



## Yearly Status Report - 2016-2017

### Part A

#### Data of the Institution

<b>1. Name of the Institution</b>		GOPABANDHU SCIENCE COLLEGE
Name of the head of the Institution		Mr. Sisir Kumar Sahu
Designation		Principal (in-charge)
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		917978934833
Mobile no.		9668140211
Registered Email		<a href="mailto:gopabandhusciencecollege@gmail.com">gopabandhusciencecollege@gmail.com</a>
Alternate Email		<a href="mailto:gscmocollegeabhijan@gmail.com">gscmocollegeabhijan@gmail.com</a>
Address		Gopabandhu Science College, At- Radhagobindpur, PO- Dhaipur
City/Town		Athgarh
State/UT		Orissa
Pincode		754029

2. Institutional Status					
Affiliated / Constituent		Affiliated			
Type of Institution		Co-education			
Location		Semi-urban			
Financial Status		Self financed and grant-in-aid			
Name of the IQAC co-ordinator/Director		Dr. Dillip Kumar Pattnaik			
Phone no/Alternate Phone no.		919439193486			
Mobile no.		7008629063			
Registered Email		dk_pattnaikeco@rediffmail.com			
Alternate Email		sipun.soumya96@gmail.com			
3. Website Address					
Web-link of the AQAR: (Previous Academic Year)		<a href="http://gscathgarh.in/notice/393null%20(17).pdf">http://gscathgarh.in/notice/393null%20(17).pdf</a>			
4. Whether Academic Calendar prepared during the year		Yes			
if yes,whether it is uploaded in the institutional website: Weblink :		<a href="http://gscathgarh.in/notice/239null-12.pdf">http://gscathgarh.in/notice/239null-12.pdf</a>			
5. Accrediation Details					
Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B+	75.5	2007	10-Feb-2007	10-Feb-2012
6. Date of Establishment of IQAC			01-Jul-2012		
7. Internal Quality Assurance System					
Quality initiatives by IQAC during the year for promoting quality culture					
Item /Title of the quality initiative by IQAC		Date & Duration		Number of participants/ beneficiaries	
<b>No Data Entered/Not Applicable!!!</b>					

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**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Chitta Ranjan Pattanayak	MRP	UGC	2016 365	120000
Anirudha Senapati	MRP	UGC	2017 365	112500
Sushree Senapati	MRP	UGC	2016 365	35000
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**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View Link](#)

**10. Number of IQAC meetings held during the year :**

3

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View Uploaded File](#)

**11. Whether IQAC received funding from any of the funding agency to support its activities during the year?**

Yes

If yes, mention the amount

100000

Year

2017

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

The IQAC of the college is committed to and consisted in taking quality enhancement initiatives for betterment of the academic administrative environment of the college. In the beginning of the year, the IQAC placed recommendations before the principal to undertake a number of initiatives that would elevate the onsite experience of the students and foster greater academic quality. 5 significant contributions are as below: 1. Periodic assessment tests of the students were conducted upon the suggestion of IQAC. 2. Since Utkal University introduced CBCS syllabus in the academic session, orientation programmes were

conducted to acquaint the students with the new structure and with the components of the syllabus like core, G.E., D.S.E. etc 3. For the academic interest of the students, one Arts Honours Block was constructed on the recommendation of IQAC. 4. To make the campus more conducive for students, one Boys Common Room was constructed 5. Drinking water facility was made available to students on the recommendation of IQAC

[View Uploaded File](#)

**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

Plan of Action	Achivements/Outcomes
<b>No Data Entered/Not Applicable!!!</b>	
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**14. Whether AQAR was placed before statutory body ?**

Yes

Name of Statutory Body	Meeting Date
Governing Body	10-Aug-2017

**15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?**

No

**16. Whether institutional data submitted to AISHE:**

Yes

Year of Submission

2017

Date of Submission

24-Apr-2017

**17. Does the Institution have Management Information System ?**

No

**Part B**

**CRITERION I – CURRICULAR ASPECTS**

**1.1 – Curriculum Planning and Implementation**

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Being a college affiliated to Utkal university, the institution adheres to the curriculum introduced by Utkal University, Odisha for its constituent colleges. Even so, the institution has its own academic and curriculum committee, comprising all Heads of the Departments, Librarian and Educationists, that accords due deliberation to the contents and oversees effective implementation of the curriculum planning and delivery process throughout the academic year so

