



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**BHIMA BHOI COLLEGE, RAIRAKHOL**

**BHIMA BHOI COLLEGE, RAIRAKHOL AT/PO-RAIRAKHOL DIST-SAMBALPUR**

**ODISHA-768106**

**768106**

**<http://bhimabhoicollege.org>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Bhima Bhoi College, Rairakhol, affiliated to Sambalpur University was founded on September 3, 1970. Recognized under Section 2 (f) and 12 B of the UGC Act and also as one of the oldest Aided colleges of Odisha, the college has been catering to the educational needs of the students from tribal dominated, economically and socially backward communities located in the western part of the state. The college is named after the great saint-poet Bhima Bhoi and follows his vision of a more compassionate and inclusive society in a world where social disputes, discrimination and injustice are pervasive. The institution inculcates promotion of knowledge and holistic development among the learners and prepares them to face the challenges of the ever-changing world.

The college is ideally located at a tri-junction connecting the districts of Sambalpur, Boudh and Angul. It is easily commutable and this locational advantage has proved to be a boon for the learners of the specific region. The institute provides access to all facilities essential for a promising teaching-learning environment. The college ensures a safe, secure and apolitical ambience in the campus.

Over the years the institution has consistently marked its presence in both academic and co-curricular activities. Many of the students have secured place in the University's Merit List in the recent past. Building upon this merit, the college has become proactive in adopting newer methods for achieving consistency and becoming results-driven.

The learning landscape in the college is characterized by several co-curricular activities and programmes catering to the interests of the students, as also those which are designed to make a difference to the lives of the marginalized through the various outreach programmes. The institution regularly undertakes sensitization programmes on human values, gender issues, environmental consciousness and mental health. The institution religiously follows the principles laid down in the vision and mission statement to ensure its growth and progress.

### **Vision**

**The vision of the institution is to achieve Excellence in Higher Education, Empowerment through Knowledge, Inclusive Growth for Socio-Economic Change and Sustainable Development.**

Over the last 53 years of its journey, the institution has striven to transform the vision of enriching the standard of Higher Education among the rural youths of the region and enabling them to develop their personalities in every sphere of life. The vision is to mould the young minds to become responsible citizens and make them accountable in nation building.

### **Mission**

### **MISSION**

- To provide quality education in various fields as to help all-round development of the rural youth
- To equip and empower students with relevant knowledge, competence and creativity to face global challenges
- To provide scientific, technical and professional education to make the students self-reliant
- To achieve innovation in teaching-learning, research and extension activities to realize national goals, including the adoption and promotion of knowledge output for human development
- To facilitate optimum use of human resources and limited infrastructure facilities available for quality sustenance and improvement
- To promote participation of all the stake holders in the development of the college
- To create awareness of human rights, value system, culture, heritage, scientific temper and environment
- To inculcate spiritual, moral and ethical education, which alone can ensure the nurturing and development of well balanced personality.

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

### Institutional Strength

#### SWOC ANALYSIS

##### STRENGTH

- Decentralized and transparent work culture with dedicated and proactive administration.
- Highly qualified, motivated and committed team of faculty members
- Conducive academic ambience with Research facilities and support for faculty and students
- Devoted and enthusiastic battery of support staff
- Learner-centric mechanism conducive for academic progress of students
- Wi-Fi enabled facilities for digitized learning and administration
- Well stocked and fully automated library with INFLIBNET N-LIST e-journal subscription for students and faculty
- Smart Classrooms, Computer Lab, fully-equipped air-conditioned science laboratories with Smart Teaching aids
- Floriculture Garden developed by CSIR Floriculture Mission and Botanical Garden maintained by the department of Botany
- MOUs signed with OKCL and OSOU for enhancing learners' abilities
- CCTV surveillance of entire campus for security and safety of students
- Tradition of sustained community services to help students inculcate social values through activities organized by NSS, YRC and other clubs
- Staff accommodation and hostel facilities for students
- Gender sensitization, environmental awareness, career counseling, remedial coaching and scholarships for deprived students
- Management of solid and bio-disposable waste products of the college campus
- Provision for financial assistance to socially and economically backward students
- Location of the college, ease of transportation and green cover around the entire region

##### Institutional Weakness

## **WEAKNESSES**

- Unavailability of specific infrastructure exclusively for the college students owing to its composite nature
- Limited funds for further infrastructural expansion
- Staffing pattern not at par with UGC.

## **Institutional Opportunity**

### **OPPORTUNITIES**

- Creating a strong Alumni base and seeking support from other stakeholders
- Students and faculty exchange programmes with other reputed institutions may be forged
- Establishing academia-industry interface for employability of students through student internships and similar activities
- Faculty research and publication
- Inter-departmental and inter-college faculty and student research opportunities may be explored
- Publication of college e-Magazine and e-Journal
- Optimization of computer lab and other infrastructural facilities

## **Institutional Challenge**

### **CHALLENGES**

- Limited language, comprehension and ICT competence of the students
- Offering Job oriented courses and attracting students from other states
- Mushrooming of self-financing educational/professional institutions in the nearby areas
- The scope and quality of student research need to be enhanced

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

#### **CURRICULAR ASPECTS**

Bhima Bhoi College is affiliated to Sambalpur University and follows the guidelines laid down by the University relating to the evaluation scheme. The college adheres to the CBCS Regulations in running the UG courses. Internal Mid-Term evaluation, End-Semester evaluation, and uploading of marks on the university portal are regularly carried out as per the requirements of this system. Although, the revision and upgradation of the syllabi is done at the University level, the college follows its own mechanism for effective, documented curriculum delivery. The

Institution plays a vital role in curriculum designing as faculty members of some departments are members of

Board of Studies actively engaged in syllabus revision and curriculum updation. Timetable is prepared strictly in accordance with the guidelines of the University. The Academic Calendar for each semester is prepared in accordance with the guidelines from the DHE Odisha and Sambalpur University.

The college consistently aims at providing high-quality education to its students. It also strives to strike a balance between transmitting knowledge and boosting skill development by allowing students to explore a variety of subjects.

The different departments of the institution work tirelessly for the all round development of the students. The faculty members actively monitor and participate in updating the knowledge base of the students by implementing healthy discussion on various topics in the form of seminars and extension lectures for the students. Faculty members leave no stone unturned to address issues pertaining to the studies of the learners. Major issues like gender, professional ethics, human values, environmental issues and many more are addressed wherever possible.

### **Teaching-learning and Evaluation**

#### **TEACHING-LEARNING AND EVALUATION**

The college has a team of highly qualified and motivated teachers having expertise in different areas. We have several faculty members who possess Ph. D. degrees and NET as their highest qualification in addition to the basic Masters degree. Additionally, many of the faculty members are pursuing their Ph. D. and are actively involved in various research works.

Various student centric methods are used in addition to the traditional methods, such as Students' seminar, Activity-based learning, Extension Lectures, Posting Study Materials on Google Classroom, Project-based learning, Language games, Viva, Poster presentation and many more to encourage participative, problem solving and experiential learning.

Suitable measures are taken accordingly to address the needs of students with different levels of competency. Post COVID-19, the teaching-learning mode was switched to online and students' performance was assessed through online methods, such as Google Classroom, Google Form Questionnaire etc. Project work is assigned in some practical subjects to encourage teamwork and participative learning. Use of ICT & e-Resources by students is encouraged.

### **Research, Innovations and Extension**

#### **RESEARCH, INNOVATIONS AND EXTENSION**

The college encourages all its faculty members to involve in research activities that have both scientific and socio-economic dimension. In order to cater to the research requirements of the faculty members, the college has subscribed for the INFLIBNET N-LIST e-Journal subscription renewed on a yearly basis. The teaching

staff of the different departments encouraged to apply for various projects for external funding so as to improve the infrastructure within the college laboratories and encourage our teachers to supervise external students for various academic programmes. The college has five Ph.D. degree holders and many other faculty members are pursuing their research work. Many of our teachers have participated in National and International Conferences and have published papers in peer reviewed journals.

