YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	Womens College Rayagada
• Name of the Head of the institution	Dr Archana Patnaik
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	9438106011
• Mobile No:	06856223130
• Registered e-mail	archanapatnaik71@gmail.com
• Alternate e-mail	womenscollegergd@gmail.com
• Address	Goutam Nager, Rayagada
• City/Town	Rayagada
• State/UT	Odisha
• Pin Code	765001
2.Institutional status	
• Affiliated / Constitution Colleges	
• Type of Institution	Women
• Location	Semi-Urban
• Financial Status	Grants-in aid

• Name of the Affiliating University	**Berhampur University**
• Name of the IQAC Coordinator	**Dr Sarita Mishra**
• Phone No.	**7978659361**
• Alternate phone No.	**9777106441**
• Mobile	**7978659361**
• IQAC e-mail address	**wcriqac1982@gmail.com**
• Alternate e-mail address	**saritamishra.exp@gmail.com**
3.Website address (Web link of the AQAR (Previous Academic Year)	http://womenscollegerayagada.in/wp-content/uploads/2019/12/AQAR.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://womenscollegerayagada.in/academic-calendar/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**C++**	**67.10**	**2007**	**31/03/2007**	**31/03/2012**

6.Date of Establishment of IQAC	**22/11/2014**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Higher Education Department	**OHEPEE**	**Government of Odisha**	**2019 4**	**4.52 crore**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	2

• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• If No, please upload the minutes of the meeting(s) and Action Taken Report	View File	

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

- Inter disciplinary lecture sessions -Training on Spoken English -State level webinars by seven departments -Naac accreditation process initiated -career counselling through virtual mode

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Career Counselling Programme	90 numbers of students attended the career counselling programme through online mode
Training on Spoken English	49 numbers of students attended the spoken English training session through
Interdisciplinary Lecture Sessions	40 numbers of students attended three days interdisciplinary lecture sessions
Vocational Training on IT Skills	57 numbers students attended the said training programme
Six departments organised Webinars in collaboration with IQAC	All departments students benefited out of this webinar

13.Whether the AQAR was placed before	Yes

statutory body?

- Name of the statutory body

Name	Date of meeting(s)
Governing Body	30/06/2021

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	20/01/2022

15.Multidisciplinary / interdisciplinary

16.Academic bank of credits (ABC):

17.Skill development:

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

20.Distance education/online education:

Extended Profile

1.Programme

1.1   08

Number of courses offered by the institution across all programs
during the year

File Description	Documents
Data Template	[View File](#)

2.Student

2.1   **234**

Number of students during the year

File Description	Documents
Data Template	[View File](#)

2.2   **114**

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

File Description	Documents
Data Template	[View File](#)

2.3   **168**

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	[View File](#)

3.Academic

3.1   **16**

Number of full time teachers during the year

File Description	Documents
Data Template	[View File](#)

3.2   **19**

Number of Sanctioned posts during the year

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	**08**

File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	**234**

File Description	Documents
Data Template	View File

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**114**

File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	**168**

File Description	Documents
Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	**16**

File Description	Documents
Data Template	View File

3.2 Number of Sanctioned posts during the year	19

File Description	Documents
Data Template	No File Uploaded

4.Institution

4.1 Total number of Classrooms and Seminar halls	28
4.2 Total expenditure excluding salary during the year (INR in lakhs)	15,84,381/-
4.3 Total number of computers on campus for academic purposes	7

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Women's Degree College Rayagada is affiliated to Berhampur University, Odisha and it follows the University prescribed curriculum.The college has a systematized mechanism for analyzing and ensuring the objectives of the curriculum. Different steps which are followed by the institution to ensure effective curriculum delivery through a well planned and documentation process are as follows:-

- **Each academic session starts with student counseling program to welcome the new students and to acquaint them the academic course and college activities.**
- **Syllabus of each subject for the academic session is provided to the students. Then topic wise syllabus distribution among the faculty members of the departments are done based on the expertise of the individual faculty member before the start of the semester class .**
- **All the teachers are instructed to prepare lesson plan at**

the beginning of academic session which is a documented process .It is based on the preparation of synopsis on each topic. Each topic is also divided into different components. The subject faculty member decide the number of classes required and accordingly curricular time table is decided and classes are allotted for each topic.

- Lesson Plan has two sites: one is planning and second is reporting on progress . The implementation of lesson plan depend on plan, date, time and topic to be covered as per lesson plan. The lesson plan is subject to verification by Departmental Heads and the Principal of the college. The lesson plans are verified on quarterly basis. In case of any deviation in the lesson plan and progress register, it is immediately communicated to the concern teacher for rectification. In fact there is no flexibility in the curriculum as it is prescribed by Berhampur University and Higher Education Council.

- The CBCS curriculum has been followed since 2016-17 academic session and currently CBCS Model syllabus has been followed since 2019.

- If the course is not completed in time as per the lesson plan due to unavoidable circumstances then the teachers engage some extra class to finish the course in time.

- The Teachers also take extra classes to clarify the doubts of the students, revision of topics, Questions and Answers discussion, surprise tests for the effectiveness of curriculum implementation.

- Conventional mode of classroom teaching is done using chalk, blackboard, greenboard, maps, diagrams and charts besides adherence to ICT like Digital projector, internet, e-library etc. to simplify the teaching-learning process.

- Beside chalk and talk method, the classroom teaching is also supplemented with seminar, quiz, workshops, special lectures, group discussions, assignments, educational tours and field trips for the effective delivery of the curriculum, which are done in a planned manner. Records are maintained by each department and information is provided to IQAC for documentation.

File Description	Documents
Upload relevant supporting document	No File Uploaded
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

- **The Annual Academic Calendar is prepared according to the University Calendar prior to the commencement of the academic year by IQAC, specifying available dates for significant activities to ensure proper teaching, learning and evaluation process and it is also displayed in the students', teachers' Notice Board and College website.**
- **The college also follows the Common Minimum Standard Guidelines prescribed by Department of Higher Education for curriculum implementation.**
- **Theory and practical classes are held according to the Time Table which is prepared prior to the commencement of the academic year by the Routine Committee and is published in students and teachers notice board and college website.**
- **Continuous evaluation is maintained throughout the year by conducting tests after completion of every unit to ensure thorough understanding. Apart from this the college conduct internal assessment called Mid- semester exam and End semester exam which is conducted twice in a year as per the academic calendar notified by Berhampur University .Transparency and impartiality are maintained in the evaluation process.**
- **The students performance and learning outcome of all program offered by Women's College Rayagada is communicated through college website.**

If the course is not completed in time as per the lesson plan due to unavoidable circumstances then the teachers engage some extra class to finish the course in time

File Description	Documents
Upload relevant supporting documents	No File Uploaded
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

`E. None of the above`

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	No File Uploaded
Any additional information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

8

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

0

File Description	Documents
Any additional information	**No File Uploaded**
Brochure or any other document relating to Add on /Certificate programs	**No File Uploaded**
List of Add on /Certificate programs (Data Template)	**No File Uploaded**

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

0

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

0

File Description	Documents
Any additional information	**No File Uploaded**
Details of the students enrolled in Subjects related to certificate/Add-on programs	**No File Uploaded**

1.3 - Curriculum Enrichment

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

The College offer seven general and one compulsory UG course which address Gender, Human values, Environment and sustainability . All the courses are affiliated to Berhampur University. The courses are as follows:

Human right in a comparative perspective:It is an undergraduate general paper offered with political science Honours. It consists of 100 marks and include following topic in its curriculum.UNIT-1: Human Rights: Theory and institutionalization: a Understanding Human Rights, Three generations of rights b. Institutionalization: Universal declaration of Human Rights c.Rights in National Constitutions: south Africa and India.

UNIT-II: Issues : a Torture: USA and INDIA b. Surveillance and Censorship : China and India c. Terrorism and insecurities of Minorities: USA and India.

UNIT-III :Structural Violence -I: a. Caste and Race: South Africa and India

UNIT-IV : Structural violence-II: b. Gender and Violence: India and Pakistan c. Adivasis/ Aboriginals and the Land Question: Australia and India.

History and Culture of Odisha – It is an undergraduate Discipline Specific Elective paper offered with History Honours. It consists of 100 marks and include following topic in its curriculum.

Unit: I 1. Buddhism in Odisha 2. Jainism in Odisha 3. Saivism in Odisha.

Unit: II 1. Saktism and Tantricism in Odisha 2. Growth of Vaishnavism in Odisha and Cult of Jagannath

 3.Growth of Odia Literature : Sarala Mahabharata 4. Pancha-Sakha Literature.

Unit: III 1. Buddhist Art and Architecture 2. Jaina Art 3. Evolution of Temple Architecture

 Parsurameswar, Mukteswar, Lingaraja, Jagannath and Konarka.

Unit: IV 1. Christian Missionaries – Education and Health 2. Mahima Movement and its Impact 3. Neo-

 Hindu Movements – Brahmo, Arya Samaj.

MARRIAGE & FAMILY RELATIONSHIP :- It is an undergraduate Discipline Specific Elective paper offered with Home science Honours. It consists of 100 marks and include following topic in its curriculum.

Objectives: To understand the concept of marriage & its importance in family life. To acquire knowledge about the different pattern of marriage rituals & ceremonies existing in Indian society. To understand the problems of Family & Marital life prevalent in the society.

UNIT I: Marriage as an Institution . Meaning, definitions, functions& importance of marriage. Types of

marriages- Monogamy, polygamy, Exogamy, Endogamy, polyandry, Polygyny. Marriage in

contemporary society.

UNIT II: Marriage Rituals & Ceremonies in different Indian Communities . Significance of marriage.

Process of marriage among Hindu, Muslim & Christian Community. Adjustments in marriage-

Sex, financial, in laws and among working couples.

UNIT III: Family, kinship and relationship . Meaning, definition, importance, characteristics & functions of

family. Contemporary Family types prevalent in India. Family life Cycle: meaning, importance,

& stages of family life cycle. Family- in- transition- Merits & demerits.

UNIT IV:Problems of Family . Prolonged sickness/illness, accidents widowhood, unemployment,

economic distress /poverty, broken family, family with a disables and suicide in the family.

Marital problems-Marital disharmony& conflict, separation & divorce, single parenthood, loss

of spouse. Practical 1. Do a Project work on a topic related to marriage and family.

PUBLIC NUTRITION :- It is an undergraduate Discipline Specific Elective paper offered with Home science Honours. It consists of 100 marks and include following topic in its curriculum.

Objectives:- To understand the importance of public health nutrition and its role .To gain knowledge on different ongoing nutrition programmes. To study the different methods for assessment of nutritional status.

Unit 1: Concept and scope of public nutrition . Definition, Concept and Scope of public health nutrition

Objectives , principles and scope of nutrition and health education and its promotion .Role of

 Public nutritionist

Unit II: Nutritional problems and their implications Etiology, prevalence, clinical features and preventive

 strategies of Under nutrition . Protein energy malnutrition, nutritional anemia, vitamin A

 deficiency, iodine deficiency disorders. Over nutrition- obesity, coronary heart disease, diabetes.

 Fluorosis

Unit III: Assessment of nutritional Status .Objectives and importance . Methods of Assessment A. Direct-

 Clinical signs, nutritional anthropometry, biophysical tests. B. Indirect- Diet Surveys, Statistics.

Unit IV : International and National Nutrition Policy and Programmes: International Agencies and their

 functions – World Health Organization (WHO), Food and Agriculture Organization (FAO), United

 Nations International Children's Emergency Fund (UNICEF), Cooperatives for Assistance & Relief

 Everywhere (CARE). National Agencies and their functions , Indian Council of Agriculture (ICAR),

 Indian Council of Medical Research (ICMR), National Institute of Nutrition (NIN). National

 Institute of Public cooperation & child development(NIPCCD) .

GENDER AND HUMAN RIGHTS :- It is an undergraduate Generic Elective paper offered with English Honours. It consists of 100 marks and include following topic in its curriculum.

Objectives: This paper seeks to familiarize the students with issues of inequality, and oppression of caste, race and gender.

UNIT 1: (i) Unit I and II of Gender Sensitivity (UNESCO Module 5).

UNIT 2: (i) " Castes in India": Dr Babasaheb Ambedkar.

UNIT 3: (i) We Should All Be Feminists by Chimamanda Ngozi Adichie.

UNIT 4: (i) Sultana's Dream (a novella): Rokeya Sakhawat Hossain.

WOMEN'S WRITING:- It is an undergraduate Core paper offered with English Honours. It consists of 100 marks and include following topic in its curriculum.

Objectives: The paper seeks to acquaint the students with the works of women writers from different cultures and nations in various genres. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.

UNIT 1: Virginia Woolf (i) "Chapter 1" from A Room of One's Own

UNIT 2: Charlotte Bronte (i) Jane Eyre

UNIT 3: (i) Kamala Das, 'An Introduction', 'The Sunshine Cat'

  (ii) Sylvia Plath, 'Mirror', 'Barren Woman'

  (iii) Eunice de Souza, 'Women in Dutch Painting', 'Remember Medusa'

  (iv)Shanta Acharya, 'Homecoming', 'Shringara'

UNIT 4: (i) Ashapurna Devi, The Distant Window.

INCLUSIVE EDUCATION : It is an undergraduate Discipline Specific Elective paper offered with Home science Honours. It consists of 100 marks and include following topic in its curriculum.

Learning Objectives:-

·Define meaning and scope of inclusive education.

·identify the assumptions of disability underlying current general and special education

practices

·understand the various suggestions given by different recent commissions on

education of children with disabilities for realizing the concept of "Universalization of

Education";

·explore and utilize pedagogical approaches that can support students with a variety of

learning profiles in respectful ways

·explain the meaning and implications of universal design in learning (UDL) for

classroom pedagogy

·examine the different support services and collaboration for inclusive education

UNIT 1: Meaning, Genesis and Scope Inclusive Education

(i)Special education and inclusive education: concept and principles. (ii)Historical developments of special and inclusive education in India. (iii)Medical and social models of disability. (iv)Examining the practice of labeling. (v)Social, psychological and educational contexts of inclusion

UNIT 2: Polices & Frameworks Facilitating Inclusive Education

(i)International Declarations: Universal Declaration of Human Rights (1948), World

Declaration for Education for All (1990). (ii)International Conventions: United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) (iii)International Frameworks: Salamanca Framework (1994), Biwako MillenniumFramework of Action (2002) . (iv)Constitutional Obligations; RCI Act 1992; PwD 1995 and NTA 1999; RTE-SSA and RPD Act. 2016.

UNIT 3: Understanding and Support Needs of Students with Disability(i)Understanding and support needs of students with

different labels of disability including: autism, learning disabilities, speech & hearing disability, blindness, and intellectual disabilities in inclusive classroom.

UNIT 4: Frameworks, Support and Collaboration for Inclusive Education(i)Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment(ii)Principles of Differentiated Instruction and Assessment(iii)Capacity Building of Teachers for Inclusive Education(iv)Assistive Technology & Devices for Inclusive Education.

One Compulsory B.A./ B.Sc. Honours and General Compulsory course which is offered in +3 1st Semester is

Environmental Studies: This is a compulsory course offered to First year UG students. It consists of 100 mark and following topic in its curricula.

UNIT- I: Introduction to Environmental Studies, Ecosystem, Pollution 1. Scope and nature of Environmental studies, Man and Environment, Structure and function of ecosystem; energy flow in the aquatic ecosystem 2. Environmental pollution: types, causes, effects and controls of air and water pollution, climate change, global warming, green house effect, ozone layer depletion.

UNIT-II: Natural Resources 1. Land resources and land use changes, land degradation, soil erosion and desertification, Alternate energy resources, Deforestation. 2. Water: Use and over exploitation of surface and ground water, floods, droughts, conflicts over water (national and inter-state).

UNIT-III: Biodiversity and Conservation 1. Levels of biological diversity: genetic, species, and ecosystem diversity, Conservation of biodiversity, Biogeographic zones of India. 2. Threat to biodiversity: Habitat loss, poaching of wild life, man-wild life conflicts, Endangered and endemic species of India.

UNIT-IV: Human Communities and the Environment 1. Human population growth: Impacts on environment, human health and welfare. Disaster management: floods, earthquakes, cyclones and landslides. 2. Environmental ethics, Environmental education, awareness and audits. Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.

- The institution also organizes guest lectures and talks inviting speakers to deliver relevant information to

- students on such topics.
- **The girls wing of NCC as well as NSS unit of the college has taken up issues pertaining to gender, health, human rights.**
- **For dealing with professional ethics, each department through their interaction with the students in the classroom gives them basic idea on professional ethics.**

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	No File Uploaded

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

6

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	No File Uploaded
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	No File Uploaded

1.3.3 - Number of students undertaking project work/field work/ internships

129

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

D. Any 1 of the above

File Description	Documents
URL for stakeholder feedback report	No File Uploaded
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	No File Uploaded
Any additional information(Upload)	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	No File Uploaded
URL for feedback report	Nil

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

256

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	[View File](#)

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

199

File Description	Documents
Any additional information	[View File](#)
Number of seats filled against seats reserved (Data Template)	**No File Uploaded**

2.2 - Catering to Student Diversity

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

Teachers of different department review the academic performance of the students from class room lecture, discussion, laboratory practical, surprise test, classroom presentation, seminar help in assessing the number of advanced learners and slow learners.

Slow learners: The following steps have been adopted to improve the standard of slow learners

- **Special attention is given to the students through doubt clearing session and addressing the personal difficulties regarding the subjects through extra classes.**
- **At the beginning of the session, the fundamentals are taught and unit wise conceptual fundamentals were given for the better understanding of the subjects.**
- **The basic concepts related to syllabus which could not be grasped easily, are repeatedly cleared in consequent classes.**
- **Students are encouraged to ask questions and clear their doubts.**
- **Extra Classes are conducted for the full coverage /completion of the syllabus, where the interactive learning sessions are encouraged.**

- **Slow learners are specially advised and counseled by the respective subject teachers and HODs.**

Advanced learners: The following steps have been adopted to improve the standard of slow learners

- **They are motivated to achieve to strive for better performances.**
- **They are also provided with additional inputs for better career planning.**
- **Experts from various Industries, Academic Institutions, Universities, and Professional Institutions are invited to give advanced inputs (Lecture, Motivational talk, Career Guidance) to the students.**
- **Students are encouraged to obtain University Rank and secure outstanding Grade in semester Examination.**
- **Students are given awards, prizes for different outstanding achievements in academic performance.**
- **For different professional Examinations, Magazines, GK Books, News Papers (English, Odia, and Hindi) are being provided.**
- **Extra Moral and interdisciplinary counseling with interactive sessions are held to motivate the students.**

Proctors help the advanced learners to opt for a better career in securing good results in academics

File Description	Documents
Link for additional Information	**Nil**
Upload any additional information	**No File Uploaded**

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

Number of Students	Number of Teachers
250	**11**

File Description	Documents
Any additional information	**No File Uploaded**

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

Women's Degree college Rayagada caters to the higher academic needs of the students coming from different areas of the districts such as: Rayagada, Koraput, Kalahandi, Phulbani etc. Since they come from a very poor economic background, their learning process has become very slow. So, in the teaching and learning process, student-centric processes are preferred. It includes interactive classes, doubt clearing sessions, field studies, question answer discussion etc. Experiential Learning is also given through exposure visit, survey work, practical work etc. Participatory includes seminar presentation, debate, easy writing, different curricular and extracurricular and extracurricular or activities. The problem solving methodologies are also adopted to orient the students with the subject specific approaches. It is done through discussion, examinations and presentations.

File Description	Documents
Upload any additional information	**No File Uploaded**
Link for additional information	**Nil**

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The teachers of different departments generally uses the ICT tools like ppt presentations, Google classroom, Google meet and online learning platforms. The students are supplemented with links and website addresses so that they can google on the topics and study . The teachers of different departments also shares ppts on different topics to students through whatsapp group.

File Description	Documents
Upload any additional information	**No File Uploaded**
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	**Nil**

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

2.3.3.1 - Number of mentors

16

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	**No File Uploaded**
Circulars pertaining to assigning mentors to mentees	**No File Uploaded**
mentor/mentee ratio	**No File Uploaded**

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

16

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<u>View File</u>
Any additional information	**No File Uploaded**
List of the faculty members authenticated by the Head of HEI	**No File Uploaded**

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

3

File Description	Documents
Any additional information	**No File Uploaded**
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	<u>View File</u>

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

2.4.3.1 - Total experience of full-time teachers

31

File Description	Documents
Any additional information	**No File Uploaded**
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	[View File](#)

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

In all the examinations arranged by the College (Surprise Tests, Mid-Term Tests scheduled by the Berhampur University). Results are duly intimated to the examinees within 7 to 10 days of the examination. The students are provided with the corrected answer-scripts by the relevant faculty members. With the commencement of the new session, Mid semesters are scheduled to be held for the honours students. The students are provided with the corrected answer-scripts of the mid-semester so that they can be aware of their mistakes. If the students express their difficulties in understanding the questions which were set in the tests, the questions and the topic on which such questions were set are discussed in the lecture-hour by the faculty member. The students are often suggested to write the answers corrections are duly made by the examiner and the corrected marks is officially posted against the name of the concerned student. However since the responsibility of publication of board examination results lies solely with the Berhmpur university.

File Description	Documents
Any additional information	**No File Uploaded**
Link for additional information	**Nil**

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

The students are provided with the corrected answer scripts by the relevant faculty members. The doubt and enquiries of the students regarding the pattern of optimal answers are clarified by the examiners. If there is any tabulation related error in the assessment, corrections are duly made by the examiner and the corrected marks is officially posted against the name of the concerned student.