as to enhance the experiences of the students and to promote quality learning and research. As per the curriculum introduced by Utkal University, the institution has a broad range of programme options and courses that are in tune with the evolving national and global trends and are relevant to the local needs that aims to make students become individuals who are well grounded in their chosen fields, have a strong foothold on fundamentals and can sustain in the dynamic environment with an attitude of life-long learning. The curriculum is not exhaustive and has been designed in a way that connects with every aspect such as teaching, learning, research, infrastructure, ICT etc. As a usual practice, before the commencement of an academic year, the academic committee along with the IQAC chalks out the communication and effective implementation of the curriculum taking a number of factors, such as teaching days, class distribution, proctorial and remedial classes, assessment and evaluation process etc, into consideration. The needs and aspirations of the students are given primacy while chalking out the action plan. At department level, the teachers also chalk out their individual plan of action for the whole academic year. In the induction programme held at the beginning of the session, the students are apprised of the action plan w.r.t. to their teaching learning process and are provided with the academic calendar along with the timetable detailing all the details of teaching and evaluation. As for the curriculum transaction, the portions of the curriculum are equally distributed among the department teachers, who stick to their respective lesson plans for covering of the courses. The teachers also provide the students relevant study materials, e-resources for development of better understanding on the subject matter. Remedial classes, doubt-clearing classes, weekly seminars, extra-mural lectures are also conducted for the academic enhancement of the students. The departments have also their own seminar libraries and questions banks for the academic support of the students. In line with CCA, periodic assessment tests are also conducted for assessment of the progress of the students and of how far the objectives have been achieved. At the end of each course, Annual/Semester exams are conducted by the university. . At the end of the academic session, Academic Audit is conducted under the direct supervision of the principal to assess the overall teaching learning process and the progress made by the students and the teachers as well.

#### 1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
<b>No Data Entered/Not Applicable !!!</b>					

#### 1.2 – Academic Flexibility

##### 1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
<b>No Data Entered/Not Applicable !!!</b>		
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##### 1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BA	1 st Year	08/08/2016
BSc	1 st Year	08/08/2016
BCom	1 st Year	08/08/2016

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

Certificate	Diploma Course
No Data Entered/Not Applicable !!!	

**1.3 – Curriculum Enrichment**

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Environmental Studies	Nil	400
Indian Society and Culture	Nil	400
Population Studies	Nil	400
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BA	Education	80
BSc	Botany	80
BSc	Physics	80
BSc	Chemistry	80
BSc	Zoology	80
No file uploaded.		

**1.4 – Feedback System**

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	No
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<p>Student feedback is a vital lifeblood for a thriving curriculum. It offers unique insights into how students are actually experiencing the learning process. By analysing their perspectives on content relevance, difficulty level, teaching methods, and resources, institutions can identify areas for improvement and ensure the curriculum stays aligned with student needs. This not only leads to improved learning outcomes and increased student satisfaction, but also fosters a culture of engagement where students feel their voices are heard and valued. In this regard, at the end of the annual examination/ end -semester examination student’s feedback on curriculum is collected on a feedback form structured in line with NAAC guidelines. The students of different departments are given feedback forms encompassing various aspects of curriculum ranging from course content of the syllabus to its effectiveness and relevance in career building. The survey is conducted in the form of questionnaire containing 10 parameters which the students rate on a</p>

scale of 1 to 5 (1 poor, 2 fair, 3 good, 4 very good, 5 excellent). There is also scope for students to provide their opinions and suggestions on curriculum. The data is collected and analysed manually and the analysis report is presented before the Academic and Curriculum Committee of the institution for the evaluation of the implementation of the curriculum and the transaction of the course content at the institution level. Along with the consolidated views of the Academic and Curriculum Committee and the Principal of the institution, the analysis report of the students' feedback on curriculum is intimated to Utkal University, as the centralized power of revision and reintroduction of the curriculum lies with the university. In the presence of the Principal and the Academic Bursar of the institution, the reviews of the feedback analysis report are recorded and plan of action is recommended. As per the analysis report, the following recommendations have been taken into account:

- Proper management of labs and seminar libraries of different departments to support the smooth transaction of curriculum.
- Doubt clearing and discussion sessions for students in respective departments.
- Continuous assessments of the students at the institution level.
- Encouraging innovative practices in the transaction of the curriculum.
- Focusing on development of communication skill of the students through classroom discussions related to the course content.
- Corporate collaboration with the local industries for the future skill enhancement of the students.

Student feedback on curriculum helps in identifying the gaps in the teaching learning process. Reviewing and analysing the opinions and suggestions of the first and foremost stakeholders of an educational institution strengthens the quality of education and prepares the institute for a better future. Basing on the feedback on students, the institute has taken a number of quality enhancement initiatives for the betterment of academic system.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BA	Arts Honours	256	413	261
BSc	Science Honours	128	347	124
BCom	Accounting	64	76	48
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### 2.2 – Catering to Student Diversity

#### 2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2016	443	Nil	30	Nil	30

### 2.3 – Teaching - Learning Process

#### 2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using	ICT Tools and resources	Number of ICT enabled	Number of smart classrooms	E-resources and techniques used

	ICT (LMS, e-Resources)	available	Classrooms		
50	10	15	2	2	5
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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The Student Mentoring System in the college has been functioning for 4 years with an objective to strengthen the student-teacher relationship in a learning conducive environment and to monitor and enhance the overall progress of the students, and thereby facilitate their holistic development. This also helps minimize the drop out rate, students' failure rate and maintains continuity and quality in the learning. The system has been designed keeping the needs of the students in view so as to optimize the competency and productivity of the students. The system entails a slew of activities mainly divided into 3 segments – Academic Development, Professional Development and Career Counselling, Personal Development .