The NSS,NCC and YRC units of the college perform various extension activities to inculcate moral values among the students and provide community services. Special sessions on moral values are being conducted to motivate our students in various spheres. They are being taught sustainable resource management through various activities. Knowledge on gender equality and other relevant issues are imparted through street plays and outreach activities.

### **Infrastructure and Learning Resources**

#### **INFRASTRUCTURE AND LEARNING RESOURCES**

The college administration has been instrumental in providing the best infrastructure possible for the smooth conduct of the teaching-learning process. The institution's GB allocates a fixed amount of fund annually for the maintenance of the college infrastructure. The staff members work continuously for the efficient and smooth running of the administrative framework of the college along with the IQAC and other units.

The institute is well equipped with efficient learning resources while it has periodically upgraded the infrastructure to cater to the growing demands. The entire campus is Wi-Fi enabled with uninterrupted power supply. The campus has been revamped and equipped with Smart Classrooms in place of traditional classrooms, upgraded and air-conditioned science laboratories, functional Computer lab and New Classrooms.

The College Library is fully automated and has a huge collection of texts and reference books, periodicals and subject specific research journals. The subscription of N-LIST e-Resources and e-Journals has added to the richness of the learning process.

The College Development Committee, the Purchase Committee and other related committees work continuously to maintain the standard and address any grievance regarding the infrastructure.

### **Student Support and Progression**

#### **STUDENT SUPPORT AND PROGRESSION**

The college primarily focuses on the holistic development of the students. It provides a supportive ambience for the students for all their academic and co-curricular pursuits.

The institution provides Government Scholarships and other financial assistance to the economically challenged but meritorious students. The students are also equipped with capacity building and other skill enhancement programmes to elevate their confidence in their forward journey.

The safety and the security of the students in the premises of the institution are ensured through the installation of CCTV cameras. The Anti-Ragging Cell and the Grievance Redressal Cell closely monitor the students to curb the menace of ragging. The institute is Ragging-Free and conducive for students' development.

The various departments of the college render personal guidance to students about different entrance tests and PG admission along with information about avenues of higher studies and employment availability. Extra classes are conducted on specific areas for weaker students.

The Institution offers the students the platform to hone their co-curricular and sporting skills to enable them to have a healthy mind in a healthy body. The College Annual Function, the variety of intra and inter college cultural events and competitions, the College Annual Sports and inter college sporting meets give them the opportunity to participate, compete and win awards as an individual participant or as a college team. The students have made their mark in both cultural programmes and in a variety of sports.

## **Governance, Leadership and Management**

### **GOVERNANCE, LEADERSHIP AND MANAGEMENT**

The college values the importance of a decentralized and democratic administration, committed team spirit among all categories of staff and a harmonious, compassionate working environment for the smooth functioning of the institution. The institution works earnestly to justify the vision and mission statement.

The Governing Body is the decision making authority in the matters of governance and administration of the college. The academic administration is headed by the Principal who is also the Secretary of the Governing Body. A dedicated team of teaching and non-teaching staff members assist the Principal in all possible ways. Institutional policies are decided and framed by the Governing Body of the institution in accordance with the guidelines laid down by the DHE Odisha, UGC and Sambalpur University.

Decisions on academic matters are mainly taken by the Principal, in concurrence with the Heads of different departments. The Principal takes initiatives to improve the academic standard of the students and collects feedback from the students confidentially regarding the performance of the teachers.

The Principal and a team of administrative staff play a vital role in financial matters and day to day administration of the Institution. All the regular staff members are covered under GPF/NPS and GIS. Pension benefits are provided to the employees upon superannuation as per government of Odisha rules. The Management/Contractual/Temporary staff members are paid remunerated from the College Management fund.

Different administrative establishment accounts and academic matters are monitored by the Bursars. Purchase Committee plays a vital role in making judicious expenditure of funds maintaining proper procedure of purchase. The college adopts transparency in financial affairs and makes internal and external audit of the accounts regularly.

In order to enhance working standards and quality, all the faculty and staff members attend meetings called at regular intervals by the Principal. Necessary decisions and subsequent implementation are carried on after thoughtful discussions during the meetings.

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

#### **INSTITUTIONAL VALUES AND BEST PRACTICES**

The institution has made conscious efforts to create a sense of awareness among the students regarding their rights and responsibilities along with the learning processes that are in place to cater to their academic interest and aptitude. The institute organizes various activities to inculcate a spirit of social commitment among the students to make them conscientious and good citizens.

The institute celebrates days of national and international significance, events, and festivals by organizing cultural programmes that lay emphasis on social harmony and awareness of the rich heritage of our country.

The faculty-student relationship in the institute is one of the most significant aspects of its growth story. The faculty members and other staff maintain a cordial relationship with the students. Since the institute practices a student-centric approach, the underprivileged and weaker students get additional care.

The institute is conscious of environmental hazards and its degradation and takes sustainable measures to address them. It regularly conducts Green Audit. Maintenance of clean and green campus and environment friendly activities are organized in and off the campus.

The extension activities of our college play a seminal role by familiarizing our students to contemporary social issues and inculcating communitarian values. Over the years the college has developed and nurtured a web of community outreach services. NSS, YRC, Anti-Ragging Cell, Sexual Harassment Cell and other units have provided appropriate platforms for engagement with crucial social issues.

With changing times the college has evolved as one of the most sought after colleges in the region well-equipped with modern laboratories, and ICT. The use of ICT has changed the whole sphere of learning abilities in the campus. The institute is also planning to adopt a centralized ERP system in future for the effective management of academic and administrative matters.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHIMA BHOI COLLEGE, RAIRAKHOL
Address	BHIMA BHOI COLLEGE, RAIRAKHOL AT/PO-RAIRAKHOL DIST-SAMBALPUR ODISHA-768106
City	RAIRAKHOL
State	Orissa
Pin	768106
Website	<a href="http://bhimabhoicollege.org">http://bhimabhoicollege.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dillip Kumar Dash	06644-253037	9437220104	-	bhimabhoicollegerrk@yahoo.co.in
IQAC / CIQA coordinator	Rabi Chandra Singh	-	8984480237	-	rcsingh611@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Orissa	Sambalpur University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	03-09-1970	<a href="#">View Document</a>
12B of UGC	03-09-1970	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	BHIMA BHOI COLLEGE, RAIRAKHOL AT/PO- RAIRAKHOL DIST- SAMBALPUR ODISHA-768106	Urban	13	2353.075

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Economics,	36	Higher Secondary	English,Oriya,English + Oriya	24	12
UG	BA,English,	36	Higher Secondary	English	16	9
UG	BA,History,	36	Higher Secondary	English + Oriya	32	28
UG	BA,Odia,	36	Higher Secondary	Oriya	32	32
UG	BA,Philosophy,	36	Higher Secondary	English,Oriya	24	21
UG	BA,Political Science,	36	Higher Secondary	English,Oriya,English + Oriya	32	32
UG	BA,Sanskrit,	36	Higher Secondary	Oriya,Sanskrit	32	21
UG	BSc,Botany,	36	Higher Secondary	English + Oriya	32	0
UG	BSc,Chemistry,	36	Higher Secondary	English + Oriya	24	0
UG	BSc,Mathematics,	36	Higher Secondary	English + Oriya	16	0
UG	BSc,Physics,	36	Higher Secondary	English + Oriya	24	0
UG	BSc,Zoology ,	36	Higher Secondary	English + Oriya	32	0
UG	BA,Education,	36	Higher Secondary	English + Oriya	32	0
UG	BCom,Commerce,	36	Higher Secondary	English + Oriya	64	3

