of the recommendations of previous peer team. Besides a sea of improvements carried out by IQAC in last five years. Out of which we are illustrating two as under:

**1.Implementation of Quality circle :** With an idea to create a lively environment for interactions, intellectual discussions, continued learning, knowledge improvement of academics and the need for paradigm shift in attitude, Quality Circle was introduced by IQAC As per the direction of IQAC all departments of the college has formed a quality circle. The departments are conducting meeting at a regular intervals at their end and informed the progress to IQAC. The discussion points are comprised of quality teaching, regularity in conduct of classes, progress of syllabus, academic and administrative problems faced by students and staff. At the initial stage the departments are trying to find out the solution and implement it. The unsolved problems are referred to IQAC for analysis and solution. IQAC

approached the concerned authority to resolved the issue.

Thus there is an excellent coordination among faculties and students at the grass root level, most of the problems of students are solved by their department , students are felt satisfied and inconveniences are avoided to run the teaching learning process in the institute smoothly and peace is maintained the uniqueness of our college.

**2. Introduction of Medha Samman for meritorious students.** To develop competitiveness among our students as well as providing financial help the IQAC of the college has introduce one new innovative practice as a paradigm shift to honour the topper of the college as Best Graduate and topper of the department as departmental topper on the year 2018-19. For the a policy was formed and many well wishers of the college are approached to donate Rs 100000/- as corpse fund and the interest generated out of it to be distributed to the meritorious students. The award is named as 'Medha Sanman'. College has already received funds from six well wishers for their subject of interest and we have the target for all the departments of the college in coming years. It is noble step. The donor of the award is invited on the day of award. It has definitely developed the competitiveness among our students as well as as developed relationship with its well wishers and local people.

Besides the above IQAC suggest innovative pedagogical methodologies like Power Point Presentations, Projects, Field Trips, Role Plays, Workshops, videos etc. in addition to the completion of curriculum through Assignments, Class Tests, Tutorials etc.

IQAC promotes the culture of research amongst students by organizing project works for students.

Departments are encouraged to organize Conferences and Seminars on themes relevant to the educational needs and futuristic growth of the students.

Collaborations are established with Colleges so as to provide exposure to the students through Student Exchange Programmes . This helps to widen the horizons of the students enabling them to gain in depth understanding of the course content. Internship opportunities are made available to the students by inviting reputed companies to the College through the Placement Cell or the Departments.

Effective Use of ICT in Teaching and Learning IQAC has ensured that all classrooms and labs are fully equipped with ICT facilities. In the past five years, after accreditation (Ist Cycle), new laboratories have been constructed for science streams , i.e. Computer Sc, Physics, Chemistry, Zoology, and botany. There has been infrastructure augmentation wherein new classrooms have been constructed which are multimedia equipped with projectors and whiteboards as screens.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

**Response:** B. 3 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | <a href="#">View Document</a> |
| Upload any additional information                        | <a href="#">View Document</a> |
| Institutional data in prescribed format(Data template)   | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

Remuna Degree College is committed to gender equality which is evident by its various gender sensitization programmes undertaken many round the year and in the past academic sessions. Both the sexes as well as weaker communities are given equal opportunity in curricular and extracurricular activities. The college has initiated a number of gender equity programmes. Gender sensitisation caters to consciousness, sensitivities and modification of behaviour by raising awareness to obliterate sex differences among the stakeholders. Gender sensitisation is possible with the proper education and awareness that empower weaker groups that inspires leadership quality and grooms up self-confidence and self-estimation among deprived and marginalised classes.

The objective of gender sensitization is to make both boys and girls about gender issues and to create positive values that support the girls and their legal rights. The girls are benefited on the ground of importance of learning participation in sports, cultural, financial and other cases concerning to their legal rights.

1. **Programme for Gender equality:** The institution has signed MOU with NOCCI. According to MOU, the NOCCI is organising gender equality programme in our institutional campus and their resource persons inducted many valuable ideas and inform the rights of women in the session of NOCCI organised programmes. Gyanashree Organisation signed MOU with our institution. This organisation organised various programme.
2. **Active role of Girls volunteers:** The girls students are given importance in learning, sports, cultural and extension activities. They share in all activities which is highly appreciated. They are given roles in anchoring and event management. Soon after their admission the institution makes them aware of their rights and duties in the campus. Girls student campaigned against gender violence in December -2020.
3. **Self defence programme for women:-** The girl students are trained in self defence programme including female staff of the college.
4. Girls are actively taking part in NSS, YRC, NCC and Rover & Ranger units according to proportion of ratio of the girls students in comparison to boys in the college. So two female units of NSS are also working and female volunteers take active part in YRC unit than the boys of the college. Among Rover and Ranger units the girls take active part in Rover unit.
5. **The college is a co-education institution** .The majority of students belong to girls .The girl students get importance and prove their responsibility in academics, sports, and cultural activities. The girl students get participation in Annual Athletic Meet, and Inter-college Athletic Meet. They glorified the name and fame of the college in intercollege meet as champion and runners-up in Kabadi and Kho-kho. Various trophies have been own by them. In cultural programme the girls students' records have been marvellous both inside and outside the campus.
6. **Grievance Redressal and Sexual Harassment Cell:** Ragging of students is prohibited in the college campus and as per govt. order the Anti Harassment Cell has been constituted. Moreover, comment and torment to girls students are strictly prohibited. The grievance redressal mechanism