**ACADEMIC DEVELOPMENT**

1. The students are divided into groups of 20-25 and one mentor teacher is allotted for each group. The teacher holds regular sessions to help the students in challenging subjects, in areas of need, project guidance and exam preparation. One-on-one sessions are also organized to assess the needs of the students better and provide value judgement on the same.
2. Along with offering guidance, the mentor keeps information of all aspects viz. attendance, individual needs, progress of every student etc.
3. Sometimes, the mentor also counsels the parents to receive suggestion with regards to the academic needs and progress of their ward.
4. If a mentor identifies a student having problem in a specific subject, s/he apprises the subject teacher of the same.
5. Remedial/Doubt-clearing classes are arranged for slow learners and learners having doubts in a specific subject.
6. HoDs of each department discusses the progress in the system with the mentors/mentees of their respective departments and put the report in the HoD meeting conducted on the last working day of each month.

**PROFESSIONAL DEVELOPMENT AND CAREER COUNSELLING**

1. Along side providing academic support, the mentors also extend their assistance to the mentees in developing professional skills and choosing a career.
2. The mentors counsels the mentees on the career they are aspiring for, the scopes available in their respective fields and helps in preparation for their career.
3. If need be, workshops are also conducted to assist the students in developing professional skills like resume writing, job search, interview preparation etc. E-resources on the same are also provided to them. This system has helped the mentees in securing positions at MNCs

**PERSONAL DEVELOPMENT**

1. Since personal development is imperative for a student to succeed in life and is also highlighted by noted philosophers as the cornerstone of educational development, special care is accorded for the personal development of the students.
2. Various sessions are organised by the mentors to inculcate essential life skills (as outlined by WHO) in the students.
3. They are also imparted lessons on time management, stress management, communication skills, ability to develop perseverance, consistency etc, setting career goals, critical and creative thinking and so on and so forth.

**OUTCOMES**

1. Enhances the quality in academic system
2. Reduced drop out rate and increased attendance percentage
3. Better result of students, better placement opportunities

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
443	30	1:15

**2.4 – Teacher Profile and Quality**

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
49	30	19	0	10

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
<b>No Data Entered/Not Applicable !!!</b>			



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## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BA	Nill	3rd Year	28/02/2017	24/04/2017
BSc	Nill	3rd Year	28/02/2017	24/04/2017
BCom	Nill	3rd Year	28/02/2017	24/04/2017
BA	Nill	2nd year	12/04/2017	28/06/2017
BSc	Nill	2nd year	12/04/2017	28/06/2017
BCom	Nill	2nd year	12/04/2017	28/06/2017
BA	Nill	2nd Semester	26/04/2017	20/07/2017
BCom	Nill	2nd Semester 2nd Semester 2nd Semester 2nd Semester	26/04/2017	20/07/2017
BSc	Nill	2nd Semester 2nd Semester 2nd Semester 2nd Semester	26/04/2017	20/07/2017

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Since the college is affiliated to Utkal University, it follows the Internal Evaluation System introduced by the University. The Internal exam is of 20 marks and is conducted in the middle of a semester. For 2nd Year and 3rd Year students, the institute follows the half yearly examination system. Additionally, the institute conduct its own periodic tests, upon the recommendation of IQAC, as a part of continuous and comprehensive assessment to assess the progress of the students and the learning outcomes and to enhance the performance of the students. For 2nd year and 3rd year students, the institute conducts 3 periodic tests and for 1st year students(having semester examination system) the institute conducts two periodic tests. The questions are set by the departments from the portions covered during the intervening period. Special attention is given to prepare the questions in tune with the course objectives and learning objectives highlighted in the curriculum. The departments evaluate the answer sheets and provide constructive feedback to the students. Departments also conduct remedial classes as per the needs of the students to bring improvements in the academic performance of the students. The result of the periodic tests are assessed by the Academic Council of the college and departments are given feedback on the performance of their respective students. This periodic assessment test has resulted in optimum performance of the students and the students have excelled in the semester and annual exams conducted by the University. The pass percentage of the institute has also mounted significantly.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250

words)

