

**Kamala Nehru Women’s College, Bhubaneswar, Odisha**

**Annual Quality Assurance Report (AQAR)**



**For The Academic Year – 2022-2023**

**The Annual Quality Assurance Report (AQAR) of the IQAC**

*(June 1, 2022 to May 31, 2023)*

**Part – A**

1. **Data of the Institution**

*(Data may be captured fromIIQA)*

1. Name of the Institution – Kamala Nehru Women’s College
   * Name of the Head of the institution: Mr. Prafulla Kumar Champatiray
   * Designation: Principal I/C
   * Does the institution function from owncampus: Yes
   * Phone no./Alternate phoneno.:
   * Mobileno.: 9937070893
   * Registerede-mail: knwcbbsr@gmail.com
   * Alternate e-mail:
   * Address : Unit - 1
   * City/Town : Bhubaneswar
   * State/UT : Odisha
   * PinCode : 751009
2. Institutionalstatus:
   * Affiliated /Constituent: Affiliated
   * Type of Institution:Co-education/Men/Women – Women’s College
   * Location :Rural/Semi-urban/Urban: Urban
   * Financial Status: Grants-in aid
   * Name of the AffiliatingUniversity: Rama Devi Women’s University, Bhubaneswar
   * Name of the IQAC Coordinator: Dr. Vedula Ramalakshmi
   * Phone no.; 9437392555
   * Alternate phoneno.
   * Mobile:9437392555
   * IQAC e-mail address:knwcbbsriqac@gmail.com
   * Alternate e-mailaddress:
3. Website address:

www.knwcbbsr.com

1. Whether Academic Calendar prepared during the year? – No
2. Yes/No, if yes, whether it is uploaded inthe Institutionalwebsite:

Weblink:

1. AccreditationDetails:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cycle | Grade | CGPA | Year of  Accreditation | Validity Period | |
| 1st | B |  | 2006 | from: 2006 | to: 2011 |
| 2nd | Pending |  |  |  |  |

1. Date of EstablishmentofIQAC:10.05.2013 DD/MM/YYYY:
2. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGCetc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Institution/  Department/Faculty | Scheme | Funding  agency | Year of award with  duration | Amount |
| Kamala Nehru Women’s College, Bhubaneswar | Salary | Govt. of Odisha | 2022-23 | 27840680.00 |

1. Whether composition of IQAC as per latest NAAC guidelines:Yes/No: Yes

\*upload latest notification of formation of IQAC upload IQAC formation notice

1. No. of IQAC meetings held during theyear:04

Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?

NO

(If No, please upload the minutes of the meeting(s) and Action Taken Report.)

1. Whether IQAC received funding from any of the funding agenciestosupport its activities duringtheyear? No

If yes, mentionthe amount: Year:

1. Significant contributions made by IQAC during the current year (maximum fivebullets)

### Student Development Initiatives:

**1. Student Development Initiatives:**

1. **Customized Learning Approaches for All Learners:**
   * Conduct assessments to identify the needs of both slow and advanced learners.
   * Implement differentiated learning plans, offering remedial support for those who need it and advanced challenges for high-performing students. Peer mentoring and collaborative learning can further enhance understanding.
2. **Career Guidance and Counselling:**

* Provide comprehensive career guidance through virtual counselling sessions, industry interaction, and career aptitude testing.
* Personalized counselling to help students navigate career options

1. **Promotion of National Values and Awareness:**
   * Foster a spirit of patriotism and constitutional awareness among students.
   * Plan programs such as debates, essay competitions, and interactive discussions on topics related to the Constitution, nationalism, and social responsibility, engaging legal experts and guest speakers.

**2. Faculty Development Programs:**

1. **Professional Development & Quality Enhancement:**
   * Organize orientation sessions to upskill faculty in various domains such as education, and gender sensitization.
   * Conduct workshops on emerging topics like ICT tools, women empowerment, and gender issues, ensuring faculty stay updated and empowered.
2. **Support for Teaching and Assessments:**
   * Provide technical and educational support for teaching environments, equipping faculty with the necessary skills.
3. **Overall Institutional Activities:**
4. **Strengthening Industry and Alumni Connections:**
   * Build strong linkages with alumni networks to improve exposure for students.
   * Organize alumni interactions to improve institutional practices.
5. **Enhancing Academic and Extra-Curricular Engagement:**
   * Promote seminars, workshops, and extracurricular activities to foster a holistic learning environment.
   * Schedule regular seminars, extension activities, and feedback mechanisms to ensure continuous engagement and improvement.
6. **Accreditation and Quality Assurance:**
7. **Ensuring Compliance with Accreditation Standards:**
   * Maintain consistent quality by conducting regular IQAC meetings and submitting required reports like AQARs.
   * Systematically collect and organize data for AQARs and conduct various internal audits to ensure alignment with accreditation standards.
8. Plan of action chalked out by the IQAC in the beginning of the Academic yeartowards Quality Enhancement and the outcome achieved by the end of the Academic year

|  |  |
| --- | --- |
| Plan of Action | Achievements/Outcomes |
| FOR STUDENTS | * Implement differentiated strategies for slow and advanced learners. * Provide career counselling sessions tailored to individual needs. * Promote nationalism, respect for the Constitution, and provide socio-psychological counselling. * Personalized learning plans increased engagement and performance in both slow and advanced learners. * Personal Career counselling helped students make informed career choices and improved employability. * Students showed increased awareness of their rights and duties as citizens, fostering a sense of nationalism and respect for the law through volunteerism. |
| FOR FACULTY | * Organize orientation programs to enhance quality in education, women empowerment, and gender sensitization. * Provide faculty development programs in ICT, * Faculty members enhanced their teaching methodologies and improving overall academic standards. * Increased proficiency in ICT tools, enabling smooth teaching, seminars and extra murals. * Faculty gained a better understanding of gender issues and fostering an inclusive environment. |
| FOR INSTITUTION | * Orientation programs focusing on quality enhancement in education, research, and other critical areas like women empowerment and gender sensitization. * ICT training programs for institutional development. * Learning support for classes, and examinations. * Higher quality in teaching and other activities through enhanced faculty capabilities. * The institution adapted continuity of academic development through different meaningful initiatives. |
| OVERALL ACTIVITIES | * Strengthen alumni connections. * Boost placement activities and gather stakeholder feedback. * Organize extra classes for slow learners, seminars, extension activities, and extracurricular events. * Alumni contributed through extracurricular events. * Continuous feedback led to the refinement of institutional strategies and curriculum improvements. |
| FOR ACCREDITATION | * Conduct regular Internal Quality Assurance Cell (IQAC) meetings. * Collect and organize data for Self-Study Reports (SSR). * Perform various audits for compliance with accreditation standards. * Compliance with accreditation bodies ensured through timely submission of AQARs and completion of audits. * Continuous quality checks improved the institution’s academic and administrative processes, strengthening its reputation. |

1. Whether the AQAR was placed beforestatutorybody? Yes /No: Yes

Name of thestatutorybody: IQAC Committee Date ofmeeting(s):

1. Whether institutional data submitted to AISHE: Yes Year: 2022-23
2. **Institutional Preparedness for NEP 2020 – Not implemented**

**3. Extended Profile of the Institution**

**1. Programme**:

* 1. Number of courses offered by the Institution across all programs during theyear

|  |  |
| --- | --- |
| **Year** | 2022-23 |
| **Number** | 382 |

### Student:

* 1. Number of students during the year.

|  |  |
| --- | --- |
| **Year** | 2022-23 |
| **Number** | 1166 |

* 1. Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

|  |  |
| --- | --- |
| **Year** | 2022-23 |
| **Number** | 446 |

* 1. Number of outgoing/ final year students during the year

|  |  |
| --- | --- |
| **Year** | 2022-23 |
| **Number** | 307 |

### Academic:

* 1. Number of full time teachers during the year

|  |  |
| --- | --- |
| **Year** | 2022-23 |
| **Number** | 65 |

* 1. Number of Sanctioned posts during the year

|  |  |
| --- | --- |
| **Year** | 2022-23 |
| **Number** | 56 |

### Institution:

* 1. Total number of Classrooms and Seminarhalls- 29
  2. Total expenditure excluding salary during the year(INR inlakhs)

|  |  |
| --- | --- |
| **Year** | 2022-23 |
| **Expenditure** |  |

4.3 Total number of computers on campus for academic purposes: 86

**PART B**

**Criterion 1 – Curricular Aspects**

**Key Indicator – 1.1 Curricular Planning and Implementation**

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| --- | --- |
| **Metric**  **No.** |  |
| **1.1.1.**  **QlM** | The Institution ensures effective curriculum delivery through a well planned and documented process  Under the expert leadership of our Principal, the institution ensures effective curriculum delivery through a well-planned and documented process. A policy of decentralization and participatory management empowers stakeholders, fostering collaborative decision-making for enhanced efficiency.  To streamline administration, multiple committees oversee key aspects:   * **Academic Supervision:** Two supervisors monitor online classes, webinars, and academic activities to maintain high standards. * **Administrative Bursars:** Responsible for non-academic tasks to ensure smooth governance. * **Accounts Bursars:** Manage financial operations with transparency. * **Admission Committee:** Handles admissions per regulatory norms. * **Examination Committee:** Ensures fair and seamless examination processes.   The institution adheres to all Department of Higher Education guidelines:   * **Recruitment Policies:** Faculty appointments follow prescribed rules, ensuring fairness. * **Timely Salary Disbursement:** Salaries are promptly processed for both regular and contractual staff. * **Employee Welfare:** Social welfare schemes and leave provisions support staff well-being.   Through meticulous planning, structured governance, and compliance with academic regulations, the institution fosters a dynamic and efficient educational environment. |
| **1.1.2.**  **QlM** | The institution adheres to the academic calendar including for the conduct to Continuous Internal Evaluation (CIE)  The academic calendar is a crucial document that ensures a structured and transparent approach to institutional planning. It outlines key academic and administrative activities, ensuring alignment with the college’s vision, mission, and goals.  The calendar is meticulously prepared and strictly followed, covering:   * **Vision and Mission:** Reinforcing the institution’s commitment to academic excellence, ethics, and societal contributions. * **College Profile:** Highlighting history, achievements, and infrastructure. * **Rules and Regulations:** Defining guidelines for students, faculty, and staff to maintain discipline and harmony. * **Ethics and Values:** Promoting integrity and core values within the institution. * **Departmental Details:** Providing insights into academic and non-academic departments, their objectives, and courses. * **Faculty and Staff Directory:** Listing qualifications, roles, and responsibilities. * **Examinations & Continuous Internal Evaluation (CIE):** Clearly scheduling assessments, evaluation timelines, and result declarations. * **Admissions:** Offering comprehensive guidelines on eligibility, dates, and procedures. * **Curriculum Information:** Detailing programs, syllabus, and academic expectations.   By adhering to the academic calendar, the institution ensures a well-organized academic environment, fostering efficiency and preparedness among stakeholders. |
| **1.1.3.**  **QnM** | ***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 year***   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | File attached |  1. Academic council/BoS of Affiliating University 2. Setting of question papers for UG/PGprograms 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliatingUniversity   **Options**   1. All of theabove |
|  | Data requirement: (As per Data Template)   * Number of teachersparticipated * Name of the body in which full time teacherparticipated * Total number ofteachers   Documents: Upload the scanned copies of the letters issued by the affiliating university / institutions w.r.t the activity in which the teachers are involved.  **File Description:**   * Details of participation of teachers in various bodies/activities provided asa response to themetric * Any additionalinformation |