remains active through grievance redressal cell and Anti ragging cell.

| File Description                        | Document                      |
|---|-------------------------------|
| Annual gender sensitization action plan | <a href="#">View Document</a> |

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

**Response:** A. 4 or All of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Geotagged Photographs          | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

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

**Response:**

College with proper waste management facilities and smart initiatives like “Think green campus Model” is helping to manage waste from its inception to its final disposal .This includes collection, transport, treatment and disposal of waste together with monitoring and regulation of waste management process. This indicator addresses waste production and disposal of different waste like paper, food, plastic, biodegradable, glass etc and recycling. The minimization, safe handling and ultimate eliminations of these materials are main objectives of system, which are essential for the long term healthy environment . Apart from these activities, courses related to importance of green campus ,coast management & sustainable environment system are thought to the students in the subjects of Environmental Studies. Environmental initiatives like use of renewable energy, Rain water harvesting, proper Drainage system, vermicomposting have been implemented. The institute has taken conscious effort to enhance eco friendly environment by plantation drive,various environmental awareness in activities from NCC, NSS, YRC, Ranger & Rover



teams and various clubs including student every year which is the predominant motive of the management to maintain purity and beauty of the college. The College adopts paperless concept by digitalization through electronics means via E-mail, whatsapp.

The various waste management mechanisms followed by the institute are:-

**I) Solid waste:** - The waste generated in the campus includes glass,metals,papers, plastic,old newspaper,used paper etc. are given for recycling to external agencies. Glass, metal, plastics and other non-biodegradable wastes are given to external agencies where they are segregated and disposed /recycled according to the nature of wastes. The waste is segregated at source by providing separate dustbins for biodegradable and plastic wastes, waste bins placed in corridors, office, staff common room, language Lab, student wash room. A dedicated team of gardeners and sweepers take care of this process. Sanitary napkin incinerators have been installed in the girls hostel to facilitate disposal of sanitary napkin.Tree plantation is carried out to achieve carbon neutrality.

**II) Liquid waste Management:-** All waste water lines from toilets, bathroom etc are connected to septic tanks. The waste from the septic tanks is discharged into underground sewage system of the institute. Liquids waste from laboratory , hostel, canteen effluent waste has proper drainage system.

**III) Rain water Harvesting:-** Academic Block-1 is equipped with Rain water management system used in college garden area.

**IV) Vermicomposting:-** The different Biodegradable Kitchen-Canteen wastes,animal dropping, plant clipping are collected from all around the campus and used for vermicomposting.

**V) E-waste:-** The minimization of e-waste is given high priority .There is a common practice of reutilization of electronic devices after repair to reduce e-waste production. The batteries of UPS are recharged /repaired/exchanged by the suppliers. The non functional computers are disposed to the dealers.

**VI) Renewable energy and Energy conservation:-** The girls Hostel of the institute has solar panels and college also uses LED and energy efficient equipments and fixtures for energy consumption.

| File Description                        | Document                      |
|---|-------------------------------|
| Geotagged photographs of the facilities | <a href="#">View Document</a> |

#### 7.1.4 Water conservation facilities available in the Institution:

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

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

| File Description                                 | Document                      |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |
| Any other relevant information                   | <a href="#">View Document</a> |

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** Any 4 or All of the above

| File Description                            | Document                      |
|---|-------------------------------|
| Geotagged photos / videos of the facilities | <a href="#">View Document</a> |
| Any other relevant documents                | <a href="#">View Document</a> |

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

**Response:** D.1 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View Document</a> |
| Certification by the auditing agency                                      | <a href="#">View Document</a> |

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

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

**reading material, screen reading****Response:** B. 3 of the above

| <b>File Description</b>                          | <b>Document</b>               |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |
| Any other relevant information                   | <a href="#">View Document</a> |

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

Our Institute provides an inclusive environment to every student, teaching and non-teaching staff for strengthening teaching-learning process. It signifies our commitment towards development of society in conformity with traditional values. To build a nation of youths with moral pursuit, college organizes/conducts several activities to promote ethical, cultural, and spiritual environment for students and staff.