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				6				23			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				6				23			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				1			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						21
Recruited	3		0		0	3
Yet to Recruit						18
Sanctioned by the Management/Society or Other Authorized Bodies						18
Recruited	13		5		0	18
Yet to Recruit						0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	4	0	0	5
M.Phil.	0	0	0	0	0	0	4	4	0	8
PG	0	0	0	3	2	0	8	2	0	15
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	299	0	0	0	299
	Female	447	0	0	0	447
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	38	37	37	31
	Female	58	49	41	37
	Others	0	0	0	0
ST	Male	39	43	44	39
	Female	79	78	67	53
	Others	0	0	0	0
OBC	Male	195	175	169	152
	Female	285	272	284	294
	Others	0	0	0	0
General	Male	27	24	30	52
	Female	25	31	57	84
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		746	709	729	742

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	1. Multidisciplinary/ Interdisciplinary Bhima Bhoi College offers an array of subjects in the UG Honours Program in the Science, Arts and Commerce streams. With the introduction of Education and
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	<p>Commerce, the college now offers Honours in 8 subjects in the Arts stream namely Economics, Education, English, Political Science, Philosophy, History, Sanskrit and Odia; 5 subjects in the Science stream namely Botany, Chemistry, Physics, Mathematics and Zoology along with subjects in the Commerce stream. Thus, it has already established itself as a reputed multidisciplinary institution and has remained a much sought after learning destination for the students of Odisha. The college is constantly exploring the possibility of integration of subjects that are taught here with a view of providing holistic learning to the students. In line with the NEP 2020, the college now aims at transforming itself into an institution offering interdisciplinary courses. We have initially started with encouraging the Final Semester students of various departments to select topics for their research/dissertation which are interdisciplinary in nature. Subsequently, inputs on research and related areas will be run for all the semesters. Areas in language studies, philosophy, ethics, human values, core sciences, management, economics, socio-politico history and many more will be explored to enhance the interdisciplinary knowledge of the students.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>2. Academic Bank of Credit The Academic Bank of Credit (ABC) primarily aims to facilitate credit accumulation and transfer for students. This system is significant in providing flexibility and opportunities for students to pursue education across various institutions while ensuring recognition of their academic achievements. Considering the diverse background of the students of our college, the introduction of the ABC will definitely provide the learners the opportunity to pursue their academic journey even in challenging situations. The college has already facilitated the registration and creation of ABC IDs for the existing batches of students of the different streams. It has now been made mandatory for all new entrants to create ABC IDs at the time of admission. The link to create the IDs will also be provided in the college website with regular sensitization regarding the usefulness of the same.</p>
<p>3. Skill development:</p>	<p>3. Skill Development The college has been mindful in making the students competent for emerging opportunities and openings in different spheres of learning. Its focus is on integrated knowledge</p>



	<p>acquisition and upgrading human skills towards creating a new league of employable youth. The institution offers the Skills Enhancement Compulsory Courses (SECC) and Ability Enhancement Compulsory Courses (AECC) like Communication Skills, QLT, OM, TTM and Environmental Studies, Ethics and Values and many other subjects respectively as prescribed by the affiliating university. Additionally, the college also offers computer literacy to its students through the College Computer Lab with the help of OKCL. In-house personality development and soft skills training is given to the students through the faculty members of different departments. Students are also encouraged to develop their literary and creative skills through participation in activities conducted by the creative societies of the college. Various extension activities are also organized by NSS and YRC to help students become responsible citizens. The college plans to develop the academia-industry relationship to increase the employability of the students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>4. Indian Knowledge System Since the college is an aided institution affiliated to Sambalpur University, it has to mandatorily adhere to the guidelines prescribed by the affiliating university in connection to the courses offered. However, in order to inculcate ethical values and awareness of Indian Knowledge System various curriculum based programmes as well as Observance days are organized regularly with the cooperation of the NSS, YRC, NCC, Cultural Society and other clubs and organizations. The faculty members and the students are equally encouraged to explore the rich cultural heritage of the country and acquire knowledge of the same. The departments of Philosophy, Sanskrit and Odia have already started merging the IKS requirements in the delivery of the courses. The college purposefully intends to bring the rich heritage of the Indian Knowledge Base into the courses and programmes offered to the students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>5. Focus on Outcome Based Education The college offers courses to the students following the guidelines of the affiliating university for the introduction of Outcome Based Education. It also focuses on outcomes centered not only on the achievement of domain skills but on social responsibility and ethics as well. The institution primarily emphasizes the fact</p>

	that the learners contribute proactively to the economic, environmental and social well-being of the entire nation. The abiding principle of imparting education here has been student-centric and all relevant information relating to the course outcomes of the CBCS are stated clearly to the learners from the very beginning.
6. Distance education/online education:	6. Distance Education/Online Education The college has been putting all possible efforts in imparting quality education to its learners through all possible ways. We understand that changing times demand a changed perspective towards dealing with challenges. In the same light, the college has been quick in adopting the online mode of teaching-learning post the pandemic situation. The college administration has been proactive in this regard and now more emphasis is laid on adopting the hybrid mode of education blending online and offline resources. The infrastructural facilities including the College Computer Lab, Smart Classrooms, e-Library and well equipped Lecture Halls are already in place for the institution to carry on further online education whenever necessary. The college has also signed MOUs with OKCL (Odisha Knowledge Corporation Limited) and OSOU (Odisha State Open University) to enhance the digital literacy among students and provide them alternative modes of learning respectively. In addition, the faculty members are encouraged to offer MOOC courses that promote the blended learning system of learning. The whole college campus is Wi-Fi enabled with digitally interactive panels installed in the laboratories for smooth and hindrance free online education.

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the college appoints students' coordinators and coordinating faculty members to oversee various activities of the Electoral Literacy Club. ELC is indeed functional and actively carry out its role in promoting awareness and understanding of electoral processes and democratic practices among students.

	This Club is representative in character, reflecting in its diverse members including male and female co-ordinators and student members
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Indeed, the ELC has carried out various initiatives which include the following: 1. Celebration of National Voters Day Bhima Bhoi College celebrates Voters' Day with a series of engaging activities aimed at raising electoral awareness. The event featured informative workshops, interactive sessions on the voting process, and a pledge drive encouraging students to register and participate in elections. The celebration successfully highlighted the importance of civic engagement and empowered students to exercise their voting rights 2. Voter Registration Drives In collaboration with local election authorities, the ELC conducts voter registration drives on campus. These drives aim to simplify the registration process for students and ensure that they are aware of the deadlines and requirements for voting. Moreover, to make the female voters inclusive 3. Community Outreach Program In addition to on-campus activities, the ELC engages with the local community to extend electoral awareness. This involves workshops and informational sessions through innovative means like Kirtan, Street play etc. . 4.Quiz, Debates and Discussion Forums The club hosts Quiz contest, debates and discussion forums on current political issues, electoral reforms, and the role of youth in democracy. These forums encourage students to engage critically with political issues and understand diverse perspectives.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college has actively contributed to advancing democratic values and electoral participation through a variety of socially relevant initiatives. It has conducted comprehensive research projects analyzing voter turnout and the effectiveness of electoral literacy programs, providing valuable insights for improving engagement. Surveys assessing student attitudes towards voting and pre- and post-election awareness have informed targeted awareness drives and educational campaigns. The college has organized campus-wide voter registration drives and launched awareness campaigns to educate students about the importance of voting. Additionally, students have produced educational videos, info graphics, and publications highlighting electoral</p>

