SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

NILAMANI MAHAVIDYALAYA RUPSA BALASORE

AT/PO-RUPSA, DIST-BALASORE, PIN-756028
756028
www.nmvrupsa.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In 1976 when the state of Odisha was passing through furies of nature, a group of philanthropic people in a remote village like Rupsa assembled together with the purpose of establishing as educational institution which would cater to the needs of the poor and meritorious students of the area. Lack of proper communication and adequate funds to meet the infrastructural expenses posed hindrances in the establishment of a college but the iron will and firm resolution of the people in association with the unflagging zeal and untiring support of Mr. Nilamani Routray, the then Chief Minister of Odisha, rendered it possible.

And thus, sprang up Nilamani Mahavidyalaya on 5th August 1976 which was named after the Chief Minister. Right from its inception till date the institution has grown in strength. It now imparts education in Arts and Science having Honours programmes in twelve subjects. The introduction of ICT tools in the classrooms has not only galvanized the teaching facilities in this college but has met the aspiration of the people of this rural area which was unimaginable thirty years back. The presence of enlightened teachers in this institution of poverty-based rural area has enabled the students to achieve their desired goals. Our students have been placed in different lucrative jobs in various parts of the country. Through N.S.S. the teachers and students of this institution have rendered yeomen social service in the locality and created awareness among the public on various day to day problems. The college has established itself as a nerve centre of vigorous educational activities in the district. In future, we are hopeful to create new milestones in the field of education.

Vision

"In Quest for Excellence"

The college is on a mission to spread the light of education in the area and beyond. Its motto is well-defined in its logo that is- VIDYA DADATI GYANAM (Education begets wisdom). It aspires to be unique in its practices and aims to materialise the dreams of its founders. It craves to see itself as a centre of academic excellence in near future. The college believes in producing truly educated and responsible citizens, not qualified individuals.

Mission

"Change happens, with Will and Efforts"

The college aims to achieve a distinct identity in the field of collaborative practices, extension activities, resource development and social literacy. To achieve its mission, the college shall:

- Encourage participatory governance.
- Work for the all-round personality development of the students and hone up their leadership skills.
- Groom and motivate students to join institutions of higher learning in Odisha and other states of India.
- Create enthusiasm among students for self-learning.
- Inculcate in the minds of the students values of community life and make them understand all those virtues that make them humans.

- Prepare the pupils to become psychologically equipped to face challenges on and off the campus.
- Enable students to become successful in pan-India competitive examinations.
- Make the students aware of their cultural heritage and learn to respect others'.
- Enhance e-resources and create e-platforms for teaching and learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength:

- The college is well connected by rail and road.
- Bank, post office and other necessary services are available nearby.
- It has adequate infrastructure to cater to the academic needs of the students.
- It has enough land to provide for future infrastructural growth.
- Our NSS and YRC wings are the most efficient.
- The District Programme Officer of NSS is from our College.
- The college has conducted a good many number of seminars in the last five years inspite of the Covid-19 Pandemic.
- We have a pro-active Alumni Association.
- We have got a young and efficient group of faculty members.
- Utmost priority is given to students' feedback on overall facilities in the campus.
- The college library is fully automated.
- One smart classroom has been provided to each Dept.
- There's a multi-gym that promotes physical well being of the students

Institutional Weakness

Weakness:

- The college is badly in need of a Boys' hostel.
- There aren't Staff Quarters on the Campus.
- We do not have a PG Dept.
- Self-financing courses are yet to be introduced.
- There isn't enough Scope for research activities.

- The college doesn't have its own transport system.

Institutional Opportunity

Opportunities:

- There's greater scope for introducing new courses.
- We can emerge as a model affiliated college if we get more financial assistance from the Govt.
- There's provision for remedial classes for slow learners.

- Skill development and career counseling Programs are conducted to prepare the students for various public exams.
- The NSS and YRC wings provide platform for the students to develop leadership and teammanship skills.

Institutional Challenge

Challenges:

- To bridge the gap between the entry-level behavior of the students with the expected level.
- Maximize the number of students' Progression and placement.
- Introduce more ICT technologies.
- Increase the present physical infrastructure.
- Create platform for research activities.
- Organize state and national level seminars and workshops.
- Introduce PG Programs.
- Emphasis an Internal and external audits for clarity and transparency is governance.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Nilamani Mahavidyalaya, Rupsa, Balasore, was established in the year 1976 under the Society Registration Act, 1860, and is located in the Sadar Block of Balasore District of Odisha. The college follows the syllabus prescribed by Fakir Mohan University and teaches Hons. Programmes at undergraduate level in Arts and Science with the CBCS Pattern introduced in 2016.

A student has to cover Core Courses, Skill Enhancement Courses, Generic Electives, Ability Enhancement Courses, and Discipline Specific Electives in six semesters, covering 2600 marks, 148 credits in three year degree courses. The college offers skill development programmes, value-added courses and add-on programs etc. The students are taught the methodology of project work, practical papers, and practical/experimental classes in their respective laboratories.

The college imparts education in 12 subjects at the Honours level in arts and science disciplines. The unitized CBCS pattern of education implemented by the university is further planned properly to suit the academic calendar. The departmental timetable is abstracted from the master timetable which allots each class to individual faculties. The induction classes are taken by the lecturers to familiarise the students with the syllabus, examination patterns, and rules and regulations of the college. All departments try their best to ensure effective implementation of the curriculum through need based and innovative procedures.

The course work is supervised by the heads of the departments, the academic bursar, and the principal of the college, who verify and countersign the lesson plan, lesson delivery, and progress register prepared by each faculty member in the department. The students' feedback analysis works as a boosting factor to improve curriculum implementation.

The IQAC of the college holds meetings with the staff members, the principal, and other stakeholders in the teaching and learning process at regular intervals to monitor and excelerate the progress in achieving our objectives.

Teaching-learning and Evaluation

Nilamani Mahavidyalaya gives emphasis on imparting quality education by adopting learner-friendly approaches in the campus. Admission of students into UG Courses is made through e-Admission process on Students Academic Management System (SAMS) portal controlled by the Government. 91.04% of students enrolled and 45.17% of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan etc) during the last five years.

The students are categorized as slow and advanced learners as per their performance in the classes and the previous result records. Accordingly, their learning methods are determined and teaching aids are provided. . Student- Full time teacher ratios are 23:1, 24:1, 23:1, 23:1, 27:1 from the academic session 2017-18 to 2021-22 respectively. 78.79 % of full- time teachers are posted against sanctioned posts and 34.62 % of full- time teachers with NET/Ph.D worked during the last five years. IQAC keeps vigilant watch on the performance of students and arranges for remedial classes. And also students enjoy ICT based Education facilities with great enthusiasm. During Covid-19 Pandemic our teachers interacted with students through whatsapp, google meet, youtube and zoom. Notes are also provided to slow learners. 82.28% of students Passed during the last five years.The students' performance in class examinations are discussed and tips for better performance are suggested.

The students are apprised of programme outcomes and course outcomes. They are also advised to follow reference books, carry on project work, field work and join in the panel of best practices of the college. They are encouraged to go for library reading and searching e-resources. The college ensures to evaluate transparency in academic, administrative and financial matters. Further, to evaluate student's progression, Mid-Term Internal Examinations are conducted before they sit for End-Term semester examinations. The students' satisfaction in academic and non-academic matters is also assessed in form of survey conducted by the college.

Research, Innovations and Extension

The college has considerable scope for research activities. Our faculty members have initiated different research activities in recent years. Dr. T.K Behera and Dr. SK Jena have been selected as Ph.D guides by Fakhir Mohan University, Balasore. The students and Faculty members are facilitated to participate in different seminars and workshops for improving and exchanging their innovative ideas. Our faculty members published their research articles in different national and international journals and books. Total, 65 numbers of departmental seminars were conducted by various departments in the last five years. The students are given opportunities to show their innovative ideas in paper presentation in seminars and participation in workshops. The course curriculum offeres project papers in the 6th Semester. Basically, our faculty members guide the students how to write the thesis, how to search different scientific and research articles from different journals, how to cite references in their dissertation, and create a healthy research mind among the students which can be used in higher studies.