The college plays an effective catalytic role to maintain peace and national integration. The college regularly organizes rallies, road shows and awareness trips for inculcating values of tolerance and harmony towards cultural diversities. The institute celebrates national, regional festivals and days of cultural importance. Annual function is celebrated every year in the college, and students perform different traditional, classical and folk dance and songs of different states, strengthening our cultural diversities. The college organizes cultural carnival with the help of cultural committee and various cultural clubs such as dance, song, poster display, rangoli competition, Alpana competition for strengthening cultural diversities. The college has adopted three villages and regularly organizes awareness programmes with the help of NSS Units imparting cultural value, social harmony, unity, regional values and communal thoughts in the villages. Students are encouraged to participate in different cultural fest, youth fest, mahotsavs, events, inter and intrastate competitions. The college celebrates Science Day, Yoga Day, Teachers Day, National Integration Day, International Women Day etc. The college also ennobles harmony in cultural diversities. Motivational lectures by eminent persons are organized for around development and to make students responsible citizens inculcating national, social and communal harmony. College Puja Committee celebrates different festivals like Holi, Diwali, worship of Lord and Goddess of learning in the campus. The Institute celebrates various traditional state and regional festivals to strengthen its regional importance. It celebrates harvest festivals of Odisha, Utkal diwas, Odia New Year and inaugurates booklets including Odia poems and articles of students and faculties to strengthen regional diversity, its importance, values and custom. Besides local festivals, the college celebrates birth anniversaries of eminent personalities of the region such as Fakir Mohan Senapati's birth anniversary, Chandra Mohan Maharana, Manoj Das, Radhanath Ray, Bagha Jatin, etc to memorize their contributions towards society. The college organizes short study tours to historical and mythological places to explore ancient heritage of Odisha. The college organizes "Odia Kavi Sammelan" to facilitate and expose the talent of the poets of the region."

To maintain linguistic importance the college publishes and inaugurates college magazine on Annual Day celebration every year. It celebrates "Hindi Divas" inaugurating Hindi booklet with Hindi poems, stories

and articles as usual”.

Our college respects all communal philosophies. The institute is open to all students from various communities, castes , sections ,religions,etc . It takes care of minority students and provides them various state , national scholarships , free ships and other socio-economic benefits .

The college has different grievance redressal cells to deal with grievances without considering racial or cultural background .Institute has code of ethics for students and teachers too. Students from different states study in our college which strengthens cultural diversity.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any other relevant information. | <a href="#">View Document</a> |

#### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

Response:

The Institute is a role model of best governance and democracy. Not only the students and employees but every citizen of this locality respects the institution for its contribution to social development. The college is recognized in the vicinity as a ‘centre of social transformation’ . The motto of the college is ‘Education through self- Help’ and ‘Earn while learn’ . India is a Republic that everybody has to contribute something for her development. To become a role model, the college published a calendar to know the protocol of the institution. To inculcate rights and duties, moral obligation and responsibilities in students, they are advised to be regular, punctual, time-bound and sincere in academic and co-curricular activities to reach at the ultimate truth. They need to be value oriented and ethically sound. They must be sociable and have faith in liberty, equality and fraternity. They must respect unity and integrity of the nation and promote friendship and assimilate credible

values. In regard to Professional ethics the teachers are to devote their spirit to the development of students or learners. All the faculties must avoid selfishness, egotism, escapism and develop sacrificing spirit as well as share with others and avoid discrimination in dissemination of knowledge. The teachers must improve the skill of clarity, precision in their method of teaching, promote affection and love, united approach to each and every one. They are to be punctual and duty bound and indolent. They are to develop their creativity, innovative mind and improve communication skill with others. Alumni are to support for the promotion of academic, extensive and cultural activities of the institution. In order to promote the national consciousness and various social responsibilities among the stake holders, the college authorities organize a number of discussions throughout the year on the preamble of the constitution, fundamental rights, fundamental duties, the celebration of Republic Day, Independence Day, Youth Day, World AIDS Day, NSS Day, Utkal Diwas and Martyrs Day. Yoga Day, Women’s Empowerment Programmes have been conducted by the college from time to time.

The Department of Political Science visit the local Block to know the Panchayatiraj system and its

structure. All the activities are conducted in collaboration with YRC & NSS wings that can reflect the democratic ideologies of the college.