If ant severe discrepancy of result is found on the students came with application then the grievance is immediately taken care by the examination cell. If the mistakes were happened at college level with appointment authority. The mistakes are found with the university then that is also communicated to the controller of examination and sort out immediately and compiled the issue. In the last five years rectification of subjects, correction of education practical, rectification of G.E subject, correction of names for subjects in university portal, correction of errors in semester examinations, changing of subjects, publication of result and correction of entry of subject list were addressed by the examination cell.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

UNDER GRADUATE DEPARTMENTS

COURSE OUTCOMES: ECONOMICS HONOURS

- Introductory Microeconomics: This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

- Mathematical Methods for Economics: The objective of this

sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

- Introductory Macroeconomics: This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

- Mathematical Methods for Economics II: The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

- Microeconomics I: The course is designed to provide a sound training in microeconomic theory to formally analyze the behavior of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts; this course looks at the behavior of the consumer and the producer and also covers the behavior of a competitive firm.

- Macroeconomics I: This course introduces the students to formal modeling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.

- Statistical Methods for economics: It begins with some basic concepts and terminology that are fundamental to statistical

analysis and inference. It is followed by a study and measure of relationship between variables, which are the core of economic analysis. This is followed by a basic discussion on index numbers and time series. The paper finally develops the notion of probability, followed by probability distributions of discrete and continuous random variables and introduces the most frequently used theoretical distribution, the Normal distribution.

- Microeconomics II: The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers Market, general equilibrium and welfare, imperfect markets and topics under information economics.

- Macroeconomics II: In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.

- Research Methodology: The course is to develop a research orientation among the students and to acquaint them with fundamentals of research methods. Specifically, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and their approach. It includes discussions on sampling techniques, research designs and techniques of analysis.

- Indian Economy I: Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

- Development Economics I: The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state

governance.
- Indian Economy II:

This course examines sector-specific polices and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list will have to be updated annually.

- Development Economics II: It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.

COURSE OUTCOMES: EDUCATION HONOURS

- Educational Philosophy: States and analyzes the meaning of education and form own concept on education, explains philosophy as the foundation of education, analyzes aims of education, describes the essence of different formal philosophies and draw educational Implications and Compares and contrasts Indian and western philosophies of education.
- Educational Psychology: The objective of the paper is to Explain the concept of educational psychology and its relationship with psychology, Understand different methods of educational psychology, Describe the theoretical perspectives of educational psychology, Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development, Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence, Specify the contexts and factors influencing development, Explain the theory of cognitive development and its educational implications, State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences, Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

- Educational Sociology: On completion of this course, the students shall State the relationship between education and society, Understand the meaning of Educational Sociology and function of education as a Social system, State different agencies of education and their functions, Justify the importance of education for social change, Describe the role of education in modernization and globalization, Describe the function of education to ensure equality and equity.

- Changing Pedagogical perspective: On completion of this course, the students shall Explain the concept of pedagogy, Differentiate pedagogy from other allied concepts, Explain different teaching task with example, Establish relationship between teaching and learning, List out different approaches and methods of teaching, Prepare a lesson plan following different designs

- Educational Assessment and Evaluation: On completion of this course, the students will State the nature, purpose and types of educational assessment and evaluation, Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation, Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching, Describe the characteristic of a good test, Analyze the trends and issues in learning and learner assessment, Analyze and interpret results of the assessment using standard score, Illustrate the principles of test construction in education.

- Educational Research: On completion of this course, the student will describe nature, scope and limitation of educational research, Understand different types and methods of educational research, Explain sources from where knowledge could be obtained, describe the process of research in education, Analyze research design in education, Illustrate procedure of collecting and analyzing data, Prepare the research report.

- Statistics in Education: On completion of this course, the students will describe the importance of statistics in education, Organize and represent educational data in tabular and graphical form, Compute and use various statistical measures of average, variation and bi-variate distribution to in analysis and interpretation of educational data, Describe the concept and importance of normal probability curve and interpret test scores in using normal probability curve.

- History of Education in India: On completion of this course, the student will understand the development of education in

India during ancient period, medieval period and pre-independence period, describe the development of education in India during post-independence period, describe major recommendations of different policies and committee reports on education in India.

- Curriculum Development: On completion of this course, the students will differentiate curriculum from courses of study, text book, analyze bases and sources of curriculum, describe different types of curriculum, critically examine National curriculum framework- 2000 and 2005, describe process of curriculum development and differentiate different models of curriculum development, Evaluate curriculum using different evaluation models.

- Guidance and Counseling: On completion of this course, the students will state the concept, need, principles and bases of guidance, use various tools and techniques of guidance in appropriate contexts, explain the role of school in organizing different guidance programmes, state the concept, scope and type of counseling, narrate the process, tools and techniques of counseling, explain the qualities and role of a counselor, Describe different programmes for with differently abled children, explain the role of teacher and head master in organizing different guidance programmes.

- Development of Education in Odisha: On completion of the course the students will grasp the structure of educational system of Odisha, state the function of institutions/units at the state and district levels, appreciate the contribution of Utkalmani Gopabandhu Das to the thoughts and Practices of Indian education narrate the learning objectives and implementation process of the major education Schemes of central as well as state government being implemented in the state of Odisha, explain the role of various state and district level institutions in education, analyze the scenario of higher and technical education of Odisha, establish linkage between higher education and development of the state.

- Information and Communication Technology in Education: On completion of this course, the student will explain the concept, nature and scope of ICT in education, explore ICT resources for Teaching and learning, differentiate between Web1.0 and Web2.0, describe the importance of free and open source software in education, demonstrate the use of various application software in education, develop the ability to use various tools connect the world, explain the content by using various subject tools, Explore tools and techniques of ICT for evaluation.

- Contemporary Trends and Issues in Indian Education: On completion of this course the students will understand the importance of pre-school and elementary school education, analyze various problems and issues for ensuring quality education, state the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education, enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education, justify the importance of teacher education and analyze various problems and issues for ensuring quality in teacher education, analyze emerging concerns in Indian education.
- Educational Management and leadership: On completion of this course, the students will describe the concept, types and importance of educational management, spell out the structure of educational management at different levels - from national to institution level, describe different aspects and importance of educational management, describe the concept, theories and style of leadership in educational management, analyze the concept, principles and structures of total quality management approach in education.

COURSE OUTCOMES: EDUCATION HONOURS

- British poetry and drama: 14th to 17th centuries: The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th century. It helps students sample and explore certain seminal texts from the early modern period, covering the genesis of modern English poetry and the Renaissance that set British poetry and drama on their glorious course to greatness.

- British poetry and drama: 17th and 18th century: The Introduction of this paper is to acquaint students with the Jacobean and the 18th century British poetry and drama, the first a period of the acid satire and the comedy of humours, and the second a period of supreme satiric poetry and the comedy of manners.
- British prose: 18th century: The Introduction of the paper is to acquaint the students with a remarkable, newly evolved form of literature: the essay. The period is also known for its shift of emphasis from reason to emotion.

- Indian writing in english: Indian writing in English has been the fastest growing branch of Indian literature in the

last one hundred years. It has produced a rich and vibrant body of writing spanning all genres. As a twice born' form of writing, it partakes of both the indigenous and the foreign perspectives and has an inherent tendency to be postcolonial. This paper seeks to introduce the students to the field through a selection of representative poems, novel and play.

- British romantic literature: The paper aims at acquainting the students with the Romantic period and some of its representative writers. The students will be able to sample some seminal works of the Romantic age which gave expression to the key ideas of the period such as return to nature, subjectivity, desire for personal freedom and the defiance of classicism-imposed restrictions on poetic form.

- British literature 19th century: This paper seeks to introduce the students to the exploits of the 19th century British Literature in prose, especially fiction and cultural criticism. It also includes samples of Victorian poetry.
- British literature: early 20th century: The paper aims at acquainting the students with the literature of Britain in the early 20th century, focusing on the modernist canon in poetry, novel, and literary criticism.
- American literature: This is a survey paper providing an overview of canonical authors from American Literature in the established genres.
- European classical literature: This paper seeks to introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD. The paper seeks to acquaint the students with the founding texts of the European canon.

- Women's writing: The paper seeks to acquaint the students with the works of women writers from different cultures and nations in various genres. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.

- Modern european drama: The aim of this paper is to introduce the students to the best of experimental and innovative dramatic literature of modern Europe.
- Indian classical literature: This paper seeks to create awareness among the students of the rich and diverse

literary and aesthetic culture of ancient India.

- Postcolonial literatures: This paper seeks to introduce the students to postcolonial literature —a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. The paper aims to provide the students with the opportunity to think through the layered response - compliance, resistance, mimicry, subversion - that is involved in the production of post-independence literature.

- Popular literature: This paper seeks to introduce the students to genres such as children's literature, detective fiction and campus fiction, which have a "mass" appeal, and can help us gain a better understanding of the popular and folk roots of literature.

COURSE OUTCOMES: HINDI HONOURS

- History of Hindi Literature: This paper deals with the understanding of the origin and development of the historical books of Hindi literature. It also includes learning the expansion and limits of the naming and classification of the early age(Aadi Kaal: discussion on different periods and major creations of the background of Aadi kaal). It also deals with reflection on the rise of the Bhakti Movement, discussion on the causes of bhakti movement, discussion on the important points of the Nirgun branch of bhakti, Introduction of major writers, discussion on the branches of Rama Bhakti and Krishna Bhakti and Sagun Bhakti.
- Hindi Poetry of Bhakti Kaal: This paper deals with the reflection on the forms of Nirguna and Ram Bhakti Poetry. The paper seeks to introduce the students to Nirgun, Ram Bhakti and Krishna Bhakti poetic forms. It also focuses on Gyana Marga and prem Marga Poetry.
- History of hindi literature-II: This paper focuses on Modern Hindi Literature. Discussing on different periods of modern Hindi literature, it also introduces the students to the origin and development of novela nd story.
- Poetry of Krishna Bhakti and Reeti kaal: This paper aims to introduce the students to the Krishna Bhakti and reetikaalin Poetry. It also discusses on different representative poets of the period and their works and their contribution to the enrichment of Hindi language.
- Theory of Translation: This paper seeks to acquaint the students with the definition, forms and different fields of

translation, clearly differentiating translation from interpretation. It also discusses on literary interpretation and language translation.

- Hindi Narrative Literature(novel): This paper seeks to introduce the students to understand the rise and development of Hindi Novel. Focuses on the contribution of Premchand in the development of Fiction. It also aims at introducing the students to female writers of Hindi fiction. The paper focuses on the representation of the male-female relationship in the social novels.
- Hindi Literary Narratives (Story): The course aims at acquainting the students to art of story writing. It introduces the representative writers of story and their major works. It helps the students to understand different artistic techniques and language of story writing and also representation of different themes in Hindi Story writing.
- Essay and Autobiography (prose): The objective of the paper is to acquaint the students to Hindi prose writing, helping them to understand the importance of autobiography, its form and tradition. It also helps the students to understand the development of essays as an important genre in prose.
- Modern Hindi Poetry-I: This paper introduces the students to modern Hindi Poetry, its representative poets and examines different themes of modern thought such as suppressed feelings of women, separation, mysticism etc as represented in their poetry.
- Linguistics and Hindi Language: This paper aims at creating awareness among the students about Hindi Language, its definition and changes in the language. It helps the students to better understand linguistics and its branches, the origin of Hindi language and its development and have a broad idea of different types of communication.
- Hindi drama and Theatre: the objective of the paper is to introduce the students to the rise and development of Hindi drama, the influence of Indian and western theatre. It also introduces them to different major dramatists to Hindi literature and helps them to have a broad idea of one-act plays, their origin and development.
- Hindi Poetics: The paper seeks to make the students aware of Hindi poetics. The characteristics and power of diction. It introduces the theory of rasa(sentiments): types of rasa and their various combinations. It focuses on poetic conventions: its form and classification. It also acquaints the students with theories and figures of speech.
- Modern Hindi Poetry II: This paper aims to give the students to have a sense of modernity in Hindi poetry giving the idea

of understanding the feelings of the post world war II era. The representative poets have have represented different themes such as the sense of liberty, the sense of despair and uncertainty, satirical thoughts, post independent ideals, representation of rural life etc.

- Western Poetry: this paper aims at giving the students as idea about the western poetry. It discusses about Plato's theory of poetry and poetic truth, Longinus' theory of poetic sublimation, wordsworth's theory of poetry. The paper also seeks to make the students understand the relationship of poetry with life and society. It also focuses on different modern theories of poetry as Imagism, Impressionism, liberalism, Marxism etc.

COURSE OUTCOMES: HISTORY HONOURS

- History of India: The paper provides accessible account of the history of early India. Beginning with a discussion on frameworks of the wroting of history-approaches, sources and significance. The study of ancient Indian History is important, which tellsus how, when and where people developed the earliest culturein India, how they began undertaking agriculture and stock raising which made life secure and settled. We get an idea of how theancient inhabitants made arrangements for food, shelter and transportation and learn how they took to farming, spinning, weaving, clread forest, founded villages etc. Apart from pre-historic hunter-gatherers the harappa civilization gives ample data on importance of urbanization in India and its socio-economic-religious prospective to the mankind. The chapter Vedic age focus on socio-economic and political sphere which was prevalent during that time and also rise of social stratification during later Vedic age.
- Social formations and cultural patterns of Ancient World: This paper provides ample information regarding evaluation of man theory in world context. Growth of Paleolithic, Mesolithic and Neolithic culture in world scenario. Bronze Age civilization like: Egypt, Mesopotamia and china provides the historical importance of these civilizations and contribution to the mankind. The culture and politics of Ancient Greece help us to know about rise of city-state theory, democracy and the concept of Greece golden age in specific manner. By studying the paper student can acquire

the historical importance of world history from evaluation theory to rise of Ancient Greece.

- History of India-II: The paper gives huge knowledge on condition of India during 300 B.C to 750 C.E, where we get much more information on the state of Ecnomy of India during that time, trade, commerce which lead to urban growth and simultaneously rose of social stratification like class, varna, jati and Gender. Political stabilization during Maurya and Post-Maurya Period, Gupta and post-Gupta Period. The role of religion, culture, philosophy played a vital role in the present paper. It helps the student to build up an innovative idea among themselves to reconstruct history of economy, to know about eminent personality(Chandra Gupta Maurya and others to strengthen the present political condition of India)

- Social Formations and Cultural Pattern of the Medieval World: This paper is effective to the student. It can help the student for better understanding on condition of medieval world. To understand present society and culture, a student should have a basic idea on social formation and cultural pattern of the medieval world.

- History of India III: This paper emphasizes on situation of India from C.750-1206. It gives information on sources of early medieval India, rise of Rajputs, Arab conquest of sindh, Agrarian structure and social changes, Trade and commerce, process of urbanization, religious-cultural development during that period. Growth of regional language, literature, Evaluation of temple Architecture is the remarkable one. Student mind can occupy vast knowledge by go through the paper which is helpful to correlate the past and present.

- Rise of the modern west-I: By studying the paper the students mind can grapes the knowledge on rise of capitalism in modern west, development of trade and commerce, early colonial expansions, rise of slave theory, Renaissance of Reformation, economic developments of the 16th century, growth of industries and its impact etc. rhis paper shows origine and spread of reformation movements, Emergence of European state system like Spain, France, England and Russia.

- History of India-IV: This paper emphasizes on condition of India during C. 1206-1526. Importance of sources like: Persian Tarikh Tradition, Vernacular Histories, Consolidation of Delhi Sultanate under the rulling period of Balban, Allauddin Khiliji, Mohd-Bin-Tuglaq theories of kingship have been discussed. At the same time focus on

emergence of Regional identities, society and economy, agricultural production, technology, market regulations, trade and commerce, religion and culture are discussed on the following heads: role of Sufism and Bhakti movement, impact, rise of liberal thought, ideology of equality etc played a vital role to give new idea among the student mind.

- **Rise of Modern West-II:** The paper gives ample information on European Politics in the 18th Century, socio-economic political crisis in 17th century, major issues, rise of modern science, impact of modern science on European Society, Origine and spread of Mercantilism, Agricultural and scientific background to the industrial revolution, the causes and significance of American Revolution are discussed on the following heads. It is helpful to student's mind to have a vision to making India by utilizing historical and scientific approaches.

- **History of india-v:** This paper describes about condition of India during C.1526-1750. Theories like: establishment of Mughal Rule, Role of Rajputs, Emergence of Marathas, Role of Shivaji, Society and Economy during Mughal Era, Cultural Ideas, Role of Akbar, Din-I –Ilahi, Development of Art and Architectures, paintings etc. By studying such theory, student mind can acquire basic principles of Akbar Religious Policy, which is need of the hour for making peaceful coexistence among all nations. All the chapters are relevant in accordance to vision of a new India.

- **Historical Theories and Methods:** History is not a mere story or events of past record only to read and know history, there must be certain criteria. So the paper " Historical Theories and Methods" has been introduced by DHE to create a new idea among the history students and to irradicate biasness in history while writing. It includes meaning and scope of history, Traditions ofhistorical writing, Greek, Roman, Medieval understanding history as interdisciplinary practice, Historical Methods etc. this paper is the need of the hour to reconstruction of history by future generation.

- **History of Modern Europe-I:** This paper gives useful information on History of Modern Europe C. 1780-1880. Here broadly discussion on the concepts like: French Revolution 1789, Socio-religious-economic and political causes, intellectual currents, Role of the National Legislative Assembly, Role of Nepolean Bonaparte, Reforms, Restoration and revolution, Socio- economic transformation and remaking of states during late 18th and 19th century. Evaluation of Social class, Formation of National identities in Germany, Italy and Ireland. This paper helps to student to have an

idea on political scenario of Modern Europe during that time.

- History of India VII: This paper presents the situation of India from 1750-1857. Expanssion and consolidation of colonial power at Bengal, Mysore and Odisha, Colonial State and ideology, Importance of Education, Situation of economy and society, Commercialisation, Drain of Wealth theory, Growth of Modern Industry, Popular Resistance Santhal Indigo Rebelion, 1857 causes and consequences, By Studying this paper, the students can rethink India during 17th and 18th century. Advent of British power creat many changes in the field of Indian economy, society and education.

- History of India-VII: The paper provides ample information on condition of India during C.1857-1950. Major chapters come on the cosolidation are cultural changes, Socio-religious reform movements, Brahmo Samaj, Arya Samaj, role of women, growth of nationalism, INC, Moderates and Extremists, role of Dalits, tribe and women given much more importance. At the same time, communalism, Muslim League, Partition and Independence, Making of Constitution etc are discussed. By studying this paper, student can develop in the mind the theory of Indian Independence and how much efforts have been contributed by different groups and personalities.

- History of Modern Europe II: This paper describes about History of Modern-Europe C. 1880-1939. It consists of chapters like: liberal democracy, working class movements and socialism in 19th and 20th centuries, the crisis of fudalism in Russia and experiments in socialism, growth of militarism, causes of first world war, fascism and Nazism, Spanish civil war, origin of second world war, intellectual developments, major intellectual trends, darwin and freud. By focus on the paper student can get ample idea on political scenario of Modern Europe during that time. ' War brings the destruction'- this theory can easily proved by the chapters like: first world war and second world war. Peaceful co-existence is the mainmotto of reading history.

COURSE OUTCOMES: HOME SCIENCE HONOURS

- Human development 1: the childhood years: The objective is to understand importance of Human development & principles involved in it and to study the developmental pattern of children starting from prenatal period up to middle childhood years in the areas of physical, motor, social, emotional & language development.

- Food and nutrition: The objective is to understand basic concepts of food, nutrition and their related terms, to study the functions, requirement& deficiency of macro & micronutrients in the human body, to examine the difference between weights & measures of raw & cooked foods, to gain knowledge on nutritional contribution of various foods and principles involved in its cooking.
- Extension education theory: The objective is to enable the student to understand the meaning, principles, philosophy of Home Science Extension Education, to enable the student to know about different methods used in Extension Education, to enrich the Knowledge of the students about teaching learning process in Extension education.
- Family resource management: The objective is to achieve goals in life through judicious resource management and to utilize the available resources effectively.
- Textiles: The Objective is to know the manufacturing process of different types of textile fibers, their structures and uses, to know the manufacturing process of different types of fabrics, to impart knowledge on different textile finishes.
- Dynamics of communication: The objective of the paper is to understand the different spheres of communication ant to understand the concept, process, models and process of communication
- Personal Finance & Consumer Studies : The Objective is to gain knowledge about the need of consumer education and to create awareness among consumers through education
- Human development II: The Objective is to know the different developmental tasks during adolescence and to know the socio-emotional and cognitive developments of adulthood.
- Nutrition: a life cycle approach: The Objective is to know the importance of nutrition in different stages of life cycle and to study the nutritional need in special conditions.
- Fashion design: The objective is to support and collaborate with fashion, textiles and design industry to achieve a sustainable progress and to give advance knowledge and pushing the boundaries in fashion, textile and designing.
- Therapeutic nutrition: The objective is to study about principles of therapeutic nutrition and to know the nutritional need during different disease conditions.
- Physiology and promotive health: The objective is to understand the structure and functions of various organs of the body and to focus on different mechanism of human body.
- Research methodology: The objective is to understand the

meaning and process of research in social sciences, to know about the technique of collection, analysis and interpretation of data, to understand the meaning & process of research in social sciences, to have fundamental knowledge about analysis of data & the diagrammatic representation of data and to learn the techniques of interpretation of data & report writing.

- Socio economic environment: The objective is to know the relationship between society, economy and environment, to create awareness among people regarding constraints in economic environment and its consequences.

COURSE OUTCOMES: ODIA HONOURS:

CORE – 01 (????? ???????? ??????)

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CORE – 11 (????? ???? ??? ?????????)

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CORE – 13 (????? ???? ???????? ?????)

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CORE – 14 (????? ????? ????????? ??????)