The students contribute their creative writings to the College Magazine 'Smruti Sourav" and to the Wall Magazine. The training programmes like voters' awareness, citizen's rights and duties, women empowerment,

social-work, health and hygiene programmes, works of environment protection, developing skills for social activism etc. are conducted. Total 130 numbers of extension programmes were conducted by NSS, YRC, Rover and Ranger units in the last five years. The college is creating milestones in different welfare programmes i.e. plantation work, blood donation camps, health camps. Therefore, our students and teachers achieved different awards from State, University and different non-government organizations. A special activity like Self Defence Programme for girls is conducted under government sponsorship. During the Pandemic situation, our college arranged different webinar for awareness on Covid-19 situation among the students and staffs. The college celebrates a number of national and international days and organises cultural competitions, quiz, debates and talent hunt. The college has signed MOUs with institutions and industries for joint effort and collaboration in academic and extension activities. The college has collaboration with Siddheswar College, Amarda for exchange of students and teachers for better education and research.

Infrastructure and Learning Resources

The infrastructure of an educational institution is the prime basis to smoothen up the teaching learning process. The college has adequate infrastructure to meet the administrative and academic needs. It has about 176851 sqft of built up area. A new academic building is under construction. There are 18 rooms with proper lighting and ventilation. There are 4 science laboratories with sufficient equipments. The college library is fully automated and has a collection of 18,507 numbers of books. We subscribe to five resourceful journals. There's hostel facility for girls with the capacity to accommodate more than 100 students. The college has safe and pure drinking water facility for the students and staff. Uninterrupted electricity supply is ensured in the campus. There's provision for smart classrooms and computer labs for the benefits of the students. We have a playground of our own. There's a lush and beautiful botanical garden in the campus. There are 12 number of fire-extinguishers installed at necessary points in the campus.

Student Support and Progression

The success story of an educational institution reflects in the of representation of its students in various curricular and extra-curricular activities. Students' welfare is our prime priority. Hence, we have conducted career counselling programmes to make students aware of their future career prospects. We offered skill enhancement courses to the students in the last five years. Some of our students have excelled in sports and cultural activities and awarded at the university level. A total of 1791 number of students have been benefited by national and state scholarship schemes in the last five years. The college provided financial support to 196 numbers of students in the last five years.

The Annual Athletic meet is organised every year without fail. Huge numbers of students turn up and take part in several events. But due to Covid-19 Pandemic, the event was not conducted in 2020-21 and 2021-22 academic sessions.

Students' progression to higher education has been particularly satisfying in the last five years compared to the numbers in the preceding years. More than 75 students have joined in higher courses and placed in different jobs. Persistent efforts are on to maximise this number in the upcoming years. Students are encouraged to prepare and appear in more and more number of national level tests like NET, SLET, and GATE etc.

The Alumni association of the college has taken initiatives to observe and celebrate important occasions like the Birth Anniversary famous Odia writer Fakir Mohan Senapati and World Environment Day. It has

conducted tree plantation, Swachhata Abhiyan, Voluntary Blood Donation Camp, Free Health Camp, Workshop on disaster management etc. in recent times. An amount of rupees 40,000/- was contributed by the Association for the installation of cold drinking water facility for the students in the campus.

Governance, Leadership and Management

The college practises a decentralised and democratic administration system. All duties related to the functioning of the college are categorically divided and distributed among the members of staff as per their skills and efficiency. There are various committees to look after different responsibilities. A portfolio is released by the principal's office in every academic session that highlights the duties allotted to each member of staff. In order to maintain transparency in academic, administrative and financial matters the college conducts internal and external audits.

We abide by the rules and regulations laid down by the Department of Higher Education, Govt. of Odisha. We also follow all the norms and guidelines of F.M University in matters of the conduct of examinations and publication of results. We are very lucky to have a Governing Body that keeps giving us constructive ideas and helps us in decision making processes. We have got a team of staff that is sincere and committed to work for the all-round development of the college.

Institutional Values and Best Practices

Nilamani Mahavidyalaya is committed to the development of the students and the community as well both in learning, leadership development and awareness programmes. It has taken many steps to maintain discipline, gender equity and equal opportunity in the campus to build good relationship among the students and teachers leading to the masses of the locality. Encouragement and Inspiration to the weaker sections of the society such as SC, ST, Minority and OBC students through scholarships and enabling the Dibyangs by provision of Ramps, wheel chair for ease of access, the Braille for ease of reading and the availability of scribers for writing in the examinations. Sexual harassment and ragging of the weaker groups and girl students have been strictly prohibited in the college. The College prepares Annual Academic Calendar and Action-Plan to take up various programmes and sensitization activities for staff and students. Accordingly, important national days and other days are observed in the college.

The College makes the students aware of their civic responsibilities, constitutional obligation, duties and rights as citizens of the country. We want to provide a state of inclusion, tolerance and harmony in spite of social, cultural, linguistic, communal differences among its stake-holders. It is decided to provide healthy practices prevailing in the physical, mental, cultural, social, educational, environmental, behavioural and technical environment in the campus. We try to avoid selfishness, egoism and discrimination among us and encourage cultivating spirit to sacrifice and serve.

Protection of environment and conservation of nature is the motto of the college. Importance is given to make the campus green and clean, rain-water harvesting, drainage, recycling of waste material and alternative energy. Best Practices like Donate-Blood, Save Life, Training Programme on Mushroom Farming etc. are undertaken

for the betterment of the students and SHG members. The college has been selected as a Nodal Centre for conduct of Lightning awareness Programme by F. M. University, Balasore.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NILAMANI MAHAVIDYALAYA RUPSA BALASORE
Address	AT/PO-RUPSA, DIST-BALASORE, PIN-756028
City	RUPSA
State	Orissa
Pin	756028
Website	www.nmvrupsa.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Tapan Kumar Behera	06781-254974	9938532252	-	nmv.rupsa@gmail.com
IQAC / CIQA coordinator	Chandan Kumar Das	06781-254535	9238877933	-	cdas080@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Orissa	Fakir Mohan University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	09-04-1990	[View Document](#)
12B of UGC	27-02-1992	[View Document](#)

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT/PO-RUPSA, DIST-BALASORE, PIN-756028	Rural	11.75	16430

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Education	36	Higher Secondary	English,Oriya	32	32
UG	BA,Economics	36	Higher Secondary	English,Oriya	24	21
UG	BA,English	36	Higher Secondary	English	16	14
UG	BA,History	36	Higher Secondary	English,Oriya	32	32
UG	BA,Political Science	36	Higher Secondary	English,Oriya	32	32
UG	BA,Odia	36	Higher Secondary	Oriya	32	32
UG	BA,Sanskrit	36	Higher Secondary	Oriya,Sanskrit	24	23
UG	BSc,Physics	36	Higher Secondary	English	32	16
UG	BSc,Chemistry	36	Higher Secondary	English	16	1
UG	BSc,Mathematics	36	Higher Secondary	English	16	3
UG	BSc,Botany	36	Higher Secondary	English	32	7
UG	BSc,Zoology	36	Higher Secondary	English	32	21

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				4				19
Recruited	0	0	0	0	2	2	0	4	12	7	0	19
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				3
Recruited	0	0	0	0	0	0	0	0	2	1	0	3
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	6	1	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	11	3	0	14
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	1	1	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	3	1	0	5
M.Phil.	0	0	0	0	1	0	3	4	0	8
PG	0	0	0	1	1	0	8	3	0	13
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	80	0	0	0	80
	Female	154	0	0	0	154
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	21	35	26	19
	Female	24	20	23	10
	Others	0	0	0	0
ST	Male	12	11	7	12
	Female	15	11	16	11
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	75	67	78	112
	Female	137	121	149	152
	Others	0	0	0	0
Others	Male	0	0	2	2
	Female	0	0	0	4
	Others	0	0	0	0
Total		284	265	301	322