**Key Indicator- 1.2 Academic Flexibility**

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| --- | --- |
| **Metric**  **No.** |  |
| **1.2.1*.***  **QnM** | ***Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented***   * + - 1. Number of Programmes in which CBCS/ Elective course system implemented.  |  |  |  | | --- | --- | --- | | **Year** | 2022-23 |  | | **Number** | File attached |  |   Data Requirement: (As per Data Template)   * + - * + Name of all Programmers adoptingCBCS         + Name of all Programmes adopting elective coursesystem   **File Description (Upload)**   * + - * + Any additionalinformation         + Minutes of relevant Academic Council/ BOSmeetings         + Institutional data in prescribed format (DataTemplate) |
| **1.2.2.**  **QnM** | ***Number of Add on /Certificate programs offered during the year***  ***1.2.2.1: How many Add on /Certificate programs are added during the year.***  ***Data requirement for year: (As per Data Template)***  ***The template is combined with 1.2.3***   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | NIL |  * *Names of the Add on /Certificate programs with 30 or more contact hours* * *No. of times offered during the same year* * *Total no. of students completing the course in the year*   ***File Description (Upload)***   * *Any additional information* * *Brochure or any other document relating to Add on /Certificate programs* * *List of Add on /Certificate programs (Data Template )* |
| **1.2.3**  **QnM** | ***Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year***   * + - 1. Number of students enrolled in subject related Certificate or Add-on programs during the year  |  |  |  | | --- | --- | --- | | **Year** | 2022-23 |  | | **Number** | Nil |  |   Data Requirement: (As per Data Template)   * + - * + Total number of students enrolled in certificate / Add –on programs         + Total number of students across all the programs   **File Description(Upload)**   * + - * + Any additional information         + Details of the students enrolled in Subjects related to certificate/Add-on programs |

**Key Indicator- 1.3 Curriculum Enrichment**

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| --- | --- |
| **Metric**  **No.** |  |
| **1.3.1.**  **QlM** | Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum  The institution is dedicated to the holistic development of students by integrating crosscutting issues such as professional ethics, gender equality, human values, environment, and sustainability into the curriculum.  **Key Initiatives:**  **Gender Equality**   * The **Women Development Cell** and **Anti-Ragging Cell** ensure a safe and inclusive environment. * Regular seminars on **gender parity, self-defense, and women’s rights** foster awareness and empowerment.   **Environment & Sustainability**   * A mandatory **Environmental Awareness** course educates students on climate change and sustainability. * The **Department of Biological Sciences** conducts environmental seminars. * **NSS activities** include tree plantation drives, climate change education, and awareness campaigns.   **Human Values & Ethics**   * Programs emphasize **self-awareness, community relationships, and ethical values**. * Activities include **blood donation drives, Swachh Bharat Abhiyan, AIDS awareness programs, and civic responsibility events**.   **Professional Ethics**   * Courses integrate **leadership, teamwork, and interpersonal skills** with ethical training. * Faculty mentors guide students to become **responsible citizens with integrity**.   **Observances & Celebrations**  The institution commemorates **Independence Day, Republic Day, World Environment Day, Youth Day, and more** to in still patriotism and social responsibility.  Through these initiatives, the institution ensures students emerge as ethically conscious, socially responsible, and environmentally aware leaders. |
| **1.3.2.**  **QnM** | ***Number of courses that include experiential learning through project work/field work/internship during the year***   * + - 1. : Number of courses that include experiential learning through project work/field work/internship during the year  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | 20(file attached) |   Data requirement for year: (As per Data Template)   * + - * + Name of the Course         + Details of experiential learning through projectwork/field work/internship         + Name of the Programme   **File Description:**   * Any additional information * Programme / Curriculum/ Syllabus of the courses * Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses * MoU's with relevant organizations for these courses, if any   + - * + Number of courses that include experiential learning through project work/field work/internship (Data Template) |
| **1.3.3.**  **QnM** | ***Number of students undertaking project work/field work/ internships***   * + - 1. Number of students undertaking project work/field work/ internships  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | 353(file attached) |   Data Requirement : ( As per Data Template)   * + - * + Name of the programme         + No. of students undertaking project work/field work /internships   **File Description:(Upload)**   * Any additionalinformation   + - * + List of programmes and number of students undertakingproject work/field work/ /internships (DataTemplate) |

**Key Indicator- 1.4 Feedback System**

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| --- | --- |
| **Metric**  **No.** |  |
| **1.4.1.**  **QnM** | ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders***  ***1) Students 2)Teachers***  **Options:**   1. All ofthe above 2. Any 3 of the above 3. Any 2 of the above **Choose any one** 4. Any 1 of the above 5. None of the above   Data Requirement:  Report of analysis of feedback received from different stakeholders  **File Description**   * URL for stakeholder feedback report * Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) * Any additional information(Upload)   **(Note: Data template is not applicable to this metric)** |
| **1.4.2**  **QnM** | ***Feedback process of the Institution may be classified as follows:***  **Options:**   1. Feedback collected and analyzed   Documents:  Upload Stakeholders feedback report, Action taken report of the institute on it as stated in the minutes of the Governing Council, Syndicate, Board of Management  **File Description**   * Upload any additional information * URL for feedback report   **(Note: Data template is not applicable to this metric)** |

**Criterion 2- Teaching- Learning and Evaluation**

**Key Indicator- 2.1 Student Enrolment and Profile**

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| --- | --- |
| **Metric**  **No.** |  |
| **2.1.1.**  **QnM** | **Enrolment Number**  Number of students admitted during the year   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | 1166 |  * + - 1. Number of sanctioned seats during the year  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | 480 |   Data Requirement last completed academic year.   * + - * + Total number of Studentsadmitted         + Total number of Sanctionedseats   File Description:  Any additionalinformation  Institutional data in prescribedformat |
| **2.1.2.**  **QnM** | ***Number of seats filled against seats reserved for various categories (SC,  ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year  (exclusive of supernumerary seats)***   2.1.2.1. Number of actual students admitted from the reserved categories during  the year   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | 446 |    Data requirement for year: (As per Data Template)   * Number of Students admitted from the reserved category * Total number of seats earmarked for reserved category as per GOI or State government rule   **File Description: (Upload)**   * Any additional information * Number of seats filled against seats reserved (Data Template) |

### Key Indicator- 2.2. Catering to Student Diversity

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| --- | --- |
| **Metric**  **No.** |  |
| **2.2.1.**  **QlM** | ***The institution assesses the learning levels of the studentsand organizes special Programmes for advanced learners andslow learners***  **Student Learning Assessment and Support Strategies**  The college adopts a structured approach to evaluating and enhancing students' learning levels, starting from the admission process and continuing throughout their academic journey.  **Assessment of Learning Levels**   1. **Admission-Based Evaluation** 2. **Participation in Online Learning** 3. **Periodic Examinations:**    * + Monthly assessments      + Mid-term examinations      + Half-yearly tests      + End-of-semester exams 4. **Project-Based Assessments:**   **Programs for Advanced Learners**  The institution implements specialized initiatives to challenge and support high-achieving students, such as:   1. **Specialized Study Materials:** 2. **Expert-Led Webinars:** 3. **Additional Assignments:** 4. **Research-Oriented Projects:**   **Support for Slow Learners**  To help students requiring additional academic support, the institution has implemented:   1. **Remedial Learning Sessions:** 2. **Bilingual Teaching Methods:** 3. **Additional Learning Support:** 4. **Tailored Study Resources:** 5. **Confidence-Boosting Initiatives:**   **Holistic Development Initiatives**  The college promotes overall student development through:   1. **Counselling and Awareness Programs:** 2. **Teacher Skill Enhancement:** 3. **Enriching Educational Exposure**   **Assessment of Learning Levels**   1. **Merit-Based Admission Assessment:**    * Learning levels are initially assessed based on students' performance in the **merit list** at the time of admission. 2. **Online Class Activities:**    * Participation in **online classes** and engagement in activities provide insights into students' understanding and capabilities. 3. **Examinations and Tests:**    * Learning capabilities are further evaluated through **online examinations** such as:      + Monthly tests      + Half-yearly exams      + Mid-semester exams      + Semester-end exams 4. **Project Work and Seminars:**    * Frequent **project assignments** and **seminar presentations** conducted by departments help assess and enhance critical thinking and presentation skills.   **Programs for Advanced Learners**  Special programs are designed to challenge and nurture advanced learners, including:   1. **Special References:**    * Advanced learners are guided towards specialized reference materials to deepen their subject knowledge. 2. **Webinars:**    * Regular **webinars** on contemporary topics are organized to keep students informed about the latest developments in their fields of interest. 3. **Extra Assignments:**    * Advanced students are given additional assignments to develop their skills further and prepare for **competitive exams**. 4. **Project Work:**    * Advanced students undertake **high-grade projects** to refine their analytical and problem-solving abilities, fulfilling university requirements with an enhanced level of rigor.   **Support for Slow Learners**  The institution takes targeted steps to help slow learners improve and thrive:   1. **Online Remedial Classes:**    * Special online classes are conducted to address gaps in understanding. 2. **Bilingual Explanations:**    * Concepts are explained using bilingual methods to ensure clarity and accessibility. 3. **Extra Online Classes:**    * Additional online sessions are organized for low achievers, supported with tailored learning materials. 4. **Customized Resources:**    * Examination-related materials are downloaded, curated, and shared with slow learners. 5. **Motivational Techniques:**    * Real-life examples, motivational discussions, and illustrative homework assignments are designed to build their confidence.   **Holistic Development Initiatives**  The college takes a holistic approach to ensure the all-round development of students:   1. **Counseling and Awareness Programs:**    * The **Learner Counseling Cell**, **NSS**, **Red Cross Society**, and health-related programs are instrumental in addressing the diverse needs of students. 2. **Skill Development Support for Teachers:**    * To improve teaching efficacy and enrich student learning experiences, the following are provided for faculty:      + A well-structured **academic calendar**      + Access to **audio-visual teaching aids** and virtual classrooms      + Departmental seminars and workshops      + **Extra-mural lectures** by eminent personalities 3. **Enriching Learning Experiences:**    * Students are exposed to diverse knowledge sources through departmental seminars, project work, and interactive sessions with experts, equipping them with skills and perspectives required for the demands of modern times.   For **slow learners**, the college offers remedial classes, focused tutorials, and extra mentoring sessions to strengthen their foundational knowledge. Faculty members provide additional guidance, simplified study materials, and engage in one-on-one sessions to help these students improve their academic performance. Regular monitoring and continuous support are provided to track their progress.  For **advanced learners**, the college organizes enrichment programs such as seminars, workshops, and advanced study circles to challenge and expand their knowledge. They are encouraged to participate in research projects, present papers at conferences, and engage in leadership roles in academic and co-curricular activities.  By addressing the distinct learning needs of both slow and advanced learners, Kamala Nehru Women's College promotes an inclusive learning environment that fosters academic growth and overall development for all students.  4o  Write description in maximum of 200 words  **File Description:**   * Past link for additional Information * Upload any additional information |
|  |  |
|  |  |
|  |  |
|  |  |
| **2.2.2.**  **QnM** | ***Student- Full time teacher ratio (Data for the latest completed academic year)***   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number of Students** | 1166 | | **Number of teachers** | 65 |   Data requirement:   * Total number of Students enrolled in theInstitution * Total number of full time teachers in theInstitution   Formula: Students: teachers  **File Description (Upload)**   * Any additionalinformation   **(Note: Data template is not applicable to this metric)** |

**Key Indicator- 2.3. Teaching- Learning Process**

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| --- | --- |
| **Metric**  **No.** |  |
| **2.3.1.**  **QlM** | ***Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used forenhancing learning experiences***  Studentcentricmethods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences  **Experiential Learning – 2022-2023**  **Objectives:**   * To foster student engagement and enthusiasm for learning. * To provide hands-on, practical exposure to complement theoretical knowledge. * To explore innovative learning opportunities beyond traditional methods.   **Key Features:**   1. **Classroom Experiments:**    * Students are grouped based on their subject preferences and assigned practical tasks.    * They conduct experiments, compile findings into project reports, and present them for evaluation.    * A viva-voce session assesses their understanding and analytical skills, ensuring a thorough grasp of concepts. 2. **Field Studies:**    * Certain disciplines incorporate fieldwork, where students gather first-hand data through surveys and interviews.    * Subjects like Anthropology, Home Science, and Psychology involve hands-on research to apply classroom knowledge in real-world settings.    * This process sharpens analytical abilities and broadens practical understanding.   **Conclusion:**  The effectiveness of experiential learning is evident in students' academic excellence and achievements in extracurricular activities such as debates, essay writing, public speaking, performing arts, and more. This holistic approach not only strengthens subject knowledge but also fosters creativity, confidence, and critical thinking skills. |
| **2.3.2.**  **QlM** |  |
|  |  |
| **2.3.3.**  **QnM** | ***Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )***  2.3.3.1. Number of mentorsNumber of students assigned to each Mentor   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number of mentors** | 1 : 18 |   Formula: Mentor : Mentee  **File Description**   * Upload, number of students enrolled and full time teacherson roll. * Circulars pertaining to assigning mentors tomentees * mentor/menteeratio   **(Note: Data template is not applicable to this metric)** |