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COURSE OUTCOMES: POLITICAL SCIENCE HONOURS:

- Understanding political theory: This course is divided into two sections. Section 'A' introduces the students to the idea of political theory, its history and approaches and an assessment of its critical and contemporary trends. Section 'B' is designed to reconcile political theory and practices through reflections on the ideas and practices related to democracy.
- Constitutional government and democracy in India: This course acquaints students with the Constitutional design of state structures and institutions, and their actual working over time. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.
- Political theory-concepts and debates: This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual tool kit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of Political debates.
- Political process in India: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated

society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

- Introduction to comparative government and politics: This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

- Introduction to public administration: The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

- Perspectives on international relations: This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency-structure problem through the levels-of analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro-centralism of International Relations by highlighting certain specific perspectives from the Global South.

- Political processes and institutions in comparative perspective: In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we

study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

- Public policy and administration in India: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

- Global politics: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and transnational actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

- Western political philosophy: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke, Rousseau, Marx. This is a basic foundation course for students.

- Indian political thought (ancient and medieval): This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of Reference books is meant for teachers as well as the more interested students.

- Contemporary political philosophy: Philosophy and politics are closely intertwined. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought

and existence. Contemporary political philosophy and debates are introduced to the students here.

- Modern Indian political thought: Based on the study of individual thinkers, the course introduces a wide span of Thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of Reference books is meant for teachers as well as the more interested students.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	http://womenscollegerayagada.in/po-co-pso/
Upload COs for all courses (exemplars from Glossary)	No File Uploaded

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Teachers and students are aware of the stated programme and course outcomes of the programmes offered by the institution.

Response:

Mechanism of Communication of Cos

- Decided in the Staff Council Committee Meeting by Head of the Departments(As per the guidelines of Berhmpur University)
- Uploaded in the College Websites
- Intimated to the students in the class room

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	http://womenscollegerayagada.in/po-co-pso/

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

154 (70.15%)

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View File]()
Upload any additional information	**No File Uploaded**
Paste link for the annual report	**Nil**

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

http://womenscollegerayagada.in/sss/

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 year (INR in Lakhs)

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

Nil

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	**No File Uploaded**
List of endowments / projects with details of grants(Data Template)	**No File Uploaded**

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

na

File Description	Documents
List of research projects and funding details (Data Template)	No File Uploaded
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

6

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	No File Uploaded

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

2

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

0

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The extension activities are regularly carriedout at college level as well as at the neighbourhood community. The NSS wing of the college significantly contributed to social service during the pandemic situation. Around 1000 above masks were distributed among the villagers of Mankadajhola, Dhepa Sahi, Antariguda . Besides that soaps were also distributed for cleaning the hands . Hand washing training is also given to the said villagers .A district level Swacha Bharat camp was organised at college where 100 numbers of participants were participated in the said camp . The said volunteers visited around five numbers of villages and demonstrate the hand washing technique to the villagers and also counsell the villagers regarding higenic way of life . All the programmes were highly impactful and orient the volunteers regarding their social responsibilty , social problems of villages and their role in combating those problems . Ultimately NSS contributed a holistic approach of developing the personality of the student volunteers.

File Description	Documents
Paste link for additional information	http://womenscollegerayagada.in/nss-activities/
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government

/ government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	No File Uploaded
e-copy of the award letters	No File Uploaded

3.3.3 - 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 organized in collaboration with industry, community and NGOs) during the year

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

630

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

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

630

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	[View File](#)

3.4 - Collaboration

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

0

File Description	Documents
e-copies of linkage related Document	**No File Uploaded**
Details of linkages with institutions/industries for internship (Data Template)	**No File Uploaded**
Any additional information	**No File Uploaded**

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

-The instituion has 15 numbers of fully functional classrooms i.e-Room N0- 4,5,6,7,8,15,18,24,25,26,27,20,28,29, 30

-Two halls with a capacity of 128 and 200 which are fully equipped with benches and tables for the students.Out of which oe hall is equipped with pojector and one room is used for UGC compuer center.The UGC computer center is equipped with 5 numbers of desktop computers.

-There are two numbers of labs i.e- Education Lab and Home Science Lab.

  - The Education lab is equipped with BB cloth-50 nos, Geographical Map-10 nos, Visual Aids-Pictures of different personalities of national repute and related topics of different subjects .Besides that Globe, Geometric Box, Pointer, Green Board and Bulletin Boards are there.

  - Home Science Lab is equipped with Sewing Machine s- 06 nos, Microscope-03, Gas chullas-2, Posters and charts of different topics related to home science, weighing machine, Refridgerator, cooking utensils, Chapati maker, Black board, Green Board and Preparation Table.

  - Library Facilities- The college has a well established library with a reading room facility .The library has 9,677 number of books (4153-UGC and 1726- General Library books) .Computer and internet facility is available for the students and teachers.The library is equipped with reading room. The reading room is also equipped with a study table and 15 numbers of seating chaires.Monthly magazines of general knowlledge , current affaires, literature are procured for the students .

-Computing Equipments- The college has UGC computer centre , Sams Lab, and Library learning centre. The computing equipments are installed at diffrent places with internet connectivity , scanners and printer facility.

-The campus hasWi-Fi enabled facility.

-Canteen facility within the campus

-All the rooms and campus are equipped with CCTV surveillance.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

The college has a set up for sports ground and indoor and outdoor facility for sports. Besides that sports equippments like Kho Kho pole, Javellin throw, Short foot,Ball badminton , High Jump Stands , Carrom board and Chess boards are there for the students. Students are regularly participate in University and state level events of sports. The cultural activities are generally organised at auditorium hall and open stage .The cultural team are supported with well maintened sound system and a stage for dance , drama and song activity. The yoga training is given in the open ground . The students are sit over the mats and instructors guide them the yoga exercises.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

1

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

1

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	No File Uploaded

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

21,00000

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	No File Uploaded

4.2 - Library as a Learning Resource

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

The library is running with conventional catalogue system and there is no implementation of Integrated Library Management System.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the **D. Any 1 of the above**
following e-resources e-journals e-
ShodhSindhu Shodhganga Membership e-

books Databases Remote access toe-resources

File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	No File Uploaded

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

Nil

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	No File Uploaded

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

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

20

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	No File Uploaded

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Womens College Rayagada frequently udates the IT facilities including wi-fi. The campus of the college is enabled with wi-fi facilities. A small computer lab is there with five numbers of

desktop computers , examination control room, staff common room,Sams lab , Reading room, Library,offce (3 nos of desk top computers) are equipped with one nos of desk top computers equipped with internet facility . Besides that three numbers of laptops are there for official work and academic presentations.The internet bandwidth has been upgraded upto 50 MBPS from 5 MBPS. All the desktop computers are installed with anti virus for proper functioning .

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**

4.3.2 - Number of Computers

12

File Description	Documents
Upload any additional information	**No File Uploaded**
Student – computer ratio	**No File Uploaded**

4.3.3 - Bandwidth of internet connection in the Institution

B. 30 - 50MBPS

File Description	Documents
Upload any additional Information	**No File Uploaded**
Details of available bandwidth of internet connection in the Institution	**No File Uploaded**

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

50,000 aproximately

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	No File Uploaded
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	No File Uploaded

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

There are established systems and procedures for maintaining and utilising physical, academic and support facilities - Laboratory, Library, Sports , Computers and classroooms.

-Womens College Rayagada is a Non-Govt Aided college established since 1982. Since its inception a constant effort is made to build up the infrastructure equipments and tools of the instution . there is a building committee to look after the maintenance , repair and construction work related to building repaire and rennovation. The physical infrastructure like water facility , power supply and facility within the building is look after by the building committee. . All the works done through open tender invitation as per standard norms. When any infrastructure grant recieved by the institution the committee takes all decision of expenditure as per guidelines of infrastructure grant .

- All maintenance and up-gradation work related to civil and electrical is carried through by the maintenance committee members.

-All minor faults are repaired by hired technicians, carpenters etc.

-The college has its transformers facility with three phase power supply and a generator for uninteruppted power supply.

-Maintenance of toilets and service areas are done by various external agencies as and when required basis.

-A fixed asset register is maintened to monitor the fixed assets of the institution.

-College maintains a dead stock register regularly to keep the

account of non- functional articles and infrasructure like computer, printers and photocopiers..Maintenance and upgradation is looked after by maintenance committee from time to time.

-The maintenance committee verifies the electrical equipments like , intertors, fan, electrification facility in different rooms , Air conditioners , Meter boxes, Wiring facility time to time and reports to the head of the institution.The repair work is done by external agencies as and when required.

- The Laboratory equipment details are maintained by the stock register of the departments.Departments also maintains a dead stock register .Thhe repair works are done by hired agencies and technicians.

- The maintenance committe verifies the repair work of the furnitures and fixtures and other physical infrastructure . The committee noted down the detailed requirement of repair work and brings into notice to authority and certifies after the work has been completed.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

478

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	[View File](#)

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

Nil

File Description	Documents
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	**No File Uploaded**

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

C. 2 of the above

File Description	Documents
Link to institutional website	http://womenscollegerayagada.in/skill-development-training-program/
Any additional information	**No File Uploaded**
Details of capability building and skills enhancement initiatives (Data Template)	**No File Uploaded**

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

90

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

90

File Description	Documents
Any additional information	**No File Uploaded**
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

D. Any 1 of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of student grievances including sexual harassment and ragging cases	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

0

File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	No File Uploaded

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

17

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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

0

File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	No File Uploaded

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 year

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

0

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	No File Uploaded

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

The college has its Students Union advisory body which organises different competitions and cultural activities .The college organises the annual day celebration where the students are engaged in different activities . The students reprentations or grievances are addressed by grievance redressal cell. The students grievances are directly recieved through application which is take up by principal of the college. In many cases the the application is refered to the committee members and problems of students redressed immediately .

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

18

File Description	Documents
Report of the event	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	[View File](View%20File)

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

The Alumni association of the college meets once in a year . The alumni of the college have contributed significantly. They have developed a medicinal plants garden in the college campus and they have also donated the books to the Jhanjabati hostel which costs around Rs2,000/-. They are some times participate in Swachh Bharat Avijan in cleaning the campus .

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**No File Uploaded**

5.4.2 - Alumni contribution during the year (INR in Lakhs)   **E. <1Lakhs**

File Description	Documents
Upload any additional information	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision & Mission

The college has a vision for creating leadership in promoting higher education.

OUR VISION

1. To promote higher education among the women in the district 2. To make the college one of the best centre of learning in higher education in southern Odisha. 3. To free the vast majority of the students from the shackles of their backwardness and guides them to leverage with mainstream education. 4. To infuse the spirit of nation building and social responsibilities in the students. 5. To equip the learners to update their knowledge and skill as per market needs so as to make them employable in the competitive global situation.

Our Mission

1. It was a long cherished mission of our college to have a full fledged college by incorporating BSC and B. Com for providing better opportunities for the girl students especially the under privileged groups of the society. 2. It caters to the higher academic needs of women, dalits and tribals with a mission to make them socially respectful and economically self reliant. 3. Provision for equal opportunity. 4. To enrich the minds with knowledge and make them strong for taking challenges of the society and country with resilience.

5. To foster in them the spirit of patriotism and nationalism.

6. To make an attempt to inspire the students in becoming the best citizens of India. 7. To train the minds of the girl students in a manner as to overcome mental depression and to make them mentally strong and spiritually guided.

File Description	Documents
Paste link for additional information	http://womenscollegerayagada.in/vision-mission/
Upload any additional information	**No File Uploaded**

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

Women's Degree College, Rayagada has a recognized Governing body.

In this G.B. there is proper representation of both teaching and non-teaching staff members who are to participate in the decision making process of the G.B. Secondly, the highest academic body of the college is the Staff Council in which all the staff members are members. Besides this, since 2013-14 IQAC has come up as a steering wheel of qualitative enhancement of the students in the college. In this body, some four to five senior most staff members are bonafied members who participate in the decision making process of the IQAC. PTM (Parents-Teachers Meeting) also initiate some suggestions which are carried out by the college administration.

Two case studies regarding decentralization and participation may be cited. One is the purchase committee of the college. In this purchase committee though Principal is the chairperson, there is representation of staff members in the committee. This committee sits when there is a demand for purchase of different articles and commodities for the college. Members decide on the modalities of the purchase. They take a decision to ask for quotations or tenders whatever is required. All the sealed quotations or tenders are opened in the presence of the members. Finalization of the quotation depends upon the purchase committee. It can also verify the quality of the articles purchased. Everything is left to the decision of the purchase committee.

Another instance of decentralization is the work done by Pension Facilitation Cell in which Principal is the chairperson along with four staff members. The Pension .Facilitation.Cell meets every year to discuss the pension matters of the retired employees. The committee gives notice to the employee going to retire before six months of their retirement to apply for sanction of final pensionary benefits. The committee also gives proposal for sanction of provisional pension to the Directorate. So, far the committee has recommended the finalization of pension of 8 (eight) employees.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The college has a well established IQAC cell. The college has a Governing Body consisting of Additional District Magistrate and Principal of the college.Besides that the IQAC committee is formulated as per the NAAC guidelines .The college is managed by administrative officials, professionals, local leaders . The Principal -cum- secretary of the Management centrally manages the quality input implementation of the college. The IQAC of the institution works overtime to set academic standards parameters for the college. The IQAC cell monitors the academic activities .The recommendations of IQAC for assurance of the quality in the college at every sphere of the institution such as academic, accounts, examination, extension, discipline , games and sports.Necessary deployment of committees is ensured to make the proper implementation of quality culture at every sphere.The principal and all the faculty members and office staff shoulders all responsibility to ensure different activities of the college.

File Description	Documents
Strategic Plan and deployment documents on the website	**No File Uploaded**
Paste link for additional information	**Nil**
Upload any additional information	**No File Uploaded**

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

The internal organizational structure of the college comprises of committees, council, cells, extension units, students bodies, etc. Powers and responsibilities have been clearly defined and allocated in respect of these constituent units. The Governing Body of the college works in close cooperation with the Principal to regulate and maintain a congenial and academic environment required for this purpose.

In the context of the college administration, the Governing Body takes the leadership role in decision-making process. The Governing Body of the college consists of

1. **President**
2. **Principal (Secretary)**

Principal executes any academic and administrative plans and policies with the help of 28 sub-committees, viz.

1. **IQAC Cell**
2. **NAAC Committee**
3. **Admission Committee**
4. **Excursion Committee**
5. **Swaccha College Committee**
6. **Internal Complaint Committee**
7. **Yoga Committee**
8. **Seminar Committee**
9. **NCC Committee**
10. **Canteen and Food Committee**
11. **Security Committee**
12. **NSS Committee**
13. **Committee for Disabled Students**
14. **Women Empowerment Cell**
15. **Competition and Meeting Committee**
16. **Prevention of Sexual Harassment Cell**
17. **Alumnae Committee**
18. **Discipline Committee**
19. **College Website Committee**
20. **YRC Committee**
21. **Anti-Ragging Cell**
22. **Grievance Cell**
23. **Library Committee**
24. **Hostel Committee**
25. **Finance Committee**

File Description	Documents
Paste link for additional information	http://womenscollegerayagada.in/committees/
Link to Organogram of the Institution webpage	**Nil**
Upload any additional information	**No File Uploaded**

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination   **A. All of the above**

File Description	Documents
ERP (Enterprise Resource Planning)Document	**No File Uploaded**
Screen shots of user interfaces	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

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

The college initiates certain measures to help the employees overcome their difficulties.The staff members unitedly helps the staff members when any crises happened to the said employees family . There is no such provision for financial support given to the employees.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**No File Uploaded**

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

Nil

File Description	Documents
Upload any additional information	**No File Uploaded**
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	**No File Uploaded**

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

0

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	No File Uploaded

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

3

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	No File Uploaded

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

The academic and curricular activities of the faculty are appraised as the policy of Department of Higher Education , Govt of Odsha .The principal of the institution is empoered to evaluate the performances of the faculty and also furnish necessary observations and recommendations in the prescribed format CCR. The said CCR is also signed by president Governing body . The lesson plan and progress report and monthly reviews on academic progress are monitored by Principal of the college. If any recommendation that is individually communicated to the concerned faculty member.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Womens college Rayagada every year conducts Local Fund Audit after the clsing of financial year. The LFA generally appoints the audit firm for the accounts review of the college. The audit firm submits the data to Local Fund Audit . If any deviation or any compliance is arised then the college authorities will comply the matter . As far as the internal audit is concerned at the first stagethe expenses ondifferent heads are monitored and verified by Accountant, reverified by Accounts Bursar and Principal. The cash books , Daily Collection Register and Ledger has been also verified by the authorities. The college authorities conduct the internal audit by the registered Chartered Accountants every closing of the financial year .

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**No File Uploaded**

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

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers

during the year (INR in Lakhs)

Nil

File Description	Documents
Annual statements of accounts	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	**No File Uploaded**

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Women's College, Rayagada receives funds from the state govt. towards salary components and infrastructure grants. The college also received funds from UGC for books, journals, equipment, and construction of building, hostel and renovation work. Besides this proposal has been submitted in the scheme of OHEPEE for all round development through higher education department, govt. of Odisha and Rs 4.52crs is sanctioned to meet various civil and non-civil requirements of the college. The funds under MP-lad and MLA-lad are also mobilized for the construction of building, toilets etc. The college also moderates students' fee structure from time to time in order to procure additional funding.

After receiving the grant it goes through various processes involving the principal who is the chief disbursing officer, the Bursar, the finance committee, the purchase committee and the college office before it is finally disbursed to the concerned person or the respective department(s).

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**No File Uploaded**

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

The institution has an established IQAC cell from the academic

session 2014. The iqac cell is run by IQAC coordinator .The institution has evolved methods to mobilise the resources to systematise efforts towards academic excellence.It initiates the steps to cater a quality cuture through infrastructural developement, seminars ,examination system. The IQAC cell constantly work with all admintrative bodies and invites suggestions from all stake holders. It organises the Parents, Teachers and students meeting and collects feedbacks and invites suggestions .Accordingly the the college authorities implements the said suggestions and also try to redress the problems .The IQAC cell regularly organises the career counselling programmes, Vocational training programmes , Interdisciplinary Lecture sessions, Vocational training programmes, Blood donation cams and extension activities for the building up an excellent academic platform.It ensures the implementation of the plan of actions decided by the IQAC Committee members at first meeting of the year and the said activities are also reviewed at the end of the academic session.The IQAC cell is constantly implementing the quality measures time to time.

File Description	Documents
Paste link for additional information	http://womenscollegerayagada.in/iqac/
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The teaching and learning process is given the first priority by IQAC. The teachers of concerned department conducts the surprise test , class test and questions and answers discussions, seminar presentations to improve the performance of the stakeholders. In case of need , the extra classes are engaged to facilitate the academically poor students to improve the academic standard. The principal of the college monitors the acdemic activity , verifies the lesson plans .Each teacher plans the topics to be covered in number of classes and accordingly the progress of the topics are also verified by the principal and department HODs.These operational methods help in timely completion of the course ,so as a result the students are performing very well in their examinations .

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**No File Uploaded**

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

D. Any 1 of the above

File Description	Documents
Paste web link of Annual reports of Institution	http://womenscollegerayagada.in/aqar/
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	**No File Uploaded**
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

-Safety and Security -

- A security guard at the gate and a night watch man is appointed.

The entire campus is under CCTV Surveillance.

Fire extinguishers are placed at different places.

-50 seated hostel facility is provided within the campus.

-First Aid box is also kept at different places.

-Napkin incineraters are installed.

-Toilet facility is provided inside the campus .

- Code of conduct for the students ,teachers and non-teaching staff is prepared and communicated .

-Girls Common room is provided.

-Internal Complaint commeettee is there to redress the problems.

-Canteen facility is there inside the campus.

-All electrical switch board and fans , air conditions are serviced regularly.

-Every year self-defence training is provided on regular basis .

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	http://womenscollegerayagada.in/stuednts-common-room/

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

D. Any 1 of the above

File Description	Documents
Geo tagged Photographs	No File Uploaded
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste

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

The College has kept big size dustbins at all students accessible places for dumping of solid waste materials which is collected by Municipality at every day basis from college premises. The liquid wastes are also collected by Municipality .

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	**No File Uploaded**
Geo tagged photographs of the facilities	**Nil**
Any other relevant information	**No File Uploaded**

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus   **D. Any 1 of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: **C. Any 2 of the above**

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

File Description	Documents
Geo tagged photos / videos of the facilities	**No File Uploaded**
Any other relevant documents	**No File Uploaded**

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

E. None of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	**No File Uploaded**
Certification by the auditing agency	**No File Uploaded**
Certificates of the awards received	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	**No File Uploaded**
Policy documents and information brochures on the support to be provided	**No File Uploaded**
Details of the Software procured for providing the assistance	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Women's College Rayagada is the oldest college in the Rayagada district. The college Caters to the higher academic needs of SC/ST/OBC students of not only of Rayagada district but also of adjacent districts like Kalahandi,Koraput, Phulbani. The institutional effort for students academic betterment starts from the day of joining to the college . They have been given chance, to participate in different events organised by NSS/YRC// NCC/ IQAC and college. In the extension activities NSS wings organisesrally to create awareness among people , taking students to visit Mosque, Church and Temple . The students performs the drama orskits to make people aware about that we all are Indians and we all are the son of the soil. the observation of Communal Harmony Day and World Unity Day , Human Rights Day creates the platform to include every student to create a feeling of unity. To make the institution truely a noble place of learning and free from communal biasness , competitions and awareness programmes are organised among the students. The college maintains a transperent and disciplined atmosphere where no discrimination among any caste , creed and religion. A strong motivation from all faculty members , NSS officers , NCC Officers and YRC wings was given to the students to be fear less and disciplined career.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The college observes the Human Rights Day, Constitution Day , Voters Awareness Day, Sysmatic Electronic Voting Machine Programme,Use of EVM and Legal Awaness programmes for students and as well as for the faculty members .As the citizen of India they were also aware about their Rights , duties, rsponsibilities and obligations towards society . Besides that All Birth day Observance of Mahatma Gandhi, Vivekananda, Jawaharlal Neheru, Sarvapalli Radha Krishnan, B.R Ambedkar were celebrated at college. The resource persons are invited to address the gatherings and gave message regarding the human values, rights and their duties towards society and nation at large.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff   4. Annual awareness programmes on Code of Conduct are organized   **C. Any 2 of the above**

File Description	Documents
Code of ethics policy document	[View File](#)
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The college observes the national or international awareness day which is set by major organisations or government to commemorate a public health on ethical cause of importance on national and international lebvel. The college observes the days like 26th january (Republic day) and October 2(Gandhi Jayanti) , National Youth day (January 12), International Women's day(March 8), AIDS Awareness Day (December1, National Unity Day(Birthday od Sardar Ballavbhai Patel), Teachers Day (Birth day of Dr Sarvapalli Radhakrishnan). The college also observes the National Sports day , NSS Day, NCC Day and Constitution day and International Red Cross Day, Communal Harmony Week, , Plantation day and Road Safety week which are having social importance and national importance in terms of humanity , human values , environment and social importnce..The students are also observes the days which specifically guides them to lead a disciplined life and prepares for a cultured personality. the Human rights Dat, Consumers day, Legal Awareness Day , Vigilance Awareness week and World Thrift Day.The college is very sensitive to observe the days on health protection,AntiTobacco day , Anti Drugs Abuse Day. World AIDS Day , Leprosy day , Swacchha Pakhwada, Poshana Aviyan, Swacha Bharat and Hand wash Day.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	**No File Uploaded**
Geo tagged photographs of some of the events	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

"Service to mankind is service to God."