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	We offered various Add-on and Value-added courses in recent years. There's provision for Interdisciplinary classes in the syllabus prescribed by F.M University in the form of GENERIC ELECTIVE paper. A

	couple of our departments took interdisciplinary classes other than teaching the prescribed portions in the syllabus. we are looking forward to arrange for more of such classes in the up coming days.
2. Academic bank of credits (ABC):	ABC as a concept was introduced for the first time in the NEP 2020. All the teachers have discussed the the said education policy with students in their respective departments and made them aware about its positives. NEP 2020 is yet to be implemented in our state but if it is implemented we shall work in that direction and create awareness among students about ABC.
3. Skill development:	We offered Spoken English and Professional Ethics courses. our students went on field trips and industrial trips to gain hands on experience about different skills that are going to help them in real life. we are also planning to arrange more of such programmes in the next academic session.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We don't offer online courses but our teachers took online classes during the pandemic. Departments like Sanskrit and Odia make it a point to organize different programmes every year to promote language and culture. Celebration of "Vasanta Utsav" by the department of Odia is one such example.
5. Focus on Outcome based education (OBE):	We give utmost priority to outcome based education. We try every way possible to move away from traditional mode of teaching and make learning learner-centric. Our teaching process has been goal based rather than input based.
6. Distance education/online education:	There's no facility for distance or online education at our college.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the college has an Electoral Literacy Club which was formed on 08.07.2021 consisting of the following members from various departments: 1. Dr. Tapan Kumar Das, Lect. in Political Science(Co-ordinator) 2. Mr. Saroj Kumar Pani, Reader in Economics 3. Mr. Gouranga Panda, Lect. in Economics 4. Mr. Sambhunath Giri, Lect. in Mathematics 5. Mr. Satyendra Kumar Pal, Lect. in

	Zoology. 6. Mr. Sraban Kumar Naik, Lect. in Mathematics. 7. Sri Debendra Acharya, Student co-ordinator, +3 Arts
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the students' co-ordinator and co-ordinating faculty members are appointed by the college and club is active and functional. The ELCs are not representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC has conducted awareness programmes and Aadhar linkage with Voter Id and new voter registration. The first programme was conducted on 27.08.2022 and the second programme was conducted on 05.12.2022. Students aged above 18 attended the said programme. The BDO of Balasore presided over the second programme and gave valuable suggestion to the student attendees.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	No.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Around 20% of students are yet to be enrolled as voters in the electoral roll. Efforts are on to make them aware and enrol soon.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
742	740	810	826	807

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 39

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	31	34	33	34

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
24.81701	27.28722	54.86586	34.54955	20.06180

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Response-

Nilamani Mahavidyalaya, Rupsa, is an affiliated college of Fakirmohan University. It adopts the syllabus prescribed by the university with the CBCS pattern introduced in 2016 at Hons level courses (U.G.) in Arts and Science streams. Induction classes are conducted at the start of each session to familiarise students with the syllabus, examinations, and college rules and regulations. In every academic year, lesson planning as well as a progress register is prepared by the faculties & checked by the principal at regular intervals in each session. The faculties also adhere to the departmental timetable for their teaching.

Teachers also use whiteboards, blackboards, and smart classrooms to deliver their lessons. From time to time, surprise tests and midterm examinations are initiated by the departmental teachers to assess the level of understanding of the students. Subject wise proctorial & remedial classes, are also taught by the subject teachers.

Procedures Followed:-

The IQAC of the college regularly conducts the SWOC analysis on curriculum delivery prior to the beginning of the academic session to ensure unruffled and well-planned curriculum delivery during the academic session. The academic schedule and action plan of the department have been planned as per the guidelines of Fakir Mohan University's annual calendar of events. There is also a schedule of plans that consists of field projects, internships, and dissertations. The faculties also report Personal Appraisal Reports (PAR) of their academic and administrative duties through the Principal and submit to the Directorate of Higher Education. Different programmes have been assigned to PEOs, POs, PSOs, and COs at the state as well as the national level with the budgetary allotment. In every academic year, "SMRUTI SAURAVA," the college magazine, is published with different articles, poems, and writings of different kinds from students and teachers.

The college academic calendar follows the calendars of the state as well as university. The number of continuous assessments to be conducted along with internal assessments, university examinations, co-curricular and extra-curricular activities like annual sports, annual day, and dramatic functions, observation of different occasions as well as special days, and different training programmes are detailed in the academic calendar.

Due to COVID-19, online classes & Examinations & Webinars with different google platform were introduced in the college during the academic sessions 2020-2021 and 2021-2022 with mentor-mentee programmes by the faculties made for the students by different departments instructed by HEI.

The IQAC looks after the quality maintenance of academic as well as administrative work and the overall development of the college. The Audits like (Academic, Library, Internal Audit of Accounts, Green, Energy) is executed as per the norms.

Every financial implication of various college progresses is presented to the president and governing body for discussion and approval.

Taking feedback from students, alumni, and parents on course outcomes with content delivery and lesson planning, regular result analysis, review of outcomes, counselling of students, faculty training, feedback, and assessment all ensure the effectiveness of courses of study delivered to the extent of the institution.

Response-

Nilamani Mahavidyalaya, Rupsa, is an affiliated college of Fakirmohan University. It adopts the syllabus prescribed by the university with the CBCS pattern introduced in 2016 at Hons level courses (U.G.) in Arts and Science streams. Induction classes are conducted at the start of each session to familiarise students with the syllabus, examinations, and college rules and regulations. In every academic year, lesson planning as well as a progress register is prepared by the faculties & checked by the principal at regular intervals in each session. The faculties also adhere to the departmental timetable for their teaching.

Teachers also use whiteboards, blackboards, and smart classrooms to deliver their lessons. From time to time, surprise tests and midterm examinations are initiated by the departmental teachers to assess the level of understanding of the students. Subject wise proctorial & remedial classes, are also taught by the subject teachers.

Procedures Followed:-

The IQAC of the college regularly conducts the SWOC analysis on curriculum delivery prior to the beginning of the academic session to ensure unruffled and well-planned curriculum delivery during the academic session. The academic schedule and action plan of the department have been planned as per the guidelines of Fakir Mohan University's annual calendar of events. There is also a schedule of plans that consists of field projects, internships, and dissertations. The faculties also report Personal Appraisal Reports (PAR) of their academic and administrative duties through the Principal and submit to the Directorate of Higher Education. Different programmes have been assigned to PEOs, POs, PSOs, and COs at the state as well as the national level with the budgetary allotment. In every academic year, "SMRUTI SAURAVA," the college magazine, is published with different articles, poems, and writings of different kinds from students and teachers.

The college academic calendar follows the calendars of the state as well as university. The number of continuous assessments to be conducted along with internal assessments, university examinations, co-curricular and extra-curricular activities like annual sports, annual day, and dramatic functions, observation of different occasions as well as special days, and different training programmes are detailed in the academic calendar.

Due to COVID-19, online classes & Examinations & Webinars with different google platform were introduced in the college during the academic sessions 2020-2021 and 2021-2022 with mentor-mentee programmes by the faculties made for the students by different departments instructed by HEI.

The IQAC looks after the quality maintenance of academic as well as administrative work and the overall development of the college. The Audits like (Academic, Library, Internal Audit of Accounts, Green, Energy) is executed as per the norms.

Every financial implication of various college progresses is presented to the president and governing body for discussion and approval.

Taking feedback from students, alumni, and parents on course outcomes with content delivery and lesson planning, regular result analysis, review of outcomes, counselling of students, faculty training, feedback, and assessment all ensure the effectiveness of courses of study delivered to the extent of the institution.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 4

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 12.61

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
317	148	30	00	00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

Human values, professional ethics, gender equality, value education, life skills, environmental studies, sustainability, and encompassing personal and corporate standards of behaviour and professional ethics have all been prioritised in the curriculum designed for the U.G. under the CBCS pattern by the affiliated Fakir Mohan University. There are 26 papers in six semesters, out of which 14 are core courses, 2 AECC courses, and 2 SEC courses. 4 Generic electives and 4 DSE papers (including one project) . In the academic session of 2016, the CBCS pattern has been introduced with 2100 marks, out of which DSC of 4 papers, DSE of 2 papers, and GE of 2 papers. Some modifications are made during the academic session of 2019 of 2600 marks with the revised U.G. syllabus.