**Key Indicator- 2.4 Teacher Profile and Quality**

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| --- | --- |
| **Metric**  **No.** |  |
| **2.4.1.**  **QnM** | ***Number of full time teachers against sanctioned posts during the year***   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | File attached |   Data requirement for year (As per Data Template)   * Number of full timeteachers * Number of sanctionedposts   **File Description (Upload)**   * full time teachers and sanctioned posts for year(DataTemplate) * Any additionalinformation * List of the faculty members authenticated by the Head ofHEI |
| **2.4.2.**  **QnM** | ***Number of full time teachers with Ph. D. / D.M. / M.Ch. /***  ***D.N.B Superspeciality / D.Sc. / D.Litt. during the year(consider only highest degree for count)***   * + 1. 2.4.2.1. Number of full time teachers with ***Ph. D. / D.M. / M.Ch. /***     2. ***Superspeciality / D.Sc. / D.Litt.*** during the year  |  |  |  | | --- | --- | --- | | **Year** | 2022-23 |  | | **Number** | 22 |  |   Data requirement for year: (As per Data Template)   * + - * Number of full time teachers with PhD./ D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. /D.Litt.       * Total number of full timeteachers   **File Description (Upload)**   * + - * Any additionalinformation       * List of number of full time teachers with ***Ph. D. / D.M. / M.Ch./***   ***D.N.B Super specialty / D.Sc. / D.Litt.*** and number of full time  teachers for year(Data Template) |
| **2.4.3.**  **QnM** | ***Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)***   * + - 1. : Total experience of full-time teachers  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | File attached |   Data requirement for year (As per Data Template)   * + - * + Name and Number of full time teachers with years ofteaching experiences   **File Description: (Upload)**   * + - * + Any additionalinformation         + List of Teachers including their PAN, designation, dept. and experience details(Data Template) |

**Key Indicator- 2.5. Evaluation Process and Reforms**

|  |  |
| --- | --- |
| **Metric**  **No.** |  |
| **2.5.1.**  **QlM** | ***Mechanism of internal assessment is transparent and robust in terms of frequency and mode***  **Transparent and Effective Internal Assessment Mechanism**   * The institution follows a structured and transparent internal assessment system that ensures continuous evaluation of students through various modes. * Assessments are conducted based on attendance, classroom participation, overall performance, assignments, surprise tests, and brainstorming sessions. * To monitor academic progress, each department conducts monthly online tests, allowing students to track their improvement before the final examination. * Constructive feedback is provided to help students enhance their understanding and performance. * All evaluation-related updates, including assessment schedules, test results, and guidelines, are ensured for easy accessibility for students. * By integrating multiple assessment methods and maintaining open communication, the institution fosters a fair, effective, and student-centric evaluation system that encourages academic growth and excellence. |
| **2.5.2.**  **QlM** | ***Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient***  **Transparent and Efficient Internal Assessment Mechanism**   * The institution has a well-structured and transparent internal assessment system that ensures fair evaluation and continuous academic improvement. * Students are given access to their answer scripts after evaluation, allowing them to identify their mistakes and receive constructive feedback from faculty on ways to improve their performance. * To address any concerns regarding assessments, students are encouraged to report grievances within a specified timeframe. The institution takes these issues seriously and ensures prompt resolutions. * Monthly tests are conducted regularly by all departments to monitor student progress, and in case of absence, students are given an opportunity to appear for the test on an alternate day. These assessments help students stay engaged and proactive in their studies. * Evaluation-related information is displayed on the college notice board for transparency. Additionally, faculty meetings are held to review the assessment process and make necessary refinements. * The institution follows a structured grievance redressal mechanism where students can discuss their exam performance individually with faculty members. * The internal assessment marks are thoroughly reviewed by the Principal to assess students' academic progress. * All records are maintained systematically to ensure accountability, making the evaluation process time-bound, fair, and student-centric. |

**Key Indicator- 2.6 Student Performance and Learning Outcome**

|  |  |
| --- | --- |
| **Metric**  **No.** |  |
| **2.6.1.**  **QlM** | ***Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.***  The college ensures transparency in the evaluation process by publishing results both on the notice board and the official website. This dual approach makes it convenient for students and faculty to access academic outcomes efficiently. By providing easy access to results, the institution enables students to track their academic progress and make informed decisions regarding their learning journey.  Additionally, this practice helps faculty members assess student performance trends, identify areas of improvement, and offer necessary guidance. The availability of results on multiple platforms ensures that all stakeholders remain well-informed about the program and course outcomes, fostering an environment of academic accountability and continuous improvement. |
| **2.6.2.**  **QlM** | ***Attainment of Programme outcomes and course outcomes are evaluated by the institution.***  Following the publication of results, a review meeting is held to assess program and course outcomes. During this meeting, all Heads of Departments (HODs) present their department’s results, highlighting both strengths and areas for improvement. A thorough analysis of student performance helps in identifying trends and necessary interventions.   * To recognize academic excellence, students who achieve top ranks at the university level are felicitated. Additionally, faculty members are acknowledged for their contributions, with appreciation letters awarded to those who have played a significant role in enhancing student performance. Departments that require improvement are given specific targets, along with strategic recommendations to enhance future outcomes. This structured review process ensures continuous academic progress and motivates both students and faculty to strive for excellence |
| **2.6.3.**  **QnM** | ***Pass percentageof Students during the year***   * + - 1. Total number of final year students who passed theuniversity examination during the year       2. Total number of final year students who appeared for the university examination during the year  |  |  | | --- | --- | | **Previous completed academic year** | | | **Number of students appeared** | **2022-23** | | **Number of students passed** | **353** |   Data Requirement (As per Data Template)   * + - * + Programmecode         + Name of theProgramme         + Number of Students appeared         + Number of Studentspassed         + Passpercentage   **File Description**   * + - * + Upload list of Programmes and number of students passedand appeared in the final year examination (DataTemplate)         + Upload any additionalinformation         + Paste link for the annual report |

**Key Indicator- 2.7 Student Satisfaction Survey**

|  |  |
| --- | --- |
| **Metric**  **No.** |  |
| **2.7.1**  **QnM** | ***Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)*** |

**Criterion3- Research, Innovations and Extension**

**Key Indicator 3.1- Resource Mobilization for Research**

|  |  |
| --- | --- |
| **Metric**  **No.** |  |
| **3.1.1.**  **QnM** | ***Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)***  3.1.1.1: Total Grants from Government and non-governmental agenciesfor research projects / endowments in the institution during the year (INR in Lakhs)   |  |  | | --- | --- | | **Year** | 2022-23 | | **(INR in Lakhs):** | NA |   Data requirement for year: (As per Data Template)   * Name of the Project/Endowments * Name of the PrincipalInvestigator * Department of PrincipalInvestigator * Year ofAward * Fundsprovided * Duration of theproject * Name of the Project/Endowments   **File Description(Upload)**   * Any additionalinformation * e-copies of the grant award letters for sponsoredresearch projects /endowments * List of endowments / projects with details of grants(Data Template) |
| **3.1.2**  **QnM** | ***Number of departments having Research projects funded by government and non government agencies during the year***  3.1.2.1: Number of departments having Research projects funded by government and non-government agencies during the year   |  |  | | --- | --- | | **Year** | 2022-23 | | **(INR inLakhs):** | NA |   Data requirement for year: (As per Data Template)   * Name of PrincipalInvestigator * Duration ofproject * Name of the researchproject * Amount / Fundreceived * Name of fundingagency * Year ofsanction * Department ofrecipient   **File Description(Upload)**   * List of research projects and funding details(DataTemplate) * Any additionalinformation * Supporting document from FundingAgency * Paste link to funding agencywebsite |
| **3.1.3**  **QnM** | Number of Seminars/conferences/workshops conducted by the institution during theyear  3.1.3.1: Total number of Seminars/conferences/workshops conducted by the institution during the year   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number of teachers** | 40 |   Data Requirements: (As per Data Template)   * Name of the workshops /seminars * Number of Participants * Date (From-to) * Link to the activity report on the website   **File Description(Upload)**   * Report of the event * Any additional information * List of workshops/seminars during last 5 years (DataTemplate) |

**Key Indicator 3.2- Research Publication and Awards**

|  |  |
| --- | --- |
| **Metric**  **No.** |  |
| **3.2.1.**  **QnM** | ***Number of papers published per teacher in the Journals notified on UGC website during the year***   * + - 1. Number of research papers in the Journals notified onUGC website during theyear  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | Nil |   Data Requirement: (As per Data Template)   * + - * + Title of paper         + Name of the author/s         + Department of the teacher         + Name of journal         + Year of publication         + ISBN/ISS Number   **File Description (Upload)**   * + - * + Any additional information         + List of research papers by title, author, department, name and year of publication (Data Template) |
| **3.2.2.**  **QnM** | ***Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year***   * + - 1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | Nil |   Data requirement for year: (As per Data Template)   * + - * + Name of the teacher: Title of the paper   Title of the book published: Name of the author/s : Title of the proceedings of the conference   * Name of the publisher: National/International * National/international : ISBN/ISSN number of the proceedings * Year of publication:   **File Description: (Upload)**   * Any additional information * List books and chapters edited volumes/ books published (Data Template) |

**Key Indicator 3.3- Extension Activities**

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| --- | --- |
| **Metric**  **No.** |  |
| **3.3.1.**  **QlM** | ***Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year***  Kamala Nehru Women’s College, Bhubaneswar, actively engages students in extension activities through the National Service Scheme (NSS) and Youth Red Cross (YRC) units, fostering holistic development and social responsibility. These programs bridge the gap between academia and community, sensitizing students to pressing social issues while nurturing empathy, leadership, and teamwork.  NSS volunteers participate in diverse activities such as health camps, blood donation drives, literacy campaigns, and environmental initiatives like tree plantation and waste management. These experiences provide students with firsthand exposure to societal challenges, encouraging them to contribute meaningfully toward sustainable solutions.  YRC activities, focused on humanitarian service, promote values of compassion and selfless service. Initiatives such as disaster preparedness training, road safety campaigns, and mental health awareness programs equip students with practical skills while fostering community welfare.  The impact of these activities is profound: students develop a deeper understanding of societal inequities and environmental concerns, becoming proactive changemakers. Additionally, such experiences enhance their interpersonal skills, confidence, and ethical grounding, contributing to their holistic growth.  By integrating extension activities into the curriculum, the college not only benefits the community but also shapes socially conscious and well-rounded individuals ready to address global challenge |
| **3.3.2.**  **QnM** | ***Number of awards and recognitions received for extension activities from government / government recognized bodies during the year***  3.3.2.1. Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year.   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | File attached |   Data requirement for year: (As per Data Template)   * Name of the activity * Name of the Award/recognition * Name of the Awarding government/ government recognized bodies * Year of the Award   **File Description: (Upload)**   * Any additional information * Number of awards for extension activities during the year(Data Template) * e-copy of the award letters |
| **3.3.3.**  **QnM** | ***Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodiesduring the year***   * + - 1. Total **Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year**  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | File attached |     Data Requirements (during the year)(As per Data Template)   * + - * + Name and number of the extension and outreach Programmes         + Name of the collaborating agency: Non-government, industry, community with contact details   **File Description (Upload)**   * + - * + Reports of the event organized         + Any additional information         + Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) |
| **3.3.4.**  **QnM** | ***Number of students participating in extension activities at3.3.3. above during the year***   * + - 1. Total number of Students participating in extensionactivities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during theyear  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | File attached |   Data Requirements for last (during the year)(As per Data Template)   * + - * + Name of theactivity         + Name of thescheme         + Year of theactivity         + Number of teachers participating in suchactivities         + Number of students participating in suchactivities   **File Description:**   * + - * + Report of theevent         + Any additionalinformation         + Number of students participating in extension activities with Govt. or NGO etc (Data Template) |