	<p>processes and voter rights. Community engagement has been fostered through workshops and public forums, extending the impact of these initiatives beyond the campus. Through these efforts, our college has effectively promoted democratic values and enhanced participation in electoral processes.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Significant number of students above 18 years at Bhima Bhoi College remains un-enrolled in the electoral roll while taking admission into the college. To address this, the Electoral Literacy Clubs (ELCs) and the college have implemented several strategies. The ELCs have conducted targeted voter registration drives and awareness campaigns to encourage eligible students to register. These efforts include organizing workshops to educate students about the registration process and the importance of voting. Additionally, the college has institutionalized mechanisms such as dedicated registration support desks, partnerships with local election authorities, and integration of voter registration information into student orientation programs. These initiatives have ensured that all eligible students are enrolled as voters in the electoral roll and informed and able to participate in electoral processes.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
750	689	697	701	794
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 24

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

#### 2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
24	26	26	25	25

### 3 Institution

#### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
140.81950	53.15966	31.40216	25.69132	48.71529

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The college places utmost importance on delivering its curriculum effectively, following the guidelines prescribed by Sambalpur University through its Boards of Studies. Faculty members have significantly contributed to curriculum development through their active involvement in these committees.

To ensure systematic and transparent curriculum delivery, the college adheres rigorously to the Academic calendar issued by the Higher Education Department, Government of Odisha. Department Heads conduct regular meetings to distribute workload, allocate subjects, and plan departmental activities. The Principal oversees the implementation of the calendar through formal meetings with Heads of Departments and informal discussions with faculty members when necessary.

A Time-Table Committee is constituted to prepare and display the Master Time Table on notice boards and the college website. Additionally, faculty members prepare lesson plans at the beginning of each academic year, documenting teaching and practical sessions in the Daily Progress Register. The Internal Quality Assurance Cell (IQAC) periodically assesses curriculum delivery through Heads of Departments, ensuring comprehensive coverage.

Laboratories are optimally utilized for practical curriculum delivery, with students maintaining records certified by faculty and Heads of Departments. Teaching methods are enriched with visual aids, such as charts, maps, and LCD projectors, Interactive boards, complemented by interactive sessions like seminars, group discussions, and case studies. Study materials, notes, and question banks are regularly provided, supplemented by educational field visits and study tours to enhance learning experiences.

The college leverages modern communication tools like Google Meet, Zoom, and YouTube for effective teaching, supplementing traditional methods. ICT-based materials are uploaded on the college website, facilitating broader access. The college library encourages students to explore the latest books relevant to their subjects, issuing books as needed and maintaining meticulous records.

Faculty development is prioritized through participation in orientation programs, refresher courses, and workshops organized by the University to implement the Choice Based Credit System (CBCS) effectively. This system, introduced in 2016-17, allows students to select elective papers based on their interests and career aspirations.

Feedback mechanisms from faculty, students, alumni, and parents are systematically collected, analyzed, and used to evaluate performance at various levels. Discrepancies are addressed promptly, and suggestions for improvement are incorporated into curriculum planning workshops. Formative

assessments identify gaps in students' knowledge, enabling tailored support such as remedial coaching for slow learners and opportunities for advanced learners to excel in co-curricular activities.

Ultimately, the college measures the achievement of syllabus objectives through student performance in internal tests, group discussions, presentations, and university examinations. This holistic approach ensures that curriculum delivery remains dynamic, responsive, and aligned with the evolving needs of education and industry.

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response: 0**

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***

**Response: 0**

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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



## 1.3 Curriculum Enrichment

### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

#### Response:

Bhima Bhoi College, Rairakhhol follows curriculum prescribed by the Director of Higher Education, Govt. of Odisha, Sambalpur University and integrates various socially relevant cross-cutting issues like ethics, human values, environment, etc., across Under Graduate programs to sensitize the students.

### **Human Values and Professional Ethics:**

Human values and professional ethics are addressed through the course "**Ethics and Values**" offered in all the semesters of UG programme. The primary objective of this course is to ensure that the students have knowledge of the constitution, fundamental duties and rights of citizens, professional ethics and the responsibilities of citizens.

Gender Issues and Ethical Dimensions, Indian Constitution and Concept of Patriotism, concept of Social evils and students became aware of the grave danger of consuming alcohol, objective to education along with values relating to children, environmental, bio-ethical issues are the theme areas which provide the solid foundation of students for their future. This is the value systems that build the backbone of the students.

### **Environment and Sustainability:**

The issues of Environment and Sustainability are addressed through the course "**Environmental Studies**" offered to engineering students in the V semester. Through this course, students are sensitized to ecological and environmental issues connected with land, air, and water, with awareness on sustainable development.

### **Gender equity:**

**Bhima Bhoi College, Rairakhhol**, imparting quality education to shape global leaders has firm belief in gender equity which is sine qua non to ensure sustainable development of a country. Institute has initiated promising measures to sensitize and promote gender equity amongst the stakeholders through curricular and co-curricular activities. To promote gender equity among the students, Institute supports flexible seating arrangements in the class rooms, equal representation of both genders in the leadership

positions of class and college level committees, curricular and co- curricular activities. The Institute makes concerted efforts to create a congenial environment free from gender discrimination through mutual respect.

Apart from the above, the Institute organizes various awareness programs and activities on cross-cutting issues with the support of external organizations and experts. **The NSS activities, Swachh Bharat Abhiyan, blood donation and health awareness camps conducted by Youth Red Cross Unit** play vital role in promoting *inclusive environment towards regional and socioeconomic diversities* among students making a *Positive difference* and shaping them into wholesome professionals.

### 1.3.2

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

**Response:** 26.4

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

Response: 198

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

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** C. Feedback collected and analysed

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 85.16

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
259	232	254	198	245

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

2023-24	2022-23	2021-22	2020-21	2019-20
416	232	256	229	262

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 40.12

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2023-24	2022-23	2021-22	2020-21	2019-20
65	77	75	59	53

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

2023-24	2022-23	2021-22	2020-21	2019-20
184	159	159	159	159

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 31.25

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Teaching-learning methods adopted by the Teachers include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning, etc. The Teaching-learning activities are made effective through illustration and special lectures. Lessons are taught through PowerPoint presentations to make learning interesting besides oral presenting methods.

***Lecture method:***

This conventional method is commonly adopted by all faculty members. This method facilitates the teacher to interpret, explain and revise the content of a text-only for better understanding of the subject by the learners.

***Interactive method:***

The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, discussion, and questions and answers on current affairs. Departments endow with an effective platform for students to develop the latest skills, knowledge, attitude, values to shape their behaviour in the correct manner. The department conducts innovative programs which stimulate the creative ability of students and provide them a platform to nurture their problem-solving skills and ensure participative learning. The department Implements student-centric methods of enhancing the lifelong learning skills of students.

Faculty members make efforts in making the learning activity more interactive by adopting student-centric methods.

1. The department communicates the following experiential learning practices to improve creativity and cognitive levels of the students – (i) Laboratory Sessions are conducted with content beyond syllabus experiments. (ii) Project development on latest technologies by students where they platform their working model in the technical fest. (iii) Study Tour, Field Study and Industrial Visits to engage them in experiential learning while visiting the Place, Location and organization etc. .

2. Participatory Learning: In this type of learning, students participate in different activities such as seminars, webinars, group discussions, projects, and skill-based add-on courses. Students are encouraged to participate in activities where they can use their specialized technical or management skills.

X Annual cultural program – This is organized every year for the students of the department to give an opening to their creativity.

- Regular Quizzes- Quizzes are organized for student participation at intra or inter-department levels.
- Seminar Presentation – Students develop technical skills while presenting papers seminars.