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Any other relevant information | <a href="#">View Document</a> |

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

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

**Response:** A. All of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. | <a href="#">View Document</a> |
| Code of ethics policy document  | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

The institute celebrates and organizes events and activities coinciding with national and International commemorative days .College celebrates international commemorative days such as International Women’s Day ,International Yoga Day, World Water Day, World AIDS Day, Global Hand Washing Day, World No Tobacco Day ,World Environment Day, International Literacy Day, Human Rights Day, World Population Day ,International Mother Earth Day, International Day of Non-violence The Institution with its NSS ,NCC,YRC & Ranger and Rover Units actively organize these Days and each and every individual student and faculty celebrates these important Days .Institute also celebrates days of National Importance such as Republic day to honor the date on which the Constitution of India came into effect on 26th, January 1950.College actively celebrates Independence Day on 15th August every year as it is a National Festival of India commemorating the Nation's Independence. College celebrates Gandhi Jayanti, Unity Day, Constitution Day, Voters' Day, National Integration Day.College also organizes events like Lecturers Rally, competitions like singing ,dancing ,essay-writing ,debating ,painting, poster-making ,recitation, rongo, quizzes on these days of National and International importance to recall the events of contribution

and significance of these days which help in imbibing moral and ethical behavior of students in their life. College celebrates Science Day every year on 28th February and organizes Inter-College Science Exhibition on the Day to mark the discovery of the Raman Effect by the Indian physicist Sir C.V Raman. Students actively participate and exhibit their innovative projects and models which help them to develop scientific temperament within themselves .College also celebrates Teachers Day, Ekta Diwas ,Abdul Kalam Birthday, Birth cum Death Anniversary of National Heroes and other eminent personalities to inculcate values, rights, duties within students .It helps students to relate with the cultural heritage & connect with their roots by inculcating the importance of protection, preservation and propagation of our culture. With the help of extension units, the Institute also celebrates and organizes awareness programmes such as Road Safety Awareness Week, Vigilance Awareness Week, International Youth Day etc. Swachhata Diwas is also observed as part of Swachha Bharat Mission in which students and faculty members engage in campus cleaning and nearby surroundings with the help of different clubs. Students and teachers actively conduct cultural programmes and different activities on these National and International days of Importance . College also celebrates Utkal Diwas, Hindi Divas, Kranti Divas to strengthen cultural,regional and other diversities and to provide inclusive environment for complete overall development of students. Every year Odia and Hindi poem writing booklets are published which are written by the students and teachers to mark Utkal and Hindi Divas respectively. College has Puja committee and different clubs which actively celebrate all national and regional festivals like various Pujas, Holi, Diwali, Odia New Year, Makar Sankranti etc.

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Any other relevant information | <a href="#">View Document</a> |

## 7.2 Best Practices

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

**Response:**

### **BEST PRACTICE- I**

#### **Mushroom Cultivation**

**1. Title of the Practice:** - “Mushroom cultivation”.

**2. Objectives of the Practice:**

The Mushroom Cultivation initiative began with an objective of fostering a culture of eco-friendly practices and making the campus environmentally sustainable.

1. To develop agricultural skill among students.

2. Try to develop the agricultural skill through mushroom cultivation.
3. To create awareness among the students and neighbourhood community
4. Institutional accountability towards society.
5. Participation in National Developmental Programme.
6. To develop a sense of responsibility and a sense of entrepreneurship mindset as a responsible citizen of the nation.

### **3. The context:-**

Geographically, the college is located in a rural area in the state of Odisha at a distance of 20 K.M. from sea shore of Bay of Bengal. Most of the students of the college are from rural areas having agricultural background. The peripheral area is highly fertile and encircled with networks of rivers. Many SHGs and individuals are working on mushroom cultivation as raw materials are easily available in the locality. Also the product has high demand in the local market. No much area is required for practical. No more advertisement and campaigning are required in selling the product and it is environment friendly. It could help our students in earning active and passive income in future too. Keeping in view the college has selected the Elective Paper 'Skill Enhancement Course: mushroom cultivation' for biological science students

### **4. The Practice:-**

So it has been decided to train all the students of biological science to be a participants of this programme while continuing their study. All students of the college are from such agrarian families. They interact regularly with teacher about such social issues during their classes and during practical. Therefore the college has decided to create a model for them by introducing this as a best practice and optimum utilization time of study as student will complete the theory classes during their period allotted for the course as it is an elective course. So the innovative concept was came into existence i.e. Mushroom Cultivation. It is one of the unique practices at college level.

The College has a magnificent Ladies Hostel surrounded with varieties of green trees. Its Entrance is beautifully decorated with the green landscaping with pleasant trees. Though the college is protected with wire fencing compound and pucca boundary but it is surrounded with so many trees. The hostel has a separate boundary. As per the guidelines of the CDC and IQAC, it was decided to set up the 'Shed for Mushroom Cultivation' to have proper and timely care of the beds, protection, watering and safety and to keep the beds out of reach of from normal access within the campus of the hostel. The students have collected the required straw and bamboos from local cultivators and villages and approached them for support. The space for the project is selected adjacent to the hostel building and water required for this practice is available from hostel too. The classes are conducted along with the their scheduled routine as it in their university syllabus. It is being taught to all the students of Biological Science during their third semester. Practical is conducted separately during their leisure time and the department of botany is responsible to organise the same making small group. A local RSETI recognised mushroom trainer has been approached for practical classes. Students are basically trained for one type of mushroom for which

the environment is conducive and has high market demand. As it was new for the students, they are found highly motivated and curious to learn new things. They have shown keen interest and participated the practices. They become happy and they have seen mushroom on their bed after seven days of its laying. They could believe their efforts and success.