NSS wing of Women's College, Rayagada taken it as one of the best practice of the college. The community services, awareness programmes, developing the personality of the students through community services is the main focus area of the college. The institution promotes NSS for the all round development and character building of the students as well as to extend its activity at the community level. NSS provides the platform for the community services. The college has adopted the biggest alcohol prone village Mankadajhola from 2017. Antariguda and Dhepasahi was adopted from 2002. As the college is situated near the tribal dominated adjacent villages, the NSS took it as the priority area of focus. NSS Programme Officers took it as a responsibility to develop the people and create awareness and spread literacy among people. The continuous effort of Dr. Archana Patnaik also recieved awards from University and state for the outstanding contributions to community services. The college organizes the regular camps and special camps to understand the community, to make the students aware about the problems and needs of the community, to create a sense of social and civic responsibility among students. Such activities help them to gain skills in mobilizing community participation integration and social harmony.

The Practice – The extension services organized by NSS caters into five categories.

I – Programmes of National/International eminence which creates universal values among the students and

teachers and common people.

II - Awareness Programmes on different issues like – Rallys on Health, Domestic Violence, Voter awareness, Aids Awareness

Immunisation, Drug Abuse, Maternal Health, Hygiene etc.

III - Special programmes for community services.

IV – Programmes which creates love for nation and a feeling of nationalism among the students.

V - Programmes for creating healthy and disease free society.

- Data sheets from 2014 – 2019.

Sl.No.

Name of the Activity

Organising Unit/Agency/collaborating agency

Name of the Scheme

Year

No of students participate

1

Anti Drug Abuse Day

YRC

NSS ,Women's College, Rayagada

2014-15

26.06.2014

300

2

Cleaning of college campus

NCC &YRC

NSS ,Women's College, Rayagada

2014-15

30.06.14

50

3

Cleaning of nearby tribal village-Antariguda

NSS ,Women's College, Rayagada

2014-15

01.07.14

50

4

Plantation

District forest office Rayagada

NSS ,Women's College, Rayagada

2014-15

01.07.14

250 saplings planted

5

Cleaning of nearby tribal village-Antariguda

YRC

NSS ,Women's College, Rayagada

2014-15

11.07.14

50

6

Orientation training to NSS volunteers

NSS ,Women's College, Rayagada

2014-15

01.08.2014

50

7

Cleaning of nearby tribal village-Mankadajhula

NSS ,Women's College, Rayagada

2014-15

15.08.14

40

8

Independence day Parade

NSS ,Women's College, Rayagada

2014-15

15.08.14

50

9

Hand washing training to the childrens of Dhepasahi

NSS ,Women's College, Rayagada

2014-15

16.08.14

20

10

Hand washing training to the villagers and distribution of soaps to the vil Hand washing training to the childrens of Dhepasahi lagers of Antariguda

NSS ,Women's College, Rayagada

2014-15

16.08.14

40

11

Rally by NSS Volunteers on

Communal Harmony day

YRC

NSS ,Women's College, Rayagada

2014-15

25.11.14

50

12

Rally by NSS Volunteers on

World Aids day

YRC

NSS ,Women's College, Rayagada

2014-15

01.12.14

50

13

Blood Donation Camp

District Hospital Rayagada

NSS ,Women's College, Rayagada

2014-15

18.12.14

40

14

Rally to mark the occasion of national voters day

District collectorate Rayagada

NSS ,Women's College, Rayagada

2014-15

25.01.15

50

15

EVM Machine demonstration to tribal villagers of Dhepasahi

NSS ,Women's College, Rayagada

2014-15

25.01.15

30

16

Cleaning of tribal village Antamoda

NSS ,Women's College, Rayagada

2014-15

30.01.15

50

15

Cleaning of tribal village Antamoda to mark the occasion of National Leprosy Day

NSS ,Women's College, Rayagada

2014-15

30.01.15

50

16

Active Citizenship Programme

NSS ,Women's College, Rayagada

2014-15

15.02.15

350

17

NSS Special Camp at Antarigulda Village

NSS ,Women's College, Rayagada

2014-15

25 .12.14 to 31.12.14

25

2015-16

1

Anti Drug Abuse Day

-

NSS ,Women's College, Rayagada

2015-16

26.06.15

170

2

Plantation

-

NSS ,Women's College, Rayagada

2015-16

01.07.15

30

3

Orientation Training

-

NSS ,Women's College, Rayagada

2015-16

01.08.15

50

4

Campus Cleaning

-

NSS ,Women's College, Rayagada

2015-16

14.08.15

42

5

Observance of Independence Day

-

NSS ,Women's College, Rayagada

2015-16

15.08.15

26

6

Cleaning of Village, Antariguda

-

NSS,Adopted Village, Antariguda

2015-16

30.08.15

31

7

Observance of NSS Day

-

NSS ,Women's College, Rayagada

2015-16

24.09.15

40

8

Observance of Leprosy Day

-

NSS ,Women's College, Rayagada

2015-16

30.01.16

110

9

NSS Special Camp

-

NSS,Adopted Village, Antariguda

2015-16

25.12.15 to 31.12.15

25

 2016-17

1

Youth and Addiction Programme

Dist. Hospital, Rayagada

NSS ,Women's College, Rayagada

2016-17

26.06.16

110

2

Plantation

Dist. Forest Office, Rayagada

NSS ,Women's College, Rayagada

2016-17

11.07.16

22

3

Hand Washing Training Programme

ICDS Office, Rayagada

NSS,Adopted Village, Antariguda

2016-17

30.07.16

10

4

Awareness Program on Dengue and Malaria

Dist. Hospital, Rayagada

NSS,Adopted Village, Antariguda

2016-17

24.07.16

20

5

Active Citizenship Programme

Ministry of Youth and Sports, Govt of Odisha

NSS ,Women's College, Rayagada

2016-17

14.11.16

122

6

NSS Special Camp

-

NSS,Adopted Village, Antariguda and Dhepa Sahi

2016-17

04.02.17 to 10.02.17

25 + 25 = 50

 2017-18

1

Observance of Legal Awareness program

-

NSS ,Women's College, Rayagada

2017-18

10.11.17

50

2

Observance of Human Rights Day

-

NSS ,Women's College, Rayagada

2017-18

10.12.17

40

3

NSS Special Camp

-

NSS,Adopted Village Mankada Jhola

2017-18

17.02.18 to 23.02.18

25 + 25 = 50

4

International Yoga Day

-

NSS ,Women's College, Rayagada

2017-18

22.06.18

40

5

Extra Mural Lecture Session

-

NSS ,Women's College, Rayagada

05-02-2024 01:15:16

2017-18

05.09.18

120

2018-19

1

NSS Special Camp

Nagabali Lion's Club, Rayagada

NSS,Adopted Village Mankada Jhola

2018-19

23.12.18 to 29.12.18

25 + 25 = 50

2

Anti Tobacco Day

Dist. Hospital, Rayagada

NSS ,Women's College, Rayagada

2018-19

02.02.19

120

3

Awareness Programme on General Election

-

NSS ,Women's College, Rayagada

2018-19

28.02.19

80

4

Blood Grouping Testing Camp

Nagabali Lion's Club, Rayagada Jhanjabati Mahila Walker's Club, IRCS

NSS ,Women's College, Rayagada

2018-19

28.04.19

42

5

World Red Cross Day

YRC Women's College, Rayagada

NSS ,Women's College, Rayagada

2018-19

08.05.19

40

2019-20

6

Summer Internship Training for Programme Officer

-

NSS ,Women's College, Rayagada

2019-20

21.07.19

17

27

Summer Internship Program

-

Women's College, Rayagada & Adopted Village Mankada Jhola

2019-20

10.07.19 to 31.07.19

31

28

Swachh Pakhawada

-

Women's College, Rayagada & Adopted Village Mankada Jhola

2019-20

01.08.19 to 15.08.19

40

29

Poshan Pakhawada

-

Women's College, Rayagada & Adopted Village Mankada Jhola

2019-20

01.09.19 to 30.09.19

40

30

Blood Donation Camp

Dist. Hospital, Rayagada

NSS ,Women's College, Rayagada

2019-20

23.09.19

25

31

Plantation

Dist. Forest Office, Rayagada

NSS ,Women's College, Rayagada

2019-20

13.08.19

30

32

NSS Puja Special Camp

Rayagada Muncipality, Rayagada

NSS,Adopted Village Mankada Jhola

2019-20

28.09.19 to 04.10.19

25 + 25 = 50

33

NSS Puja Special Camp

Dist. Hospital, Rayagada and Nagabali Lion's Club, Rayagada

NSS,Adopted Village Mankada Jhola

2019-20

22.12.19 to 28.12.19

25 + 25 = 50

Evidence of success:-

 The community services which has been dedicatedly done by NSS wings of Women's College, Rayagada brought changes in the life style of people. Electricity connections, water supply, road, voter ID card, and schools are established for their development. The adopted villages like Antariguda, Dhepasahi, and Mankadajhola villagers benefitted by the NSS services. All the village dwellers are having addhar cards, Ration cards and bank accounts for their easy transactions. NSS officers and volunteers regularly visiting the villages and provides services in the field of health, literacy, legal and livelihood training by inviting experts / resource persons of the said fields.

2015 – 16:

Students are encouraged to participate in the awareness programme to eradicate alcohol addiction from the society. The students are given knowledge regarding different types of alcohols which are hazardous for health and deadly diseases like cancer, TB etc. As environment plays an important role for a healthy like plantation programme was organized ; students participated in campus cleaning and cleaning of a village. This helps them to understand the community services. In fact the observance of Leprosy Day also inculcate the idea of giving services to the patients and as well as the idea about the deadly disease Leprosy.

2016 - 17:

The NSS Unit – I and II of Women's College, Rayagada conducted a lot of programme during 2016 -17. As the main theme was on health and Hygiene. During this year the students are given the idea regarding anti drug approaches in youth and addiction programme. Besides that the volunteers participated in plantation programme to enact green environment. An awareness programme was organized on Dengu and Malaria eradication in adjacent village. As a part of health and hygiene a hand washing techniques were also learnt the

students. Besides that the special camp at adopted village involves students for community services.

2017 – 18:

NSS Unit – I and II for the first time organized extra mural Lecture Session to provide students the knowledge beyond the books as well as in other areas. As a part of social responsibility students were being exposed to adopted village Mankadajhola where 80% of the people are drunkard. To eradicate alcoholism from society both the units adopted the village to organize special camp. NSS wings also organized anti tobacco day. The contributions of NSS field helps to reach the award won by Dr. Archana Pattnaik as best NSS of State. The human rights are the real need of the students which helps them to equip and avail the rights at different conditions. So, the NSS wings organized Legal awareness programme and observance human rights day.

2018 – 19:

In this year students volunteers are encouraged and motivated to work with the village people of adopted village Mankadajhola. In this year NSS had taken a special drive of conducting the Blood grouping test camp and also observed World Red Cross Day. The services of the NSS Units again reach another award by Dr. Archana Pattnaik, i.e Jhansi Rani Laxmi Bai, Government of Odisha.

2019 -20:

In 2019- 20 NSS wings achieved a great success in organizing the programmes which is social focus. The most important programmes like Swaccha Pakhawada for fifteen days in which the student volunteers participated in creating awareness regarding Swaccha Bharat through awareness skit, Street Play in villages. The Poshan Pokhwada Programme was organized to create awareness regarding health, nutrition and nutrients and its role in creating healthy society. Service to mankind is only possible which can save the life of other person. Keeping this as objective blood donation camp was organized where 64 Units of blood was collected in collaboration with DHH Rayagada. Besides that two special camps were organized as a part of community service where volunteers actively participated in the said camp.Women's College, Rayagada organizes different extension activities to involve the students in different community oriented activities so as to imbibe a sense of responsibility /service orientation /holistic development of the students.

2020-2021-NSS wings achieved a great success in organizing the programmes which is social focus. The most important programmes like mask distribution to the villagers during covid pandemic period .Around thousand numbers of masks were distributed to villagers of Mankadajhola and Antariguda and Dhepa Sahi village. Besides that hand washing training, vaccination awareness , Health and hygiene programme also organised to aware the villagers . Two days district wise Swachha Bharat training programme was organised by NSS . Around 150 above participants were there in the training programme.

- **Women"s College , Rayagada took a step towards fulfilling the need of the society by adopting the villages like Antariguda, Dhepa Sahi and Mankadajhola. The NSS units, YRC, NCC are regularly organizing different awareness programmes like Health and hygiene programmes, Health check-up camps, Swaccha Bharat, Domestic violence awareness programme, first aid training, Blood donation camp, Poshan Abhiyan, Special camp at adopted villages,**
- **Self-defence training programme, Vocational training have given to prepare sqush, mango pickle preparation, khali, patra plate preparation to make the villagers economically independent, literacy awareness, programmes for eradication of blind beliefs and superstitions to make them aware about scientific consciousness in day today life, Awareness programme on Dengue and Malaria, the villagers are trained to use of toilets, and tried make the adopted villages with a vision to convert into a model village. Volunteers along with the programme officers immediately take up the instant steps during accidents and provide their services as and when required. Thus uniqueness of extension activities and out-reach programme helps us to niche the Governor's Award as best NSS Programme officer and NSS units of the state.**
- **The students are sensitized on the social issues of the villages. They interact with villagers regarding their problems, health issues , community issues and counseling on to make an alcohol free village. Activities are also taken up by collaborating with other agencies like Nagabali Lion's Club and Inviting the Resource persons from various fields.**
- **The students are being given hand on experience of village life and the problems of the villages. NSS and YRC unit of the college continuously search the community for bringing a holistic change among the people the collage has collaborated with Nagabali Lion's Club to Organize Blood Donation Camps, Voter's Awareness Programmes with District Administration, Rayagada and many other associations for the**

development of skill enhancement among the students.

Problems encountered and resources required:-

The primary limitation for NSS is the limited budget from the government. So, there is a financial constraint. The tribal dominated villages are not safe to stay there and organise the special camps. There is no community hall facility in the said villages. As the villages are alcohol prone areas so its not safe for girlstudents. The Programme officers take a lot of strain to organize the activities at day time.

Best Practice – 2:

Title of the Practice (NCC)

National Cadet Corps.

Goal – The NCC wing was opened since 2011 in Women's College, Rayagada. It aims at developing character, Commandership, discipline, a secular outlook, the spirit of adventure and ideas of selfless service among the young students. Further it aims at creating a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the nation regardless of which career they choose. It also motivates the young students to join armed forces.

2014 – 15

- 24.07.2014 – 02.08.2014 – TAC IGC at Berhampur – 07 cadets.
- 21.07.2014 – 01.08.2014 – NIC – II Nagpur, Maharastra – 06 cadets.
- 17.11.2014 – 25.11.2014 – Agmer Rajasthan Tracking camp, Track – II and Batch – I and ANO awarded as best Adjtent. Ms. Sasmita Bhoi got best cadet award in the said camp.
- 05.09.2014 and 06.09.2014 – 04 cadets, participated at Berhampur on Career opportunities as an extension training benefits.
- 05.06.2014 to 14.06.2014 – CATC camp – 10 cadets at Siriguda, Rayagada.
- 12.01.2015 to 21.01.2015 – CATC camp at Old ITI hostel Rayagada.
- 05.10.2015 to 14.10.2015 – RDC – Phase – I detailed ANO, Lt Reeta Rani MIshra, at SMIT, Chandipadar, Berhampur.
- 20.07.2014 to 03.08.2014 – 06 cadets, Nagpur, Maharastra.
- 24.07.2014 to 02.08.2014 – 12 cadets TAC – IGC held at

Berhampur.

- 04.10.2015 to 13.10.2015 – Pre IGC RDC – I – 06 cadets attended at Berhampur.
- 13.06.2015 to 22.06.2015 – 30 cadets attended International Day of Yoga near Ganga Garage, Rayagada.

2015 – 16

1. 04.01.16 to 18.01.16 – Army attached camp at Patna, Bihar – 08 cadets.
2. 27.05.16 to 23.06.16 – Mountering expedition at Uttarakhanda – 01 cadet attended – Ms. Sasmita Bhoi.
3. 29.05.16 to 06.06.16 – summer adventure camp at Simla, Himachal Pradesh – 03 cadets.
4. 04.10.15 to 13.10.15 – Pre IGC RDC – I – held at Berhampur – 03 cadet.

2016 – 17

1. 2.11.15 to 24.11.15 – Para basic course was held at Agra – (01 cadet) attended B. Kanaka Mohalaxmi.
2. 06.11.2016 to 15.11.2016 – Pre IGC RDC Phase – II held at Chandipadar, Berhampur - 02 cadet.
3. 15.11.2016 to 26.11.2016 – NIC – II camp held at Mager Koel, Tamil Nadu – 06 cadet.
4. 27.11.16 – Lt Reeta Rani Mishra, Associated NCC officer awarded as best ANO Award on the eve of NCC Day celebration at B.J.B (Auto) College by Honorable Education Minister Dr. Pradeep Panigrahi, Government of Odisha.

2017 – 18

1. 24.01.17 to 02.02.2017 – DLC Burla – 02 cadets.
2. 01.08.2017 to 12.08.2017 – NIC – I camp at Secunderabad, Andhra Pradesh Directorate – 06 cadets attended and got first prize in cultural events.
3. 27.10.17 to 05.11.17 – Pre IGC RDC Phase – I at SMIT College, Chandipadar, Berhampur attended by Lt. Reeta Rani Mishra.
4. 27.10.17 to 05.11.17 – Pre IGC RDC – Phase – I at Berhampur – 04 cadets.
5. 02.11.17 to 11.11.17 – Kanchan Surya Darjeeling Baghan Sikkim Track – 07 cadets.
6. 02.01.17 – Defence Ministry gold medal for best NCC Cadet of

the university.

2018 – 19

- 06.05.18 to 15.05.18 – CATC at Model Degree College, J.K. Pur – 23 cadets.
- 26.07.18 to 04.08.18 – Suiting camp at Burla, Sambalpur – 01 cadet – B. Preeti attended the camp.
- 13.10.18 to 22.10.18 – ATC camp at Jupiter College - 20 cadets.
- 19.10.18 to 28.10.18 – Army attached OTA camp at Chennai, Tamil Nadu – cadet G. Jeevanshree attended the camp.
- 09.11.18 to 18.11.18 – Darjeeling Tracking camp – Kanchan Surya Baghan Sikkim Track at Sikkim – 03 cadets.
- 12.11.18 to 23.11.18 – EBSB – II at Jaisalmer, Rajasthan – 01 cadet – Ms. Priyanka Acharya attended the camp.
- 11.11.18 to 18.11.18 – Kanchan Surya Baghan Darjiling Sikkim Tracking camp – 06 cadets.
- 21.06.19 – 30.06.19 – ATC camp at Model Degree College – 20 cadets.
- 15.10.19 – 6.10.19 – EBSB – I at Sainik School Bhubaneswar – 02 cadets.

Evidence of Success- The NCC has been imparting training to the crops. Many of the corps have appeared _B Certificates / C Certificates. One / Two cadets have qualified in examination of Odisha.

File Description	Documents
Best practices in the Institutional web site	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The governance of the institution is reflective of and in tune with the vision and mission of the institution. Our vision 1- To promote higher education among the women in the district.2- To

make the college one of the best center of learning in higher education in southern Odisha. 3- To free the vast majority of the students from the shackles of their backwardness and guides them to levereage with mainstream education. 4- To infuse the spirit of nation building and social responsibilities in the students.5- To equip the learners to update their knowledge and skill as per market needs so as to make them employable in the competitive global situation.