3. Problem-solving methods: Department encourages students to acquire and develop problem-solving skills. For this, the department organizes expert lectures on different topics; participate in different

technical tests and other competitions.

•Regular assignments based on problems • Mini Project development • Regular Quizzes • Case studies discussion • Class presentations • Debates within the department event.

In addition to the traditional teaching-learning methods, the institute is providing innovative student-centric methods such as Workshops, Seminars, , Review web literature, Video, Demonstration, Activity-based learning, Flipped Classroom, Guest lecture, Professional practice school, GD/ debate, Peer learning groups, MOOCs, Google Classroom, Project-based learning, Real-time case studies, Worksheets, PPT, Mind map, Journal Review, Proto-type model, Crosswords, Research projects, Language games, Viva, Poster presentation, Public Speaking to encourage Participative, Problem-solving and Experiential learning.

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 88.73

**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
30	28	28	28	28

#### **File Description**

#### **Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 47.62

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	12	14	12	12

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

To ensure transparency, timeliness, and efficiency in dealing with internal/external examination-related grievances, educational institutions typically implement the following mechanisms:

1. **Clear Grievance Redressal Policy:** The institution establishes a transparent policy outlining the procedure for lodging and addressing examination-related grievances. This policy is communicated to students through official channels such as websites, or notices.

2. **Designated Grievance Redressal Committee:** A dedicated committee (Examination Committee) or department is tasked with handling examination-related grievances. This committee comprises faculty members, Administrative Bursar, Academic Bursar and student representatives to ensure fairness and representation.

3. **Accessible Grievance Submission Process:** Students are provided with accessible channels for lodging grievances, such as application, email, or physical complaint boxes. The process is straightforward and clearly outlined in the institution's policies and communication materials.

4. **Timely Response and Resolution:** Upon receiving a grievance, the institution commits to a prompt investigation and resolution process. Timelines for acknowledging grievances, conducting investigations, and providing responses are established and adhered to strictly.

**5. Transparency in Investigation:** The grievance redressal committee conducts thorough and impartial investigations into each grievance, considering all relevant evidence and perspectives. The process is transparent, with regular updates provided to the complainant on the status of their grievance.

**6. Fair and Objective Decision – Making:** Decisions regarding grievance resolution are made based on objective evaluation of evidence and adherence to institutional policies and regulations of University. The committee ensures that decisions are fair, consistent, and in accordance with established standards.

**7. Appeals Process:** If a student is dissatisfied with the outcome of their grievance, they are provided with an opportunity to appeal the decision. The appeals process is clearly outlined in the institution's policies and provides for an impartial review of the grievance.

**8 Documentation and Record Keeping :** All grievance-related communications, investigations, and decisions are documented and maintained for transparency and accountability purposes.

By implementing these mechanisms, educational institutions can effectively address internal examination-related grievances in a transparent, time-bound, and efficient manner, fostering trust and confidence among students and ensuring the integrity of the examination process.

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

Program Outcomes (POs) and Course Outcomes (COs) are typically defined by this institution to ensure that students achieve specific learning outcomes by the time they complete their degree programs. Here's a general overview of what POs and COs might entail for Bachelor of Arts (BAH) and Bachelor of Science (BSH) degrees:

Bachelor of Arts (BAH) Program:

Program Outcomes (POs)

1. Subject Knowledge: Graduates will demonstrate a comprehensive understanding of their chosen field of study within the humanities, social sciences, or Languages.
2. Critical Thinking: Ability to analyze, evaluate, and synthesize information from various sources and perspectives.
3. Communication Skills: Proficiency in written and oral communication, including effective presentation of ideas.



4. Research Skills: Capability to conduct independent research, gather relevant data, and apply appropriate methodologies.

5. Ethical and Cultural Awareness: Recognition of ethical issues within their field and an understanding of diverse cultural perspectives.

#### Course Outcomes (COs)

1. Specific Course Content Mastery: Understand and apply concepts specific to each course within the BA program (e.g., literature, history, sociology).

2. Writing Proficiency: Demonstrate clear and coherent writing skills appropriate to academic and professional contexts.

3. Critical Analysis: Ability to critically analyze texts, arguments, or historical events based on theoretical frameworks studied.

4. Interdisciplinary Understanding: Recognize connections between disciplines and integrate knowledge from various courses.

5. Capstone Project: Complete a culminating project that synthesizes learning outcomes across courses within the BA program.

#### Bachelor of Science (BSH) Program:

##### Program Outcomes (POs)

1. Disciplinary Knowledge : Demonstrate a deep understanding of scientific principles and methodologies relevant to their chosen field (e.g., biology, chemistry, physics).

2. Problem-Solving Skills: Ability to solve complex problems using scientific reasoning and analytical skills.

3. Experimental and Data Analysis Skills: Competence in designing experiments, collecting data, and analyzing results using appropriate statistical methods.

4. Communication of Scientific Ideas: Effectively communicate scientific findings through oral presentations and written reports.

5. Ethical Conduct: Awareness of ethical issues in scientific research and practice, including responsibility in handling data and conducting experiments.

#### Course Outcomes (COs):

1. Content Mastery: Understand and apply fundamental concepts and theories specific to each course within the BSH program (e.g., calculus, organic chemistry, genetics).

2. Laboratory Skills : Proficiency in laboratory techniques, experimental procedures, and safety

protocols.

3. **Quantitative Reasoning:** Ability to use mathematical and statistical methods to analyze scientific data and draw conclusions.

4. **Integration of Knowledge:** Synthesize information from various courses and apply it to solve interdisciplinary problems within science.

5. **Project:** Completion of a significant research project or thesis that demonstrates mastery of content and research skills in their chosen field.

These POs and COs serve as guidelines to ensure that graduates of BAH and BSH programs possess the necessary knowledge, skills, and abilities to succeed in their careers or further academic pursuits. Specific universities or programs may have variations or additional outcomes tailored to their curriculum and educational goals.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The evaluation of the attainment of Programme Outcomes (POs) and Course Outcomes (COs) by an institution involves systematic processes to assess whether students have achieved the intended learning outcomes of their academic programs and individual courses. Here are some common methods used for this evaluation:

### 1. *Direct Assessment Method*

- **Examination and Assessment** : Traditional exams, quizzes, tests, and assignments are used to assess students' knowledge and skills directly related to course content and learning objectives.
- **Performance Assessment**: Practical demonstrations, presentations, projects, portfolios, and performances allow students to showcase their abilities and application of knowledge in real-world contexts.
- **Capstone Projects**: Culminating projects or theses require students to integrate and apply their learning across multiple courses or disciplines to demonstrate mastery of Program Outcomes.

### 2. *Indirect Assessment Method*

- **Survey and Questionnaires:** Feedback from students, alumni, employers, and other stakeholders can provide insights into perceptions of learning outcomes, program effectiveness, and graduates' preparedness for the workforce.
- **Focus Groups and Interviews;** Qualitative methods such as focus groups and interviews allow for in-depth exploration of students' experiences, perceptions, and reflections on their learning outcomes and educational experiences.

### 3. Rubrics and Assessment Criteria

- Clear rubrics and assessment criteria aligned with Program and Course Outcomes are essential for evaluating student performance objectively and consistently across assessments.
- Rubrics outline specific criteria and levels of performance for each outcome, facilitating transparent and fair evaluation of student work.

### 4. Data Analysis and Continuous Improvement

- Institutions analyze assessment data to identify trends, strengths, areas for improvement, and opportunities to enhance teaching and learning practices.
- Feedback from assessment results informs curriculum revisions, instructional strategies, and resource allocation to better align with intended learning outcomes and improve student success.

By employing a combination of these assessment methods, this institutions evaluates the attainment of Programme and Course Outcomes comprehensively and effectively, ensuring that students are meeting the educational objectives of their programs and courses.