The college has to choose the courses as per the availability of faculties to provide skill-based knowledge. A student opting for Honours would have to take two SEC papers, and a student opting pass papers would take four SEC papers. The modified SEC Paper courses of study implemented by the institution beginning with the 2019 academic session are as follows:

+3 Arts (All Hons.)

3rd semester, SEC-1: Office Management

4th semester, SEC-2: Legislative Practices and Procedures

Science (Physical Science) +3

3rd Semester-SEC-1-Renewable Energy and Energy Harvesting

4th Semester, SEC-2: Mushroom Cultivation

Science (Biological Science) +3

3rd Semester-SEC-1-Bio-Fertilizer

4th Semester, SEC-2: Mushroom Cultivation

The Higher Education Department of Odisha has also added Ethics and Values courses in the first semester of the CBCS pattern. The courses in Political Science and Education cover feminism, public administration, political processes, human rights, Gandhian principles, pedagogical skill, assessment and evaluation, leadership management, and educational IT information. The literature courses in Sanskrit, Odia, and English cover a wide range of topics, including post-colonial literature, popular literature, the definition of language, and so on.

Since the 2017-18 academic years, value-added courses such as "Self-Defense Training Program for Girls"

were offered at the college. Because of the COVID-19 situation, all possible programmes at the institution were suspended, which impeded the educational process during the academic sessions 2020-21 and 2021-22.The workshops and seminars are also organised by different departments on various issues such as women empowerment, gender sensitization, the Indian Constitution, the teaching of the Bhagvad Gita, and other sustainability and life skills programs, etc. . During the 2021-22 academic year, the college offered value-added courses and add-on programmes on spoken English, professional ethics, the Srimadbhagvad Gita, Jagannath culture, and other topics to help students improve their mind and body.

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

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

Response: 31.81

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

Response: 236

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: No

File Description	Document
Upload supporting document	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 90.74

2.1.1.1 **Number of students admitted year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
304	265	282	305	323

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

2021-22	2020-21	2019-20	2018-19	2017-18
320	320	320	338	332

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 45.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
75	63	60	79	50

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

2021-22	2020-21	2019-20	2018-19	2017-18
143	143	143	143	143

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.2 Student Teacher Ratio

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

Response: 28.54

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools

Response:

The simple, cost-effective and readily available Microsoft PowerPoint tools appeal to the educators to use this kind of simple E-learning technology blended with traditional teaching to encourage active learning among students especially in this rural setup is attractive. The ICT access of the teachers and other staffs are satisfactory. They are well accessed to latest ICT in teaching-learning process. They use Smart Board, Projector, Laptop & interact with the students with the help of all latest teaching learning tools and prepared PPT. They also ventilate their experience to the students.

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

2.4 Teacher Profile and Quality

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

Response: 83.16

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

2021-22	2020-21	2019-20	2018-19	2017-18
38	38	38	38	38

File Description	Document
Upload supporting document	[View Document](#)

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

Response: 28.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	09	11	08	08

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

IQAC consistently works on Student-centric activities. It interacts with Examination Section and students. The college Examination Section executes its internal examinations in a very meticulous manner. New terms and marking system of internal examination as per CBCS pattern is elaborated to the students well in

advance. Internal assessment of all the semester examinations is conducted by the Examination Section. Internal question papers are set at Department level. On completion of the internal examinations, written answer-scripts are handed over to the teachers concerned for valuation and they discuss with the students regarding their performance and suggest remedies for betterment.

The Students grievances are addressed on immediate basis with open and transparent manner. The students are invited with application on plain paper to convey their grievances to the Principal and Heads of the Departments. Recently we have launched Internal Complain Form for Students, Faculty members and Parents and link of the google form posted on the college website.

The college remains vigilant to evaluate transparency in matters of Academic, Administrative, Library, Accounts and Green Audits.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The College provides Bachelors Degree in Arts in seven subjects belonging to Humanities, Language and Social Scienceand three subjects in Physical Science, two subjects in Biological Science in Science Stream. The students are apprised of Course Outcomes in their induction classes. They are made aware of objectives, utility and learning outcomes of their subjects. The detail Course Outcomes of each Programme

are posted in the college websites.

Nilamani Mahavidyalaya, Rupsa ensures to assess the Programme Outcomes and Course Outcomes regularly. The same is evaluated after the Publication of University results. All HODs sit for the review of programme outcomes in terms of the result of passed students. The analysis of the result is done departmentally and planned for the remedy for any poor performance of students.

Moreover, the Students Satisfaction Survey is conducted every year and from the reports learning outcomes are measured.

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

2.6.2 Pass percentage of Students during last five years

Response: 81.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
188	207	210	219	124

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

2021-22	2020-21	2019-20	2018-19	2017-18
239	246	287	239	159

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.85

File Description	Document
Upload database of all students on roll	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The institute has created an ecosystem for Research and Innovation by forming a Research Committee and developing adequate human resources, taking initiatives for creation and dissemination of knowledge and provide infrastructure for research.

The college has created **Research Cell** for promoting research at under graduate level. The faculties and students are encouraged to take up research and development activities by utilizing the existing resources. The institute recruits dynamic and highly qualified faculties to mentor and channelize the young minds. The Institute has taken an initiative to encourage the faculty members to pursue their Ph. D work. Faculties are also encouraged to participate in various skill enhancement programs, various national and international seminars. The Research Cell of the college motivates the faculty members to write research projects and submit it to various supporting agenicies. Our faculty members like Dr. Tapan Kumar Behera and Dr. Santanu Kumar Jena are recognised as Ph.D guides by Fakhir Mohan University, Balasore. The college also promotes to publish different research articles in different standard national and international journals. The college initiated collaboration with Fakhir Mohan University for research activities. The 6th semester students are mandatorily to take up dissertation work.

The college has an **INCUBATION CENTER** to promote the students in connection to improve their internal quality and extra curricular activities for self-reliance. The incubation centre started from academic session 2020-21. Mr. Bijay Kumar Behera, Lecturer in Education, is appointed as the In-charge of

Incubation centre. Here, total 11 students are well trained and also these students are transferring the knowledge to other students. Basically, Handy-crafts are prepared by our students and marketed through **SHG group (Mirabai, Rupsa)**. It is a novel initiative by our Principal from theis session 2020-21.

The college has **collaboration and MOU** for academic exchange of knowledge and technique for strengthening the academic activities among the students. The college recommended our students and teachers to Siddeswar College, Amarda for using their library. The students of the department of Odia have been allowed by this college for learning and using their facilities and library. The college also has MOU with industries like **(UrJa Paper, Das Mill, Jute Production, Pvt. Ltd, Rupsa, Friends Fishery, Rupsa Balasoe)** to improve practical based knowledge and attend different training programmes.

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

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

Response: 31

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	10	7	8

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

3.3 Research Publications and Awards

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

Response: 0.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 0.08

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Extension Activities play a pivotal role in developing personality of Students and Volunteers through Community Service. There are College to Community or College to Village Extension Activities Scheme. Generally, the youth join under these schemes as Volunteers to provide their yeoman service to the nation.

Under Extension Activities National Service Scheme, Youth Red Cross, Rover and Ranger and Eco-Club are included in this college. Mr. Gouranga Panda, Lect. in Economics, Mr. Lakhiram Hansda, Lect. in Economics, Mr. Bijay Ku. Behera, Lect. in Education, Dr. Aruni Mishra, Lect. in History, Mr. Saroj Ku. Pani, Reader in Economics, Mr. Srabana Naik, Lect. in Mathematics and Dr. Santanu Ku. Jena, Lect. in Botany are appointed as Progrmme Officers and Counsellors to mobilise the activities at college level.