The National Service Scheme of Womens College Rayagada continuously focus on community services and taken the upliftment of down trodden people as its thrust area. During this pandemic situation around 1000 above masks were distributed to the villagers of nearby villages such as- Mankada jhola, Antariguda and other adjacent villages. Besides that the awareness programme was also organised in the villages for massive vaccination . Online awareness programme for student volunteers were also organised for the student volunteers who can spread the awareness among the villagers .The college always tries to developour girl students through academic and social awareness programmes.Besides that hand washing training, vaccination awareness , Health and hygiene programme also organised to aware the villagers . Two days district wise Swachha Bharat training programme was organised by NSS . Around 150 above participants were there in the training programme

Part B
CURRICULAR ASPECTS
1.1 - Curricular Planning and Implementation
1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Women's Degree College Rayagada is affiliated to Berhampur University, Odisha and it follows the University prescribed curriculum.The college has a systematized mechanism for analyzing and ensuring the objectives of the curriculum. Different steps which are followed by the institution to ensure effective curriculum delivery through a well planned and documentation process are as follows:-

- Each academic session starts with student counseling program to welcome the new students and to acquaint them the academic course and college activities.
- Syllabus of each subject for the academic session is provided to the students. Then topic wise syllabus distribution among the faculty members of the departments are done based on the expertise of the individual faculty member before the start of the semester class .
- All the teachers are instructed to prepare lesson plan at the beginning of academic session which is a documented process .It is based on the preparation of synopsis on each topic. Each topic is also divided into different components. The subject faculty member decide the number of classes required and accordingly curricular time table is decided and classes are allotted for each topic.
- Lesson Plan has two sites: one is planning and second is reporting on progress . The implementation of lesson plan depend on plan, date, time and topic to be covered as per lesson plan. The lesson plan is subject to verification by Departmental Heads and the Principal of the college. The lesson plans are verified on quarterly basis. In case of any deviation in the lesson plan and progress register, it is immediately communicated to the concern teacher for rectification. In fact there is no flexibility in the curriculum as it is prescribed by Berhampur University and Higher Education Council.
- The CBCS curriculum has been followed since 2016-17 academic session and currently CBCS Model syllabus has been followed since 2019.
- If the course is not completed in time as per the lesson

plan due to unavoidable circumstances then the teachers engage some extra class to finish the course in time.

- The Teachers also take extra classes to clarify the doubts of the students, revision of topics, Questions and Answers discussion, surprise tests for the effectiveness of curriculum implementation.
- Conventional mode of classroom teaching is done using chalk, blackboard, greenboard, maps, diagrams and charts besides adherence to ICT like Digital projector, internet, e-library etc. to simplify the teaching-learning process.
- Beside chalk and talk method, the classroom teaching is also supplemented with seminar, quiz, workshops, special lectures, group discussions, assignments, educational tours and field trips for the effective delivery of the curriculum, which are done in a planned manner. Records are maintained by each department and information is provided to IQAC for documentation.

File Description	Documents
Upload relevant supporting document	No File Uploaded
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

- The Annual Academic Calendar is prepared according to the University Calendar prior to the commencement of the academic year by IQAC, specifying available dates for significant activities to ensure proper teaching, learning and evaluation process and it is also displayed in the students', teachers' Notice Board and College website.
- The college also follows the Common Minimum Standard Guidelines prescribed by Department of Higher Education for curriculum implementation.
- Theory and practical classes are held according to the Time Table which is prepared prior to the commencement of the academic year by the Routine Committee and is published in students and teachers notice board and college website.

- **Continuous evaluation is maintained throughout the year by conducting tests after completion of every unit to ensure thorough understanding. Apart from this the college conduct internal assessment called Mid- semester exam and End semester exam which is conducted twice in a year as per the academic calendar notified by Berhampur University .Transparency and impartiality are maintained in the evaluation process.**
- **The students performance and learning outcome of all program offered by Women's College Rayagada is communicated through college website.**

If the course is not completed in time as per the lesson plan due to unavoidable circumstances then the teachers engage some extra class to finish the course in time

File Description	Documents
Upload relevant supporting documents	**No File Uploaded**
Link for Additional information	**Nil**

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	**E. None of the above**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	**No File Uploaded**
Any additional information	**No File Uploaded**

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective

course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

8

File Description	Documents
Any additional information	**No File Uploaded**
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
Institutional data in prescribed format (Data Template)	*View File*

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

0

File Description	Documents
Any additional information	**No File Uploaded**
Brochure or any other document relating to Add on /Certificate programs	**No File Uploaded**
List of Add on /Certificate programs (Data Template)	**No File Uploaded**

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

0

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

0

File Description	Documents
Any additional information	**No File Uploaded**
Details of the students enrolled in Subjects related to certificate/Add-on programs	**No File Uploaded**

1.3 - Curriculum Enrichment

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

The College offer seven general and one compulsory UG course which address Gender, Human values, Environment and sustainability . All the courses are affiliated to Berhampur University. The courses are as follows:

Human right in a comparative perspective:It is an undergraduate general paper offered with political science Honours. It consists of 100 marks and include following topic in its curriculum.UNIT-1: Human Rights: Theory and institutionalization: a Understanding Human Rights, Three generations of rights b. Institutionalization: Universal declaration of Human Rights c.Rights in National Constitutions: south Africa and India.

UNIT-II: Issues : a Torture: USA and INDIA b. Surveillance and Censorship : China and India c. Terrorism and insecurities of Minorities: USA and India.

UNIT-III :Structural Violence -I: a. Caste and Race: South Africa and India

UNIT-IV : Structural violence-II: b. Gender and Violence: India and Pakistan c. Adivasis/ Aboriginals and the Land Question: Australia and India.

History and Culture of Odisha – It is an undergraduate Discipline Specific Elective paper offered with History Honours. It consists of 100 marks and include following topic in its curriculum.

Unit: I 1. Buddhism in Odisha 2. Jainism in Odisha 3. Saivism in Odisha.

Unit: II 1. Saktism and Tantricism in Odisha 2. Growth of Vaishnavism in Odisha and Cult of Jagannath

 3.Growth of Odia Literature : Sarala Mahabharata 4. Pancha-Sakha Literature.

Unit: III 1. Buddhist Art and Architecture 2. Jaina Art 3. Evolution of Temple Architecture

 Parsurameswar, Mukteswar, Lingaraja, Jagannath and Konarka.

Unit: IV 1. Christian Missionaries – Education and Health 2. Mahima Movement and its Impact 3. Neo-

Hindu Movements – Brahmo, Arya Samaj.

MARRIAGE & FAMILY RELATIONSHIP :- It is an undergraduate Discipline Specific Elective paper offered with Home science Honours. It consists of 100 marks and include following topic in its curriculum.

Objectives: To understand the concept of marriage & its importance in family life. To acquire knowledge about the different pattern of marriage rituals & ceremonies existing in Indian society. To understand the problems of Family & Marital life prevalent in the society.

UNIT I: Marriage as an Institution . Meaning, definitions, functions& importance of marriage. Types of

marriages- Monogamy, polygamy, Exogamy, Endogamy, polyandry, Polygyny. Marriage in

contemporary society.

UNIT II: Marriage Rituals & Ceremonies in different Indian Communities . Significance of marriage.

Process of marriage among Hindu, Muslim & Christian Community. Adjustments in marriage-

Sex, financial, in laws and among working couples.

UNIT III: Family, kinship and relationship . Meaning, definition, importance, characteristics & functions of

family. Contemporary Family types prevalent in India. Family life Cycle: meaning, importance,

& stages of family life cycle. Family- in- transition- Merits & demerits.

UNIT IV:Problems of Family . Prolonged sickness/illness, accidents widowhood, unemployment,

economic distress /poverty, broken family, family with a disables and suicide in the family.

Marital problems-Marital disharmony& conflict, separation & divorce, single parenthood, loss

of spouse. Practical 1. Do a Project work on a topic related to marriage and family.

PUBLIC NUTRITION :- It is an undergraduate Discipline Specific Elective paper offered with Home science Honours. It consists of 100 marks and include following topic in its curriculum.

Objectives:- To understand the importance of public health nutrition and its role .To gain knowledge on different ongoing nutrition programmes. To study the different methods for assessment of nutritional status.

Unit 1: Concept and scope of public nutrition . Definition, Concept and Scope of public health nutrition

Objectives , principles and scope of nutrition and health education and its promotion .Role of

Public nutritionist

Unit II: Nutritional problems and their implications Etiology, prevalence, clinical features and preventive

strategies of Under nutrition . Protein energy malnutrition, nutritional anemia, vitamin A

deficiency, iodine deficiency disorders. Over nutrition-obesity, coronary heart disease, diabetes.

Fluorosis

Unit III: Assessment of nutritional Status .Objectives and importance . Methods of Assessment A. Direct-

Clinical signs, nutritional anthropometry, biophysical tests. B. Indirect- Diet Surveys, Statistics.

Unit IV : International and National Nutrition Policy and Programmes: International Agencies and their

functions – World Health Organization (WHO), Food and Agriculture Organization (FAO), United

Nations International Children's Emergency Fund (UNICEF), Cooperatives for Assistance & Relief

Everywhere (CARE). National Agencies and their functions , Indian Council of Agriculture (ICAR),

Indian Council of Medical Research (ICMR), National Institute of Nutrition (NIN). National

Institute of Public cooperation & child development(NIPCCD) .

GENDER AND HUMAN RIGHTS :- It is an undergraduate Generic Elective paper offered with English Honours. It consists of 100 marks and include following topic in its curriculum.

Objectives: This paper seeks to familiarize the students with issues of inequality, and oppression of caste, race and gender.

UNIT 1: (i) Unit I and II of Gender Sensitivity (UNESCO Module 5).

UNIT 2: (i) " Castes in India": Dr Babasaheb Ambedkar.

UNIT 3: (i) We Should All Be Feminists by Chimamanda Ngozi Adichie.

UNIT 4: (i) Sultana's Dream (a novella): Rokeya Sakhawat Hossain.

WOMEN'S WRITING:- It is an undergraduate Core paper offered with English Honours. It consists of 100 marks and include following topic in its curriculum.

Objectives: The paper seeks to acquaint the students with the works of women writers from different cultures and nations in various genres. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.

UNIT 1: Virginia Woolf (i) "Chapter 1" from A Room of One's Own

UNIT 2: Charlotte Bronte (i) Jane Eyre

UNIT 3: (i) Kamala Das, 'An Introduction', 'The Sunshine Cat'

 (ii) Sylvia Plath, 'Mirror', 'Barren Woman'

 (iii) Eunice de Souza, 'Women in Dutch Painting', 'Remember Medusa'

 (iv)Shanta Acharya, 'Homecoming', 'Shringara'

UNIT 4: (i) Ashapurna Devi, The Distant Window.

INCLUSIVE EDUCATION : It is an undergraduate Discipline Specific Elective paper offered with Home science Honours. It consists of 100 marks and include following topic in its curriculum.

Learning Objectives:-

·Define meaning and scope of inclusive education.

·identify the assumptions of disability underlying current general and special education

practices

·understand the various suggestions given by different recent commissions on

education of children with disabilities for realizing the concept of "Universalization of

Education";

·explore and utilize pedagogical approaches that can support students with a variety of

learning profiles in respectful ways

·explain the meaning and implications of universal design in learning (UDL) for

classroom pedagogy

·examine the different support services and collaboration for inclusive education

UNIT 1: Meaning, Genesis and Scope Inclusive Education

(i)Special education and inclusive education: concept and principles. (ii)Historical developments of special and inclusive education in India. (iii)Medical and social models of disability. (iv)Examining the practice of labeling. (v)Social, psychological and educational contexts of inclusion

UNIT 2: Polices & Frameworks Facilitating Inclusive Education

(i)International Declarations: Universal Declaration of Human Rights (1948), World

Declaration for Education for All (1990). (ii)International Conventions: United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) (iii)International Frameworks: Salamanca Framework (1994), Biwako MillenniumFramework of Action (2002) . (iv)Constitutional Obligations; RCI Act 1992; PwD 1995 and NTA 1999; RTE-SSA and RPD Act. 2016.

UNIT 3: Understanding and Support Needs of Students with Disability(i)Understanding and support needs of students with different labels of disability including: autism, learning disabilities, speech & hearing disability, blindness, and intellectual disabilities in inclusive classroom.

UNIT 4: Frameworks, Support and Collaboration for Inclusive Education(i)Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment(ii)Principles of Differentiated Instruction and Assessment(iii)Capacity Building of Teachers for Inclusive Education(iv)Assistive Technology & Devices for Inclusive Education.

One Compulsory B.A./ B.Sc. Honours and General Compulsory course which is offered in +3 1st Semester is

Environmental Studies: This is a compulsory course offered to First year UG students. It consists of 100 mark and following topic in its curricula.

UNIT- I: Introduction to Environmental Studies, Ecosystem, Pollution 1. Scope and nature of Environmental studies, Man and Environment, Structure and function of ecosystem; energy flow in the aquatic ecosystem 2. Environmental pollution: types,

causes, effects and controls of air and water pollution, climate change, global warming, green house effect, ozone layer depletion.

UNIT-II: Natural Resources 1. Land resources and land use changes, land degradation, soil erosion and desertification, Alternate energy resources, Deforestation. 2. Water: Use and over exploitation of surface and ground water, floods, droughts, conflicts over water (national and inter-state).

UNIT-III: Biodiversity and Conservation 1. Levels of biological diversity: genetic, species, and ecosystem diversity, Conservation of biodiversity, Biogeographic zones of India. 2. Threat to biodiversity: Habitat loss, poaching of wild life, man-wild life conflicts, Endangered and endemic species of India.

UNIT-IV: Human Communities and the Environment 1. Human population growth: Impacts on environment, human health and welfare. Disaster management: floods, earthquakes, cyclones and landslides. 2. Environmental ethics, Environmental education, awareness and audits. Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.

- The institution also organizes guest lectures and talks inviting speakers to deliver relevant information to students on such topics.
- The girls wing of NCC as well as NSS unit of the college has taken up issues pertaining to gender, health, human rights.
- For dealing with professional ethics, each department through their interaction with the students in the classroom gives them basic idea on professional ethics.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	No File Uploaded

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

6

File Description	Documents
Any additional information	**No File Uploaded**
Programme / Curriculum/ Syllabus of the courses	**No File Uploaded**
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	**No File Uploaded**
Number of courses that include experiential learning through project work/field work/internship (Data Template)	**No File Uploaded**

1.3.3 - Number of students undertaking project work/field work/ internships

129

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	D. Any 1 of the above

File Description	Documents
URL for stakeholder feedback report	**No File Uploaded**
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	**No File Uploaded**
Any additional information(Upload)	**No File Uploaded**

1.4.2 - Feedback process of the Institution may be classified as follows	**A. Feedback collected, analyzed and action taken and feedback available on website**

File Description	Documents
Upload any additional information	**No File Uploaded**
URL for feedback report	**Nil**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

256

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	<u>View File</u>

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

199

File Description	Documents
Any additional information	[View File](#)
Number of seats filled against seats reserved (Data Template)	No File Uploaded

2.2 - Catering to Student Diversity

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

Teachers of different department review the academic performance of the students from class room lecture, discussion, laboratory practical, surprise test, classroom presentation, seminar help in assessing the number of advanced learners and slow learners.

Slow learners: The following steps have been adopted to improve the standard of slow learners

- Special attention is given to the students through doubt clearing session and addressing the personal difficulties regarding the subjects through extra classes.
- At the beginning of the session, the fundamentals are taught and unit wise conceptual fundamentals were given for the better understanding of the subjects.
- The basic concepts related to syllabus which could not be grasped easily, are repeatedly cleared in consequent classes.
- Students are encouraged to ask questions and clear their doubts.
- Extra Classes are conducted for the full coverage /completion of the syllabus, where the interactive learning sessions are encouraged.
- Slow learners are specially advised and counseled by the respective subject teachers and HODs.

Advanced learners: The following steps have been adopted to improve the standard of slow learners

- They are motivated to achieve to strive for better performances.
- They are also provided with additional inputs for better career planning.
- Experts from various Industries, Academic Institutions, Universities, and Professional Institutions are invited

- to give advanced inputs (Lecture, Motivational talk, Career Guidance) to the students.
- Students are encouraged to obtain University Rank and secure outstanding Grade in semester Examination.
- Students are given awards, prizes for different outstanding achievements in academic performance.
- For different professional Examinations, Magazines, GK Books, News Papers (English, Odia, and Hindi) are being provided.
- Extra Moral and interdisciplinary counseling with interactive sessions are held to motivate the students.

Proctors help the advanced learners to opt for a better career in securing good results in academics

File Description	Documents
Link for additional Information	Nil
Upload any additional information	No File Uploaded

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

Number of Students	Number of Teachers
250	11

File Description	Documents
Any additional information	No File Uploaded

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

Women's Degree college Rayagada caters to the higher academic needs of the students coming from different areas of the districts such as: Rayagada, Koraput, Kalahandi, Phulbani etc. Since they come from a very poor economic background, their learning process has become very slow. So, in the teaching and learning process, student-centric processes are preferred. It includes interactive classes, doubt clearing sessions, field studies, question answer discussion etc. Experiential Learning is also given through exposure visit, survey work, practical work etc. Participatory includes seminar presentation, debate,

easy writing, different curricular and extracurricular and extracurricular or activities. The problem solving methodologies are also adopted to orient the students with the subject specific approaches. It is done through discussion, examinations and presentations.

File Description	Documents
Upload any additional information	**No File Uploaded**
Link for additional information	**Nil**

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The teachers of different departments generally uses the ICT tools like ppt presentations, Google classroom, Google meet and online learning platforms. The students are supplemented with links and website addresses so that they can google on the topics and study . The teachers of different departments also shares ppts on different topics to students through whatsapp group.

File Description	Documents
Upload any additional information	**No File Uploaded**
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	**Nil**

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

2.3.3.1 - Number of mentors

16

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	**No File Uploaded**
Circulars pertaining to assigning mentors to mentees	**No File Uploaded**
mentor/mentee ratio	**No File Uploaded**

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

16

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<u>View File</u>
Any additional information	**No File Uploaded**
List of the faculty members authenticated by the Head of HEI	**No File Uploaded**

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

3

File Description	Documents
Any additional information	**No File Uploaded**
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	<u>View File</u>

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

2.4.3.1 - Total experience of full-time teachers

31

File Description	Documents
Any additional information	**No File Uploaded**
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	[View File](#)

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

In all the examinations arranged by the College (Surprise Tests, Mid-Term Tests scheduled by the Berhampur University). Results are duly intimated to the examinees within 7 to 10 days of the examination. The students are provided with the corrected answer-scripts by the relevant faculty members. With the commencement of the new session, Mid semesters are scheduled to be held for the honours students. The students are provided with the corrected answer-scripts of the mid-semester so that they can be aware of their mistakes. If the students express their difficulties in understanding the questions which were set in the tests, the questions and the topic on which such questions were set are discussed in the lecture-hour by the faculty member. The students are often suggested to write the answers corrections are duly made by the examiner and the corrected marks is officially posted against the name of the concerned student. However since the responsibility of publication of board examination results lies solely with the Berhmpur university.

File Description	Documents
Any additional information	**No File Uploaded**
Link for additional information	**Nil**

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

The students are provided with the corrected answer scripts by

the relevant faculty members. The doubt and enquiries of the students regarding the pattern of optimal answers are clarified by the examiners. If there is any tabulation related error in the assessment, corrections are duly made by the examiner and the corrected marks is officially posted against the name of the concerned student.

If ant severe discrepancy of result is found on the students came with application then the grievance is immediately taken care by the examination cell. If the mistakes were happened at college level with appointment authority. The mistakes are found with the university then that is also communicated to the controller of examination and sort out immediately and compiled the issue. In the last five years rectification of subjects, correction of education practical, rectification of G.E subject, correction of names for subjects in university portal, correction of errors in semester examinations, changing of subjects, publication of result and correction of entry of subject list were addressed by the examination cell.

File Description	Documents
Any additional information	**No File Uploaded**
Link for additional information	**Nil**

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

UNDER GRADUATE DEPARTMENTS

COURSE OUTCOMES: ECONOMICS HONOURS

- Introductory Microeconomics: This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

- Mathematical Methods for Economics: The objective of this

sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

- Introductory Macroeconomics: This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

- Mathematical Methods for Economics II: The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general.

- Microeconomics I: The course is designed to provide a sound training in microeconomic theory to formally analyze the behavior of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts; this course looks at the behavior of the consumer and the producer and also covers the behavior of a competitive firm.

- Macroeconomics I: This course introduces the students to formal modeling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.

- **Statistical Methods for economics:** It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It is followed by a study and measure of relationship between variables, which are the core of economic analysis. This is followed by a basic discussion on index numbers and time series. The paper finally develops the notion of probability, followed by probability distributions of discrete and continuous random variables and introduces the most frequently used theoretical distribution, the Normal distribution.

- **Microeconomics II:** The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers Market, general equilibrium and welfare, imperfect markets and topics under information economics.

- **Macroeconomics II:** In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.

- **Research Methodology:** The course is to develop a research orientation among the students and to acquaint them with fundamentals of research methods. Specifically, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and their approach. It includes discussions on sampling techniques, research designs and techniques of analysis.

- **Indian Economy I:** Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

- **Development Economics I:** The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to

develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

- Indian Economy II:

This course examines sector-specific polices and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list will have to be updated annually.

- Development Economics II: It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.

COURSE OUTCOMES: EDUCATION HONOURS

- Educational Philosophy: States and analyzes the meaning of education and form own concept on education, explains philosophy as the foundation of education, analyzes aims of education, describes the essence of different formal philosophies and draw educational Implications and Compares and contrasts Indian and western philosophies of education.
- Educational Psychology: The objective of the paper is to Explain the concept of educational psychology and its relationship with psychology, Understand different methods of educational psychology, Describe the theoretical perspectives of educational psychology, Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development, Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence, Specify the contexts

and factors influencing development, Explain the theory of cognitive development and its educational implications, State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences, Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

- Educational Sociology: On completion of this course, the students shall State the relationship between education and society, Understand the meaning of Educational Sociology and function of education as a Social system, State different agencies of education and their functions, Justify the importance of education for social change, Describe the role of education in modernization and globalization, Describe the function of education to ensure equality and equity.
- Changing Pedagogical perspective: On completion of this course, the students shall Explain the concept of pedagogy, Differentiate pedagogy from other allied concepts, Explain different teaching task with example, Establish relationship between teaching and learning, List out different approaches and methods of teaching, Prepare a lesson plan following different designs
- Educational Assessment and Evaluation: On completion of this course, the students will State the nature, purpose and types of educational assessment and evaluation, Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation, Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching, Describe the characteristic of a good test, Analyze the trends and issues in learning and learner assessment, Analyze and interpret results of the assessment using standard score, Illustrate the principles of test construction in education.
- Educational Research: On completion of this course, the student will describe nature, scope and limitation of educational research, Understand different types and methods of educational research, Explain sources from where knowledge could be obtained, describe the process of research in education, Analyze research design in education, Illustrate procedure of collecting and analyzing data, Prepare the research report.