**Key Indicators 3.4 – Collaboration (20)**

|  |  |
| --- | --- |
| **Metric**  **No.** |  |
| **3.4.1.**  **QnM** | **The Institution has several collaborations/linkages for Facultyexchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year**   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | 3 |  * Number of linkages for faculty exchange, studentexchange, internship, field trip, on-the- job training, research etc during the year   Data Requirements:(during the year)(As per Data Template)   * Title of thelinkage * Name of the partnering institution /industry/research labwithcontactdetails * Year ofcommencement * Duration(From-To) * Nature oflinkage   **File Description: (Upload)**   * e-copies of linkage relatedDocument * Any additionalinformation   Details of linkages with institutions/industries forinternship (DataTemplate) |
| **3.4.2.**  **QnM** | ***Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year***  3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | 3 |     Data requirement for year : (As per Data Template)   * Organization with which MoU’ssigned * Name of the institution/industry/corporatehouse * Year of signing MoU * Duration * List the actual activities under each MoU * Number of students/teachers participating under MoUs   **File Description:**   * + e-Copies of the MoUs with institution./ industry/corporate houses   + Any additional information   + Details of functional MoUs with institutions of national, international importance, other universities etcduringthe year |

**Criterion 4 - Infrastructure and Learning Resources**

**Key Indicator – 4.1 Physical Facilities**

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| --- | --- |
| **Metric**  **No.** |  |
| **4.1.1.**  **QlM** | ***The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.***  The institution provides a well-structured physical infrastructure and ample facilities to support effective teaching and learning. There are 24 spacious and well-furnished classrooms, ensuring a comfortable learning environment. Additionally, the college has 2 seminar halls and 3 smart classrooms equipped with modern teaching aids such as LCD projectors and digital boards to enhance the learning experience.  The library is well-stocked with a wide range of academic resources, catering to the needs of students across disciplines. Classrooms are well-ventilated and furnished with green boards to facilitate interactive teaching.  The institution is also equipped with specialized laboratories to support practical learning. There are eight well-maintained laboratories for departments such as Physics, Chemistry, Botany, Zoology, Anthropology, Psychology, Home Science, and Education, all aligned with the CBCS curriculum. A dedicated IT laboratory with digital learning resources ensures that both students and faculty have access to the latest technological tools for academic advancement.  Other key facilities include a fully functional computer lab, a language lab for communication skills development, and a gymnasium for students' overall well-being. The combination of traditional and modern learning spaces ensures a holistic educational environment that caters to both theoretical and practical aspects of learning. |
| **4.1.2.**  **QlM** | ***The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.***  The institution takes pride in its dynamic sports department, offering ample facilities for various athletic and recreational activities. While the college lacks an in-house playground of sufficient size, it utilizes the nearby Unit 1 playground for its annual sports meet. This venue accommodates major outdoor events such as relay races, sprints, and field events like long jump, high jump, and throwing competitions.  Within the college premises, a variety of indoor and outdoor sports activities are organized. Games like chess and carrom are held indoors, while sports such as kabaddi, badminton, and kho-kho take place in dedicated spaces on campus. The institution also plays an active role in promoting intercollegiate sports, periodically hosting tournaments in kabaddi, kho-kho, and badminton, fostering healthy competition and team spirit.  Additionally, a well-equipped gymnasium is available for students and faculty, supporting fitness and overall well-being. The college encourages students to compete in state and national-level sporting events, where they have consistently excelled and earned recognition. Through its commitment to sports and physical education, the institution ensures a balanced development of students beyond academics. |
| **4.1.3.**  **QnM** | ***Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.***   * + - 1. : Number of classrooms and seminar halls with ICTfacilities  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number of Classrooms** | 7 |   Data Requirements: (As per Data Template)   * + - * + Number of classrooms with LCDfacilities         + Number of classrooms with Wi-Fi/LANfacilities         + Number of smartclassrooms         + Number of classrooms with LMSfacilities         + Number of seminar halls with ICTfacilities   **File Description**   * Upload any additionalinformation * Paste link for additionalinformation * Upload Number of classrooms and seminar halls with ICT enabled facilities (DataTemplate) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **4.1.4.**  **QnM** | ***Expenditure, excluding salary for infrastructure augmentation during the year(INR in Lakhs)***   * + - 1. 4.1.4.1.Expenditure for infrastructure augmentation, excludingsalary during the year (INR inlakhs)  |  |  | | --- | --- | | **Year** | 2022-23 | | **(INR in Lakhs)** | File attached |   Data Requirements :(during the year)(As per Data Template)   * + - * + Expenditure for infrastructureaugmentation         + Total expenditure excludingsalary   **File Description:**   * Upload any additionalinformation * Upload audited utilizationstatements * Upload Details of budget allocation, excluding salary during the year(DataTemplate) |

**Key Indicator – 4.2 Library as a learning Resource**

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| --- | --- |
| **Metric**  **No.** |  |
| **4.2.1.**  **QlM** | **Library is automated using Integrated Library Management System (ILMS)**  Data requirement for year: Upload a description of library with,  We started the automation of the library by e - granthalaya (a scheme by the govt of Odisha). |
| **4.2.2.**  **QnM** | ***The institution has subscription for the following e-resources***   1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. Databases 5. Remote access toe-resources   **Options:**   1. None of theabove   Data requirement for year: (As per Data Template)   * + Details ofmembership:   + Details ofsubscription:   **File Description:**   * + Upload any additional information   + Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) |
| **4.2.3**  **QnM** | ***Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)***  4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)   |  |  | | --- | --- | | **Year** | 2022-23 | | **(INR in Lakhs)** | File attached |   Data requirement for year: (As per Data Template)   * Expenditure on the purchase ofbooks/e-books * Expenditure on the purchase of journals/e-journals in during the year * Year ofExpenditure:   **File Description (Upload)**   * Any additionalinformation * Audited statements ofaccounts * Details of annual expenditure for purchase ofbooks/e-books and journals/e- journals during the year (Data Template) |
| **4.2.4**  **QnM** | ***Number per day usage of library by teachers and students ( foot falls and login data for online access)(Data for the latest completed academic year)***  4.2.4.1Number of teachers and students using library per dayover last oneyear-200 |

**Key Indicator- 4.3 IT Infrastructure**

|  |  |
| --- | --- |
| **Metric**  **No.** |  |
| **4.3.1.**  **QlM** | ***Institution frequently updates its IT facilities including Wi-Fi***  Following are the initiatives taken by the Institution to update its IT facilities including Wi-Fi   * Software are updated * All the computers are protected by antivirus * Maintenance of the computers is outsourced Strong * Wi-Fi connection is ensured |
| **4.3.2.**  **QnM** | ***Student – Computer ratio***   * Number of computers in working condition - 75 * Total Number of students - 1166   **File Description**   * Upload any additional information * Student – computer ratio   **(Note: Data template is not applicable to this metric)** |
| **4.3.3.**  **QnM** | ***Bandwidth of internet connection in the Institution***  Options:   1. ≥ 50MBPS   Data Requirement:   * Available internet band width   **File Description**   * Upload any additional Information * Details of available bandwidth of internet connection in the Institution   **(Note: Data template is not applicable to this metric)** |

**Key Indicator – 4.4 Maintenance of Campus Infrastructure**

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| --- | --- |
| **Metric**  **No.** |  |
| **4.4.1**  **QnM** | ***Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year(INR in Lakhs)***   * + - 1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR inlakhs)  |  |  | | --- | --- | | **Year** | 2022-23 | | **(INR in Lakhs)** | File attached |   Data Requirement : (As per Data Template in Section B)   * + - * + Non salary expenditureincurred         + Expenditure incurred on maintenance of campusinfrastructure   **File Description:**   * + - * + Upload any additionalinformation         + Audited statements ofaccounts.         + Details about assigned budget and expenditure onphysical facilities and academic support facilities (Data Templates) |
| **4.4.2.**  **QlM** | ***There are established systems and procedures for maintaining andutilizing physical, academic and support facilities - laboratory, library,sports complex, computers, classrooms etc.***  The college effectively manages its financial resources to maintain and enhance its facilities, ensuring alignment with the curriculum's needs. The management allocates funds based on the requirements set by the academic departments.  **Laboratory Maintenance:** Lab attendants, under the guidance of the department's Head of Department (HoD), maintain the laboratory accounts. Each department submits a list of required materials based on the updated curriculum, which is then reviewed and approved by the principal.  **Library Management:** Books are acquired following recommendations from departments. A finalized list of necessary books is submitted for approval. To ensure accountability, students must clear "no dues" before sitting for exams. Library staff also monitor the daily attendance of library users and regularly check stock and maintenance of reading areas.  **Sports Infrastructure:** The Physical Education Teacher (PET) oversees the maintenance of the gym and sports fields, preparing them for various events at inter-college, inter-university, and state levels. Students actively participate in events like kabaddi and kho-kho, achieving commendable results.  **Computer Lab:** The computer lab is maintained regularly by the computer instructor, and other departments manage their computing needs under their respective HoDs' supervision. IT services are outsourced to ensure consistent upkeep, and the campus is equipped with internet access for academic and administrative purposes. The college funds internet subscriptions through the accounts department.  The college also has a construction committee that oversees infrastructure maintenance, supported by funds from sources like RUSA, SAMS, UGC, and the college development fund for minor repairs and upgrades.  . |

**Criterion 5- Student Support and Progression**

**Key Indicator- 5.1 Student Support**

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| --- | --- |
| **Metric**  **No.** |  |
| **5.1.1**  **QnM** | ***Number of students benefited by scholarships and free ships provided by the Government during the year***   * + - 1. Number of students benefited by scholarships andfree ships provided by the Government during theyear  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | File attached |   Data Requirement : (As per Data Template)   * + - * + Name of theScheme         + Number of studentsbenefiting   **File Description:**   * + - * + Upload self attested letter with the list of studentssanctioned scholarship         + Upload any additionalinformation         + Number of students benefited by scholarships and freeships provided by the Government during the year (Data Template) |
| **5.1.2.**  **QnM** | ***Number of students benefitted by scholarships, freeships etc. provided by the institution / non- government bodies, industries, individuals, philanthropistsduring the year***   * + - 1. Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government bodies, industries, individuals, philanthropists during the year  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | Nil |   Data requirement for year: (As per Data Template)   * + - * + Name of the Scheme with contactinformation         + Number of studentsbenefiting   **File Description:**   * + - * + Upload any additional information         + Number of students benefited by scholarships andfreeships institution / non- government bodies, industries, individuals, philanthropists during the year (Date Template) |
| **5.1.3.**  **QnM** | ***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*   **Options:**   * 1. All oftheabove   Data Requirement: (As per Data Template)   * Name of the capability building and skillsenhancement initiatives * Year ofimplementation * Number of studentsenrolled * Name of the agencies involved with contact details   **File Description (Upload)**   * Link to Institutionalwebsite * Any additionalinformation * Details of capability building and skills enhancement initiatives (Data Template) |
| **5.1.4.**  **QnM** | ***Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the year***   * + - 1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | Nil |   Data requirement for year:(As per Data Template)   * + - * + Name of the scheme         + Number of students who have passed in the competitive exam         + Number of students placed   **File Description (Upload)**   * + - * + Any additionalinformation         + Number of students benefited by guidance for competitive examinations and career counselingduring theyear (Data Template) |
| **5.1.5.**  **QnM** | ***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. Organization 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   **Options:**   1. All of theabove   Data Requirement:  Upload the grievance redressal policy document with reference to prevention of sexual harassment committee and anti-ragging committee, constitution of various committees for addressing the issues, minutes of the meetings of the committees, number of cases received and redressed.  **File Description (Upload)**   * Minutes of the meetings of student redressalcommittee,prevention of sexual harassment committee and Anti Raggingcommittee * Upload any additionalinformation * Details of student grievances including sexual harassment and ragging cases   **(Note: Data template is not applicable to this metric)** |