Regular and Special Camping activities are performed under NSS. International Yoga Day (21st June), World Environment Day (5th June), Vana Mahotsava Week (1st July to 7th July), NSS Day (24th September), World AIDS Day (1st December), International Women Day (8th March), World Forestry Day (21st March), Road Safety Week, Human Rights Day (10th December), National Unity Day, Vigilance Awareness Week, Baghajatin's Matyrdom, Constitution Day and Fakir Mohan Jayanti etc. were observed. Awareness Programmes on Voluntary Donation, HIV/ AIDS, Poshan Abhiyan, Tika Utsava, COVID-19, Swachhata Pakhwada etc. were organized from time to time. Voluntary Blood Donation Camp, Plantation, Road Repairing, Awareness Rallies, Campus Beautification, Gender Sensitisation Training, Swachha Bharat Campaign and Swachhata Hi Seva and Plastic Waste Management etc. were also organized. Puja and Winter Special Camps, Inter College Youth Development Programme and Dist. Level Youth Leadership Development Training were also organised by NSS.

Volunteers and Programme Officers attended National Integration and Adventure Camps. Volunteers have received University and State Level NSS Awards for their outstanding Nation Building Activities. Papu Sethi, Rakesh Ku. Barik, Manoranjan Sahu and Debendra Acharya received University Level NSS Award. Rakesh Ku. Barik, Jyoti Tripathy, Manoranjan Sahu and Debendra Acharya received State Level NSS Awards for their outstanding NSS activities.

Observation of World Red Cross Day (8th May), Observation of World AIDS Day (1st December), National Youth Day (12th January), Awareness Programme on Voluntary Blood Donation, HIV/ AIDS and Organization of Voluntary Blood Donation Camps were performed by Youth Red Cross.

World Environment Day (5th June), Vana Mahotsava Week (1st July to 7th July), World Forestry Day (21st March) etc. were observed by Eco-Club. Plantation Activities were also performed by Eco-Club.

Observation of World AIDS Day (1st December), Awareness Programme on Voluntary Blood Donation and Organization of Voluntary Blood Donation Camps are organised by Rover and Ranger Units.

284 Units of Blood were collected by organizing Voluntary Blood Donation Camps such as 52 Units in 2017-18, 53 Units in 2018-19, 106 Units in 2019-20, 73 Units in 2021-22. 8489 Volunteers (2017-18 : 1101), (2018-19-1263), 2019-20 : 1256), (2020-21 : 909), (2021-22 : 1980) participated in different programmes through Extension Activities from time to time.

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

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

Response:

Volunteers received University and State Level NSS Awards for their outstanding contribution in the field of Social Service and   Nation Building Activities from the NSS Bureau, Fakir Mohan University, Vyasa Vihar, Balasore sponsored by Ministry of Youth affairs and Sports, Govt. of India. Pravat Ranjan Pradhan (2017-18), Rita Maharana (2017-18), Rakesh Ku. Barik (2018-19), Papu Sethi (2019-20), Manoranjan Sahu (202-21) and Debendra Acharya (2021-22) received University Level NSS Award. Pravat Ranjan Pradhan (2017-18), Rakesh Ku. Barik (2018-19), Jyoti Tripathy (2019-20), Manoranjan Sahu (2020-21) and Debendra Acharya (2021-22) received State Level NSS Awards for their outstanding contribution in the field of National Service Scheme. Mr. Gouranga Panda, Programme Officer, NSS received State Level NSS Award (2019-20) for outstanding contribution in the field of Voluntary Blood Donation.

Mr. Basanta Ku. Bhoi, Principal and Mr. Gouranga Panda, Programme Officer, NSS received the Best Educational Institution Award-2021-22 for Plantation and Protection of Environment on behalf of College NSS Unit, Nilamani Mahavidyalaya, Rupsa, Balasore from the Dept. of Forest, Environment and Climate Change, Govt. of Odisha on 21st March 2022 on the Occasion of Observation of World Forestry Day.

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 51

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	8	3	10	11

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.5 Collaboration

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

Response: 4

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The disposition of an educational institution depends on its physical facilities and academic activities. The college ensures appropriate educational facilities to its learners to materialize their learning aspiration. The college possess as many as 25 general classrooms, 12 departmental classrooms, 05 science laboratories, SAMS laboratory, one Incubation center, one computer laboratory, 13 smart classrooms, examination Section, Account Section, Establishment Section, Admission Section, Women's Hostel, Conference Hall, Open pandal, aquaguard for drinking water, separate washrooms for girls and boys, one boys' common room , one girls' common room, one gymnasium, one Pit compost unit, one staff common room, one strong room for question papers for different purposes. The college also has one office room for N.S.S. & YRC activities, college canteen, and a meeting room for Internal Quality Assurance Cell. The central library with reading room and digital book searching functions from 10A.M. to 5P.M. The library has 10168 text books and 6305 reference books.The college possesses A05.3dcmls. Acres of land in the campus. One garden and One botanical garden are in the campus. A health center is avaiable for first-aid treatment of our students and staff. There is a floating garden on the college pond.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 0

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The library is fully automated. Other than the central library, the departmental libraries are also functioning in their respective departments.Library is a store-house of knowledge and a resource of learning. It plays a great role in dissemination of learning. The library of the college caters to the needs of its entire student population. The college procures books for the students annually. The Book Accession Register has been maintained online and offline. We have a fully automated library. The students borrowing books to home or library reading has been done with book issue slips. The books are traced out with the help of barcodes. Priority is given to wider circulation of books. There is a provision to dispose the unused books at a normal rate as decided by the Library Committee. The total amount spend for the purchase of books is RS.428818/-.

         The college inspires the library staff to attend orientation programme on library and information science organized by the college. The students are cautioned not to manhandle the books and to return the same within the due dates. The students are also issued catalogue of books, question banks and University model questions for their reference.

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

4.3 IT Infrastructure

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

Response:

The ICT devices have brought a revolution in the teaching-learning process. The traditional lecture method has been replaced with LCD Power-point presentation. It's a practice that motivates the learners. In the context of using e-Learning devices as a global resort, the college has started to adopt ICT appliances in teaching-learning methodology. The college procured total 33 computers and one laptop, 2 scanner, 10 scanner with printers, 6 printers, 2 barcode detector to use in classrooms, laboratories, computer laboratory, smart classes, office, other support services and biometric attendance.The computer sets are supplied to Botany, Zoology, Chemistry, Mathematics, Physics, English, Odia, History, Political Science, Sanskrit, Economics, Education departments for preparation of records, Project work and assisting teaching-learning purposes.

In order to supplement to the students learning process, the college has updated to high plan broadband connectivity in Network Resources Centre where the language laboratory is also functioning. The students are advised to use their smart phone for getting study materials and online classes from Google sources, You Tube, Google Class Rooms, Google Meet, Facebook and e-pathasala to keep pace with new genre of academic growth and technological advancement.

The college tries to update its support services by adopting e-governance devices. The e-Governance system is available on Online Portal namely Students Academic Management System (SAMS) for admission, examination, scholarship, transfer and other allied purposes. The employee's database named Personal Information Management System (PIMS) is also maintained to keep up records of employees of the college. Online services continue on Human Resource Management System (HRMS) for payment of salary, records of provident funds, retirement benefit Leave Accounts and maintaining Personal Appraisal Report (PAR). The college submits updated data in the All India Survey of Higher Education (AISHE) reports. Moreover, the college website www.nmvrupsa.org provides all information

about opportunities available to the public and learners of the college.

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

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

Response: 57.08

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

Response: 13

File Description	Document
Upload supporting document	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document]()
Institutional data in the prescribed format	[View Document]()

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 45.63

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
435	349	331	328	348

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

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

Response: E. None of the above

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 7.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
87	79	70	67	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	[View Document](#)

5.2 Student Progression

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

Response: 7.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	21	17	11	10

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

2021-22	2020-21	2019-20	2018-19	2017-18
188	207	210	219	124

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0.53

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
188	0	02	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

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

Response: 0

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at*

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 0.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	02	02

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

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

Response:

The college is proud to have a vibrant and dynamic Alumni Association. It has actively been contributing to the holistic growth of the college. The association was incepted back in the year 2017 and registered under the Society Registration Act-1860. Since then, the Association has grown in strength. It was unanimously decided by the members that Mr. Jayanta Kumar Panigrahi would be the president, Mr. Banchhanidhi Dey would act as the secretary and Mr. Gopal Chandra Sahu as treasurer of the Association. The Association holds meetings of the executive members at regular interval of time to discuss several

issues pertaining to the smooth functioning of the college. A total of 27 numbers of meetings have been conducted in the last five years. They make it a point to observe dates and days of socio-cultural significance. The college seeks their opinion and valuable suggestions on various academic and administrative aspects. The number of social welfare initiatives taken up by the Alumni in the last five years is truly commendable. The college appreciates the support and coordination it receives from the Association.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The Principal has formed different committees and societies consisting of members of different teaching staff, such as Admission Committee, Anti-ragging Cell, Athletic Club, Career Counseling, Distribution of Works among Bursars, Development Committee, Scholarship Committee etc. All the committees and bodies meet several times during each year.