The college has its own joint committee comprising the Academic Council and time-table committee to prepare the Academic Calendar. The joint committee sat before the commencement of the academic session for preparation of the academic calendar, keeping in view the tentative schedule published by Utkal University, Holiday list of Govt. of Odisha and the CMS published by DHE, Odisha. The classes, periodic tests, parents meeting, alumni meeting and other related activities in the college were conducted in consonance with the Academic Calendar of the current session. The results of the periodic tests were also published on time, as mentioned in the academic calendar. As the examinations are conducted by Utkal University, there is a slight deviation in the examinations of UG 2nd year and 3rd Year students. While the 3rd year exam had finished before the scheduled time, the 2nd year exam got delayed owing to certain reasons. The college also strictly adhered to the timeline in respect of seminars and study tours. However, keeping the panchayat election in view, sports and cultural activities were conducted before the stipulated time. In all other matters, not stated hereabove, the college has stuck to the academic calendar.

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://gscathgarh.in/notice/>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
Nill	BA	Arts Honours/Pass	256	241	94.1
Nill	BCom	Accounting	52	48	92.30
Nill	BSc	Science Honours	126	119	94.4
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## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<http://gscathgarh.in/notice/206Student%20Feedback%202016-17.pdf>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Minor Projects	545	UGC	220000	120000
Minor Projects	545	UGC	145000	112500

Minor Projects	545	UGC	60000	35000
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### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Seminar on IPR	BOTANY	11/11/2016

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
No file uploaded.				

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
No file uploaded.					

### 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
No Data Entered/Not Applicable !!!		

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
No Data Entered/Not Applicable !!!	

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Physics	1	1.13
International	Physics	2	0.84
No file uploaded.			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Education	5
Mathematics	2
No file uploaded.	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in	Number of citations excluding self
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					the publication	citation
<b>No Data Entered/Not Applicable !!!</b>						
No file uploaded.						

### 3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
<b>No Data Entered/Not Applicable !!!</b>						
No file uploaded.						

### 3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	1	13	47	24
Presented papers	Nill	3	Nill	18
Resource persons	Nill	Nill	2	Nill
No file uploaded.				

## 3.4 – Extension Activities

### 3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Service Camp at Dhabaleswar	NSS/Ncc/YRC	4	20
Nipun Test	Scout and Guide	1	11
Hill trekking expedition	Scout and Guide in Collaboration with Adventure Institute of management	1	40
National jamboree	Scout and Guide	1	1
No file uploaded.			

### 3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

### 3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating	Name of the activity	Number of teachers participated in such	Number of students participated in such
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	agency		activites	activites
	NCC	Environment Day Celebration	2	78
	NCC, YRC, NSS	Dowry Awareness Programme	5	45
	YRC	Aids Awareness programme	1	30
	NCC/NSS/YRC	Road Safety Awareness programme	5	75
	NCC/NSS/YRS/Scout and Guide	Plantation programme	32	469
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### 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
No Data Entered/Not Applicable !!!			
No file uploaded.			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
No Data Entered/Not Applicable !!!					
No file uploaded.					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
No Data Entered/Not Applicable !!!			
No file uploaded.			

## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
5675000	3356789

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
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Class rooms	Newly Added
Others	Newly Added
Campus Area	Newly Added
No file uploaded.	

#### 4.2 – Library as a Learning Resource

##### 4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
Nil	Nil	Nil	2024

##### 4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	4293	1515324	246	44963	4539	1560287
Reference Books	132	Nil	98	Nil	230	Nil
Journals	17	Nil	2	Nil	19	Nil
No file uploaded.						

##### 4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			
No file uploaded.			

#### 4.3 – IT Infrastructure

##### 4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	10	0	0	0	0	5	13	0	0
Added	2	0	0	0	0	0	0	0	0
Total	12	0	0	0	0	5	13	0	0

##### 4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

No Data Entered/Not Applicable !!!
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##### 4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
No Data Entered/Not Applicable !!!	

#### 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
300000	224556	500000	507263

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The college has a well-maintained library with adequate facilities for the students. The college has its library policy for smooth management of library work and of issuance of books.

<http://gscathgarh.in/notice/863College20Library20Report.pdf> The science laboratory are well equipped with state of art facilities to ensure quality in education and enhance the experience of students. The college laboratory policy is given hereunder.