### **5. Evidence of success:-**

Since the college is located in a rural area and most of the students are from agricultural background they have keen interest in the practice as it was new for them along with their subject. They have no hesitation in participating in the practical in group. They have shown their interest in preparing the mushroom beds, watering, harvesting and selling the product as a result there is increase in the sense of responsibility among the students. The production was sold out in the college itself. It developed confidence among the students that they can cultivate Mushroom independently, and a sense of entrepreneurship mind set to take risk in future. They have developed a mindset that if it would be done carefully livelihood can be maintained and financial back bone will be strong. They are encouraged to share this knowledge in their community and practise the same in their home regularly. Many students also practised at their home too. It shows a big success for us. The same practice is continuing since 2018. The practice of mushroom cultivation has been students' friendly practice not only the students of Botany department but also Zoology department students also practised and became successful.

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

The Department of Botany was volunteered to organise and continue the practice . Initially, as they lack of practical knowledge, they have found a lot of problems and confusion. But their continuity in endeavour and efforts led them towards success. They were in doubt whether they would be successful in this cultivation or not. Their selfless effort in approaching local people in collecting materials and expertise in training brought them with flying colours. The pandemic has adversely affected our ongoing initiatives. Continuity of the practice has been difficult due to nonavailability of manpower being impacted by the lockdown. As the institution was completely closed which compelled to halt the practice due to COVID-19 we, have got a big setback and recovering gradually.

### **7. Notes**

With the help of teaching and non-teaching staff, the practice could be implemented effectively . The aim of this practice is to encourage students to become genuine agents of change, committed to develop their own skill through peer tutoring with other students of the college as well as to share the knowledge and skill in their community and neighbourhood.

Suggestions for future deliberated upon in the IQAC.

a). Initiatives to be undertaken to have MOU with Jana Sikshan Sanstha (JSS) and Rural Self Employment Training Institute( RSETI) for certification which will enable them for approaching the financial institution for loan and generate an entrepreneurship mind set.

## **BEST PRACTICE –II**

### **Toy-making**



**1. Title of the Practice: - “Toy making”.****2. Objectives of the Practice:**

The Toy Making initiative began with an objective of fostering a culture of eco-friendly practices using waste materials and making the campus and community environmentally sustainable.

1. To develop life skill among students.
2. Try to develop the vocational skill through Toy Making using waste materials.
3. To create awareness among the students and neighbourhood community
4. Institutional accountability towards society.
5. Participation in National Developmental Programme.
6. To develop a sense of responsibility and a sense of entrepreneurship mindset as a responsible citizen of the nation.

**3. The context:**

The college is located in a rural area in the state of Odisha which has its old business history and fame as a religious place. Most of the students of the college are from rural areas having agricultural background. The peripheral area also mushrooms with industries and is encircled with networks of industries. Many SHGs and individuals are working on toy making, i.e. soft toys and toys using domestic waste materials, which favours the easy availability of raw materials and ideas. Also the product has high demand in the local market. No much area is required for practical. No more advertisement and campaigning are required in selling the product and it is environment friendly. It could help our students in earning active and passive income in future too. Keeping this in view, the college has selected ‘Toy making’ as a best practice by the Department of Home Science during the academic session 2018-19.

The Department of Home Science believes in equipping the students with basic knowledge of practical values of life which are applied in real life. Hence ‘Toy making’ has been taken up as the best practice with the objective that it enables the students not only learn how to make toys also give them a knowledge which may come in their use in later life as a profession. Besides the lesson of pre syllabi, the students are given the know-how of toy making at their convenient time.

**4. The Practice:**

As per the guidelines of the CDC and IQAC, it was decided to organise the practice in the Laboratory of the Department of Home Science as many required equipments are available as well as proper maintenance and timely care of trainees and safety in keeping their raw materials as well as finished toys. It has been decided to train the student to make Soft Toys and Toys out of waste materials. At the time of implementation of the best practice like toy making it was felt that it might not draw the approval of students. Through the staff and authority came up as helping hand yet the indifference of the students at the

initial stage somewhat thwarted the objectives of such best practice. But in course of the time, persistent counselling by the patient faculties the confidence in students could be instilled and due to whole hearted support of the students as well the faculty members, they said best practice has been implemented and has been effective since its inception. The students have been trained to arrange required raw materials by themselves and from the nearby community. The classes are conducted once in week of one hour for twelve weeks with a group of five to six students during their leisure time. As it was new for the students, they are found highly motivated and curious to learn new things. They have shown keen interest in practical. They become happy and on cloud nine while they have seen the beautiful toys they have made out of waste materials. They felt their hidden potentials explored through this practical skill and believed their efforts and success.