NSS Unit: The NSS Unit of our college is very active in organizing the programs. Mr Gouranga Panda, Lecturer in Economics, the District Program Officer of NSS, is from our College. The NSS cadets from the college have received various awards like University Best volunteers Award, Governor Award etc. Other than, that students from the college have participated many times in the Republic Parade at New Delhi.

Other than NSS, the College too have the YRC, Ranger and Rover, Red Cross Units for the personnel Development and Leadership Development of Students. The students of these units conduct various programs such as Plantation, Swach Bharat Abhiyan, Road Saftey, Tobbaco Free Society, AIDS Awarness Program, Blood Donation etc. Through these programs the leadership capability of students develop which could crate a healthy society.

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

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The College has various committees to participate in the decision making processes.

1. **The Governing Body, the Apex Body of the College, with its advice, the Principal takes decisions with regard to the management of college.**
2. **The finance committee approves the annual budget, scrutinizes budget expenditure.**
3. **The purchase committee places order for purchase of different items after scrutiny of quotations.**
4. **The infrastructure Development Committee prepares the plans and estimates and looks after the maintenance of the college building out of the Grants received for state Govt. and UGC.**
5. **The Admission Committee looks after the matters concerning to admission with rules and guidelines by the Fakir Mohan University, Balasore.**
6. **The Examination Committee conducts college Examinations and University Examinations and make necessary arrangements for valuation of answer scripts.**

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: D. Any 1 of the above

File Description	Document
Upload supporting document	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

The college also looks after the development of the faculty, for which College efforts to enhance the professional development of its teaching as well as non-teaching staff:

1. The teaching staff attend Refresher Courses, Orientation Programs conducted by various Universities in the State and out side as well.
2. Computer training is imparted to the staff to handle e-governance better.
3. Training in Accounts matters is imparted to the clerical staff.

Performance Appraisal of the staff is recorded by the Principal, then reviewed by the Director, Higher Education. Adverse comments are communicated to the person concerned for improvement of his/her professional deficiency.

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Performance Appraisal of the staff is recorded by the Principal, then reviewed by the Director,

Higher Education. Adverse comments are communicated to the person concerned for improvement of his/her professional deficiency.

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response: 3.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	5	1	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	21	21	21	21

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

By maintaining the Cash Book, Making payments through Cheques and direct credit through banks, the effective and efficient use of available financial resources are monitored.

Annual internal Audit and stock verification is done by the officers in-charge and submitted to the authorities. The Annual expenditure of the college is audited by Government Auditors. The utilization of grants received from UGC is audited by the Government Auditors, Chartered Accountants.

The sources of fundings are UGC, public donations and students, collected during the time of admission.

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

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6.5 Internal Quality Assurance System

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

Response:

1. **The institution established IQAC comprising the members. The institutional policy is to make teaching and learning process productive. Efforts are being made to redesign the techniques of teaching so as to institutionalize the quality of assurance process.**
2. **The students and the Alumni remain in touch with the functioning of the college and work towards it's betterment in every possible way.**

The institution has an integrated framework for quality assurance of the Academic and Administrative activities. The Academic activities are scrutinized by Heads of the Departments and Academic Bursar, then by the Principal. The Administrative matters are managed by the Principal with the help of Administrative Bursar and the Senior most teachers. Mechanisms and outcomes are communicated to the students and parents. If any lapse is found, parents are intimated about the matter and timely measures are taken.

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

6.5.2 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)/ membership of international**

networks

3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Nilamani Mahavidyalaya, Rupsa, Balasore assures gender equity in the campus. It is evident by its various gender sensitisation programmes undertaken from time to time during the academic year. Both the boys and girls as well as weaker sections of the society are given equal opportunity in both curricular and extracurricular activities like learning, sports, cultural and extension activities. The college has organised Gender Sensitisation Training Programmes to fulfil the objectives of Gender Equity. Gender Sensitisation Training Programme creates consciousness, sensitivities and modification of behaviour by raising awareness among the students. It is possible with the proper education and awareness programmes. It also empowers the weaker sections leading to the improvement of leadership attitude and self-confidence. The main objective of gender sensitisation training programme is to aware both boys and girls about gender issues leading to creation of positive values among the girls in order to materialise their legal rights.

Role of Girl Students: Girl students are given importance in learning, sports, cultural and extension activities. They share in all activities which is highly admirable. They are given roles in organising programmes and event management. Our College makes them aware of their rights and duties in the campus. Girls are actively taking part in NSS, YRC, Eco-Club and Rover and Ranger activities.

Self -Defence Training Programme for Girl Students: Girl students are provided Self-Defence Training as per Govt. Guidelines every year.

Co-Education Facility: The majority of students of the institution belong to Girl Community. They get importance and prove their responsibility in academics, sports and cultural activities. They participate in Annual and Inter-College Cultural and Athletic Meet.

Grievance Redressal and Sexual Harassment Cell: Ragging of students is strictly prohibited in the college campus. As per Govt. Guidelines the Anti-Harassment Cell has been constituted. Moreover, comment and torment to girl students are strictly prohibited. The grievance redressal mechanism remains active through grievance redressal cell and Anti ragging cell.

Observation of Days: The institute observes the national and International days to commemorate the occasions. International Women's Day, International Yoga Day, World AIDS Day, World No Tobacco Day and National Girl Child Day etc. are observed by NSS, YRC, Rover and Ranger Units. Independence Day, Republic Day and Human Rights Day etc. are observed to honour the Constitution of India. Our College also organises events like Awareness Rallies, Essay, Debate, Quiz, Painting, Song and Dance Competitions which inculcates moral and ethical values among the students. Science Society of the College celebrates National Science Day on 28th February to create scientific temperament among the students. Students actively participate and exhibit their innovative projects and models which help them to

develop scientific temperament within themselves. Road Safety Awareness Programmes, Vigilance Awareness Week, International Youth Day, Swachha Bharat Abhiyan etc. are organised by the institution to inculcate the ethics and values among the students. World Environment Day, Vanamahotsava Week and World Forestry Day etc. are observed to create awareness for protection of environment and conservation of nature among the students.

Nilamani Mahavidyalaya, Rupsa, Balasore assures gender equity in the campus. It is evident by its various gender sensitisation programmes undertaken from time to time during the academic year. Both the boys and girls as well as weaker sections of the society are given equal opportunity in both curricular and extracurricular activities like learning, sports, cultural and extension activities. The college has organised Gender Sensitisation Training Programmes to fulfil the objectives of Gender Equity. Gender Sensitisation Training Programme creates consciousness, sensitivities and modification of behaviour by raising awareness among the students. It is possible with the proper education and awareness programmes. It also empowers the weaker sections leading to the improvement of leadership attitude and self-confidence. The main objective of gender sensitisation training programme is to aware both boys and girls about gender issues leading to creation of positive values among the girls in order to materialise their legal rights.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)

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

Response:

Unity in diversity is the fundamental feature of Indian Society. Despite the diversity among the students and staff Nilamani Mahavidyalaya provides a conducive atmosphere for the development of teaching learning process through the optimum utilisation of academic facilities and massive participation in curricular and extra-curricular activities without any discriminination. Principal always maintains co-ordination among the employees so as to draw the best of their services irrespective of their positions.