<http://gscathgarh.in/notice/584Guidelines20for20laboratory20Management.pdf>

<http://gscathgarh.in/notice/863College%20Library%20Report.pdf>

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	SSG/SAF/Freeship	382	45000
Financial Support from Other Sources			
a) National	Prerana/Medhabruti	20	50000
b) International	Nil	Nil	Nil
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Remedial Classes	22/08/2016	153	College itself
Yoga	21/06/2016	76	Yoga Siksha Kendra, Athgarh
Career Counselling Programme	06/09/2016	420	Samantray Academy
Career Counselling Programme	18/10/2016	356	Kalinga Computers
Personality Development Programme	18/01/2017	58	Times Institute
Career	Nil	64	District

Counselling			Employment Office
Modern Office Management	08/08/2016	433	Utkal University
Skill Enhancement Course	08/08/2016	433	Utkal University
Ability Enhancement Course	08/08/2016	433	Utkal University
No file uploaded.			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2017	Career Counselling	0	113	11	11
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
13	13	10

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
No Data Entered/Not Applicable !!!					
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2016	17	B.Sc	Physics, Chemistry, Math, Botany, Zoology	HEIs of Odisha	Post-Graduation
2016	14	B.Sc.	Physics, Chemistry, Math, Botany, Zoology	Teacher Education institutes of Odisha, Andhra University,	B.Ed



				Acharya Nagarjun university	
2016	13	BA	Arts Honours Departments	HEIs of Odisha	Post- Graduation
2016	17	BA	Arts Honours Departments	Teacher Education institutes of Odisha, Andhra University, Acharya Nagarjun university	B.Ed
2016	2	BCom	Accounting	HEIs of Odisha	Post- Graduation
2017	22	B.Sc	Physics, Chemistry, Math, Botany, Zoology	HEIs of Odisha	Post- Graduation
2017	15	B.Sc.	Physics, Chemistry, Math, Botany, Zoology	Teacher Education institutes of Odisha, Andhra University, Acharya Nagarjun university	B.Ed
2017	16	BA	Arts Honours Departments	HEIs of Odisha	Post- Graduation
2017	12	BA	Arts Honours Departments	Teacher Education institutes of Odisha, Andhra University, Acharya Nagarjun university	B.Ed
2017	2	BCom	Accounting	HEIs of Odisha	Post- Graduation
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year  
(eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	6
No file uploaded.	

#### 5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
<b>No Data Entered/Not Applicable !!!</b>		
<a href="#">View File</a>		

#### 5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2017	Kick Boxing Champion	Nill	1	Nill	14020106 20010002	Chiranjeve Sahoo
No file uploaded.						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

<b>No Data Entered/Not Applicable !!!</b>
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#### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No
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5.4.2 – No. of enrolled Alumni:

146
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5.4.3 – Alumni contribution during the year (in Rupees) :

0
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5.4.4 – Meetings/activities organized by Alumni Association :

<p>The Alumni Association, though not registered, has been actively involved in different activities of this college. Since its been more than 50 years to the establishment of the college, there are a number of scholars who, having been graduated from this college, are established at different positions across the globe. In this academic session, the Alumni Association organised one formal meeting on 29.11.2016 and suggested various developmental initiatives for the college. The Alumni Association also partook in different activities in the year like plantation program on occasion of the college foundation day, career counselling programmes organised by different agencies, and in different other activities of the college.</p>
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#### CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

##### 6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

<p>The college follows the democratic principles of management, and staff of all levels are involved in this process. The Governing body is the apex authority of the college that takes important decisions in respect of the college. In the college, the Principal-cum-Secretary is the administrative authority. But, to</p>
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ensure transparency and to facilitate participation of all levels, the works are decentralized and several positions are created for the same. For Administrative aspect, Administrative Bursar is entrusted with a number of responsibilities like office management, supervision of overall works of the college etc. For the academic domain, Academic Bursar is entrusted to monitor the academic progress of the institution. For accounts management, the Account bursar is delegated with powers (other than drawing and disbursing) for seamless flow of funds and smooth management of the accounts. Other than this, different committees are there comprising of faculties from all levels for better management of the institution. Secondly, Staff Association meeting is conducted to collect reviews and suggestions of all the staff (both teaching and non-teaching) and to involve them in the decision-making process of the college.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	As the college is affiliated to Utkal university, it follows the curriculum introduced by the University for the affiliated colleges. Utkal University also introduced CBCS syllabus for the affiliated colleges to facilitate better learning to the students. The college has its own academic council that monitors the effective implementation of curriculum and assesses the progress by conducting periodic assessment tests. At the end of the session, feedback on curriculum is collected from the students and is analyzed for enrichment.
Teaching and Learning	Teaching-learning process is a two-way process in which knowledge is not only imparted but shared, perspectives are exchanged, ideas are honoured and skills are encouraged. The process aims at a shared learning space where both the teacher and the student learn from each other. Our institution emphasizes this predominant concept of teaching and learning. The faculties of our institution act as facilitators who prompt the thought process of the students. Teachers through various innovative practices of teaching like integration of technology in teaching, hands on activities, etc. supports the learning of students. . Apart from the information on various learning resources, students are given information about open access e-resources and virtual learning platforms for individual learning.

Feedback sessions and remedial classes are also arranged to strengthen the teaching-learning process.