- **Statistics in Education:** On completion of this course, the students will describe the importance of statistics in education, Organize and represent educational data in tabular and graphical form, Compute and use various statistical measures of average, variation and bi-variate distribution to in analysis and interpretation of educational data, Describe the concept and importance of normal probability curve and interpret test scores in using normal probability curve.

- **History of Education in India:** On completion of this course, the student will understand the development of education in India during ancient period, medieval period and pre-independence period, describe the development of education in India during post-independence period, describe major recommendations of different policies and committee reports on education in India.

- **Curriculum Development:** On completion of this course, the students will differentiate curriculum from courses of study, text book, analyze bases and sources of curriculum, describe different types of curriculum, critically examine National curriculum framework- 2000 and 2005, describe process of curriculum development and differentiate different models of curriculum development, Evaluate curriculum using different evaluation models.

- **Guidance and Counseling:** On completion of this course, the students will state the concept, need, principles and bases of guidance, use various tools and techniques of guidance in appropriate contexts, explain the role of school in organizing different guidance programmes, state the concept, scope and type of counseling, narrate the process, tools and techniques of counseling, explain the qualities and role of a counselor, Describe different programmes for with differently abled children, explain the role of teacher and head master in organizing different guidance programmes.

- **Development of Education in Odisha:** On completion of the course the students will grasp the structure of educational system of Odisha, state the function of institutions/units at the state and district levels, appreciate the contribution of Utkalmani Gopabandhu Das to the thoughts and Practices of Indian education narrate the learning objectives and implementation process of the major education Schemes of central as well as state government being implemented in the state of Odisha, explain the role of various state and district level institutions in education, analyze the scenario of higher

and technical education of Odisha, establish linkage between higher education and development of the state.

- **Information and Communication Technology in Education:** On completion of this course, the student will explain the concept, nature and scope of ICT in education, explore ICT resources for Teaching and learning, differentiate between Web1.0 and Web2.0, describe the importance of free and open source software in education, demonstrate the use of various application software in education, develop the ability to use various tools connect the world, explain the content by using various subject tools, Explore tools and techniques of ICT for evaluation.

- **Contemporary Trends and Issues in Indian Education:** On completion of this course the students will understand the importance of pre-school and elementary school education, analyze various problems and issues for ensuring quality education, state the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education, enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education, justify the importance of teacher education and analyze various problems and issues for ensuring quality in teacher education, analyze emerging concerns in Indian education.

- **Educational Management and leadership:** On completion of this course, the students will describe the concept, types and importance of educational management, spell out the structure of educational management at different levels - from national to institution level, describe different aspects and importance of educational management, describe the concept, theories and style of leadership in educational management, analyze the concept, principles and structures of total quality management approach in education.

COURSE OUTCOMES: EDUCATION HONOURS

- **British poetry and drama: 14th to 17th centuries:** The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th century. It helps students sample and explore certain seminal texts from the early modern period, covering the genesis of modern English poetry and the Renaissance that set British

poetry and drama on their glorious course to greatness.

- British poetry and drama: 17th and 18th century: The Introduction of this paper is to acquaint students with the Jacobean and the 18th century British poetry and drama, the first a period of the acid satire and the comedy of humours, and the second a period of supreme satiric poetry and the comedy of manners.
- British prose: 18th century: The Introduction of the paper is to acquaint the students with a remarkable, newly evolved form of literature: the essay. The period is also known for its shift of emphasis from reason to emotion.

- Indian writing in english: Indian writing in English has been the fastest growing branch of Indian literature in the last one hundred years. It has produced a rich and vibrant body of writing spanning all genres. As a twice born' form of writing, it partakes of both the indigenous and the foreign perspectives and has an inherent tendency to be postcolonial. This paper seeks to introduce the students to the field through a selection of representative poems, novel and play.

- British romantic literature: The paper aims at acquainting the students with the Romantic period and some of its representative writers. The students will be able to sample some seminal works of the Romantic age which gave expression to the key ideas of the period such as return to nature, subjectivity, desire for personal freedom and the defiance of classicism-imposed restrictions on poetic form.

- British literature 19th century: This paper seeks to introduce the students to the exploits of the 19th century British Literature in prose, especially fiction and cultural criticism. It also includes samples of Victorian poetry.
- British literature: early 20th century: The paper aims at acquainting the students with the literature of Britain in the early 20th century, focusing on the modernist canon in poetry, novel, and literary criticism.
- American literature: This is a survey paper providing an overview of canonical authors from American Literature in the established genres.
- European classical literature: This paper seeks to

introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD. The paper seeks to acquaint the students with the founding texts of the European canon.

- **Women's writing:** The paper seeks to acquaint the students with the works of women writers from different cultures and nations in various genres. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.

- **Modern european drama:** The aim of this paper is to introduce the students to the best of experimental and innovative dramatic literature of modern Europe.
- **Indian classical literature:** This paper seeks to create awareness among the students of the rich and diverse literary and aesthetic culture of ancient India.
- **Postcolonial literatures:** This paper seeks to introduce the students to postcolonial literature —a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. The paper aims to provide the students with the opportunity to think through the layered response – compliance, resistance, mimicry, subversion – that is involved in the production of post-independence literature.

- **Popular literature:** This paper seeks to introduce the students to genres such as children's literature, detective fiction and campus fiction, which have a "mass" appeal, and can help us gain a better understanding of the popular and folk roots of literature.

COURSE OUTCOMES: HINDI HONOURS

- **History of Hindi Literature:** This paper deals with the understanding of the origin and development of the historical books of Hindi literature. It also includes learning the expansion and limits of the naming and classification of the early age(Aadi Kaal: discussion on different periods and major creations of the background of Aadi kaal). It also deals with reflection on the rise of the Bhakti Movement, discussion on the causes of

bhakti movement, discussion on the important points of the Nirgun branch of bhakti, Introduction of major writers, discussion on the branches of Rama Bhakti and Krishna Bhakti and Sagun Bhakti.

- Hindi Poetry of Bhakti Kaal: This paper deals with the reflection on the forms of Nirguna and Ram Bhakti Poetry. The paper seeks to introduce the students to Nirgun, Ram Bhakti and Krishna Bhakti poetic forms. It also focuses on Gyana Marga and prem Marga Poetry.
- History of hindi literature-II: This paper focuses on Modern Hindi Literature. Discussing on different periods of modern Hindi literature, it also introduces the students to the origin and development of novela nd story.
- Poetry of Krishna Bhakti and Reeti kaal: This paper aims to introduce the students to the Krishna Bhakti and reetikaalin Poetry. It also discusses on different representative poets of the period and their works and their contribution to the enrichment of Hindi language.
- Theory of Translation: This paper seeks to acquaint the students with the definition, forms and different fields of translation, clearly differentiating translation from interpretation. It also discusses on literary interpretation and language translation.
- Hindi Narrative Literature(novel): This paper seeks to introduce the students to understand the rise and development of Hindi Novel. Focuses on the contribution of Premchand in the development of Fiction. It also aims at introducing the students to female writers of Hindi fiction. The paper focuses on the representation of the male-female relationship in the social novels.
- Hindi Literary Narratives (Story): The course aims at acquainting the students to art of story writing. It introduces the representative writers of story and their major works. It helps the students to understand different artistic techniques and language of story writing and also representation of different themes in Hindi Story writing.
- Essay and Autobiography (prose): The objective of the paper is to acquaint the students to Hindi prose writing, helping them to understand the importance of autobiography, its form and tradition. It also helps the students to understand the development of essays as an important genre in prose.
- Modern Hindi Poetry-I: This paper introduces the students to modern Hindi Poetry, its representative poets and

examines different themes of modern thought such as suppressed feelings of women, separation, mysticism etc as represented in their poetry.

- Linguistics and Hindi Language: This paper aims at creating awareness among the students about Hindi Language, its definition and changes in the language. It helps the students to better understand linguistics and its branches, the origin of Hindi language and its development and have a broad idea of different types of communication.

- Hindi drama and Theatre: the objective of the paper is to introduce the students to the rise and development of Hindi drama, the influence of Indian and western theatre. It also introduces them to different major dramatists to Hindi literature and helps them to have a broad idea of one-act plays, their origin and development.

- Hindi Poetics: The paper seeks to make the students aware of Hindi poetics. The characteristics and power of diction. It introduces the theory of rasa(sentiments): types of rasa and their various combinations. It focuses on poetic conventions: its form and classification. It also acquaints the students with theories and figures of speech.

- Modern Hindi Poetry II: This paper aims to give the students to have a sense of modernity in Hindi poetry giving the idea of understanding the feelings of the post world war II era. The representative poets have have represented different themes such as the sense of liberty, the sense of despair and uncertainty, satirical thoughts, post independent ideals, representation of rural life etc.

- Western Poetry: this paper aims at giving the students as idea about the western poetry. It discusses about Plato's theory of poetry and poetic truth, Longinus' theory of poetic sublimation, wordsworth's theory of poetry. The paper also seeks to make the students understand the relationship of poetry with life and society. It also focuses on different modern theories of poetry as Imagism, Impressionism, liberalism, Marxism etc.

COURSE OUTCOMES: HISTORY HONOURS

- History of India: The paper provides accessible account

of the history of early India. Beginning with a discussion on frameworks of the wroting of history-approaches, sources and significance. The study of ancient Indian History is important, which tellsus how, when and where people developed the earliest culturein India, how they began undertaking agriculture and stock raising which made life secure and settled. We get an idea of how theancient inhabitants made arrangements for food, shelter and transportation and learn how they took to farming, spinning, weaving, clread forest, founded villages etc. Apart from pre-historic hunter-gatherers the harappa civilization gives ample data on importance of urbanization in India and its socio-economic-religious prospective to the mankind. The chapter Vedic age focus on socio-economic and political sphere which was prevalent during that time and also rise of social stratification during later Vedic age.

- Social formations and cultural patterns of Ancient World: This paper provides ample information regarding evaluation of man theory in world context. Growth of Paleolithic, Mesolithic and Neolithic culture in world scenario. Bronze Age civilization like: Egypt, Mesopotamia and china provides the historical importance of these civilizations and contribution to the mankind. The culture and politics of Ancient Greece help us to know about rise of city-state theory, democracy and the concept of Greece golden age in specific manner. By studying the paper student can acquire the historical importance of world history from evaluation theory to rise of Ancient Greece.

- History of India-II: The paper gives huge knowledge on condition of India during 300 B.C to 750 C.E, where we get much more information on the state of Ecnomy of India during that time, trade, commerce which lead to urban growth and simultaneously rose of social stratification like class, varna, jati and Gender. Political stabilization during Maurya and Post-Maurya Period, Gupta and post-Gupta Period. The role of religion, culture, philosophy played a vital role in the present paper. It helps the student to build up an innovative idea among themselves to reconstruct history of economy, to know about eminent personality(Chandra Gupta Maurya and others to strengthen the present political condition of India)

- Social Formations and Cultural Pattern of the Medieval World: This paper is effective to the student. It can

help the student for better understanding on condition of medieval world. To understand present society and culture, a student should have a basic idea on social formation and cultural pattern of the medieval world.

- History of India III: This paper emphasizes on situation of India from C.750-1206. It gives information on sources of early medieval India, rise of Rajputs, Arab conquest of sindh, Agrarian structure and social changes, Trade and commerce, process of urbanization, religious-cultural development during that period. Growth of regional language, literature, Evaluation of temple Architecture is the remarkable one. Student mind can occupy vast knowledge by go through the paper which is helpful to correlate the past and present.

- Rise of the modern west-I: By studying the paper the students mind can grapes the knowledge on rise of capitalism in modern west, development of trade and commerce, early colonial expansions, rise of slave theory, Renaissance of Reformation, economic developments of the 16th century, growth of industries and its impact etc. rhis paper shows origine and spread of reformation movements, Emergence of European state system like Spain, France, England and Russia.

- History of India-IV: This paper emphasizes on condition of India during C. 1206-1526. Importance of sources like: Persian Tarikh Tradition, Vernacular Histories, Consolidation of Delhi Sultanate under the rulling period of Balban, Allauddin Khiliji, Mohd-Bin-Tuglaq theories of kingship have been discussed. At the same time focus on emergence of Regional identities, society and economy, agricultural production, technology, market regulations, trade and commerce, religion and culture are discussed on the following heads: role of Sufism and Bhakti movement, impact, rise of liberal thought, ideology of equality etc played a vital role to give new idea among the student mind.

- Rise of Modern West-II: The paper gives ample information on European Politics in the 18th Century, socio-economic political crisis in 17th century, major issues, rise of modern science, impact of modern science on European Society, Origine and spread of Mercantilism, Agricultural and scientific background to the industrial revolution, the causes and significance of American Revolution are discussed on the following heads. It is helpful to student's mind to have a vision to making India by utilizing historical and scientific approaches.

- History of india-v: This paper describes about condition of India during C.1526-1750. Theories like: establishment of Mughal Rule, Role of Rajputs, Emergence of Marathas, Role of Shivaji, Society and Economy during Mughal Era, Cultural Ideas, Role of Akbar, Din-I –Ilahi, Development of Art and Architectures, paintings etc. By studying such theory, student mind can acquire basic principles of Akbar Religious Policy, which is need of the hour for making peaceful coexistence among all nations. All the chapters are relevant in accordance to vision of a new India.

- Historical Theories and Methods: History is not a mere story or events of past record only to read and know history, there must be certain criteria. So the paper " Historical Theories and Methods" has been introduced by DHE to create a new idea among the history students and to irradicate biasness in history while writing. It includes meaning and scope of history, Traditions ofhistorical writing, Greek, Roman, Medieval understanding history as interdisciplinary practice, Historical Methods etc. this paper is the need of the hour to reconstruction of history by future generation.

- History of Modern Europe-I: This paper gives useful information on History of Modern Europe C. 1780-1880. Here broadly discussion on the concepts like: French Revolution 1789, Socio-religious-economic and political causes, intellectual currents, Role of the National Legislative Assembly, Role of Nepolean Bonaparte, Reforms, Restoration and revolution, Socio- economic transformation and remaking of states during late 18th and 19th century. Evaluation of Social class, Formation of National identities in Germany, Italy and Ireland. This paper helps to student to have an idea on political scenario of Modern Europe during that time.

- History of India VII: This paper presents the situation of India from 1750-1857. Expanssion and consolidation of colonial power at Bengal, Mysore and Odisha, Colonial State and ideology, Importance of Education, Situation of economy and society, Commercialisation, Drain of Wealth theory, Growth of Modern Industry, Popular Resistance Santhal Indigo Rebelion, 1857 causes and consequences, By Studying this paper, the students can rethink India during 17th and 18th century. Advent of British power creat many changes in the field of Indian economy, society and education.

- History of India-VII: The paper provides ample

information on condition of India during C.1857-1950. Major chapters come on the cosolidation are cultural changes, Socio-religious reform movements, Brahmo Samaj, Arya Samaj, role of women, growth of nationalism, INC, Moderates and Extremists, role of Dalits, tribe and women given much more importance. At the same time, communalism, Muslim League, Partition and Independence, Making of Constitution etc are discussed. By studying this paper, student can develop in the mind the theory of Indian Independence and how much efforts have been contributed by different groups and personalities.

- History of Modern Europe II: This paper describes about History of Modern-Europe C. 1880-1939. It consists of chapters like: liberal democracy, working class movements and socialism in 19th and 20th centuries, the crisis of fudalism in Russia and experiments in socialism, growth of militarism, causes of first world war, fascism and Nazism, Spanish civil war, origin of second world war, intellectual developments, major intellectual trends, darwin and freud. By focus on the paper student can get ample idea on political scenario of Modern Europe during that time. ' War brings the destruction'- this theory can easily proved by the chapters like: first world war and second world war. Peaceful co-existence is the mainmotto of reading history.

COURSE OUTCOMES: HOME SCIENCE HONOURS

- Human development 1: the childhood years: The objective is to understand importance of Human development & principles involved in it and to study the developmental pattern of children starting from prenatal period up to middle childhood years in the areas of physical, motor, social, emotional & language development.
- Food and nutrition: The objective is to understand basic concepts of food, nutrition and their related terms, to study the functions, requirement& deficiency of macro & micronutrients in the human body, to examine the difference between weights & measures of raw & cooked foods, to gain knowledge on nutritional contribution of various foods and principles involved in its cooking.
- Extension education theory: The objective is to enable the student to understand the meaning, principles, philosophy of Home Science Extension Education, to enable the student to know about different methods used in Extension Education, to enrich the Knowledge of the

students about teaching learning process in Extension education.

- **Family resource management:** The objective is to achieve goals in life through judicious resource management and to utilize the available resources effectively.
- **Textiles:** The Objective is to know the manufacturing process of different types of textile fibers, their structures and uses, to know the manufacturing process of different types of fabrics, to impart knowledge on different textile finishes.
- **Dynamics of communication:** The objective of the paper is to understand the different spheres of communication ant to understand the concept, process, models and process of communication
- **Personal Finance & Consumer Studies :** The Objective is to gain knowledge about the need of consumer education and to create awareness among consumers through education
- **Human development II:** The Objective is to know the different developmental tasks during adolescence and to know the socio-emotional and cognitive developments of adulthood.
- **Nutrition: a life cycle approach:** The Objective is to know the importance of nutrition in different stages of life cycle and to study the nutritional need in special conditions.
- **Fashion design:** The objective is to support and collaborate with fashion, textiles and design industry to achieve a sustainable progress and to give advance knowledge and pushing the boundaries in fashion, textile and designing.
- **Therapeutic nutrition:** The objective is to study about principles of therapeutic nutrition and to know the nutritional need during different disease conditions.
- **Physiology and promotive health:** The objective is to understand the structure and functions of various organs of the body and to focus on different mechanism of human body.
- **Research methodology:** The objective is to understand the meaning and process of research in social sciences, to know about the technique of collection, analysis and interpretation of data, to understand the meaning & process of research in social sciences, to have fundamental knowledge about analysis of data & the diagrammatic representation of data and to learn the techniques of interpretation of data & report writing.
- **Socio economic environment:** The objective is to know the

relationship between society, economy and environment, to create awareness among people regarding constraints in economic environment and its consequences.

COURSE OUTCOMES: ODIA HONOURS:

CORE – 01 (????? ???????? ??????)

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CORE – 02 (????????? ????? ???????)

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CORE – 03 (?????? ????? ???????)

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CORE – 04 (????????? ????????? ????? ???????)

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CORE – 05 (????? ????? ???????? ????? ????)

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CORE – 06 (????? ????? ????? ??? ?????)

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CORE – 07 (????? ?????? ????? ? ????????? ???????)

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CORE – 08 (????? ??? ??????? ? ??? ???????)

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CORE – 09 (??????? ??????: ??????? ? ?????????)

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CORE – 10 (????? ??????? ? ?????? ??????)

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CORE – 11 (????? ???? ??? ?????????)

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CORE – 12 (????? ??? ??????? ?????)

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CORE – 13 (????? ???? ??????? ?????)

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CORE – 14 (????? ????? ????????? ??????)

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COURSE OUTCOMES: POLITICAL SCIENCE HONOURS:

- Understanding political theory: This course is divided into two sections. Section 'A' introduces the students to the idea of political theory, its history and approaches and an assessment of its critical and contemporary trends. Section 'B' is designed to reconcile political theory and practices through reflections on the ideas and practices related to democracy.

- Constitutional government and democracy in India: This course acquaints students with the Constitutional design of state structures and institutions, and their actual working over time. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

- Political theory-concepts and debates: This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual tool kit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of Political debates.

- Political process in India: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students

with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

- **Introduction to comparative government and politics:** This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

- **Introduction to public administration:** The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

- **Perspectives on international relations:** This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency-structure problem through the levels-of analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro-centralism of International Relations by highlighting certain specific perspectives from the Global South.

- **Political processes and institutions in comparative perspective:** In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study

and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

- Public policy and administration in India: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

- Global politics: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and transnational actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

- Western political philosophy: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke, Rousseau, Marx. This is a basic foundation course for students.

- Indian political thought (ancient and medieval): This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of Reference books is meant for teachers as well as the more interested students.

- Contemporary political philosophy: Philosophy and politics are closely intertwined. Students will be

exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence. Contemporary political philosophy and debates are introduced to the students here.

- Modern Indian political thought: Based on the study of individual thinkers, the course introduces a wide span of Thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of Reference books is meant for teachers as well as the more interested students.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for Additional information	http://womenscollegerayagada.in/po-co-pso/
Upload COs for all courses (exemplars from Glossary)	**No File Uploaded**

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Teachers and students are aware of the stated programme and course outcomes of the programmes offered by the institution.