**Key Indicator- 5.2 Student Progression**

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| --- | --- |
| **Metric**  **No.** |  |
| **5.2.1**  **QnM** | ***Number of placement of outgoing students during the year***  5.2.1.1: Number of outgoing students placed during the year   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | 20 |   Data requirement for year (As per Data Template)   * + - * + Name of the employer with contact details         + Number of students placed   **File Description (Upload)**   * + - * + Self-attested list of students placed         + Upload any additional information   Details of student placement during the year (Data Template) |
| **5.2.2.**  **QnM** | ***Number of students progressing to higher education during the year***   * + - 1. Number of outgoing student progression to higher education  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | 120 |   Data Requirement: (As per Data Template)  Number of outgoingstudents progressing to higher education  **File Description (Upload)**   * + - * + Upload supporting data forstudent/alumni         + Any additional information         + Details of student progression to higher education |
| **5.2.3.**  **QnM** | Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)  * + - 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) during theyear  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | Nil |  * + - 1. 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) during theyear  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | Nil |   Data requirement for year: (As per Data Template) Number of students selected to   * + - * + JAM         + CLAT         + NET         + SLET         + GATE         + GMAT         + CAT         + GRE         + TOEFL         + CivilServices         + State government examinations   **File Description (Upload)**   * Upload supporting data for thesame * Any additional information  Number of students qualifying in state/ national/ international level examinations during the year (DataTemplate) |

**Key Indicator- 5.3 Student Participation and Activities**

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| --- | --- |
| **Metric**  **No.** |  |
| **5.3.1**  **QnM** | ***Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year.***   * + - 1. : Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | Nil |   Data requirement for year: (As per Data Template)   * + - * + Name of the award/medal         + University /State/National/International         + Sports/Culture   **File Description (Upload)**   * + - * + e-copies of award letters and certificates * Any additional information * Number of awards/medals for outstanding performance in sports/cultural activities atuniversity/state/national/internationallevel (During the year)(Data Template) |
| **5.3.2**  **QlM** | ***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 )***  The institution prioritizes student representation and involvement in a wide range of administrative, co-curricular, and extracurricular activities. Students are actively engaged in the student council and have the opportunity to represent their peers in various decision-making bodies, in line with established protocols and guidelines. The college encourages every student to take part in the election process, extracurricular events, sports, and organizing a variety of activities, including literary and dramatic competitions.  These opportunities are designed to foster essential skills such as leadership, teamwork, time management, stress management, and discipline. Through their participation, students develop vital management skills and interpersonal abilities, equipping them to face future challenges with confidence. The college believes that these activities play a crucial role in shaping well-rounded individuals, preparing them not only for academic success but also for personal and professional growth in the real world. |
| **5.3.3.**  **QnM** | ***Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)***   * + - 1. Number of sports and cultural events/competitions inwhich students of the Institution participated during theyear  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | Nil |   Data requirement for year: (As per Data Template)   * + - * + List ofevents/competitions   **File Description**   * + - * + Report of the event         + Upload any additional information         + Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (DataTemplate) |

**Key Indicator- 5.4 Alumni Engagement**

|  |  |
| --- | --- |
| **Metric**  **No.** |  |
| **5.4.1**  **QlM** | ***There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.***  Our college boasts a vibrant and engaged Alumni Association that holds regular meetings throughout the year. At the start of each academic year, the association formulates a detailed action plan outlining its activities and objectives for the upcoming months. The association is instrumental in organizing various programs and events that benefit both current students and the institution as a whole. The college actively encourages and ensures the participation of alumni in all major events, fostering strong connections between past and present members of the college community.  In addition, the association has taken significant steps to formalize its structure by applying for registration under the Society Registration Act at the ADM Office in Bhubaneswar. This move is aimed at enhancing the association's operational framework and ensuring its continued contribution to the development of the college and its students. |
| **5.4.2**  **QnM** | ***Alumni contribution during the year (INR in Lakhs)***  **Options:**   1. <1Lakhs   Data requirement for year ():   * Alumni association / Name of thealumnus * Quantum of contribution * Audited Statement of account of the institution reflecting the receipts.   **File Description**   * Upload any additional information   **(Note: Data template is not applicable to this metric)** |

**Criterion 6- Governance, Leadership and Management**

**Key Indicator- 6.1 Institutional Vision and Leadership**

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| --- | --- |
| **Metric**  **No.** |  |
| **6.1.1**  **QlM** | ***The governance of the institution is reflective of and in tune with the vision and mission of the institution***  The vision of our college is to foster academic excellence and establish itself as a leading educational institution in the state. The goal is to provide need-based education with practical relevance, ensuring students are equipped for real-life challenges and professional success.  Our mission focuses on nurturing the intellectual and emotional growth of students, empowering them to explore their potential. We aim to create an environment where passion for knowledge and character development guide students to lead meaningful, balanced lives. The institution is especially dedicated to empowering women, fostering their personal and professional growth.  In addition to the prescribed curriculum, the college organizes online extra-mural talks across various departments. These sessions expose students to new perspectives and cutting-edge information, enriching their academic experience and preparing them for future careers. We also offer skill-based online programs, inviting experts from various fields to engage with students, helping them build practical skills and shaping their character. Recognizing the unique needs of our female students, we conduct special programs designed to empower them, increase awareness about societal issues, and prepare them for active participation in both professional and social spheres. These initiatives ensure that students are well-equipped for the dynamic challenges of the future. |

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| **6.1.2**  **QlM** | ***The effective leadership is visible in various institutional practices such as decentralization and participative management.***  Under the able leadership of our principal, the college has made significant strides in both academic and non-academic development. To ensure effective governance, the principal implements a decentralized approach to administration, promoting participatory management.  Various committees, comprising experienced and diverse faculty members, have been established to oversee the overall growth of the institution. Two academic supervisors are assigned to monitor daily classroom activities, while seminar and webinar programs are managed to enhance academic engagement. For efficient administrative management, there are two administrative bursars and two accounts bursars to ensure smooth operations.  The admission committee ensures the seamless execution of the entire admission process, while the examination committee takes responsibility for overseeing examinations throughout the year. Faculty members are actively involved in various co-curricular and extra-curricular activities, further enriching the campus environment and contributing to the holistic development of the students. This system of collaborative management helps maintain a dynamic and well-organized structure within the college, facilitating growth and progress across all domains. |

**Key Indicator- 6.2 Strategy Development and Deployment**

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| --- | --- |
| **MetricNo.** |  |
| **6.2.1**  **QlM** | ***The institutional Strategic/ perspective plan is effectively deployed***  **Human Resource Management**  The college follows all legal protocols during admission, recruitment, and examination processes, in line with the Department of Higher Education's guidelines. Staff members adhere to prescribed working hours, with timely salary distribution for both permanent and contractual employees. The institution also ensures the availability of social welfare schemes and strictly follows leave policies.  **Library, ICT & Infrastructure**  The library is a central resource, housing over 18,000 books and offering access to academic journals and newspapers. It serves an average of 120 students and faculty daily, with plans for further automation of book issuing. The college provides a well-equipped computer lab, virtual classroom, language lab, and departmental computer facilities. The 300 MBPS internet connection ensures seamless teaching and learning. The physical infrastructure includes 24 classrooms, two seminar halls, three smart classrooms, eight laboratories, and a gymnasium, all designed to support academic and extracurricular activities.  **Research and Development**  Departments regularly organize webinars, lectures, and seminars to foster research skills among students. The college encourages inter-departmental collaboration and invites experts from different institutions to enhance students' knowledge and research capabilities.  **Examination & Evaluation**  The institution conducts regular assessments through monthly tests and provides detailed feedback on answer scripts. Any grievances are addressed promptly within a set timeframe. Internal marks are carefully reviewed by the Principal, with regular staff meetings to assess and improve the evaluation process.  **Teaching & Learning**  The college uses a variety of methods to assess students' learning, including monthly tests, projects, and webinars. Advanced learners receive additional assignments and seminars, while slow learners benefit from remedial classes and tailored support to help them improve.  **Curriculum Development**  The college follows the curriculum set by the Department of Higher Education and offers a range of courses, including self-financed PG programs in Humanities. Curriculum delivery is supported by effective lesson planning and regular reviews to ensure timely completion of the syllabus.  **Industry Interaction/Collaboration**  The Department of Anthropology has signed an MoU with Humara Bachpan Trust (HBT), aimed at providing practical learning opportunities and promoting social awareness among students.  **Admission** Student admissions are managed through the SAMS system by the Department of Higher Education, ensuring a fair and merit-based process. |
| **6.2.2**  **QlM** | ***The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.***  Our college adheres to all the relevant rules and regulations regarding admission, recruitment, and examinations. The recruitment process is carried out in accordance with the guidelines set by the Department of Higher Education. Staff members are expected to maintain reasonable working hours as per the directives of the authorities. Salaries for both permanent and contractual staff are disbursed promptly. Additionally, all employees benefit from social welfare schemes as per applicable provisions. Leave policies are also strictly followed to ensure compliance. |

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| **6.2.3.** | ***Implementation of e-governance in areas of operation*** |
|  | 1.Administration |
|  | 2. Finance and Accounts |
| **QnM** | 3. Student Admission and Support |
|  | 4.Examination |
|  | **Options:** |
|  | A. All of the above |
|  |  |
|  |  |

**Key Indicator- 6.3 Faculty Empowerment Strategies**

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| --- | --- |
| **Metric**  **No.** |  |
| **6.3.1**  **QlM** | ***The institution has effective welfare measures for teaching and non- teaching staff***  Our teaching and non-teaching staff are entitled to a range of benefits under various social welfare schemes, including post-retirement pension, GPF, EPF, and the New Pension Scheme (NPS). Faculty members who were regularized before 2005 are covered by the GPF and post-retirement pension schemes. Those appointed through the State Selection Board after 2005 are eligible for the NPS, while staff hired by the management are covered under the EPF scheme |
| **6.3.2**  **QnM** | ***Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year***   * + - 1. Number of teachers provided with financial support toattend conferences/workshops and towards membership fee of professional bodies during the year  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | Nil |   Data requirement for year: (As per Data Template)   * + - * + Name of theteacher         + Name of conference/ workshop attended for whichfinancialsupportprovided         + Name of the professional body for which membership feeisprovided   **File Description:**   * + - * + Upload any additional information         + Details of teachers provided with financial support toattend conference, workshops etc during the year (DataTemplate) |
| **6.3.3**  **QnM** | ***Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year***  6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year   |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | Nil |   Data requirement for year: (As per Data Template)   * Title of the professional development Programme organized for teaching staff * Title of the administrative raining Programme organized for non- teaching staff * Dates (From-to)   **File Description (Upload):**   * Reports of the Human Resource Development Centres (UGCASC or other relevantcentres). * Reports of Academic Staff College or similarcenters * Upload any additionalinformation * Details of professional development / administrative training Programmes organized by the University for teaching andnon teaching staff (DataTemplate) |
| **6.3.4**  **QnM** | ***Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year***  ***(Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)***   * + - 1. Total number of teachers attending professionaldevelopmentProgrammes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during theyear  |  |  | | --- | --- | | **Year** | 2022-23 | | **Number** | Nil |   Data requirement for year: (As per Data Template)   * + - * + Number ofteachers         + Title of theProgramme       1. Duration (From–to)   **File Description**   * IQAC reportsummary * Reports of the Human Resource Development Centres (UGCASC or other relevantcenters). * Upload any additionalinformation * Details of teachers attending professionaldevelopmentprogrammes during the year (DataTemplate) |
| **6.3.5**  **QlM** | ***Institutions Performance Appraisal System for teaching and non- teaching staff***  Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words  The IQAC team, led by the professor in charge, follows a structured and systematic approach to evaluate and improve academic and administrative activities. The process begins with a group of five senior teachers who design a comprehensive questionnaire. Before finalizing, a pre-test is conducted to identify any shortcomings and to make necessary revisions. Once perfected, the questionnaire is distributed to students, who fill it out confidentially, ensuring their feedback remains unbiased. Students are encouraged to freely express their opinions on various aspects of their academic and non-academic experiences, as well as the strengths of their teachers. After collecting and analyzing the feedback, the IQAC team compiles a detailed report, which is then presented during a staff council meeting. In the meeting, exceptional performances of faculty members are acknowledged, while areas for improvement are identified, and recommendations for corrective actions are made to address any weaknesses. This process ensures continuous enhancement of both teaching and learning experiences. |