Admission of Students

The college is integrated to SAMS which conducts the admission process of the college through a common platform in a hassle-free, seamless and cost-saving manner. Additionally, it offers a standardized application form, simplifying the process of applicants and ensuring that all necessary information is collected uniform. This helps institutions to efficiently review and process application leading to quicker decision making communication with applications. Secondly, the college has also an admission committee for facilitating a seamless admission mechanism to students. The admission cell also extends maximum support to the students coming to Higher Education for the first time. During admission process, one help desk is also set up by the college for assisting the students in the admission process.

Examination and Evaluation

Evaluation or assessment is an integral part of the teaching -learning process. Examination or evaluation is a process of monitoring the student's progress and learning needs. Our institution conducts continuous comprehensive assessments. Periodical assessments and internal assessments are conducted and a feedback mechanism is developed to provide constructive feedback to students in order to help them improve in the areas they lack progress. Annual examination or semester examinations evaluate the learners' knowledge and comprehension on specific course contents. Evaluation tests are made to be objective oriented in order to ensure that the learning outcomes are met. Timely practical tests are also conducted. Students submit projects and dissertations on specific topics related to their core discipline as a part of the evaluation process. Overall, the examination and evaluation follow all the requisite measures to be fair, objective, valid and reliable.

Research and Development

Research is an innovative collaborative practice in a higher education institution. Not only as a part of the curriculum but as a sphere

to expand the horizon of the mental faculty of both the teachers and the students, different practices related to research and innovation are arranged in our institution. Departments organise departmental seminars on annual basis. Apart from departmental seminars, multidisciplinary research programmes are also organised. Opportunity is given to both the teachers and the students to present papers in the seminars. Faculties participate in various workshops and FDPs for personal as well as professional growth. Student orientation programmes are arranged to aware students about the concept of research, methods and resources to research with. Recommendations have been also made to request IQAC funding for research, field study and development of research laboratories.

Library, ICT and Physical Infrastructure / Instrumentation

Much importance is accorded to enhance the on-site learning experience of the students keeping the evolving needs of the students in mind. The college has implemented a smooth library service for the students to encourage them to learn and grow. ICT tools are used extensively for giving the students better learning experiences. Orientation programmes are also conducted for the students to take help of the e-resources made available by different agencies.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
<p>Student Admission and Support</p>	<p>The college is integrated to SAMS (Student Academic Management System) of Odisha Govt. which facilitates a seamless admission and management system to students. At college level, the system is managed by the 3 Admission Section which keeps and manages all data related to student admission and also extends support to them. All data related to admission, viz. Subject wise strength, admission fees, cut off marks etc. are uploaded by the college on the website and the students can access them by visiting the website. The Students can apply for admission into the college in the SAMS website. The selection is made at Govt level and the same is accessible to the student in the same website.</p>

<b>Examination</b>	The college is a constituent college of Utkal University and the examinations are conducted and managed by the university, which has its own online examination management system as UUEMS. The college is given administrative access to the EMS website and the college uploads the data regarding college examination and examinees in the website. The examination programme, structure, and other details are made available to the students in UUEMS website. The students can also check their results in the same website.
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### 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
<b>No Data Entered/Not Applicable !!!</b>				
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
<b>No Data Entered/Not Applicable !!!</b>						
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
<b>No Data Entered/Not Applicable !!!</b>				
No file uploaded.				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Null	Null	Null	5

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Nil	Nil	SSG/SAF/Freeship/Insurance

#### 6.4 – Financial Management and Resource Mobilization

##### 6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

To maintain transparency at all levels of accounts, for smooth management and regularization of fund and to safeguard the integrity of the institution, the Institution conducts both internal and external financial audits at regular intervals. This not only helps in proper management of the funds, but it also facilitates in optimum utilization of the resources of college in developmental works. External Audit: The External Audit is conducted once every year (for the last financial year) by the agency designated by Govt. of Odisha. The external auditor, as appointed by the agency, undertakes the audit work centrally (sometimes, at the sections also) in a comprehensive manner and scrutinizes all the financial statements, viz. Account statements, Budget, expenditure incurred under different heads, receipt of funds etc and provides the report to the Govt. If need be, the auditor also suggests/recommends corrective measures for proper management of funds. Internal Audit: The college has its own Accounts Committee comprising The Principal (as chairperson), two accounts bursars, the head clerk and the college account. The committee conducts regular meetings for proper management of funds and carries out the internal audit once every six months so as to maintain the accounts properly and minimize errors. In this audit, all the accounts related statements are thoroughly scrutinized, and all the pertinent documents are verified as per the audit norms. If the internal committee happen to identify any error in the documents submitted by anyone, he is intimated to comply to the query or error at the earliest. This internal audit system helps in optimum utilization of college funds in the interest of students.