#### 2.6.3

##### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 61

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

2023-24	2022-23	2021-22	2020-21	2019-20
112	80	158	125	99

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

2023-24	2022-23	2021-22	2020-21	2019-20
199	151	189	188	214

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.88

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

We foster a culture where creativity and entrepreneurial spirit are nurtured through interdisciplinary collaboration and hands-on experiences. Collaborating with computer skills can significantly enhance the innovative ecosystem in a college by leveraging technology as a catalyst for creativity and problem-solving. This collaboration not only fosters a deeper understanding of technology's role in innovation but also encourages interdisciplinary teamwork, where computer science students can collaborate with peers from diverse fields such as engineering, business, and the sciences.

Keeping this backdrop in mind, our college has taken a proactive step by partnering with OKCL (Odisha Knowledge Corporation Limited) to integrate essential computer skills into our students' learning journey. This collaboration has been highly effective since the signing of the Memorandum of Understanding (MOU) with OKCL on 09.01.2023. By leveraging OKCL's expertise, we ensure that our students receive comprehensive training in data analytics, programming languages, and digital tools, empowering them to excel in innovation-driven projects across various disciplines.

This initiative not only enhances our students' technical proficiency but also fosters a collaborative environment where interdisciplinary teams can thrive. As a result, our college is at the forefront of nurturing a robust innovation ecosystem that equips graduates with the skills and mindset to lead in their careers in an increasingly digital world.

### 3.2.2

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

**Response:** 48

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	12	9	6	7

#### **File Description**

#### **Document**

Institutional data in the prescribed format

[View Document](#)

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

#### **File Description**

#### **Document**

Institutional data in the prescribed format

[View Document](#)

**3.3.2**

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

**Response:** 0.04

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	1	0	0

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1**

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

The outcomes of extension activities in neighbourhood communities can have significant impacts on students' holistic development and their awareness of social issues. Here are some typical outcomes and impacts that such activities may achieve over a five-year period:

1. Increased Awareness and Sensitization:

**Impact:** Students become more aware of various social issues such as poverty, education disparities, environmental sustainability, Road safety, AIDS, COVID-19 etc.

**Holistic Development:** They develop empathy, compassion, and a sense of responsibility towards their community and society at large.

2. Skill Development:

**Impact:** Students acquire practical skills such as communication, teamwork, problem-solving, and leadership.

**Holistic Development:** These skills contribute to their overall personal and professional growth, enhancing their employability and ability to contribute positively to society.

3. Community Engagement:

**Impact:** Students actively engage with the local community, building bridges and fostering mutual understanding.

**Holistic Development:** This engagement broadens their perspectives and deepens their understanding of diverse social and cultural issues.

4. Impact on the Community:

**Impact:** The community benefits from the students' contributions through various projects and initiatives.

**Holistic Development:** Students see the direct impact of their actions, fostering a sense of fulfilment and motivation to continue contributing positively.

5. Long-term Effects:

**Impact:** Over time, sustained engagement in extension activities can lead to sustainable changes in the community.

**Holistic Development:** Students develop a long-term commitment to social causes and become advocates for positive change in society.

6. Personal Growth:

**Impact:** Through reflection and learning from their experiences, students undergo personal growth and self-discovery.

**Holistic Development:** They become more resilient, adaptable, and open-minded individuals, capable of addressing complex societal challenges.

7. Educational Enrichment:

**Impact:** Extension activities often complement formal education, providing practical, real-world applications of academic knowledge.



**Holistic Development:** Students gain a deeper understanding of the relevance of their studies and are motivated to apply their learning in meaningful ways.

In summing up, extension activities in neighbourhood communities can profoundly impact students' holistic development by sensitizing them to social issues, enhancing their skills, fostering community engagement, and nurturing a sense of responsibility and empathy. These outcomes contribute not only to the students' personal growth but also to their readiness to contribute positively to society as informed and engaged citizens.

### 3.4.2

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

##### **Response:**

Extension activities play a pivotal role in bridging the gap between academic institutions and the community. These activities foster a sense of social responsibility among students and faculty while addressing community needs. Over the years, numerous awards and recognitions have been received from government and government recognized bodies, acknowledging the efforts and contributions made through various extension activities.

##### **Awards and Recognitions**

1. Certificate of Appreciation to Youth Red Cross (YRC) for Blood Donation.

Awarding Body: *Odisha Blood Bank, Rairakhhol, Sambalpur*

Description: The Voluntary Blood Donors are awarded Certificate of Appreciation by Odisha Blood Bank, Rairakhhol in recognition of their noble gesture of Voluntary Blood Donation. The YRC Unit of Bhima Bhoi College, Rairakhhol has been awarded this certificate of appreciation in the session 2020, 2021 and 2023.

The Officer in Charge of YRC was felicitated by Odisha Blood Bank, Rairakhhol for his outstanding contribution for organizing Blood Donation Camp every year.

2. Certificate of Appreciation to National Service Scheme(NSS) for Cleanliness Drive:

Awarding Body: *Sub- Divisional Hospital, Rairakhhol & Notified Area Council( NAC), Redhakhol*

This Certificate of Appreciation is awarded in recognition of the outstanding and dedicated service in organizing Cleanliness Drive. The NSS unit of Bhima Bhoi College, Rairakhhol received these recognitions in 2021-22 & 2023-24.

The awards celebrate efforts in community service, leadership, and the promotion of national integration.

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

### 3.4.3

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 56

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

2023-24	2022-23	2021-22	2020-21	2019-20
20	11	8	6	11

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1

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

**Response:** 2

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

#### Response:

Adequate infrastructure and physical facilities are essential for creating an optimal learning environment. The following is the overview of the infrastructure and facilities commonly available in this institution.

#### 1. Classrooms

- Spacious, well-lit, and ventilated rooms conducive to learning.
- Equipped with ergonomic furniture such as bench and desks .
- Multimedia facilities like Overhead Projectors, projectors, screens, and smart boards for interactive teaching sessions.
- Adequate storage space for educational materials and supplies.

Specialized rooms for practical experiments and hands-on learning in subjects like Physics, Chemistry, Botany , Zoology and Mathematics.

Well-equipped with modern scientific instruments, equipment, and safety measures.

Proper ventilation and safety protocols to handle hazardous materials and experiments.

#### 3. Computing Equipments:

- Computer lab with sufficient desktops for students to access digital resources and conduct their project works.
- High-speed internet connectivity (100 mbps) to facilitate online learning, research, and communication.
- Software and applications relevant to the curriculum, including programming tools, design software viz. MATLAB, FORTRAN..

#### 4. Library

- Well-stocked library with a diverse collection of books, journals, periodicals, and digital resources.

- Comfortable seating arrangements for individual study and group discussions.
- Access to e-books, and academic journals for academic purposes.
- Trained support staff to assist students in finding and utilizing resources effectively.

#### ***5. Recreational Facilities***

- Spaces for recreational activities such as sports fields, gyms etc open stage for recreational activities.
- Open stage to facilitate extracurricular activities like dance, music, drama etc.
- Outdoor spaces with scenic beauty of nature for relaxation, socialization, and events.
- Safe and comfortable separate common rooms for girls and boys.

1.

- Offices for faculty members, administrative staff, and support service.
- Facilities for meetings, conferences, and seminars.
- Infrastructures for handling admissions, academic records, and other administrative tasks efficiently.
- Well furnished staff common room.

#### ***7. Health and Safety Measures***

- Adequate measures for fire safety, and first aid facilities.
- Accessible facilities for students with disabilities.
- Regular maintenance and cleanliness to ensure a safe and hygienic environment.
- Safe drinking water facilities.