**Key Indicator- 6.4 Financial Management and Resource Mobilization**

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| --- | --- |
| **Metric**  **No.** |  |
| **6.4.1**  **QlM** | ***Institution conducts internal and external financial audits regularly***  The accounts section, comprising an accountant and an accounts bursar, carefully reviews all expenditure proposals. Final adjustments to bills are made after thorough verification of the corresponding bills and vouchers. Every year, the financial department of the Government of Odisha carries out an external audit of the college’s financial operations. To date, the college has faced no objections from the audit authorities, as income and expenditure are meticulously scrutinized and verified. Financial matters are managed in strict accordance with the guidelines and provisions laid out by the Finance Department of the Government of Odisha. Any updates or changes in financial rules and regulations are promptly incorporated into the college’s financial practices to ensure compliance. The college prioritizes transparency and accuracy in handling its finances, ensuring that all procedures and documentation are in line with statutory requirements. Regular audits further strengthen the accountability of the financial system, fostering trust and ensuring proper management of resources. |
| **6.4.2**  **QnM** | ***Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)***  6.4.2.1: Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)   |  |  | | --- | --- | | **Year** | 2022-23 | | **INR in Lakhs** | Nil |   Data requirement for year (As per Data Template)   * Name of the non-government bodies, individuals,Philanthropers * Funds / Grantsreceived   **File Description**   * Annual statements ofaccounts * Any additionalinformation * Details of Funds / Grants received from of thenon-government bodies, individuals, Philanthropers during the year (Data Template) |
| **6.4.3**  **QlM** | ***Institutional strategies for mobilization of funds and the optimal utilization of resources***  The college's resource mobilization policy is centered on fostering academic excellence. Transparency is a defining feature in both the acquisition and allocation of funds. Under the prudent leadership of the principal, a structured system is in place, integrating academic bursars to ensure efficient management.  The governing body, led by the president, functions as both an advisory and regulatory entity, guiding the institution in the judicious and strategic utilization of its resources. |

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**Key Indicator- 6.5 Internal Quality Assurance System**

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| --- | --- |
| **Metric**  **No.** |  |
| **6.5.1**  **QlM** | Internal Quality Assurance Cell(IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes  **Significant Contributions of IQAC During 2020-2021**   1. **Quality Enhancement Orientation Programmes**   To improve institutional quality, IQAC conducted orientation and training sessions for teaching and non-teaching staff on education, research, and infrastructure. Online awareness programs kept students informed about ongoing academic and administrative activities, enhancing the college's credibility.   1. **Support Strategies for Slow and Advanced Learners**   Post-admission, students were categorized based on learning abilities. IQAC played a pivotal role in implementing tailored strategies to support slow learners while providing enrichment opportunities for advanced learners, fostering a culture of academic excellence.   1. **Personality Development and Counselling**   Recognizing the importance of soft skills, the college conducted online training and workshops. These sessions equipped students with essential communication and teamwork skills for professional success.   1. **Online Support Services**   In collaboration with the IT department, IQAC facilitated online classes, webinars, training sessions, and exams. Faculty were trained in using Google Forms for assessments, while students were encouraged to design e-banners for institutional events.  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   * Healthy and Positive Academic Environment * Value-Added and Experiential Learning Opportunities * Significant Growth in Faculty Development and Training * Automation of Administration, Accounts, Admissions, and Examinations * Enhanced Infrastructure and Smart Classrooms * State-of-the-Art Laboratories with Modern Equipment * Advanced Computer and Language Labs * Safe and Secure Campus with Continuous Surveillance * Improved Sanitation and Hygiene Facilities |
| **6.5.2**  **QlM** |  |
| **6.5.3**  **QnM** |  |

### Criterion 7 – Institutional Values and Best Practices

**Key Indicator - 7.1 Institutional Values and Social Responsibilities**

|  |  |  |
| --- | --- | --- |
| **Metric**  **No.** | **Gender Equity** | |
| **7.1.1**  **QlM** | ***Measures initiated by the Institution for the promotion of gender equity during the year.***  Women are in no way inferior to men; in fact, they excel in various fields. Despite their capability, efficiency, and sincerity, they often do not receive the care and recognition they deserve. Even today, the birth of a girl child is met with disappointment in many families, where she is seen as a burden rather than an asset. This societal mindset needs change.  To promote gender equity, our college organizes meetings and extramural talks featuring distinguished speakers. Eminent personalities have addressed our students on overcoming societal challenges, self-protection strategies, and the significant role of women in national development. Various speakers have highlighted the barriers to gender equality, inspiring students to assert their rights and responsibilities.  As part of our gender sensitization program, regular self-defence training sessions are conducted on campus, empowering girls with essential skills for personal safety. Our anti-ragging cell actively works to ensure a safe and inclusive learning environment.  Additionally, students receive career guidance on job opportunities in government and private sectors.  Specific Facilities for Women :   * Safety and Security: Yes * Counselling Services: Yes * Common Rooms: Yes * Day Care Centre for Young Children: Not Available | |
|  | | | **Environmental Consciousness and Sustainability** |
| **7.1.2**  **QnM** | | | ***The Institution has facilities for alternate sources of energy and energy conservation measures***   1. Solar energy 2. Sensor-based energy conservation 3. Use of LED bulbs/ power efficient equipment   **Options:**  B. Any 3 of the above  ***Upload:***   * Geo tagged Photographs   + Any other relevant information   **(Note: Data template is not applicable to this metric)** |
| **7.1.3**  **QlM** | | | Describe the facilities in the Institution for the management of the following types of degrade able and non-degrade able waste(within200words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management.  The campus generates various types of waste, including wrappers, glass, metals, paper, and plastics. Additionally, around 10 kg of organic waste and 20 kg of processed food waste are produced daily from canteens and hostels. To manage this effectively, food waste is sent to piggeries, promoting sustainable disposal.  For sanitary waste management, incinerators have been installed in girls’ hostels, ensuring the eco-friendly disposal of sanitary napkins.  Liquid waste on campus primarily includes sewage, laboratory effluents, laundry waste, and wastewater from hostels and canteens. A well-structured treatment system processes the wastewater, which is then reused for irrigating gardens and lawns, contributing to environmental sustainability.   * The laboratory wastewater is free from hazardous chemicals, and regular monitoring is conducted by the maintenance team to ensure compliance with safety and environmental standards. The institution remains committed to sustainable waste management practices by promoting recycling, waste reduction, and responsible disposal methods |
| **7.1.4**  **QnM** | | | ***Water conservation facilities available in the Institution:***   1. Rain water harvesting 2. Bore well /Open well recharge   **Options:**  C. Any 2 of the above |
| **7.1.5**  **QnM** | | | ***Green campus initiatives include***  7.1.5.1. The institutional initiatives for greening the campus are as follows:   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   **Options:**  A. Any 4 or All of the above |
| **7.1.6**  **QnM** | | | ***Quality audits on environment and energy are regularly undertaken by the institution***  7.1.6.1.The institutional environment and energyinitiatives are confirmed through the following  1.Green audit  2. Energy audit  3.Environment audit  4.Clean and green campus recognitions/awards  5. Beyond the campus environmental promotional activities  **Options:**  E. None of the above |
| **7.1.7**  **QnM** | | | ***The Institution has Divyangjan-friendly, barrier free environment***   1. Built environment with ramps/lifts for easy access to classrooms. 2. Assistive technology and facilities for persons with *Divyangjan* accessible website, screen-reading software, mechanized equipment 3. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading   **Options:**  B. Any 3 of the above |
|  | | | **Inclusion and Situatedness** |
| **7.1.8**  **QlM** | | | ***Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.***  KNWC actively promotes an inclusive environment through various initiatives, including the celebration of birthdays of eminent personalities, national festivals, NSS Day, YRC Day, and other significant events. These activities unite students and faculty from diverse backgrounds, fostering a sense of unity and inclusivity. Such events play a crucial role in nurturing tolerance, cultural harmony, and respect for regional, linguistic, social, and economic diversity.  To instill democratic values and ethical responsibility, subjects like *Constitution of India* and *Professional Ethics* are made mandatory for all students across departments. These courses help students understand their rights, duties, and ethical principles, preparing them for responsible citizenship.  The college also commemorates Republic Day and Independence Day with great enthusiasm. Teaching and non-teaching staff, along with students, actively participate in these celebrations as a tribute to the nation. These events reinforce patriotism, national pride, and collective responsibility toward the country’s progress. Through such initiatives, KNWC cultivates an environment that values diversity, promotes inclusivity, and strengthens the social fabric of the institution. |
|  | | | **Human Values and Professional Ethics** |
| **7.1.9**  **QlM** | | | ***Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens***  The institution is committed to equipping students with the knowledge, skills, and values necessary to maintain a balance between livelihood and life. It strives to provide an effective, supportive, safe, accessible, and affordable learning environment where these principles are deeply embedded in the college’s value system.  Students are actively encouraged to engage in various programs that promote cultural heritage, traditions, values, duties, and responsibilities. To instill social awareness and responsibility, the college organizes initiatives such as plastic ban awareness, cleanliness drives, and Swachh Bharat campaigns, with active student participation.  The institution upholds a strong ethical foundation by implementing policies that reflect core values. A well-defined code of conduct is established for students and staff, ensuring discipline and integrity across the campus.  Furthermore, the affiliating university’s curriculum includes mandatory courses such as Professional Ethics and Human Values and Essence of Indian Traditional Knowledge, reinforcing ethical principles and strengthening students' moral and cultural foundation. These efforts collectively nurture a strong value system, preparing students to become responsible and conscientious individuals contributing positively to society. |
| **7.1.10**  **QnM** | | | ***The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.***  The Code of Conduct is displayed on the website  There is a committee to monitor adherence to the Code of Conduct  Institution organizes professional ethics programmes for students,  teachers, administrators and other staff  Annual awareness programmes on Code of Conduct are organized  **Options:**  A. All of the above |
| **7.1.11**  **QlM** | | | ***Institution celebrates / organizes national and international commemorative days, events and festivals***  The college firmly believes in the celebration of various events and festivals within its campus, considering it an essential part of the teaching-learning process. These celebrations not only enrich students' academic journey but also strengthen their cultural and national identity. By commemorating significant national and international occasions, the institution fosters unity, awareness, and a sense of belonging among students.  Throughout the academic year 2020-2021, the college organized numerous events, both online and offline, ensuring active participation despite challenges. Important days such as *World Environment Day*, *International Yoga Day*, *Independence Day*, and *Republic Day* were observed with enthusiasm. Additionally, regional and cultural celebrations, including *Utkal Diwas*, were conducted to honor Odisha’s rich heritage.  To instill respect for great leaders and their contributions, the birth anniversaries of eminent personalities like *Dr. Sarvepalli Radhakrishnan, Mahatma Gandhi, Swami Vivekananda, Utkalmani Gopabandhu Das,* and *Veer Surendra Sai* were commemorated. These events provided students with insights into their legacy, inspiring them to embody values of leadership, service, and integrity.  By embracing such celebrations, the college cultivates an inclusive and culturally vibrant environment, ensuring holistic development and a deeper connection to history, tradition, and national pride. |