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
<b>No Data Entered/Not Applicable !!!</b>		
No file uploaded.		

##### 6.4.3 – Total corpus fund generated

<b>No Data Entered/Not Applicable !!!</b>
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#### 6.5 – Internal Quality Assurance System

##### 6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nil	Yes	Principal
Administrative	No	Nil	Yes	Principal

##### 6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1. Every year at the beginning of the academic session, an annual meeting is held for fostering communication between the parents and the institution administration along with the faculties. 2. Feedbacks from parents are collected on the completion of an academic session to understand the local

environment and socio-emotional behaviour of the students which hinder the progress in the learning process. 3. The parents who are the alumni of the institution participate in the organization of the parent-teacher collaboration programmes for the academic and administrative development of the institution. 4. Parents involved with different government and non-government organisations help the institute conduct training programmes for the skill development of the students. 5. The parents and teachers also jointly plan the developmental activities of the college which can contribute to the overall development of college academic environment.1

6.5.3 – Development programmes for support staff (at least three)

1. The college encourages the support staff to undergo training programmes to meet the needs of the institution 2. For the technical staff of the college, the college has collaborated with the Kalinga Computers which extends support in different technical areas and also counsel them on the advanced trends in office management 3. The Support staff also undergo government training programmes (like CAPA, SAMS) 4. The library staff is encouraged to attend development programmes on library management. 5. The Staff Association meeting is held at regular intervals and the Bursars of the college shed light on skills of office management. 6. Feedback sessions are conducted to monitor their experiences and to extend support and guidance for personal and professional growth

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Encouragement provided to the staff for digital literacy 2. Seminars are conducted at regular intervals for quality enhancement and to keep the students abreast of the recent knowledge trends 3. A robust examination management system has been developed to enhance the performance of students, and thereby optimize the learning outcomes. 4. Student mentoring system has been redesigned for the betterment of the students.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File</a>					

**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Maintainng Gender Parity: The pathway to	06/03/2017	08/03/2017	47	28



## 7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

The institute has a policy for environment consciousness. The Institute organises plantation programmes to make the campus green. The customary bulbs and electrical equipment such as 100W bulbs are replaced by advanced less power consuming equipment. Students and staff have been instructed to switch off the equipment when not in use.

## 7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	2
Rest Rooms	Yes	2
Scribes for examination	Yes	0

## 7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
No Data Entered/Not Applicable !!!							
No file uploaded.							

## 7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
No Data Entered/Not Applicable !!!		

## 7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Basudhaiba Kutumbakam	09/08/2017	10/08/2017	47
No file uploaded.			

## 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

The college is committed to the cause of environment and to make the campus sustainable and strives to make the campus clean and green, in line with the SDGs. During the year, a number of initiatives have been taken by the college administration, in association with the college eco-club to make the campus eco friendly. 1. The college has started an initiative to make the campus plastic free. Various steps like bamboo dustbin, shunning single use plastics have been taken. Sensitization programme has also been conducted. 2. The college has a water harvesting system for better management of rain water. 3. The college has a waste water management system. Necessary measures have been taken and the students are sensitized on the same. 4. The college encourages plantation programmes. Massive plantation programme is carried out by the college on different occasions. 5. The college has a specific subject namely environmental studies in which students are imparted lessons on how to address environmental concerns. 6. The college emphasized on reduction in use of electricity.

Traditionals (100 power) bulbs have been replaced by LED bulbs and a number of other initiatives have been taken on the same. 7. The college has developed a waste management policy for reduce the waste and also recycle of the waste.

## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

**TITLE OF THE PRACTICS - ENVIRONMENTAL PROTECTION objectives:** 1. The Main objective is to lead a healthy life which is only possible if the surrounding is clean and well-protected. So, the slogan Go Green Live green. 2. The environment protection awareness among the students is of paramount importance. So, awareness of energy saving, cleanliness, hygiene is incorporated.

**CONTEXT** 1. Each student is made conscious about caring and nurturing the surrounding through various awareness programs. This literacy drive has great impact in the long run. **PRACTICE** Each student has been imbued with the idea of keeping the surrounding clean. The novel idea of devoting some time to keep the campus clean is well practised by the students. Apart from the college administration, the students participate in disposing plastic items, polythene, food wrappers, dried leaves, twigs, papers etc. into the dustbins which are further disposed by recycling them. **KEEP GREEN:** Massive plantation drive is undertaken by the students during the VANA MAHOTSAVA week. A small garden is maintained in front of the library. Herbal medicinal plants are planted in the herbal garden of the Botany Department. Conservation of energy is also practised by switching off all the electrical gadgets when not in use. **EVIDENCE OF SUCCESS** 1. The campus is kept clean. Students are groomed up to become good and conscious citizens with proper mannerism. 2. A good medicinal garden with rare useful and herb exists in the science block. 3. Students are conscious of using herbs in food, as medicines and cosmetic purpose from different plants

**PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED** 1. High temperature and high humidity is a hurdle for all types of plant cultivation. 2. Shortage of manpower in maintaining the garden. 3. Non-availability of funds is a great constraint. **NOTES** This environmental protection drive has drawn the media attention and consciousness in the public. Healthy remarks and appreciations have poured in from all sections of the society. This external cleanliness has had its reflection in the inner cleanliness development of the students. There is continuous learning through sustainable innovations. It develops values based aesthetic practice.