### **5. Evidence of success:**

The practice of toy making for the students is regular activity. The students of Home Science department are proud of such practice as it is unique in its kind among the institutions affiliated to the university imparting higher education. Though we faced some constraints in the shape of distraction which diverted the attention of participants but we could cope, streamline and thus the initiative, so taken proved to be fruitful. Now- a day's toys have countrywide popularity and hence it has employment/ self-employment opportunities if it is taken up as a profession by the participant in after life. The students show almost interest in the best practice which the institution has taken up hence it has been continuing till date. Up to now, the performance of the students as well as the faculties has been up to expectation and their attendance proves that the initiative has been beneficial. Sometimes, the practice needed to be called off for some unavoidable reasons still it has to be continued since the students demand it. With persistent endeavour, the best practice of toy making is in effect in the Home science Department being both student and faculty friendly.

### **6. Problems Encountered and Resource Required-**

The department of Home Science was volunteer to organise the practice and to continue. Initially they have found a lot of problems and confusion. But their continuity in endeavour and efforts led them towards success. They are in doubt whether they will be successful in this venture or not. Their selfless effort in approaching local people in collecting materials and expert's help for training brought them with flying colours. The pandemic has adversely affected our ongoing initiatives. Continuity of the practice has been difficult due to the manpower availability being impacted by the lockdown. As the institution was completely closed this compelled to halt the practice. Due to COVID-19 we have got a big setback and recovering gradually.

### **7. Notes**

The practice is implemented effectively with the help of teaching and non-teaching staff. The aim of this practice is to encourage students to become genuine agents of change, committed to develop their own skill, developing the skill through peer tutoring with other students of the college as well as to share the knowledge and skill in their community and neighbourhood along with entrepreneurship mindset. It is also suggested to adopt 'Instant Hand Sanitizer Manufacturing, Mask Manufacturing and Phenyl making, Candle Making, Tailoring,' which have high demand in domestic market.

Suggestions for future deliberated upon in the IQAC.

a). Initiatives to be undertaken to have MOU with Jana Sikshan Santha(JSS) and Rural Self Employment Training Institute( RSETI) for certification which will enable them for approaching the financial institution for loan and generate an entrepreneurship mind set.

| File Description                             | Document                      |
|--|-------------------------------|
| Any other relevant information               | <a href="#">View Document</a> |
| Best practices in the Institutional web site | <a href="#">View Document</a> |

### 7.3 Institutional Distinctiveness

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

**Response:**

**Response-**

**Response**

The Motto of the college is:**Knowledge –Discipline- Dedication** and its crest with its six segments comprises burning lamp, book, experiment flask ,floating boat, bat, ball and stump, burning torch along with the name of the institution on the arch and the motto at the bottom

- Burning lamp symbolizes enlightenment.
- Book signifies knowledge and wisdom.
- Experiment flask reflects the scientific temper and creativity.
- Floating boat stands for journey towards success along with memorizing rthe maritime glory and tradition of our region.
- Bat, ball and stumps promote sportsman spirit..
- Finally, burning torch indicates to dispel the darkness of ignorance from each and every corner of the society.

Based on its ethos, Remuna Degree College (RDC) is a beacon of hope and empowerment for youths from

all strata of society across Odisha in the field of higher education. It has an unique track record in transforming the lives of the countless young students. RDC is the only HEI in the locality to cater the educational needs of nearby students specifically women from remote and rural locality opening the opportunity of higher education. RDC continues to challenge itself to stay ahead of the curve and address the changing needs of its students and society in the most innovative, engaged, compassionate and challenging way while providing cutting edge, competitive education.

It has been reiterated that the college is shaping up physically and mentally through public participation since its initiation . Therefore it's the moral responsibility of the institution to make die hard efforts to empower the nearby rural youth and pay back something to the society. For this, CDC, IQAC and all stakeholders are constantly working through various programmes and activities. The yardstick of success of the institution is the alignment of its

behaviour and initiatives with its vision and mission.

#### Our Vision

- To bring a social change through quality education.
- To prepare better human resources by inculcating sense of duty and responsibility in them.

#### Our Mission

- To make teaching-learning interactive and student friendly.
- To introduce ICT in teaching-learning.
- Practical use of knowledge in day to day life through extensive activities.