Response:

Mechanism of Communication of Cos

- Decided in the Staff Council Committee Meeting by Head of the Departments(As per the guidelines of Berhmpur University)
- Uploaded in the College Websites
- Intimated to the students in the class room

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for Additional information	http://womenscollegerayagada.in/po-co-pso/

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

154 (70.15%)

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	**No File Uploaded**
Paste link for the annual report	**Nil**

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

http://womenscollegerayagada.in/sss/

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 year (INR in Lakhs)

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

Nil

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	**No File Uploaded**
List of endowments / projects with details of grants(Data Template)	**No File Uploaded**

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

na

File Description	Documents
List of research projects and funding details (Data Template)	**No File Uploaded**
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	**No File Uploaded**
Paste link to funding agency website	**Nil**

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

6

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	**No File Uploaded**
List of workshops/seminars during last 5 years (Data Template)	**No File Uploaded**

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

2

File Description	Documents
Any additional information	**No File Uploaded**
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

0

File Description	Documents
Any additional information	**No File Uploaded**
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The extension activities are regularly carriedout at college level as well as at the neighbourhood community. The NSS wing of the college significantly contributed to social service during the pandemic situation. Around 1000 above masks were distributed among the villagers of Mankadajhola, Dhepa Sahi, Antariguda . Besides that soaps were also distributed for cleaning the hands . Hand washing training is also given to the said villagers .A district level Swacha Bharat camp was organised at college where 100 numbers of participants were participated in the said camp . The said volunteers visited around five numbers of villages and demonstrate the hand washing technique to the villagers and also counsell the

villagers regarding higenic way of life . All the programmes were highly impactful and orient the volunteers regarding their social responsibilty , social problems of villages and their role in combating those problems . Ultimately NSS contributed a holistic approach of developing the personality of the student volunteers.

File Description	Documents
Paste link for additional information	http://womenscollegerayagada.in/nss-activities/
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	No File Uploaded
e-copy of the award letters	No File Uploaded

3.3.3 - 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 organized in collaboration with industry, community and NGOs) during the year

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

630

File Description	Documents
Reports of the event organized	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

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

630

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

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

0

File Description	Documents
e-copies of linkage related Document	**No File Uploaded**
Details of linkages with institutions/industries for internship (Data Template)	**No File Uploaded**
Any additional information	**No File Uploaded**

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

-The instituion has 15 numbers of fully functional classrooms i.e-Room N0- 4,5,6,7,8,15,18,24,25,26,27,20,28,29, 30

-Two halls with a capacity of 128 and 200 which are fully equipped with benches and tables for the students.Out of which oe hall is equipped with pojector and one room is used for UGC compuer center.The UGC computer center is equipped with 5 numbers of desktop computers.

-There are two numbers of labs i.e- Education Lab and Home Science Lab.

  - The Education lab is equipped with BB cloth-50 nos, Geographical Map-10 nos, Visual Aids-Pictures of different personalities of national repute and related topics of different subjects .Besides that Globe, Geometric Box, Pointer, Green Board and Bulletin Boards are there.

  - Home Science Lab is equipped with Sewing Machine s- 06 nos, Microscope-03, Gas chullas-2, Posters and charts of different topics related to home science, weighing machine, Refridgerator, cooking utensils, Chapati maker, Black board, Green Board and Preparation Table.

- Library Facilities- The college has a well established library with a reading room facility .The library has 9,677 number of books (4153-UGC and 1726- General Library books) .Computer and internet facility is available for the students and teachers.The library is equipped with reading room. The reading room is also equipped with a study table and 15 numbers of seating chaires.Monthly magazines of general knowlledge , current affaires, literature are procured for the students .

-Computing Equipments- The college has UGC computer centre , Sams Lab, and Library learning centre. The computing equipments are installed at diffrent places with internet connectivity , scanners and printer facility.

-The campus hasWi-Fi enabled facility.

-Canteen facility within the campus

-All the rooms and campus are equipped with CCTV surveillance.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

The college has a set up for sports ground and indoor and outdoor facility for sports. Besides that sports equippments like Kho Kho pole, Javellin throw, Short foot,Ball badminton , High Jump Stands , Carrom board and Chess boards are there for the students. Students are regularly participate in University and state level events of sports. The cultural activities are generally organised at auditorium hall and open stage .The cultural team are supported with well maintened sound system and a stage for dance , drama and song activity. The yoga training is given in the open ground . The students are sit over the mats and instructors guide them the yoga exercises.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

1

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

1

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	**No File Uploaded**

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

21,00000

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	**No File Uploaded**
Upload Details of budget allocation, excluding salary during the year (Data Template)	**No File Uploaded**

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)
The library is running with conventional catalogue system and there is no implementation of Integrated Library Management System.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for Additional Information	**Nil**

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	**D. Any 1 of the above**

File Description	Documents
Upload any additional information	**No File Uploaded**
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	**No File Uploaded**

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)
Nil

File Description	Documents
Any additional information	**No File Uploaded**
Audited statements of accounts	**No File Uploaded**
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	**No File Uploaded**

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

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

20

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	No File Uploaded

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Womens College Rayagada frequently udates the IT facilities including wi-fi. The campus of the college is enabled with wi-fi facilities. A small computer lab is there with five numbers of desktop computers , examination control room, staff common room,Sams lab , Reading room, Library,offce (3 nos of desk top computers) are equipped with one nos of desk top computers equipped with internet facility . Besides that three numbers of laptops are there for official work and academic presentations.The internet bandwidth has been upgraded upto 50 MBPS from 5 MBPS. All the desktop computers are installed with anti virus for proper functioning .

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

4.3.2 - Number of Computers

12

File Description	Documents
Upload any additional information	No File Uploaded
Student – computer ratio	No File Uploaded

4.3.3 - Bandwidth of internet connection in the Institution	B. 30 - 50MBPS

File Description	Documents
Upload any additional Information	**No File Uploaded**
Details of available bandwidth of internet connection in the Institution	**No File Uploaded**

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

50,000 aproximately

File Description	Documents
Upload any additional information	**No File Uploaded**
Audited statements of accounts.	**No File Uploaded**
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	**No File Uploaded**

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

There are established systems and procedures for maintaining and utilising physical, academic and support facilities - Laboratory, Library, Sports , Computers and classroooms.

-Womens College Rayagada is a Non-Govt Aided college established since 1982. Since its inception a constant effort is made to build up the infrastructure equipments and tools of the instution . there is a building committee to look after the maintenance , repair and construction work related to building repaire and rennovation. The physical infrastructure like water facility , power supply and facility within the building is look after by the building committee. . All the works done through open tender invitation as per standard norms. When any infrastructure grant recieved by the institution the committee

takes all decision of expenditure as per guidelines of infrastructure grant .

- All maintenance and up-gradation work related to civil and electrical is carried through by the maintenance committee members.

-All minor faults are repaired by hired technicians, carpenters etc.

-The college has its transformers facility with three phase power supply and a generator for uninterupted power supply.

-Maintenance of toilets and service areas are done by various external agencies as and when required basis.

-A fixed asset register is maintened to monitor the fixed assets of the institution.

-College maintains a dead stock register regularly to keep the account of non- functional articles and infrasructure like computer, printers and photocopiers..Maintenance and upgradation is looked after by maintenance committee from time to time.

-The maintenance committee verifies the electrical equipments like , intertors, fan, electrification facility in different rooms , Air conditioners , Meter boxes, Wiring facility time to time and reports to the head of the institution.The repair work is done by external agencies as and when required.

- The Laboratory equipment details are maintained by the stock register of the departments.Departments also maintains a dead stock register .Thhe repair works are done by hired agencies and technicians.

- The maintenance committe verifies the repair work of the furnitures and fixtures and other physical infrastructure . The committee noted down the detailed requirement of repair work and brings into notice to authority and certifies after the work has been completed.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

478

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	<u>View File</u>

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

Nil

File Description	Documents
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	**No File Uploaded**

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	C. 2 of the above

File Description	Documents
Link to institutional website	http://womenscollegerayagada.in/skill-development-training-program/
Any additional information	No File Uploaded
Details of capability building and skills enhancement initiatives (Data Template)	No File Uploaded

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

90

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

90

File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	D. Any 1 of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of student grievances including sexual harassment and ragging cases	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

0

File Description	Documents
Self-attested list of students placed	**No File Uploaded**
Upload any additional information	**No File Uploaded**

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

17

File Description	Documents
Upload supporting data for student/alumni	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of student progression to higher education	<u>View File</u>

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations

(eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

0

File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	No File Uploaded

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 year

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

0

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	No File Uploaded

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

The college has its Students Union advisory body which organises different competitions and cultural activities .The college organises the annual day celebration where the students are engaged in different activities . The students reprentations or grievances are addressed by grievance redressal cell. The students grievances are directly recieved through application which is take up by principal of the college. In many cases the the application is refered to the committee members and problems of students redressed

immediately .

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

18

File Description	Documents
Report of the event	No File Uploaded
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

The Alumni association of the college meets once in a year . The alumni of the college have contributed significantly. They have developed a medicinal plants garden in the college campus and they have also donated the books to the Jhanjabati hostel which costs around Rs2,000/-. They are some times participate in Swachh Bharat Avijan in cleaning the campus .

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

5.4.2 - Alumni contribution during the year (INR in Lakhs)	E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision & Mission

The college has a vision for creating leadership in promoting higher education.

OUR VISION

1. To promote higher education among the women in the district
2. To make the college one of the best centre of learning in higher education in southern Odisha. 3. To free the vast majority of the students from the shackles of their backwardness and guides them to leverage with mainstream education. 4. To infuse the spirit of nation building and social responsibilities in the students. 5. To equip the learners to update their knowledge and skill as per market needs so as to make them employable in the competitive global situation.

Our Mission

1. It was a long cherished mission of our college to have a full fledged college by incorporating BSC and B. Com for providing better opportunities for the girl students especially the under privileged groups of the society. 2. It caters to the higher academic needs of women, dalits and tribals with a mission to make them socially respectful and economically self reliant. 3. Provision for equal opportunity. 4. To enrich the minds with knowledge and make them strong for taking challenges of the society and country with resilience.

5. To foster in them the spirit of patriotism and nationalism.

6. To make an attempt to inspire the students in becoming the best citizens of India. 7. To train the minds of the girl students in a manner as to overcome mental depression and to make them mentally strong and spiritually guided.

File Description	Documents
Paste link for additional information	http://womenscollegerayagada.in/vision-mission/
Upload any additional information	No File Uploaded

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

Women's Degree College, Rayagada has a recognized Governing body. In this G.B. there is proper representation of both teaching and non-teaching staff members who are to participate in the decision making process of the G.B. Secondly, the highest academic body of the college is the Staff Council in which all the staff members are members. Besides this, since 2013-14 IQAC has come up as a steering wheel of qualitative enhancement of the students in the college. In this body, some four to five senior most staff members are bonafied members who participate in the decision making process of the IQAC. PTM (Parents-Teachers Meeting) also initiate some suggestions which are carried out by the college administration.

Two case studies regarding decentralization and participation may be cited. One is the purchase committee of the college. In this purchase committee though Principal is the chairperson, there is representation of staff members in the committee. This committee sits when there is a demand for purchase of different articles and commodities for the college. Members decide on the modalities of the purchase. They take a decision to ask for quotations or tenders whatever is required. All the sealed quotations or tenders are opened in the presence of the members. Finalization of the quotation depends upon the purchase committee. It can also verify the quality of the articles purchased. Everything is left to the decision of the purchase committee.

Another instance of decentralization is the work done by Pension Facilitation Cell in which Principal is the chairperson along with four staff members. The Pension .Facilitation.Cell

meets every year to discuss the pension matters of the retired employees. The committee gives notice to the employee going to retire before six months of their retirement to apply for sanction of final pensionary benefits. The committee also gives proposal for sanction of provisional pension to the Directorate. So, far the committee has recommended the finalization of pension of 8 (eight) employees.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The college has a well established IQAC cell. The college has a Governing Body consisting of Additional District Magistrate and Principal of the college.Besides that the IQAC committee is formulated as per the NAAC guidelines .The college is managed by administrative officials, professionals, local leaders . The Principal -cum- secretary of the Management centrally manages the quality input implementation of the college. The IQAC of the institution works overtime to set academic standards parameters for the college. The IQAC cell monitors the academic activities .The recommendations of IQAC for assurance of the quality in the college at every spehere of the institution such as academic, accounts, examination, extension, discipline , games and sports.Necessary deployment of committees is ensured to make the proper implementation of quality culture at every sphere.The principal and all the faculty members and office staff shoulders all responsibility to ensure different activities of the college.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The internal organizational structure of the college comprises of committees, council, cells, extension units, students bodies, etc. Powers and responsibilities have been clearly defined and allocated in respect of these constituent units. The Governing Body of the college works in close cooperation with the Principal to regulate and maintain a congenial and academic environment required for this purpose.

In the context of the college administration, the Governing Body takes the leadership role in decision-making process. The Governing Body of the college consists of

   1. President
   2. Principal (Secretary)

Principal executes any academic and administrative plans and policies with the help of 28 sub-committees, viz.

   1. IQAC Cell
   2. NAAC Committee
   3. Admission Committee
   4. Excursion Committee
   5. Swaccha College Committee
   6. Internal Complaint Committee
   7. Yoga Committee
   8. Seminar Committee
   9. NCC Committee
  10. Canteen and Food Committee
  11. Security Committee
  12. NSS Committee
  13. Committee for Disabled Students
  14. Women Empowerment Cell
  15. Competition and Meeting Committee

16. **Prevention of Sexual Harassment Cell**
17. **Alumnae Committee**
18. **Discipline Committee**
19. **College Website Committee**
20. **YRC Committee**
21. **Anti-Ragging Cell**
22. **Grievance Cell**
23. **Library Committee**
24. **Hostel Committee**
25. **Finance Committee**

File Description	Documents
Paste link for additional information	http://womenscollegerayagada.in/committees/
Link to Organogram of the Institution webpage	**Nil**
Upload any additional information	**No File Uploaded**

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	**A. All of the above**

File Description	Documents
ERP (Enterprise Resource Planning)Document	**No File Uploaded**
Screen shots of user interfaces	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

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

The college initiates certain measures to help the employees overcome their difficulties.The staff members unitedly helps the staff members when any crises happened to the said employees family . There is no such provision for financial

support given to the employees.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

Nil

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	No File Uploaded

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

0

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	**No File Uploaded**

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

3

File Description	Documents
IQAC report summary	[View File](#)
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	[View File](#)
Upload any additional information	**No File Uploaded**
Details of teachers attending professional development programmes during the year (Data Template)	**No File Uploaded**

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

The academic and curricular activities of the faculty are apppraised as the policy of Department of Higher Education , Govt of Odsha .The principal of the institution is empoered to

evaluate the performances of the faculty and also furnish necessary observations and recommendations in the prescribed format CCR. The said CCR is also signed by president Governing body . The lesson plan and progress report and monthly reviews on academic progress are monitored by Principal of the college. If any recommendation that is individually communicated to the concerned faculty member.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Womens college Rayagada every year conducts Local Fund Audit after the clsing of financial year. The LFA generally appoints the audit firm for the accounts review of the college. The audit firm submits the data to Local Fund Audit . If any deviation or any compliance is arised then the college authorities will comply the matter . As far as the internal audit is concerned at the first stagethe expenses ondifferent heads are monitored and verified by Accountant, reverified by Accounts Bursar and Principal. The cash books , Daily Collection Register and Ledger has been also verified by the authorities. The college authorities conduct the internal audit by the registered Chartered Accountants every closing of the financial year .

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

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

Nil

File Description	Documents
Annual statements of accounts	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	**No File Uploaded**

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Women's College, Rayagada receives funds from the state govt. towards salary components and infrastructure grants. The college also received funds from UGC for books, journals, equipment, and construction of building, hostel and renovation work. Besides this proposal has been submitted in the scheme of OHEPEE for all round development through higher education department, govt. of Odisha and Rs 4.52crs is sanctioned to meet various civil and non-civil requirements of the college. The funds under MP-lad and MLA-lad are also mobilized for the construction of building, toilets etc. The college also moderates students' fee structure from time to time in order to procure additional funding.

After receiving the grant it goes through various processes involving the principal who is the chief disbursing officer, the Bursar, the finance committee, the purchase committee and the college office before it is finally disbursed to the concerned person or the respective department(s).

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**No File Uploaded**

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

The institution has an established IQAC cell from the academic

session 2014. The iqac cell is run by IQAC coordinator .The institution has evolved methods to mobilise the resources to systematise efforts towards academic excellence.It initiates the steps to cater a quality cuture through infrastructural developement, seminars ,examination system. The IQAC cell constantly work with all admintrative bodies and invites suggestions from all stake holders. It organises the Parents, Teachers and students meeting and collects feedbacks and invites suggestions .Accordingly the the college authorities implements the said suggestions and also try to redress the problems .The IQAC cell regularly organises the career counselling programmes, Vocational training programmes , Interdisciplinary Lecture sessions, Vocational training programmes, Blood donation cams and extension activities for the building up an excellent academic platform.It ensures the implementation of the plan of actions decided by the IQAC Committee members at first meeting of the year and the said activities are also reviewed at the end of the academic session.The IQAC cell is constantly implementing the quality measures time to time.

File Description	Documents
Paste link for additional information	http://womenscollegerayagada.in/iqac/
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The teaching and learning process is given the first priority by IQAC. The teachers of concerned department conducts the surprise test , class test and questions and answers discussions, seminar presentations to improve the performance of the stakeholders. In case of need , the extra classes are engaged to facilitate the academically poor students to improve the academic standard. The principal of the college monitors the acdemic activity , verifies the lesson plans .Each teacher plans the topics to be covered in number of classes and accordingly the progress of the topics are also verified by the principal and department HODs.These operational methods help in timely completion of the course ,so as a result the students are performing very well in their examinations .

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	**No File Uploaded**

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	**D. Any 1 of the above**

File Description	Documents
Paste web link of Annual reports of Institution	http://womenscollegerayagada.in/aqar/
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	**No File Uploaded**
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

-Safety and Security -

- A security guard at the gate and a night watch man is appointed.

The entire campus is under CCTV Surveillance.

Fire extinguishers are placed at different places.

-50 seated hostel facility is provided within the campus.

-First Aid box is also kept at different places.

-Napkin incineraters are installed.

-Toilet facility is provided inside the campus .

- Code of conduct for the students ,teachers and non-teaching staff is prepared and communicated .

-Girls Common room is provided.

-Internal Complaint commeettee is there to redress the problems.

-Canteen facility is there inside the campus.

-All electrical switch board and fans , air conditions are serviced regularly.

-Every year self-defence training is provided on regular basis .

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	http://womenscollegerayagada.in/stuednts-common-room/

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	D. Any 1 of the above

File Description	Documents
Geo tagged Photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The College has kept big size dustbins at all students accessible places for dumping of solid waste materials which is collected by Municipality at every day basis from college premises. The liquid wastes are also collected by Municipality .

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	**No File Uploaded**
Geo tagged photographs of the facilities	**Nil**
Any other relevant information	**No File Uploaded**

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	**D. Any 1 of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles**	**C. Any 2 of the above**

2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

File Description	Documents
Geo tagged photos / videos of the facilities	**No File Uploaded**
Any other relevant documents	**No File Uploaded**

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	**E. None of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	**No File Uploaded**
Certification by the auditing agency	**No File Uploaded**
Certificates of the awards received	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of	**C. Any 2 of the above**

reading material, screen	**reading**	

File Description	Documents
Geo tagged photographs / videos of the facilities	**No File Uploaded**
Policy documents and information brochures on the support to be provided	**No File Uploaded**
Details of the Software procured for providing the assistance	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Women's College Rayagada is the oldest college in the Rayagada district. The college Caters to the higher academic needs of SC/ST/OBC students of not only of Rayagada district but also of adjacent districts like Kalahandi,Koraput, Phulbani. The institutional effort for students academic betterment starts from the day of joining to the college . They have been given chance, to participate in different events organised by NSS/YRC// NCC/ IQAC and college. In the extension activities NSS wings organisesrally to create awareness among people , taking students to visit Mosque, Church and Temple . The students performs the drama orskits to make people aware about that we all are Indians and we all are the son of the soil. the observation of Communal Harmony Day and World Unity Day , Human Rights Day creates the platform to include every student to create a feeling of unity. To make the institution truely a noble place of learning and free from communal biasness , competitions and awareness programmes are organised among the students. The college maintains a transperent and disciplined atmosphere where no discrimination among any caste , creed and religion. A strong motivation from all faculty members , NSS officers , NCC Officers and YRC wings was given to the students to be fear less and disciplined career.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The college observes the Human Rights Day, Constitution Day , Voters Awareness Day, Sysmatic Electronic Voting Machine Programme,Use of EVM and Legal Awaness programmes for students and as well as for the faculty members .As the citizen of India they were also aware about their Rights , duties, rsponsibilities and obligations towards society . Besides that All Birth day Observance of Mahatma Gandhi, Vivekananda, Jawaharlal Neheru, Sarvapalli Radha Krishnan, B.R Ambedkar were celebrated at college. The resource persons are invited to address the gatherings and gave message regarding the human values, rights and their duties towards society and nation at large.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	**C. Any 2 of the above**

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The college observes the national or international awareness day which is set by major organisations or government to commemorate a public health on ethical cause of importance on national and international lebvel. The college observes the days like 26th january (Republic day) and October 2(Gandhi Jayanti) , National Youth day (January 12), International Women's day(March 8), AIDS Awareness Day (December1, National Unity Day(Birthday od Sardar Ballavbhai Patel), Teachers Day (Birth day of Dr Sarvapalli Radhakrishnan). The college also observes the National Sports day , NSS Day, NCC Day and Constitution day and International Red Cross Day, Communal Harmony Week, , Plantation day and Road Safety week which are having social importance and national importance in terms of humanity , human values , environment and social importnce..The students are also observes the days which specifically guides them to lead a disciplined life and prepares for a cultured personality. the Human rights Dat, Consumers day, Legal Awareness Day , Vigilance Awareness week and World Thrift Day.The college is very sensitive to observe the days on health protection,AntiTobacco day , Anti Drugs Abuse Day. World AIDS Day , Leprosy day , Swacchha Pakhwada, Poshana Aviyan, Swacha Bharat and Hand wash Day.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	No File Uploaded
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

"Service to mankind is service to God."