#### ***8. Parking Facility***

- Parking facilities for staff and students who commute by personal vehicles

#### ***9. Cafeteria and Dining Facilities:***

- Hygienic and nutritious food options for students and staff.
- Comfortable dining areas with seating arrangements.

#### ***10. Accommodation facilities***

- Hostel facilities for students who come from distant locations.
- Safe and comfortable staff quarters inside the college premises.

This institution with such comprehensive infrastructure and facilities provide students with an enriching learning experience, fostering both academic and personal growth.

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

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 47.06

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
75.716	48.32	15.14	1.51	0.40

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

#### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

**Response:**

Bhima Bhoi College, Rairakhhol is one of the most important knowledge center with grandeur. It is presently working in its own separate building. It houses 20000 excluding e-book, E- journals, news papers. There is a reading room with air conditioned facility for the students and faculty members. Our library follows of access arrangement for all books including reference book. The library automation

process is going on. Library circulation system is running with manual procedure. Users are also enjoying internet computer printout, photocopies and downloading facilities in this library. Online resources are also available in our college.

### 4.3 IT Infrastructure

#### 4.3.1

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

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The institution has provided updated IT facilities to the department of Physics, Chemistry, Mathematics, Botany and Zoology and they are also being regularly maintained. The main building is Wi-Fi enabled. The network has been set up to ensure meeting the optimal coverage and adequate capacity to serve the data download requirement of the students, teaching and non-teaching in the campus. Annual maintenance charges are giving for network maintenance. The network management system supports the internet gateway facilities. Overall our college is well-connected with network. Campus network are connected with high speed (100 mbps)(RailTel) Internet Link. The college regularly updates its IT facilities as and when required. The campus is also fully secured with close circuit cameras. Our college also increases numbers of CC cameras as and when require. Faculty and students can avail the Wi-Fi facility round the year with common user id.

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

#### 4.3.2

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

**Response:** 15

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

**Response:** 50

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 55.53

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

2023-24	2022-23	2021-22	2020-21	2019-20
45.47	33.34	15.97	23.57	48.11

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 41.26

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
750	407	196	90	55

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

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

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

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 20.44

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

2023-24	2022-23	2021-22	2020-21	2019-20
141	116	199	141	145

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

### 5.1.4

*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

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

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

File Description	Document
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 13.72

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	20	43	40	26

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

2023-24	2022-23	2021-22	2020-21	2019-20
199	151	188	188	214

#### File Description

#### Document

List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 5.2.2

***Percentage of students qualifying in state/national/ international level examinations during the last five years***

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

### 5.3 Student Participation and Activities

#### 5.3.1

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

**Response: 0**

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

#### 5.3.2

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

**Response: 2.8**

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	1	1	5

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The esteemed institution boasts a venerable Alumni Association, a cherished assembly comprising all former students who hold a special bond with their alma mater. This association stands as a pillar of support and connectivity, maintaining a close-knit relationship with the institution's Principal and the President of the Governing Body. Together with the dedicated executive members, this committee diligently oversees the comprehensive advancement of the institution. Their purview extends across academic excellence, athletic prowess, vibrant extracurricular engagements, and the continuous enhancement of infrastructural facilities. Central to their mission is the unwavering commitment to welfare initiatives, ensuring the holistic development and well-being of all associated members.

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### Response:

Institutional governance and leadership play pivotal roles in shaping the educational environment and outcomes of colleges. Bhima Bhoi College, Rairakhhol has a well-defined Vision and Mission that address the needs of all its stakeholders. The institution maintains a trend toward a decentralized governance system. Decentralization and Participatory management are used at various levels in the institute. The Management and the College are committed to impart the quality and value-based education and intend to produce quality human capital by inculcating human values, ethics, and compassion through quality education and long-term Institutional Perspective Plan. Our college administration adopts a comprehensive approach aimed at transforming the educational landscape in accordance with NEP2020. The curriculum reforms have been initiated to align with NEP's multidisciplinary approach, integrating various subjects to foster holistic learning. All students of the bachelor degree (Bachelor of Arts/ Bachelor of Science / Bachelor of Commerce ) complete Ethics and Value courses such as Nature and Scope of Ethics and Values , Gender issues and ethical dimensions, Issues of Drug, Tobacco Addiction and Alcoholism, Ethical Values for Students, Vulnerable section of society: Human Dignity and Ethical Issues, Environmental & Techno Ethics mandatorily to graduate. Students in Arts, Science & Commerce are required to take Quantitative & Logical Thinking (QLT) as a full credit course necessarily. They are also encouraged to undertake IT skills which provided by the college in collaboration with OKCL. Additionally, College administration aims to create a robust research ecosystem by facilitating faculty members to undertake research projects across disciplines which are a prime criteria of NEP. Moreover, enhancing the quality of teaching has been kept as a priority, with initiatives for continuous professional development of faculty members.

We emphasize the promotion of Indian languages including Regional language as medium of instruction in the curriculum which is in accordance with the objective of NEP.

### 6.2 Strategy Development and Deployment

#### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and*

*procedures, etc*

**Response:**

Bhima Bhoi College, Rairakhol, a beacon of higher education, is overseen with utmost care by the Director of Higher Education, Government of Odisha. This esteemed institution adheres faithfully to the Policies for Higher Education meticulously formulated by the Higher Education Department, ensuring uniformity and excellence across all colleges in the state. Guided by these policies, the department implements comprehensive Guidelines and Procedures, fostering a conducive academic environment.

The meticulous planning and development of Bhima Bhoi College, Rairakhol are entrusted to its Governing Body, operating under the perceptive direction of the Higher Education Department, Government of Odisha. Day-to-day administrative affairs are aptly managed by the President Governing Body, the Principal- cum- Secretary and the adept Administrative Bursar, Account Bursar, Academic Bursar, Heads of Departments, and efficient faculty members.

At the helm of administrative leadership stands the Principal-cum-Secretary, bearing the weight of responsibilities encompassing administration and the nurturing of academic pursuits. As the academic head, the Principal ensures the seamless execution of all educational, curricular, extracurricular, and extension activities, upholding academic integrity at every turn.

Financial matters find a steadfast steward in the Accounts Bursar, who oversees all fiscal aspects with diligence and prudence. The Governing Body convenes in accordance with guidelines laid down by the State Government, shaping policies and strategies essential for the college's advancement.

Under the Principal's guidance, eminent academicians and experts are nominated to various bodies, fortifying the institution's governance and operational efficacy. Programs, courses, and activities undergo periodic evaluation, their outcomes reported to pertinent bodies to facilitate informed decision-making and effective implementation.

Diverse committees, cells, and associations are instrumental in fulfilling specific roles and tasks within the college community, ensuring a cohesive and dynamic educational environment. Executive leadership is shared among the Administrative Bursar, Academic Bursar, IQAC Coordinator, and Heads of Departments, each equipped with a meticulously crafted job description to guide their responsibilities from appointment onwards.

The Academic Bursar meticulously compiles and upholds all regulations governing the Examination & Evaluation system, ensuring adherence to university standards. The Public Relations Officer serves as the college's voice, effectively communicating with the public and the press during pivotal events.

Faculty engagement in various committees is actively encouraged by the management, fostering leadership qualities and enhancing professional skills among educators. Grievance redressal committees stand ready to address concerns from both staff and students, exemplifying the institution's commitment to fairness and equity.

Through delegated powers and decentralized authority, Bhima Bhoi College thrives in its operational efficiency and effectiveness across all spheres of planning, decision-making, and implementation. The Governing Body's pivotal role underscores a robust bottom-up approach, enriching the college's

academic pursuits and community impact.