The College has been playing a predominant role in maintaining peace, prosperity and integration with traditional values. To build a nation of youths with moral pursuit; the college organises different programmes to promote ethical, cultural, and spiritual atmosphere for the students and staff. Awareness rallies are organised for inculcating the values of tolerance and harmony. National, Regional Festivals and Days of cultural importance are also organised. Annual function is celebrated every year in the college to facilitate the students performing different cultural programmes to strengthen our cultural diversities. NSS Units have organised cultural programmes in the adopted villages for strengthening cultural diversities to improve cultural value, social harmony and unity among the masses. The college has observed National Science Day, International Yoga Day, Teachers Day, International Women Day etc.. The college also celebrates birth and death anniversaries of eminent personalities like Fakir Mohan Senapati, Manoj Das, Radhanath Ray and Bagha Jatin etc. to memorise their contributions towards the society. The college organises Basanta Utsav to facilitate and expose the talent of the students and poets of the locality. To maintain linguistic importance the college publishes "Smruti Saurav"-the college annual magazine. The college has different grievance redressal cells to deal with grievances of the students and staff. Not Only the students and employees but also the masses of this locality respect the institution for its contribution to social development. The college is recognised in the vicinity as a ''centre of social transformation''. To inculcate rights and duties, moral obligation and responsibilities among the students; they are advised to be regular, punctual and sincere in academic and co-curricular activities. The teachers have been trying their level best to improve the skill of clarity, precision in their method of teaching, promote affection and united approach to each and every one. They have been developing their creativity, innovative mind and communication skills with others. Alumni members have been supporting for the promotion of academic, extensive and cultural activities of the institution. In order to promote the civic consciousness and social responsibilities among the stake holders, the college has been organising a number of discussions on the preamble of the constitution, fundamental rights and duties, the celebration of Republic Day, Independence Day, National Youth Day, NSS Day and Utkal Diwas etc.. Women Empowerment Programmes have been organised from time to time. Students and Faculty Members of Dept. of Political Science have visited Anko Gram Panchayat to be aware about Panchayatiraj System. Most of the activities are conducted in collaboration with YRC and NSS Units that can reflect the democratic ideologies of the college.

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

7.2 Best Practices

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

Response:

Best Practices-I & II

The following activities are undertaken as Best Practices by Nilamani Mahavidyalaya, Rupsa, Balasore.

1. Donate Blood-Save Life 2. Training Programme on Mushroom Farming

Best Practice-I

1. **Title of the Practice : "Donate Blood-Save Life"**
2. **Objectives of the Practice :**

? To motivate the students by adopting the slogan "Donate Blood-Save Life".

? To create awareness and motivate students for Voluntary Blood Donation.

? To inculcate the sense of social responsibility among students.

? To develop sensitivity among students and masses regarding maintenance of a

healthy lifestyle.

?To sensitise the need of blood donation to the needy in time.

?To instill the feeling of helping others to live life with their precious donation.

?To motivate all students and staff to take a pledge to donate blood at least once in a year.

?To aware of the scientific information about the blood group among the Blood Donors.

- **Context :** Rupsa is 25 Kilometres away from Fakir Mohan Medical College and Hospital, Balasore. Hence; saving a life in urgent cases becomes the responsibilities of the student volunteers. Generally; Students and Volunteers donate blood. Organisations from outside request the college to conduct Awareness Programmes on Voluntary Blood Donation to enhance the social outlook. NSS and YRC Units of the college organise Awareness Programmes on Voluntary Blood Donation and facilitates Voluntary Blood Donation Camp with the help of Odisha Blood Centre, Balasore.
- **The Practice :** The College has a very active Blood Donation forum functioning under the leadership of NSS and YRC. It inspires the students to care for one another and promote community relationships. Prior to donation the Blood Donors are tested to identify their health standard. Donors are informed that by each donation their blood cells would be activated and smartness in the blood would be present on every occasion. Blood Donors would be provided with scientific information regarding the blood group and its associated diseases.
- **Evidence of Success:** Blood Donors are undergone for free health check-ups in identifying the Pulse Rate, Blood Pressure, Body Temperature and Hemoglobin level. They would be informed of their Blood Group.
- They are provided Certificate of Appreciation by the Blood Bank.
- **F**The unhealthy students are provided free medical advice.
- **Problems Encountered:** We come across a lot of myths and misconceptions regarding blood donation prevalent among students and public. Most of them fear pain during donation and infections acquired from the use of non-sterile instruments during donation. So many people believe that blood should not be shared. Students coming from the rural set up were found to be ignorant of their health status.
- **Solutions Provided:** The weak students are advised to take medicines for their unhealthy conditions. A database comprising of the blood groups of the Blood Donors would be created and maintained. Any recipient can approach the college to get the donors number. Thus; the college could connect to the society. The continuous awareness campaign would create a positive environment to spread the value of blood donation.

- **Best Practice – II**

- **Title of the Practice : Training Programme on Mushroom Farming**
- **Objectives of the Practice :**
- To improve the socio economic status of the farmers

- To solve the employment problems of rural economy and creating Self Employment.

  ? To prevent oneself and the community from being affected by poverty

  ?Environmentally sustainable.

  ?To develop agricultural skill among students and the SHG members.

  ?Institutional accountability towards society.

  ?To develop a sense of responsibility and entrepreneurship mindset

- **The Context :** The college is located in a rural area at a distance of 30 K. M. from the sea-shore. Most of the students of the college are from rural set up having agricultural background. Many SHGs and individuals are working on mushroom farming as raw materials are easily available in the locality. The product has also high demand in the local market. It is eco-friendly. It could help our students and SHG members in earning active and passive income in future too.
- **The Practice :**

- It has been decided to train the students and SHG members. Students of the college are from agrarian families. Therefore, the college has decided to create a model for them by introducing this as a best practice. The students have collected straw and bamboos from local farmers and approached them for support. As it is new for the students, they are found highly motivated and curious to learn new things. They have shown keen interest and participated in the practices. They became happy while they saw mushroom on their beds after seven days. Nilamani Mahavidyalaya has organised the Training Programme on Mushroom Farming for SHG Members and Villagers to improve their socio economic status.

- **Evidence of Success:**

- Students and SHG Members have keen interest in the practice. They have shown their interest in preparing the mushroom beds, watering, harvesting and selling the product. As a result there is increase in the sense of responsibility among the students. It developed confidence among the students that they can cultivate mushroom independently and a sense of entrepreneurship mindset to take risk in future. Accordingly; SHG members of the locality are trained to continue Mushroom Farming.

- **Problems Encountered and Resource Required**

- Due to lack of practical knowledge, they have found a lot of problems and confusion . But their continuous effort led them towards success. They were in doubt whether they would be successful in this cultivation or not. Their selfless effort in approaching local people in collecting materials and expert for training brought them out with flying colours. The pandemic has adversely affected our ongoing initiatives.

- **Solutions Provided:** The practice is implemented effectively with the help of Faculties and master trainers of the programme. The aim of this practice is to encourage students to become genuine agents of change, committed to develop their own skill, developing the skill. SHG Members and Villagers are suggested to sell their products to the vendors in the District Level.

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File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Nilamani Mahavidyalaya, Rupsa, Balasore is a premier institution of Higher Education in Odisha. It has gone through several transformations, infrastructural and otherwise, ever since its establishment in 1976. It has incepted its clear vision to promote higher education in the area catering educational need to the youth and awareness of public. Its motto is well inscribed in its crest of arm enshrining the Vedic Version ''Vidya Dadati Gyanam'' which means Education begets wisdom and illumination. The College aims to preserve its position as the "Temple of Learning". It envisions itself as the one-stop destination for Higher Education for students from diverse social and economic backgrounds.

The college has been working in the path of contributing higher education and disseminating knowledge to the learners more than four decades. It has been able to bring an overall transformation in socio-economic and cultural upheaval of the area. The college has taken keen initiative to build the students how to academically excel and lead a better life through learning, literary, cultural, sports, add on programmes, self defence training programme, best practices and extension activities.