NSS wing of Women's College, Rayagada taken it as one of the best practice of the college. The community services, awareness programmes, developing the personality of the students through community services is the main focus area of the college. The institution promotes NSS for the all round development and character building of the students as well as to extend its activity at the community level. NSS provides the platform for the community services. The college has adopted the biggest alcohol prone village Mankadajhola from 2017. Antariguda and Dhepasahi was adopted from 2002. As the college is situated near the tribal dominated adjacent villages, the NSS took it as the priority area of focus. NSS Programme Officers took it as a responsibility to develop the people and create awareness and spread literacy among people. The continuous effort of Dr. Archana Patnaik also recieved awards from University and state for the outstanding contributions to community services. The college organizes the regular camps and special camps to understand the community, to make the students aware about the problems and needs of the community, to create a sense of social and civic responsibility among students. Such activities help them to gain skills in mobilizing community participation integration and social harmony.

The Practice – The extension services organized by NSS caters into five categories.

 I – Programmes of National/International eminence which creates universal values among the students and

teachers and common people.

II - Awareness Programmes on different issues like – Rallys on Health, Domestic Violence, Voter awareness, Aids Awareness

Immunisation, Drug Abuse, Maternal Health, Hygiene etc.

III - Special programmes for community services.

IV – Programmes which creates love for nation and a feeling of nationalism among the students.

V - Programmes for creating healthy and disease free society.

- Data sheets from 2014 – 2019.

Sl.No.

Name of the Activity

Organising Unit/Agency/collaborating agency

Name of the Scheme

Year

No of students participate

1

Anti Drug Abuse Day

YRC

NSS ,Women's College, Rayagada

2014-15

26.06.2014

300

2

Cleaning of college campus

NCC &YRC

NSS ,Women's College, Rayagada

2014-15

30.06.14

50

3

Cleaning of nearby tribal village-Antariguda

NSS ,Women's College, Rayagada

2014-15

01.07.14

50

4

Plantation

District forest office Rayagada

NSS ,Women's College, Rayagada

2014-15

01.07.14

250 saplings planted

5

Cleaning of nearby tribal village-Antariguda

YRC

NSS ,Women's College, Rayagada

2014-15

11.07.14

50

6

Orientation training to NSS volunteers

NSS ,Women's College, Rayagada

2014-15

01.08.2014

50

7

Cleaning of nearby tribal village-Mankadajhula

NSS ,Women's College, Rayagada

2014-15

15.08.14

40

8

Independence day Parade

NSS ,Women's College, Rayagada

2014-15

15.08.14

50

9

Hand washing training to the childrens of Dhepasahi

NSS ,Women's College, Rayagada

2014-15

16.08.14

20

10

Hand washing training to the villagers and distribution of soaps to the vil Hand washing training to the childrens of Dhepasahi lagers of Antariguda

NSS ,Women's College, Rayagada

2014-15

16.08.14

40

11

Rally by NSS Volunteers on

Communal Harmony day

YRC

NSS ,Women's College, Rayagada

2014-15

25.11.14

50

12

Rally by NSS Volunteers on

World Aids day

YRC

NSS ,Women's College, Rayagada

2014-15

01.12.14

50

13

Blood Donation Camp

District Hospital Rayagada

NSS ,Women's College, Rayagada

2014-15

18.12.14

40

14

Rally to mark the occasion of national voters day

District collectorate Rayagada

NSS ,Women's College, Rayagada

2014-15

25.01.15

50

15

EVM Machine demonstration to tribal villagers of Dhepasahi

NSS ,Women's College, Rayagada

2014-15

25.01.15

30

16

Cleaning of tribal village Antamoda

NSS ,Women's College, Rayagada

2014-15

30.01.15

50

15

Cleaning of tribal village Antamoda to mark the occasion of National Leprosy Day

NSS ,Women's College, Rayagada

2014-15

30.01.15

50

16

Active Citizenship Programme

NSS ,Women's College, Rayagada

2014-15

15.02.15

350

17

NSS Special Camp at Antarigulda Village

NSS ,Women's College, Rayagada

2014-15

25 .12.14 to 31.12.14

25

2015-16

1

Anti Drug Abuse Day

-

NSS ,Women's College, Rayagada

2015-16

26.06.15

170

2

Plantation

-

NSS ,Women's College, Rayagada

2015-16

01.07.15

30

3

Orientation Training

-

NSS ,Women's College, Rayagada

2015-16

01.08.15

50

4

Campus Cleaning

-

NSS ,Women's College, Rayagada

2015-16

14.08.15

42

5

Observance of Independence Day

-

NSS ,Women's College, Rayagada

2015-16

15.08.15

26

6

Cleaning of Village, Antariguda

-

NSS,Adopted Village, Antariguda

2015-16

30.08.15

31

7

Observance of NSS Day

-

NSS ,Women's College, Rayagada

2015-16

24.09.15

40

8

Observance of Leprosy Day

-

NSS ,Women's College, Rayagada

2015-16

30.01.16

110

9

NSS Special Camp

-

NSS,Adopted Village, Antariguda

2015-16

25.12.15 to 31.12.15

25

 2016-17

1

Youth and Addiction Programme

Dist. Hospital, Rayagada

NSS ,Women's College, Rayagada

2016-17

26.06.16

110

2

Plantation

Dist. Forest Office, Rayagada

NSS ,Women's College, Rayagada

2016-17

11.07.16

22

3

Hand Washing Training Programme

ICDS Office, Rayagada

NSS,Adopted Village, Antariguda

2016-17

30.07.16

10

4

Awareness Program on Dengue and Malaria

Dist. Hospital, Rayagada

NSS,Adopted Village, Antariguda

2016-17

24.07.16

20

5

Active Citizenship Programme

Ministry of Youth and Sports, Govt of Odisha

NSS ,Women's College, Rayagada

2016-17

14.11.16

122

6

NSS Special Camp

-

NSS,Adopted Village, Antariguda and Dhepa Sahi

2016-17

04.02.17 to 10.02.17

25 + 25 = 50

 2017-18

1

Observance of Legal Awareness program

-

NSS ,Women's College, Rayagada

2017-18

10.11.17

50

2

Observance of Human Rights Day

-

NSS ,Women's College, Rayagada

2017-18

10.12.17

40

3

NSS Special Camp

-

NSS,Adopted Village Mankada Jhola

2017-18

17.02.18 to 23.02.18

25 + 25 = 50

4

International Yoga Day

-

NSS ,Women's College, Rayagada

2017-18

22.06.18

40

5

Extra Mural Lecture Session

-

NSS ,Women's College, Rayagada

2017-18

05.09.18

120

2018-19

1

NSS Special Camp

Nagabali Lion's Club, Rayagada

NSS,Adopted Village Mankada Jhola

2018-19

23.12.18 to 29.12.18

25 + 25 = 50

2

Anti Tobacco Day

Dist. Hospital, Rayagada

NSS ,Women's College, Rayagada

2018-19

02.02.19

120

3

Awareness Programme on General Election

-

NSS ,Women's College, Rayagada

2018-19

28.02.19

80

4

Blood Grouping Testing Camp

Nagabali Lion's Club, Rayagada Jhanjabati Mahila Walker's Club, IRCS

NSS ,Women's College, Rayagada

2018-19

28.04.19

42

5

World Red Cross Day

YRC Women's College, Rayagada

NSS ,Women's College, Rayagada

2018-19

08.05.19

40

2019-20

6

Summer Internship Training for Programme Officer

-

NSS ,Women's College, Rayagada

2019-20

21.07.19

17

27

Summer Internship Program

-

Women's College, Rayagada & Adopted Village Mankada Jhola

2019-20

10.07.19 to 31.07.19

31

28

Swachh Pakhawada

-

Women's College, Rayagada & Adopted Village Mankada Jhola

2019-20

01.08.19 to 15.08.19

40

29

Poshan Pakhawada

-

Women's College, Rayagada & Adopted Village Mankada Jhola

2019-20

01.09.19 to 30.09.19

40

30

Blood Donation Camp

Dist. Hospital, Rayagada

NSS ,Women's College, Rayagada

2019-20

23.09.19

25

31

Plantation

Dist. Forest Office, Rayagada

NSS ,Women's College, Rayagada

2019-20

13.08.19

30

32

NSS Puja Special Camp

Rayagada Muncipality, Rayagada

NSS,Adopted Village Mankada Jhola

2019-20

28.09.19 to 04.10.19

25 + 25 = 50

33

NSS Puja Special Camp

Dist. Hospital, Rayagada and Nagabali Lion's Club, Rayagada

NSS,Adopted Village Mankada Jhola

2019-20

22.12.19 to 28.12.19

25 + 25 = 50

Evidence of success:-

 The community services which has been dedicatedly done by NSS wings of Women's College, Rayagada brought changes in the life style of people. Electricity connections, water supply, road, voter ID card, and schools are established for their development. The adopted villages like Antariguda, Dhepasahi, and Mankadajhola villagers benefitted by the NSS services. All the village dwellers are having addhar cards, Ration cards and bank accounts for their easy transactions. NSS officers and volunteers regularly visiting the villages and provides services in the field of health, literacy, legal and livelihood training by inviting experts / resource persons of the said fields.

2015 – 16:

Students are encouraged to participate in the awareness programme to eradicate alcohol addiction from the society. The students are given knowledge regarding different types of alcohols which are hazardous for health and deadly diseases like cancer, TB etc. As environment plays an important role for a healthy like plantation programme was organized ; students participated in campus cleaning and cleaning of a village. This helps them to understand the community services. In fact the

observance of Leprosy Day also inculcate the idea of giving services to the patients and as well as the idea about the deadly disease Leprosy.

2016 - 17:

The NSS Unit – I and II of Women's College, Rayagada conducted a lot of programme during 2016 -17. As the main theme was on health and Hygiene. During this year the students are given the idea regarding anti drug approaches in youth and addiction programme. Besides that the volunteers participated in plantation programme to enact green environment. An awareness programme was organized on Dengu and Malaria eradication in adjacent village. As a part of health and hygiene a hand washing techniques were also learnt the students. Besides that the special camp at adopted village involves students for community services.

2017 – 18:

NSS Unit – I and II for the first time organized extra mural Lecture Session to provide students the knowledge beyond the books as well as in other areas. As a part of social responsibility students were being exposed to adopted village Mankadajhola where 80% of the people are drunkard. To eradicate alcoholism from society both the units adopted the village to organize special camp. NSS wings also organized anti tobacco day. The contributions of NSS field helps to reach the award won by Dr. Archana Pattnaik as best NSS of State. The human rights are the real need of the students which helps them to equip and avail the rights at different conditions. So, the NSS wings organized Legal awareness programme and observance human rights day.

2018 – 19:

In this year students volunteers are encouraged and motivated to work with the village people of adopted village Mankadajhola. In this year NSS had taken a special drive of conducting the Blood grouping test camp and also observed World Red Cross Day. The services of the NSS Units again reach another award by Dr. Archana Pattnaik, i.e Jhansi Rani Laxmi Bai, Government of Odisha.

2019 -20:

In 2019- 20 NSS wings achieved a great success in organizing the programmes which is social focus. The most important programmes like Swaccha Pakhawada for fifteen days in which the student volunteers participated in creating awareness regarding Swaccha Bharat through awareness skit, Street Play in villages. The Poshan Pokhwada Programme was organized to create awareness regarding health, nutrition and nutrients and its role in creating healthy society. Service to mankind is only possible which can save the life of other person. Keeping this as objective blood donation camp was organized where 64 Units of blood was collected in collaboration with DHH Rayagada. Besides that two special camps were organized as a part of community service where volunteers actively participated in the said camp.Women's College, Rayagada organizes different extension activities to involve the students in different community oriented activities so as to imbibe a sense of responsibility /service orientation /holistic development of the students.

2020-2021-NSS wings achieved a great success in organizing the programmes which is social focus. The most important programmes like mask distribution to the villagers during covid pandemic period .Around thousand numbers of masks were distributed to villagers of Mankadajhola and Antariguda and Dhepa Sahi village. Besides that hand washing training, vaccination awareness , Health and hygiene programme also organised to aware the villagers . Two days district wise Swachha Bharat training programme was organised by NSS . Around 150 above participants were there in the training programme.

- Women"s College , Rayagada took a step towards fulfilling the need of the society by adopting the villages like Antariguda, Dhepa Sahi and Mankadajhola. The NSS units, YRC, NCC are regularly organizing different awareness programmes like Health and hygiene programmes, Health check-up camps, Swaccha Bharat, Domestic violence awareness programme, first aid training, Blood donation camp, Poshan Abhiyan, Special camp at adopted villages,
- Self-defence training programme, Vocational training have given to prepare sqush, mango pickle preparation, khali, patra plate preparation to make the villagers economically independent, literacy awareness, programmes for eradication of blind beliefs and superstitions to make them aware about scientific consciousness in day today life, Awareness programme on Dengue and Malaria, the villagers are trained to use of toilets, and tried make the adopted villages with a vision to convert into a

model village. Volunteers along with the programme officers immediately take up the instant steps during accidents and provide their services as and when required. Thus uniqueness of extension activities and out-reach programme helps us to niche the Governor's Award as best NSS Programme officer and NSS units of the state.

- The students are sensitized on the social issues of the villages. They interact with villagers regarding their problems, health issues , community issues and counseling on to make an alcohol free village. Activities are also taken up by collaborating with other agencies like Nagabali Lion's Club and Inviting the Resource persons from various fields.

- The students are being given hand on experience of village life and the problems of the villages. NSS and YRC unit of the college continuously search the community for bringing a holistic change among the people the collage has collaborated with Nagabali Lion's Club to Organize Blood Donation Camps, Voter's Awareness Programmes with District Administration, Rayagada and many other associations for the development of skill enhancement among the students.

Problems encountered and resources required:-

The primary limitation for NSS is the limited budget from the government. So, there is a financial constraint. The tribal dominated villages are not safe to stay there and organise the special camps. There is no community hall facility in the said villages. As the villages are alcohol prone areas so its not safe for girlstudents. The Programme officers take a lot of strain to organize the activities at day time.

Best Practice – 2:

Title of the Practice (NCC)

National Cadet Corps.

Goal – The NCC wing was opened since 2011 in Women's College, Rayagada. It aims at developing character, Commandership, discipline, a secular outlook, the spirit of adventure and ideas of selfless service among the young students. Further it aims at creating a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the nation regardless of which career they choose. It

also motivates the young students to join armed forces.

2014 – 15

- 24.07.2014 – 02.08.2014 – TAC IGC at Berhampur – 07 cadets.
- 21.07.2014 – 01.08.2014 – NIC – II Nagpur, Maharastra – 06 cadets.
- 17.11.2014 – 25.11.2014 – Agmer Rajasthan Tracking camp, Track – II and Batch – I and ANO awarded as best Adjtent. Ms. Sasmita Bhoi got best cadet award in the said camp.
- 05.09.2014 and 06.09.2014 – 04 cadets, participated at Berhampur on Career opportunities as an extension training benefits.
- 05.06.2014 to 14.06.2014 – CATC camp – 10 cadets at Siriguda, Rayagada.
- 12.01.2015 to 21.01.2015 – CATC camp at Old ITI hostel Rayagada.
- 05.10.2015 to 14.10.2015 – RDC – Phase – I detailed ANO, Lt Reeta Rani MIshra, at SMIT, Chandipadar, Berhampur.
- 20.07.2014 to 03.08.2014 – 06 cadets, Nagpur, Maharastra.
- 24.07.2014 to 02.08.2014 – 12 cadets TAC – IGC held at Berhampur.
- 04.10.2015 to 13.10.2015 – Pre IGC RDC – I – 06 cadets attended at Berhampur.
- 13.06.2015 to 22.06.2015 – 30 cadets attended International Day of Yoga near Ganga Garage, Rayagada.

2015 – 16

1. 04.01.16 to 18.01.16 – Army attached camp at Patna, Bihar – 08 cadets.
2. 27.05.16 to 23.06.16 – Mountering expedition at Uttarakhanda – 01 cadet attended – Ms. Sasmita Bhoi.
3. 29.05.16 to 06.06.16 – summer adventure camp at Simla, Himachal Pradesh – 03 cadets.
4. 04.10.15 to 13.10.15 – Pre IGC RDC – I – held at Berhampur – 03 cadet.

2016 – 17

1. 2.11.15 to 24.11.15 – Para basic course was held at Agra – (01 cadet) attended B. Kanaka Mohalaxmi.
2. 06.11.2016 to 15.11.2016 – Pre IGC RDC Phase – II held at Chandipadar, Berhampur - 02 cadet.

3. 15.11.2016 to 26.11.2016 – NIC – II camp held at Mager Koel, Tamil Nadu – 06 cadet.
4. 27.11.16 – Lt Reeta Rani Mishra, Associated NCC officer awarded as best ANO Award on the eve of NCC Day celebration at B.J.B (Auto) College by Honorable Education Minister Dr. Pradeep Panigrahi, Government of Odisha.

2017 – 18

1. 24.01.17 to 02.02.2017 – DLC Burla – 02 cadets.
2. 01.08.2017 to 12.08.2017 – NIC – I camp at Secunderabad, Andhra Pradesh Directorate – 06 cadets attended and got first prize in cultural events.
3. 27.10.17 to 05.11.17 – Pre IGC RDC Phase – I at SMIT College, Chandipadar, Berhampur attended by Lt. Reeta Rani Mishra.
4. 27.10.17 to 05.11.17 – Pre IGC RDC – Phase – I at Berhampur – 04 cadets.
5. 02.11.17 to 11.11.17 – Kanchan Surya Darjeeling Baghan Sikkim Track – 07 cadets.
6. 02.01.17 – Defence Ministry gold medal for best NCC Cadet of the university.

2018 – 19

- 06.05.18 to 15.05.18 – CATC at Model Degree College, J.K. Pur – 23 cadets.
- 26.07.18 to 04.08.18 – Suiting camp at Burla, Sambalpur – 01 cadet – B. Preeti attended the camp.
- 13.10.18 to 22.10.18 – ATC camp at Jupiter College - 20 cadets.
- 19.10.18 to 28.10.18 – Army attached OTA camp at Chennai, Tamil Nadu – cadet G. Jeevanshree attended the camp.
- 09.11.18 to 18.11.18 – Darjeeling Tracking camp – Kanchan Surya Baghan Sikkim Track at Sikkim – 03 cadets.
- 12.11.18 to 23.11.18 – EBSB – II at Jaisalmer, Rajasthan – 01 cadet – Ms. Priyanka Acharya attended the camp.
- 11.11.18 to 18.11.18 – Kanchan Surya Baghan Darjiling Sikkim Tracking camp – 06 cadets.
- 21.06.19 – 30.06.19 – ATC camp at Model Degree College – 20 cadets.
- 15.10.19 – 6.10.19 – EBSB – I at Sainik School Bhubaneswar – 02 cadets.

Evidence of Success- The NCC has been imparting training to the crops. Many of the corps have appeared _B Certificates / C Certificates. One / Two cadets have qualified in examination of Odisha.

File Description	Documents
Best practices in the Institutional web site	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The governance of the institution is reflective of and in tune with the vision and mission of the institution. Our vision 1- To promote higher education among the women in the district.2- To make the college one of the best center of learning in higher education in southern Odisha. 3- To free the vast majority of the students from the shackles of their backwardness and guides them to levereage with mainstream education. 4- To infuse the spirit of nation building and social responsibilities in the students.5- To equip the learners to update their knowledge and skill as per market needs so as to make them employable in the competitive global situation.

The National Service Scheme of Womens College Rayagada continuously focus on community services and taken the upliftment of down trodden people as its thrust area. During this pandemic situation around 1000 above masks were distributed to the villagers of nearby villages such as- Mankada jhola, Antariguda and other adjacent villages. Besides that the awareness programme was also organised in the villages for massive vaccination . Online awareness programme for student volunteers were also organised for the student volunteers who can spread the awareness among the villagers .The college always tries to developour girl students through academic and social awareness programmes.Besides that hand washing training, vaccination awareness , Health and hygiene programme also organised to aware the villagers . Two days

district wise Swachha Bharat training programme was organised by NSS . Around 150 above participants were there in the training programme

File Description	Documents
Appropriate web in the Institutional website	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.3.2 - Plan of action for the next academic year

Women's College Rayagada has taken up the post accreditation initiative towards quality teaching , learning and enhancement of quality cuture by taking initiatives under the following activities.

1-Academic- Implementation of Model Syllabus.

- Facilities under UGC sponsored programme. i.e- Carreer counselling Equal Opportunities Cell, Interdisciplinary Lecture sessions, Extra Mural Lecture Sessions, Vocational Training sessions , Skill developement Training Prgramme .

- Academic progress of departments ensured through lesson plan progress register supplying lesson notes and question bank to students.

-Implementation of surprise test and quiz test.

2-Examination

-Introduction of semester examination through CBCS model syllabus system

-CCTV Surveillance in all examination halls

-Transperency in examination system

3-Evaluation

-Introduction of student presentation

- Question and answer discussion

-Quiz discussion

-Surprise Test

-Seminar Presentation

4- Admission

- Implementation of on-line admission through SAMS LAB, Government of Odisha

-Institutionally counselling and awarded of honours on merit basis setting up well equipped SAMs Centre for transperent admission work.

-Admission to different extension activities (NSS/NCC/YRC) through selection procedures.

5- Infrastructure-

- Buildings

  The following buildings have come up in the last four years

-Administrative Block

-Auditorium

-Canteen

-Girls Hostel

-library

-Reading Room

-NCC Room

-Girls Toilet Facility

B-Power Supply

- Inverter Facility provided to SAMs Lab, Pricipals Room , Staff Common Room , Examination Controll Room , Office , IQAC Room .

-Class rooms have been supplied with lights and fans.

-Air conditioners have been installed in the principals chamber, SAMS LAB, IQAC Room, Staff Common Room, Exam Section

C- Water Supply Facility

- The college has been equipped with water facility to different points.Water purifier is installed at two places outside the building wall and two numbers of water purifier installed inside the adminstrative block for staff use . Two numbers of bore wells have been installed at different points of the campus for regular supply of water. Water tank also installed for regular supply of water.

D- Hostel Facility

- A 50 seated girls hostel was constructed under UGC sponsored Project in 2009.

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