#### Areas of Priority and Thrust -

It has clearly mentioned in its vision to to bring a social change in the society. In keeping with its motto as cited above the mission of the College in the past and in the present is to help students to grow into better human beings with the ability to transform within. The College's teaching learning process too is reflective of this broad vision. The college is strongly committed towards the development of youth and the history and culture of the town Remuna. It is one of the oldest and holiest places in India situated nearer to the temple of Lord Kshirachora Gopinath. The area is reach in its old tradition of Brass, bronze and gold works encircled with network of rivers with fertile lands.

RDC focuses on life skill development of its students. Keeping in view it has adopted its best practices ,i.e. Mushroom Cultivation, Toy making, Moral teaching, rain water harvesting, etc. Itis continuously working on personality development for their career in future.

The college organizes 'Blood Donation and Health Check-Up Camps' not only for the students and staff but local youth clubs, hospitals and people also benefitted from it in collaboration of Balasore alloys limited. The college has organized an innovative programme of 'Body donation' in collaboration with 'The daily odia newspaper : The Samaj, Cuttack'. This campaign was made successfully by the students

and staff. After the appeal of the college, more than hundred people happily resolved to donate their body parts after the death and filled up the form.

The college has signed an official MoU with its peripheral industries and organisations ,i.e. Jagadamba Polimers Pvt Ltd, Utkal Poly Weave Pvt Ltd, ORIPOL Pvt Ltd, Emami Paper Mills Ltd, Gyanshree NGO for Women, North Odisha Chambers of Commerce and Industry (NOCCI) and a number of college for programme exchange.

The college also organised gender sensitization programme Under the aegis of University and the NGO Gyanashree. These events are fully monitored by the college and found successful. The college regularly organises intercollege science exhibition to foster innovative ideas among them.

The college conducts regularly workshops and seminars on national level. During the Covid-19 necessitated lockdown, RDC organized several webinars by various departments with the help of IQAC at State, National and international level where the participants are state and national basis. It has also the mentor mentee programme with outmost importance.

**Sensitivity to Mental Health Issues and Provision of Counsellors on Campus** Special attention has been paid to issues relevant to women in the 21st century, especially those of mental health and sexual harassment in the workplace. For more personal and individualised help, the sexual harassment Cell has engaged counsellors to be available to students. These counsellors not only meet students for individual sessions but also meet with teachers to further help them to create a gender sensitive and enabling classroom environment.

**Internal Complaints Committee (ICC)**The college has the ICC in accordance with the guidelines delineated by the UGC and notifications issued by fakir Mohan University pertaining to the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressed) Act, 2013. ICC comprises of elected students and nominated members from the teaching and administrative communities. It registers complaints of workplace sexual harassment and undertakes formal proceedings to resolve them. Information of the ICC members is displayed in important places in the college and on the college website.

**Quality infrastructure for quality education** – The College is expanding its infrastructural facilities with the changing time. Each and every stakeholder feels free to suggest the ideas for the development of the college. It is the promise of the college to empower the rural youth with quality education. The college has a spacious and well equipped ground with all gymnastic equipment. This can be achieved only through systematic education which the college is providing.

| File Description                             | Document                      |
|--|-------------------------------|
| Appropriate web in the Institutional website | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |

## 5. CONCLUSION

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### **Additional Information :**

Remuna Degree College is situated in an area of rich cultural heritage. The Kshirachora Gopinath Temple constructed by the Gajapati King of Odisha Mukunda Deva at a close proximity of the college pipes the keynote of the olden time. The Deshua Tank at Chasakhand is related to freedom fighting of the nation. The famous freedom fighter Baghajatin and his troops fought against British sepoys from the secret place of the Tank. The famous Jagannath Temple at Balgopalpur is constructed to be the Second Jagannath Temple of Odisha. Fakir Mohan University campus is about 5 km away from this college and Fakir Mohan Medical College one km. distance to the College. Thus, the College is situated at the rich educational hub and cultural heritage. The College plans to keep its status high accordingly.