One of the priority areas of the educational programme of the college is providing quality education through learning, literary, cultural, sports, add on programmes, self defence training programme, best practices, development of leadership qualities through extension activities and Career Counselling etc. to the learners with a thrust upon socially disadvantaged groups and girl students. With an aim to enable all the learners to be intellectually sound, this institution provides to the learners a hope of opportunities through organising teaching-learning activities in an effective manner. Over the years in its academic journey, priority is given to provide quality education to all within an inclusive framework. All efforts are made and geared to achieve the goal of making our learners intellectually sound and socially alert. More precisely, students are expected to exhibit a high calibre of intellectuality with a sound base of knowledge in their academic areas. Our dedicated faculty members continuously try their level best to improve their teaching-learning methods as per the academic needs of the learners.

Focus of the teaching is on quality and quality teaching leads to good learning. In the process, our students have made their marks in their respective disciplines with the active support, proper guidance and continuous supervision.

The College aims to achieve a distinctive national identity in the fields of collaborative practice, extension, resource development and social literacy.

In order to enrich the literary, sports and cultural back ground of the students the college organises different literary, cultural and sports competitions such as Odia and English Essay, Debate, General Knowledge, Quiz, Art, Poster, Song, Dance, Mono Action, Running, Long Jump, High Jump, Javelin Throw, Discuss Throw, Shot Put Throw, Volley Ball Match, Cricket Match etc. among the students . It also organises seminars, workshops, discussions and awareness programmes for the intellectual

development of the students. Apart from this the college has introduced various Add on Programmes like Bhagbat Gita, Yoga Training Programme, Spoken English Courses etc. to enable the students for their all round development. Best Practices like Donate-Blood, Save Life, Training Programme on Bio-Fertiliser in Rice Cultivation, Counselling to Improve Maternal Nutrition and Training Programme on Balanced Diet to SHG Members of Local Villages through Awareness Programme on Poshan Abhiyan, Awareness Programme on COVID-19,Training Programme on Mushroom Farming, Vermin Composting, Preservation and Conservation of Nature through Plantation etc. also enhances the social responsibility of the students to be a part of the society and to work with the community for its development and betterment.

Self Defence Training Programme is a scheme introduced by Govt. of Odisha to provide Self Defence Training to the Girl Students continuing higher education. The main objective of this training programme is to decrease the drop out rates and make girl students more confident by empowering them to defend themselves in times of danger and sexual abuse. This programme empowers girl students who are ready to take on challenges about women safety, alerting and encouraging them to speak out about situations that are undesireable.

So far as development of leadership qualities is concerned students are enrolled in different social service schemes like; National Service Scheme, Youth red Cross, Rovers and Rangers and Eco-Club etc. as volunteers. These Schemes provide a platform to the student volunteers to visit the community to identify the needs of the masses. Accordingly they sort out the problem areas of the masses of the rural set up and provide them certain tips to solve their problems. Awareness Rallies are organised at village level in order to aware the people on Swachha Bharat Abhiyan, Sanitation, Protection of Environment and Conservation of Nature through Plantation, Sarvasiksha Abhiyan, HIV/ AIDS, Voluntary Blood donation, Road safety, Cyber Crime, Human Right, Child Right and RTI etc. by the Student Volunteers. They are assigned the group leadership assignments for event management which develops the leadership qualities among them. The Volunteers also attend National Integration Camp, Adventures Training Programme, Trekking, Youth Red Cross Study-cum-Training Camp, Pre-Republic Day Parade Programme, Republic Day Parade Programme, Bharat Darshan, District Level Volunteers Leadership Development Training Programme etc. which provide the a forum to exchange their ideas with the volunteers of other states of India leading to the lierary and cultural development among them.

Career Counselling Programmes are organised by the College Career Counselling and Guidance Cell to provide information to the students regarding higher studies and job opportunities available to them after completion of UG Courses. This programme assists our students in decision making by providing information about the chosen career path, other available career options, their pros and cons, job prospects and help them locate resources for obtaining important career related information and livelihood.

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5. CONCLUSION

Additional Information :

Rupsa, where the college is situated, has a very rich cultural heritage and historical significance. The land is home to many brave and valiant freedom fighters. It is 20 kms away from the district headquarters. The famous Baghajatin Smruti Pitha built in memory of famous freedom fighter Baghajatin is situated 10 kms away from it. There are important landmarks like Laxminarayan temple, Padmakishore temple and the age old Padmakishore Pond situated in this area. The rare narrow gauge train connectivity from Rupsa to Baripada famously known as Mayurbhanj State Railway built by King Sriram Chandra Bhanja Deo in the year 1905. The college was awarded with Pakruti Mitra award for the year 2006 and 2012 by Department of Forest and Environment, Govt. Odisha. The college was recognised as best educational institution for Plantation in 2021.

Concluding Remarks :

The College is one of the premier educational institutions in the District. It has been working sincerely and has the potential to achieve its goals. We have also made attempts to relieve the youth from the tyranny of purely academic and theoretical exercises. Students are made to focus on self study and do social and community works so as to reduce the gap between the educated elite and the common masses and to develop a 'feel' of the grass root realities. We are privileged to have a Principal packed with verve and energy, swayed with imagination and enthusiasm. He is pro-active rather than reactive. He is endowed with appropriate skills and proper mind-set to lead the institution forward. The information furnished in the SSR is based on our observation and estimation of all the facilities available at our college. It is up to the NAAC peer team to assess and evaluate different aspects of our college and share their valuable suggestions for future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Add on /Certificate/Value added programs offered during the last five years** Answer before DVV Verification : Answer After DVV Verification :4 Remark : Input edited as per given clarification documents, considering only the program with proper with geo-tagged photos. PGDCA is not consider as add on program.
1.2.2	**Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years** 1.2.2.1. **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
319	148	210	261	389 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
317	148	30	00	00	 Remark : Input edited as per above metric, excluding the students of PGDCA, considering only the 5 add-on program as per above metric. And input is edited as per above. Some of the list of students are not visible
1.4.1	**Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)** Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : HEI not provided a feedback analysis reports on given feedback.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of students admitted year wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
284	265	301	322	312	 Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
304	265	282	305	323

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

2.1.2 | **Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
72	77	72	52	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
75	63	60	79	50

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

2.4.1.1. **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	33	33	33	33

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
38	38	38	38	38

2.6.2 | **Pass percentage of Students during last five years**

2.6.2.1. **Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
188	207	210	218	124

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
188	207	210	219	124

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
239	246	287	220	159

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
239	246	287	239	159

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	4	21	17	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	10	7	8

Remark : Input edited as per given reports, some of the reports are Incomplete

3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/**

YRC etc., year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47	24	18	20	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	8	3	10	11

Remark : Input edited as per given clarification documents.

4.1.2

Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

   4.1.2.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	9.13167	7.749	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : HEI has not highlighted the relevant expenditures, hence input is consider.

4.4.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24.81701	2.72872	45.73419	26.80055	20.06180

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Input edited as per given documents. HEI has not highlighted the relevant expenditures

| 5.1.1 | **Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years** |

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
435	349	331	328	348

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
435	349	331	328	348

| 5.1.2 | *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

Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: E. None of the above
Remark : HEI not provided any supporting documents.

| 5.2.2 | **Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)** |

5.2.2.1. *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	0	0	0

5.2.2.2. **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State**

government examinations) year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
05	0	02	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
188	0	02	0	0

Remark : As per 2.6.2.1 input edited

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	02	02	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Given awards are NSS awards ,not to be considered as Sports and Cultural awards.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	10	08	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	02	02

	Remark : Input edited as per given clarification documents.

6.2.2	**Implementation of e-governance in areas of operation**
	
	    1. **Administration**
	    2. **Finance and Accounts**
	    3. **Student Admission and Support**
	    4. **Examination**
	
	    Answer before DVV Verification : B. Any 3 of the above
	    Answer After DVV Verification: D. Any 1 of the above
	Remark : Input edited as per clarification response.

6.3.3	**Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**
	
	  6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**
	    Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	5	1	0

    Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	5	1	0

  6.3.3.2. **Number of non-teaching staff year wise during the last five years**
    Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

    Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	21	21	21	21

    Remark : Input edited as per IIQA for 6.3.3.2

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):**

	Answer before DVV Verification : 48 Answer after DVV Verification : 39
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	25	28	28	27

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	31	34	33	34