**Key Indicator - 7.2 Best Practices**

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| --- | --- |
| **Metric No.** |  |
| **7.2.1**  **QlM** | **Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**  **INSTITUTIONAL BEST PRACTICES**  **BEST PRACTICE - I**  **Title of the Practice: Health and Hygiene of Pre and Post Marital Care**  **Objectives of the Practice:**   * To create awareness among young girls who are the future mothers. * To reduce maternal and infant mortality rates in Odisha by providing essential knowledge about maternal health and hygiene.   **Methodology:**  The institution conducts in-house training and awareness sessions in collaboration with the Home Science Department. Various interactive and educational techniques are employed, including:   * Workshops and demonstrations to provide practical knowledge. * Group discussions to encourage active participation and knowledge sharing. * One-to-one interactions to address personal queries and concerns. * Distribution of informative leaflets and brochures to reinforce learning. * Poster design competitions to visually communicate health messages. * Role-playing activities to simulate real-life scenarios and solutions.   **Outcome:**  As a result of these initiatives, young girls are well-informed about the significance of maternal health and hygiene. They develop an in-depth understanding of the consequences of motherhood and are equipped with knowledge to mitigate risks. These sessions empower them to experience safe motherhood while maintaining overall well-being and good hygiene practices.  **BEST PRACTICE - II**  **Title: Training on Food Processing and Food Preservation**  **Objectives:**   * To equip young girls with self-employment skills in the food industry. * To enable financial independence and enhance their social status by helping them establish their own identity in society.   **Methodology:**   * Practical training sessions on food processing and preservation techniques. * Hands-on workshops to teach students how to process food while preserving its nutritional value. * Exposure visits to food industries and preservation units to gain real-world insights. * Internship opportunities to enhance practical skills and understanding. * Industry linkages to create avenues for self-employment and business opportunities. * Organizing exhibitions to showcase students' products and promote entrepreneurial ventures.   **Outcome:**  Through these programs, students acquire specialized skills in food preservation techniques, making them self-reliant. They gain confidence in starting their own businesses or working in the food industry. This initiative prepares them for future livelihoods, enhancing their economic stability and professional growth. |

**Key Indicator - 7.3 Institutional Distinctiveness**

|  |  |
| --- | --- |
| **Metric No.** |  |
| **7.3.1**  **QlM** | ***Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words***  **Enhancing Skills in Food Processing and Preservation**  Our institution is committed to equipping young girls with essential skills in food processing and preservation under the guidance of the Home Science department. This initiative aims to empower students by providing hands-on training in traditional and modern preservation methods, ensuring food remains nutritious and available for extended periods. The program emphasizes utilizing seasonal foods efficiently, minimizing waste, and applying scientific techniques to enhance shelf life.  Students receive training in various preservation techniques, including drying, refrigeration, fermentation, and advanced methods like canning, pasteurization, freezing, irradiation, and the use of preservatives. These skills not only prepare them for self-sustenance but also open doors to entrepreneurial ventures in the food industry. The comprehensive curriculum integrates practical demonstrations, group discussions, role-playing exercises, and interactive workshops to ensure an in-depth understanding of food technology.  **Future Plans and Institutional Growth Strategies**   1. **Infrastructure Development:** Completion of ongoing construction projects to expand classroom capacity, allowing for more seamless academic operations. 2. **Enhancement of Laboratory Facilities:** Strengthening lab resources to provide better practical exposure across various disciplines. 3. **Academic Enrichment Programs:** Organizing seminars and workshops to improve students’ comprehension, analytical skills, and academic writing capabilities. 4. **Library Modernization:** Upgrading library facilities with an automated system, increasing the collection of journals, reference materials, and textbooks to promote research and learning. 5. **Sports and Recreational Facilities:** Enhancing sports infrastructure to encourage student participation in physical activities and competitions. 6. **NAAC Second Cycle Preparation:** Undertaking comprehensive initiatives to meet accreditation requirements, ensuring continued institutional excellence. 7. **Digital Learning Initiatives:** Uploading high-quality lecture videos, study materials, and research content on the institutional website for easy access to students and faculty. 8. **Smart Classroom Expansion:** Establishing additional smart classrooms to facilitate interactive and technology-driven learning experiences. 9. **ICT Integration:** Promoting extensive use of Information and Communication Technology (ICT) in teaching, research, and administrative operations. 10. **Electronic Data Management System:** Implementing an efficient digital system to provide timely and relevant information to all stakeholders through the institutional website.   These forward-thinking strategies align with our vision of fostering academic excellence, technological advancement, and holistic student development. By continuously upgrading our infrastructure, resources, and educational methodologies, we strive to create an inclusive and progressive learning environment |

**Future Plans of action for next academic year**

Here is a detailed explanation for the proposed actions for the next academic year:

* 1. Completion of construction work to ensure more classrooms, accommodating additional classes and improving convenience for students and faculty.
* Enhancement of laboratories to support practical classes across various subjects.
* Organization of seminars to improve students' understanding of subjects and refine their writing skills.
* Upgrading library facilities to create a more appealing and resourceful environment for both teachers and students.
* Automation of the library to provide an enhanced learning experience with efficient services.
* Expansion of library resources, including more journals, reference books, and textbooks.
* Improved sports and games facilities to encourage student participation and overall development.
* Preparations underway for the NAAC second cycle to maintain accreditation standards.
* Uploading of top lectures and notes on the institutional website to make learning accessible and attract high-quality students.
* Establishment of more smart classrooms for advanced and interactive learning.
* Integration of Information and Communication Technology (ICT) resources to enhance teaching and learning methods.
* Provision of timely and relevant information to stakeholders via Electronic Data Management and the institutional website.

*\*\*\**

**Abbreviations:**

CAS - Career Advancement Scheme

CAT - Common Admission Test

CBCS - Choice Based Credit System

CE - Centre for Excellence

COP - Career Oriented Programme

CPE - College with Potential for Excellence

DPE - Department with Potential for Excellence

GATE - Graduate Aptitude Test

NET - National Eligibility Test

PEI - Physical Education Institution

SAP - Special Assistance Programme

SF - Self Financing

SLET - State Level Eligibility Test

TEI - Teacher Education Institution

UPE - University with Potential Excellence

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**Part - C**

**Frequently Asked Questions (FAQ) onAQAR**

**(updateon15-04-2021)**

***1. Whatis IQAC?***

InternalQuality AssuranceCell(IQAC)isacellpropagatedbyNAACforeveryaccredited institutionforquality sustenanceinitiatives.InstitutionsmayestablishIQACforenhancethe qualityculture.

***2. HowtoestablishIQAC?***

ToestablishIQAC,NAAChasformulatedtheInternalQualityAssuranceCellguidelines. Kindly visit [www.naac.gov.in](http://www.naac.gov.in/) and click on [***http://www.naac.gov.in/info-for-***](http://www.naac.gov.in/info-for-institutions#aqar)

[***institutions#aqar***](http://www.naac.gov.in/info-for-institutions#aqar)anddownloadtheguidelines.

3. ***Whatis theroleof IQAC?***

Roles andresponsibilities are given in the guidelines document. Please seethe IQAC

guidelines.

4. ***Whatis theAQAR?***

AnnualQualityAssurance Report –(AQAR)isayearlyreport, which should besubmittedto NAACeveryyearbyallAccreditedInstitutionsaspertheformatprescribedbyonline. PleasevisitNAACwebsite:[www.naac.gov.in](http://www.naac.gov.in/)

***5. WherecanweseetheAQARformat?***

The latestAQAR format is available at NAAC website, kindly follow the link.....

[*http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines*](http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines)

***6. WhyInstitutionshouldsubmitAQAR?***

AlltheHEI’saccreditedbyNAACshouldsubmitAQARreporttoNAACeveryyear.The

AQARperiodwouldbetheAcademicYear.Forexample,June1,2012toMay31,2013. AQAR would behelpfultoknow theimprovementsof theinstitutionaftertheaccreditation.

***7. Whatis theuseof AQAR?***

AQARisausefuldocumentwhichgivesoverallpictureoftheinstitutionalgrowthinallthe

sevencriteria’sidentifiedbyNAACfortheyear.Italsoprovidessystematicdatawith respecttovariousimprovementstobetakenup bytheinstitution.

***8. Whatwillhappenifinstitutiondoes notsubmitAQAR?***

AQARsubmissionismandatoryforallAccreditedInstitutions.Itisoneofthemandatory requirementforsubsequentcycleofaccreditation.Iftheinstitutionhasnotsubmitted earlier AQAR,itneedstosubmitbeforefillinguptheIIQAoratleastbeforesubmissionofRAR reporttoNAAC.**FromJanuary1,2019onwardsonlyonlineAQARwillbeaccepted**. Institutions arerequested to look into NAAC portal. AQAR submission is must for AccreditedHEIs.DuringtheInstitutionalvisittheNAACpeerteamswillinteractwiththe

IQACs toknow theprogress,functioningaswell qualitysustenanceinitiativesundertaken.

***9. Howto do the Submissionof AQARonlineatNAAC?***

TheonlineAQARhasbeendesignedbyNAACandsameisavailableintheNAACwebsite inword file.[*http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines*](http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-guidelines)

ThesubmissionoftheAQARbyemailhasbeenclosedon31stDecember 2018(inold format). The HEI’sarerequestedtosubmittheAQARonline throughapplicationavailableat NAAC web portalonly.Thefollowingsteps tobe followed.

 IftheInstitutionshasbeenaccreditedbyNAACbefore2017,Institutionsneedto registerintheNAAC portalbyclickingNewRegistration.

 Create on HEI Portal by registering in the NAAC web portal, <https://assessmentonline.naac.gov.in/public/index.php/hei>

 DownloadtheAQAR(wordfile)andpreparetheAQARdatatobesubmittedonline throughNAACportal.

 SubmitAQARbyonlinebyusing InstitutionalPassword.

 The Institutionswillingto submit the AQAR in the New format by onlineare welcome.TheAQARfortheyear2017-18maybesubmittedthroughonlineby NAAC Portalonly.

 PleasenotethatthechangescanbedoneineachCriteriaaftersavingthefile.Once

final version is submitted to the NAACyoucan’tchangethe data.

 Refer“how to submitAQAR byonline’’

***10.***Institutionhas not submitted anyAQAR to NAAC, whatneeds to bedone?

IftheinstitutiondidnotsubmitAQARtoNAAC,institutionneedstosubmitallprevious AQARonlineonlyinnewformat.TheAQARupto2019-20needtobesubmittedinthe previous format of AQAR. Please ref. <http://www.naac.gov.in/info-for-institutions/2->

uncategorised/68-guidelines

**AQARformatold(Up to academicyear2019-2020)**

|  |  |
| --- | --- |
| **IQAC -AQARGuidelinesfor** | **EnglishVersion** |
|  |  |
| University |  |
|  |  |
| AutonomousColleges |  |

Affiliated/ConstituentColleges

***11.Ourinstitutionwasaccreditedin2004..!!2005..!!etc.,wehavenotsubmittedsingle***



***AQARtoNAAC,what shouldinstitutiondonow?Weare applyingtoNAAC.***

AQARneedstobesubmittedtoNAACAnnually.TheAQARperiodwouldbetheAcademic

Year. Forexample,June1, 2015 toMay31, 2016.

NAAChasrevisedtheGuidelinesfortheCreationoftheInternalQualityAssuranceCell (IQAC)andSubmissionofAnnualQuality AssuranceReport (AQAR)inAccredited Institutions.TherevisedguidelineshascomeintoeffectfromAugust,2020fortheAcademic session 2020-2021..

TheHigherEducationinstitutionswhich aresubmittingtheAnnualQualityAssuranceReport (AQAR)from01-01-2019 onwards needtosubmitintherevisedformatonly.TheGuidelines fortheCreationoftheInternal Quality AssuranceCell(IQAC)andSubmissionofAnnual QualityAssuranceReport(AQAR)inAccreditedInstitutionsisplacedbelowinwordfile. TheAQARsubmissioninonlinepleasevisitNAACwebsite[www.naac.gov.in](http://www.naac.gov.in/).Onlyonline

AQAR isacceptedbyNAAC.