### **Concluding Remarks :**

The Self-study Report of the College prepared by the Internal Assessment Committee of Remuna Degree College for Second Cycle of her accreditation is our observation about the various aspects of the College. We have assessed its strength, weakness, possibilities and responsibilities to carry on for future prospect. We hope the expert Assessors of NAAC can judge our observation and suggest useful tips for further development.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|----|-----|---------|---------|---------|---------|---------|----|---|---|---|---|
| 1.2.2     | <p><b>Number of Add on /Certificate programs offered during the last five years</b></p> <p><b>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>03</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"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>   | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 03  | 0   | 0   | 0  | 0   | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 01 | 0 | 0 | 0 | 0 |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |
| 03        | 0  | 0       | 0       | 0       |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |
| 01        | 0  | 0       | 0       | 0       |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |
| 1.2.3     | <p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p><b>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>104</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"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>   | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 104 | 0   | 0   | 0  | 0   | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 40 | 0 | 0 | 0 | 0 |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |
| 104       | 0  | 0       | 0       | 0       |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |
| 40        | 0  | 0       | 0       | 0       |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |
| 2.1.2     | <p><b>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>117</td> <td>107</td> <td>92</td> <td>119</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 113 | 117 | 107 | 92 | 119 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |    |   |   |   |   |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |
| 113       | 117  | 107     | 92      | 119     |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |
|           |  |         |         |         |         |         |     |     |     |    |     |         |         |         |         |         |    |   |   |   |   |

|     |     |     |    |     |
|-----|-----|-----|----|-----|
| 113 | 108 | 107 | 92 | 119 |
|-----|-----|-----|----|-----|

2.3.3 **Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

2.3.3.1. **Number of mentors**

Answer before DVV Verification : 34

Answer after DVV Verification: 16

Remark : DVV has made the changes as per shared report of mentor list by HEI.

2.4.3 **Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 240

Answer after DVV Verification: 236

Remark : DVV has made the changes as per shared experience certificate of permanent teachers by HEI.

3.1.3 **Number of Seminars/conferences/workshops conducted by the institution during the last five years**

3.1.3.1. **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 14      | 10      | 12      | 19      | 18      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11      | 1       | 0       | 2       | 1       |

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

3.2.2.1. **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:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 02      | 02      | 01      | 03      | 02      |



Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 01      | 03      | 02      |

3.3.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

**3.3.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 01      | 02      | 0       | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

3.3.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**3.3.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 27      | 28      | 28      | 10      | 08      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15      | 12      | 14      | 1       | 02      |

3.3.4 **Average percentage of students participating in extension activities at 3.3.3. above during last five years**

**3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|      |      |      |     |     |
|------|------|------|-----|-----|
| 1204 | 1388 | 1309 | 526 | 306 |
|------|------|------|-----|-----|

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 564     | 643     | 465     | 42      | 96      |

4.2.4 **Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

4.2.4.1. **Number of teachers and students using library per day over last one year**

Answer before DVV Verification : 52

Answer after DVV Verification: 10

Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)

5.1.4 **Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 67      | 122     | 0       | 37      | 94      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0       | 0       | 0       | 0       | 41      |

5.3.1 **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 06      | 06      | 04      | 08      | 03      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|

|    |    |    |    |    |
|----|----|----|----|----|
| 04 | 04 | 04 | 08 | 03 |
|----|----|----|----|----|

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

**5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 78      | 161     | 87      | 91      | 63      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 7       | 8       | 9       | 7       |

6.3.3 **Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

**6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 03      | 01      | 0       | 0       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 01      | 0       | 0       |

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 06      | 06      | 03      | 01      | 01      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 04      | 04      | 02      | 0       | 0       |

## 2.Extended Profile Deviations

| ID        | Extended Questions  |           |           |           |         |         |           |                            |           |           |           |         |         |         |         |         |           |                       |          |          |          |
|-----------|---|-----------|-----------|-----------|---------|---------|-----------|----------------------------|-----------|-----------|-----------|---------|---------|---------|---------|---------|-----------|-----------------------|----------|----------|----------|
| 1.2       | <p><b>Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>47.829028</td> <td>179.57327<br/>80000000<br/>2</td> <td>225.20646</td> <td>118.22075</td> <td>110.09577</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>47.829028</td> <td>19.573278<br/>00000002</td> <td>55.20646</td> <td>58.22075</td> <td>10.09577</td> </tr> </tbody> </table> | 2020-21   | 2019-20   | 2018-19   | 2017-18 | 2016-17 | 47.829028 | 179.57327<br>80000000<br>2 | 225.20646 | 118.22075 | 110.09577 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 47.829028 | 19.573278<br>00000002 | 55.20646 | 58.22075 | 10.09577 |
| 2020-21   | 2019-20   | 2018-19   | 2017-18   | 2016-17   |         |         |           |                            |           |           |           |         |         |         |         |         |           |                       |          |          |          |
| 47.829028 | 179.57327<br>80000000<br>2  | 225.20646 | 118.22075 | 110.09577 |         |         |           |                            |           |           |           |         |         |         |         |         |           |                       |          |          |          |
| 2020-21   | 2019-20   | 2018-19   | 2017-18   | 2016-17   |         |         |           |                            |           |           |           |         |         |         |         |         |           |                       |          |          |          |
| 47.829028 | 19.573278<br>00000002   | 55.20646  | 58.22075  | 10.09577  |         |         |           |                            |           |           |           |         |         |         |         |         |           |                       |          |          |          |