**TITLE OF THE PRACTICE - INTERACTIVE PROGRAMS - STUDENTS AND EXPERTS FROM DIFFERENT FIELDS OBJECTIVES** 1. To invite eminent personalities from different workshop life 2. A direct exposition to the students which has lasting impression on them. 3. To share their feelings with these great personalities. 4. To overcome the inhibition of fear and timidity. 5. Development of the curiosity and inquisitive ability. **CONTEXT** Traditional classroom teaching and formal seminar are not sufficient to develop the soft skills of the students. Students coming from this semi-urban background have various limitations. Interaction with such learned personalities from different walks of life boost their moral courage, confidence, knowledge and goes a long way in the overall development of their personality. **THE PRACTICE** It helps both the students as well as the faculties to enhance their knowledge on that particular area with utmost care and attention. Various experts like scientists, doctors, social workers, defense personnel, forest officers, business experts, bank managers, psychologists, police officials are invited. The deliberations have a great impact on the students. **EVIDENCE OF SUCCESS** 1. Value based knowledge is infused in the students. 2. Performance levels of the students have increased in different competitive examination. 3. Students have developed the thirst for knowledge. **PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED** 1. Requirement of more funds to meet the challenge of the programme. 2. With heavy workload, due to shortage of staff, time management poses a problem in conducting frequent interactive programs. 3. Heavy syllabus and examination

poses another threat to conduct such programs. NOTES programs are organised occasionally which do not suffice the queries of the students coming from semi urban background. So, efforts are being taken to organise these programs regularly to enable the students to heighten their confidence and act as eye-opener on various subjects.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Gopabandhu Science college was established with the principle of fostering academic excellence, intellectual growth and holistic development. Currently, the institute is offering degree courses in 5 honours subjects in the science faculty, in 8 honours subjects in Arts faculty and in 1 honours subject in commerce faculty, in compliance with the rules and regulations laid down by Govt. of Odisha. The present student strength of this institute is around 1000. The institute is situated in a sprawling area with lush green plantations, which offers conducive ambience to foster the academic activities. The excellent infrastructure of the institute in the form of state of art class room, advanced laboratories, and hostels also elevate the learning experience of the students and contribute to their academic pursuits. The students of this institute have demonstrated their academic excellence in different platforms inside and outside the state. A number of erstwhile students of this institute have also received international acclamations in their chosen fields. It is evident that the institute has established itself as a beacon of excellence in providing undergraduate education. The institute is also resolute in providing further opportunities to students for their holistic development and to enable and empower them to meet the demands of modern age. In this line, the college is planning to open post-graduate courses for the students and thereby, provide a platform to the students of the locality to pursue their higher studies, as there is a dearth of scope in this locality. The college is committed to promoting local culture and heritage and in this light the college organized a number of activities like visit to spots of cultural and historical importance of the locality, discussion on safeguarding the heritage spots etc. The college also encourages the students to promote the local textile culture by wearing Maniabandh handloom products. The college is also committed to making this environment sustainable and conducive for the posterity. In this regard, the college has taken a number of initiatives like green campus, use of renewable energy, water harvesting, effort of carbon neutrality, plantation, hazardous waste management, e-waste management etc, in line with the sustainable development goals. Earnest efforts are put to meet the desired outcomes under direct supervision of the Principal and committees concerned.

Provide the weblink of the institution

### 8.Future Plans of Actions for Next Academic Year

The college is committed to fostering academic excellence and nurturing a vibrant learning community that will go up to contribute to nation building. Quality enhancement is imperative to achieve this goal. Hence, the IQAC has a plethora of plans in the pipeline to be implemented in the next academic year. 1. Construction of ICT enabled hall. 2. Construction of ICT enabled Auditorium 3. Development of state of art lab facilities to enable the students gain better learning experience and enhance learning outcomes 4. Development of Smart

Classrooms for learning enhancement 5. Construction of Boundary wall to make the campus safe 6. Construction of a ladies hostel to attract more students 7. Construction of a Badminton court for students 8. Bring reformatations in examination and evaluation system 9. Introduction of LMS software for library management 10. Faculty development programmes and capacity building programmes