***12.WehavesubmittedourAQARpreviouslythroughE-mail,nowalsowecansubmit throughE-mail?***

No. TheinstitutionsareadvisedtosubmittheAQARbyonlineonlyfrom01-01-2019. No emailsubmissionsareencouragedafter01-01-2019

***13. We areaccredited in the year 2004/ 2004/2005 etc., whether AQAR need to be submittedinoldformator Newformat?***

New formatonly.Therevisedguidelineshascomeintoeffectfrom1stJune2018.NAAC has revisedtheGuidelines fortheCreationoftheInternalQualityAssuranceCell(IQAC)and SubmissionofAnnualQuality AssuranceReport(AQAR)inAccreditedInstitutions. Those institutionswhohavenotsubmittedthe AQARneedtosubmitinthenew formatonly.Please visit our website link [***http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-***](http://www.naac.gov.in/info-for-institutions/2-uncategorised/68-)

***guidelines***

**AQARformatold(Up to academicyear2019-2020)**

|  |  |
| --- | --- |
| **IQAC -AQARGuidelinesfor** | **EnglishVersion** |
|  |  |
| University |  |

|  |  |
| --- | --- |
| AutonomousColleges |  |
|  |  |
| Affiliated/ConstituentColleges |  |

***14.WehavesenttheHARDcopyofAQAR’sbutwehavenotsenttheSOFTcopy(by email)?***

NoHardcopyisrequiredtosubmit.TheAQARsubmissionisonline.Kindlyvisitthelink

[***http://www.naac.gov.in/info-for-institutions#aqar***](http://www.naac.gov.in/info-for-institutions#aqar)***.***

TheAQAR needstobesubmittedon-line.No hardcopysubmissionsareencouraged.

***15. Canwe fillallfiveyear dat a in oneA QAR ’ report and send ittoNAAC?***

NO,thereshouldbeseparateAQARsubmissiontoNAACforeachyear.Theinstitutions are advisedtosubmitonlineAQAR everyyear.

***16. How shouldwesend A QAR’s?***

AllAQARshouldbesubmittedonlineonly.

***17. Howwillwereceivetheacknowledgement?***

TheOnlinesubmissionofAQARwillhaveautomaticAcknowledgement.Iftheinstitutions

couldn’t get theAcknowledgement, pleasecallon080-23005258/192.

***18. Whether theinstitutionshouldkeep theAQARcopy forreference?***

Yes,itisalwayssuggestedtosavethefinalcopyforinstitutionalfuturereference.Onecopy maybekeptatViceChancellor /Director/Principal/HeadofInstitutionoffice/roomand othercopyatIQAC centreandonemorecopywithNAACcoordinatorof theinstitution.

ItisalsoencouragedtohosttheAQAR intheirinstitutionalwebsite.

***19.* NAAC has declaredgradeHEI needto submitAQAR?**

Ex.i):IfanHEI isaccreditedon16Sept.2019,theHEIneedstosubmittheAQARof2018-

2019beforeDecember31,2019.Itmeans,previousCompletedAcademicYear(2018-2019) AQAR needstobesubmitted.

Ex.ii):IfanHEIisaccreditedon 12 March2020,theHEIneedstosubmittheAQAR of

2019-2020 beforeDecember31,2020.Itmeans,thepreviousCompletedAcademicYear

(2019-2020)AQAR needstobesubmitted.

***20.* Whatdata should befilledwhetheritisas peracademicyearor calendaryear?**

Ans :Academicyearshouldbeconsidered.

***21.* Should wefilldata in theportalalsoandinthe attachmentalso?**

Ans :Yes.Ifyou havemorethan10 entriesthenkindlyenterafewdatainthedatatableand otherdetailsyou canuploadusingtheuploadoption.

***22.*Intheportalonly10recordsaretakenbutwehavehugedataforametric.How shouldweenterthat?**

Ans :.Ifyou havemoredatathenkindlyenterafewdatainthedatatableandotherdetails you canuploadusingtheuploadoption.

***23.* Howmany AQARs areto besubmittedfor1 cycle?**

Ans :AQAR needtobesubmitted for previous four academic years.

***24.*HEIhasreceivedclarification formetrics,HEIdoesnothaveanydataformetricsbuttheportal isnotsavingZero/NIL/NAinthosemetrics.Howtoprovide datafor thesemetrics?**

Ans:Thesoftwareisdesignedtotake 0orNIL, ifany difficulty,please raisetheissuesusing support/helpdeskinHEI portal.

***25.*Oursisanautonomouscollege,butintherespective academicyearoftheAQARit wasanaffiliatedcollege, soweshouldsubmitAQARasanaffiliated/autonomous college?**

Ans:Forex.Academicyear2015-16theHEIisaffiliated, pleasesubmit inaffiliated AQAR, forAcademicyear2017-18theHEIhasbeenconferredwithAutonomousstatusfor AQAR

2017-18. PleasesubmitAQAR inAutonomouscollegeformatonly.

AftercompletiononeyearofAutonomousstatus,thedataneedtobefillinginAutonomous

Category.

***26.*TheHEIhassubmitted AQARpreviouslythroughE-mail,nowalso HEI cansubmit**

**ThroughEmail?**

Ans: No. theHEIneedtosubmittheAQARonlinemodeonly.

***27.*AQARreopenedaftersubmission.There isnoupdationrequired andnoneedfor addingin thiscasewhat I should do.**

Ans:TohelptheHEIatleastforfewdataupdationinthesubmitting ofAQAR,NAACre- opensthe AQARforHEI tocrosscheckandupdationifany.IfHEIdoesnothaveany updation,Kindlyreplyintheresponseboxstatethatnoupdationrequired,whichisavailable inthesubmissionpage.

***28.* OurHEIisfirsttime/firstcycleapplyingto NAAC, IQACismandatory.**

Ans:Yes,theHEIneedtoestablishtheIQASasperNAACguidelines.Itwillfacilitate the HEItointernalise thequalitycultures,AQARsubmissionisnotrequiredduringFirstcycle. ButforSecondcycleonwards theAQAR submissionismandatory.

***29.* WhetherNAAC willextend thedateofsubmissionforallpreviousAQAR?**

Ans:NAACwillnotextendthedatesofsubmissionofAQAReveryyeartheAQAR,the AQARneedtobesubmittedbefore31stDecember.Incaseofanynationalemergenciesor exigenciesthentakeadecision.RefertoNAACnotificationofextensionifanyinregular situations,HEIs areadvisedtosubmitallpreviousAQAR toNAACwiththeusualdeadline.

***30.*Therecentnotification fromNAACaboutSSRsubmissionasksfordatatobe submittedfrom1stJune2019to31stDecember2020fortheacademicyear2019-20. Does thesame instructionapplyforsubmissionof data forAQARfortheacademicyear**

**2019-20 and 2020-21 ?**

Ans: Yes.Thesamehas been adoptedforAQARalso.Thedatatobesubmittedfrom1stJune2019 to31stDecember2020 for theAQARAcademicyear2019-20 for 2020-21 data to be submitted from 1stJune2020 to31stDecember2021.

***31.* Whatare themandatory disclosuresto put on the HEIsWebsite?**

To ensure thetransparencyintheprocess ofAssessment andAccreditation,itisnecessaryfor the Higher EducationalInstitution’s(HEI’s) toupload the SSRalongwithother relevant documentsonInstitutionalwebsite.ThusitissuggestedtocreateaseparateNAACtab/link onHigher EducationalInstitution’s(HEI’s) website anduploadfollowingdocumentstillthe validityperiodofAccreditationisover:

1) SSRsubmittedonline,tobeuploadedafterDVVprocessonly(.pdfformat).

2) DatatemplateswhichareuploadedalongwithSSR(inpasswordprotectedmode,if needed).

3) AnnualQualityAssuranceReport(AQAR– Year wise)

4) Accreditationoutcomedocumentviz.,Certificate,Gradesheet,etc.

TheHigherEducationalInstitution’s(HEI’s)maysuitablydesigntheirNAACtab/linkto

accommodateall relevantdocuments.

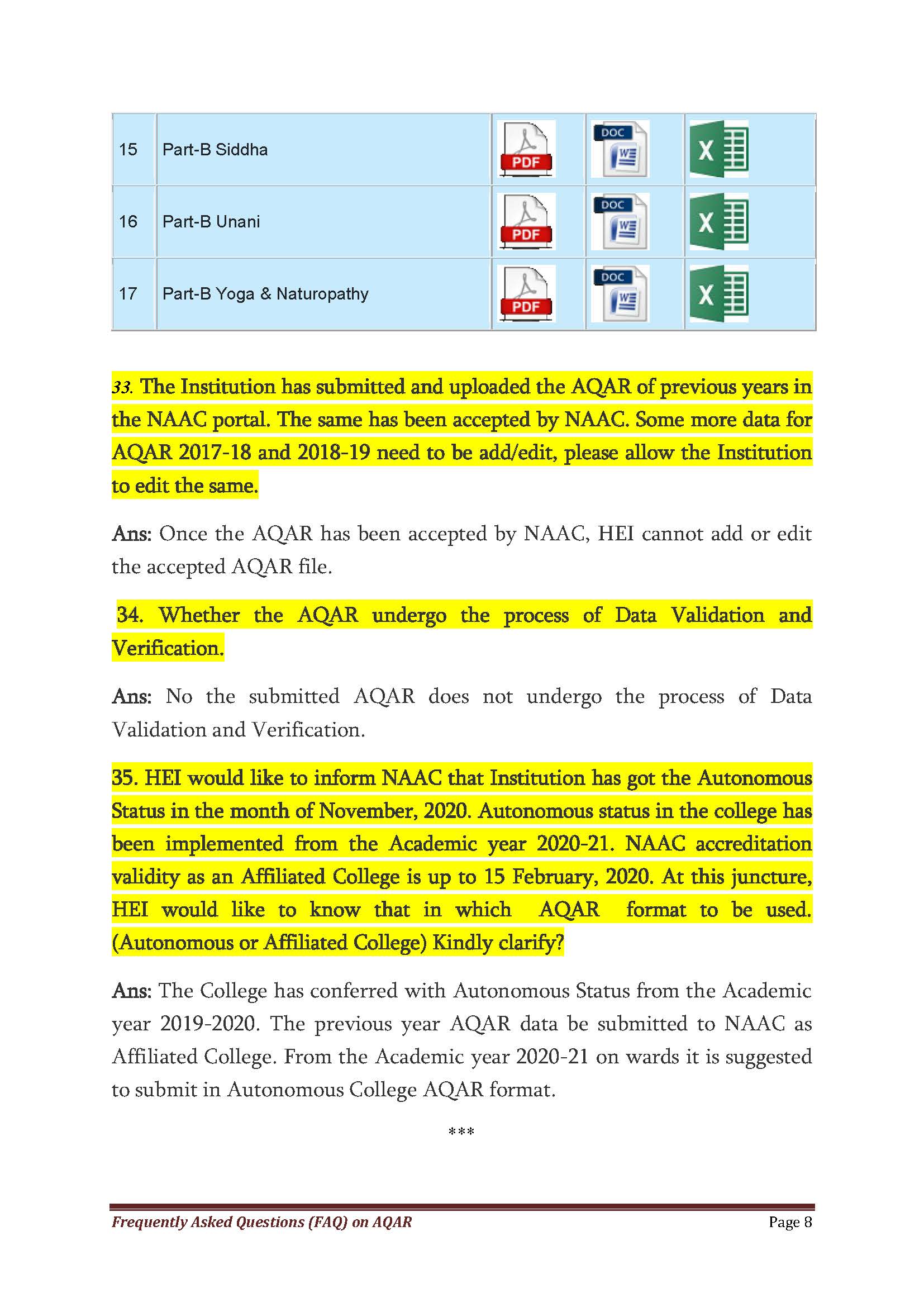
***32.* WhatistheformatforAQARAcademicyear2020-21?**

TheNAAChasrecentlybroughtoutAQARnewguidelineinlinewithdifferentmanuals. TheAQARguidelineisavailableinNAAC website.

**AQAR formatoftherevisedManual(witheffectfromtheacademic year2020-21)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **IQAC -AQAR Guidelines for** | **PDF file** | **Wordfile** | **DataTemplate** |
|  |  |  |  |  |





**For Communication with NAAC**

**The Director**

**National Assessment and Accreditation Council (NAAC)**

*(An Autonomous Institution of the University Grants Commission)*

P.O. Box. No. 1075, Nagarbhavi, Bengaluru - 560 072

**Phone :** +91-80-2321 0261/62/63/64/65

**Fax :** +91-80-2321 0268, 2321 0270

**E-mail:**[director.naac@gmail.com](mailto:director.naac@gmail.com)

**Website:**[www.naac.gov.in](http://www.naac.gov.in/)