### 6.2.2

*Institution implements e-governance in its operations*

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

The PAR (Performance Appraisal Report) management system, formulated by the GA Department of the Government of Odisha, stands as a meticulous tool for monitoring and enhancing performance evaluations. At the dawn of each Financial Year, the PAR is elegantly submitted online through HRMS Portal by the Appraisee( *covered under Group- A & Group –B*) to their esteemed Reporting Authority for comprehensive assessment. The vigilant Reporting Authority, entrusted typically to the Principal of the College, meticulously scrutinizes the achievements and contributions of the teachers before transmitting the PAR to the Reviewing Authority.

Within the PAR format, an essential component is the transmission record, meticulously detailing the journey of the PAR through its various stages—from the Appraisee to the Reporting Authority, and eventually to the Reviewing Authority. Each of these authorities meticulously logs their observations in the transmission record page, ensuring a thorough documentation of the PAR's progression.

Before the original PAR proceeds to the next stage, a photocopy, meticulously updated with the latest evaluations, is dutifully forwarded to the Higher Education Department. The Accepting Authority then adds their insights to the pertinent sections of the PAR before its final journey to the department. Upon receiving the original PAR in its entirety, with all requisite details meticulously documented, any remaining photocopies held at intermediate levels are gracefully retired, preserving only the original record.



For the evaluation of Non-Teaching Staff, a bespoke Offline PAR process is employed, maintaining the institution's commitment to a thorough and equitable performance review. At this level, the Principal and the Administrative Bursar collaborate diligently to ensure a fair and insightful assessment of non-teaching staff contributions within the institution.

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

### 6.3.2

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

### 6.3.3

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

**Response:** 17.29

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	14	2	2	3

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	2	2

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1**

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

**Response:**

Bhima Bhoi College, Rairakhhol maintains & follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute as well as the Department Heads, Administrative Bursar, Accounts Bursar and Accounts office. Institute has designed some specific rules for the fund usage and resource utilization.

- Mobilization of Funds, the student Development fee is the major source of income for the institute.
- Various government and non-government agencies sponsor events like seminars and workshops.
- Alumni contribute to the institute by raising funds to purchase items like water coolers, wall clocks, Ceiling Fans etc.
- Sponsorships are sought from individuals and corporate for cultural events and fests.

**Utilization of Funds**

- A finance committee has been constituted to monitor the optimum utilization of funds for various recurring and non-recurring expenses
- The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc.
- The quotations are scrutinized by the purchase committee before a final decision is made based

on parameters like pricing, quality, terms of service, etc.

- The Principal, Administrative Bursar, Accounts Bursar and purchase committees along with the accounts department ensure that the expenditure lies within the allotted budget. The intervention of the management is sought in case the expenditure exceeds the budget.

### **Resource Mobilization Policy and Procedure**

- Before the financial year begins, Principal and Heads of Departments prepare the college budget.
- The institutional budget includes recurring expenses such as salary(Management and Contractual Staff), electricity and internet charges, stationary & other maintenance costs.
- It includes planned expenses such as lab equipment purchases, furniture, and other development Expenses.
- The budget is scrutinized and approved by the President, Governing Body.
- Accounts Bursar and Purchase department monitor whether expenses are exceeding budget provision.
- Statutory auditors are also appointed who certify the financial statements in every financial year.
- The grants received by the college are also audited by certified auditors.

### **Optimal utilization of resources**

- The college aims at promoting research, development, consultancy and such other activities, involving the faculty at various levels.
- Travel grants can be sanctioned to faculty to present research papers at or to attend National or International Conferences in India or abroad, depending on availability of funds.
- Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified lab technicians & system administrators.
- The optimal utilization is ensured through encouraging innovative teaching-learning practices.
- The available physical infrastructure is optimally utilized beyond regular college hours, to conduct remedial classes, co-curricular activities/extra-curricular activities, parent- teacher meetings.
- The college infrastructure is utilized as an examination centre for Government examinations/University Examinations.

Library functions beyond the college hours for the benefit of students, faculty, and alumni.

## **6.5 Internal Quality Assurance System**

**6.5.1**

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

**Response:**

**Within the restriction during COVID-19 pandemic most of the academic activities had to be conducted online at the behest of the IQAC of the college. All the departments organized webinars on different topics related to syllabus. Online classes were conducted as a new teaching learning paradigm during the time when there was the national -wide lockdown. Almost all the teachers performed the role of mentor even beyond college hour to guide the students relating to life related issues.**

**The IQAC frames a few strategies to ensure seamless teaching and learning experienced for both teachers and students who are kept abreast of the learning outcome at orientation session addressed by the Principal and significant committee at the beginning of the session. Academic audit of the college is being conducted at regular interval at the behest of the IQAC. The IQAC in its meetings resolves all the issues related to teaching learning and suggest better options to cater to the need of advance and slow learner. Feedback taken form students of final semester proves to be a crucial yardstick to measure the academic and administrative health**

**of the institution. In pursuance to this objective the IQAC had organized a meet with the students of all discipline to obtain their feedback and address grievances if any. Results of learning outcomes of students are discussed at academic sub-committee meeting and remedial measures for improvement are fixed. Since the nation was undergoing lockdown due to COVID several committee and department had organized webinars and seminars under the guidance of IQAC.**

**6.5.2**

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

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

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

At our esteemed institution, the promotion of gender sensitization stands as a beacon of our commitment to equality and inclusivity. We weave this ethos into the fabric of our co-curricular activities, offering a vibrant tapestry of workshops, seminars, guest lectures, street plays, poster exhibitions, and counselling sessions. These initiatives, rich in diversity and purpose, nurture a profound understanding and respect for gender equality among our students and staff.

A highlight of our efforts includes the empowering 'Self-Defense Training' program for our girl students, a laudable initiative undertaken in collaboration with the local Police Department. This program not only equips our students with vital self-defense skills but also instils confidence and a sense of security. Furthermore, we periodically conduct enlightening awareness programs that cover a broad spectrum of critical topics such as the importance of human rights, the rights of women in domestic situations, and cyber security. These sessions are meticulously designed to enhance the safety and security awareness of both our women employees and students.

Our institution takes immense pride in declaring itself a gender-neutral educational haven. To uphold this commitment, we have constituted several committees in strict accordance with the norms laid down by the University and UGC. These include the Institution Grievance Redressal Committee, the Anti-Ragging Committee, the Sexual Harassment Prevention Cell, the Students' Disciplinary Committee, and the SC/ST Students Welfare Committee. Each of these committees plays a pivotal role in maintaining a harmonious and just environment within our campus.

The activities and functions of these committees are transparently displayed on our institution's website, ensuring easy access to information for all. We actively disseminate this information to our students through comprehensive orientation and induction programs, fostering an environment of awareness and proactive engagement from the very beginning of their academic journey with us.

Our commitment to safety and security is unwavering. The entire campus is under the vigilant watch of CCTV surveillance, and a robust security arrangement is in place to ensure the well-being of our students and staff. Students are required to wear ID cards at all times, and visitors undergo thorough checks by our support staff before being allotted visitor IDs. These measures create a secure and controlled environment, allowing our academic community to thrive without concern.

The institution also conducts counselling and a robust mentoring system. These resources are integral to supporting the academic, emotional, social, and cognitive development of our students. Personal

counselling is readily available, offering tailored support to students at various levels of need. Our commitment to their well-being is further reflected in the provision of separate washroom facilities for girls and boys, ensuring comfort and privacy for all.

In essence, our institution is not merely an academic entity but a nurturing ground where safety, equality, and personal growth are paramount. Through a blend of rigorous security measures, comprehensive support systems, and an unwavering dedication to gender sensitization, we create a thriving, inclusive community where every member can flourish.

### 7.1.2

**The Institution has facilities and initiatives for**

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

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

### 7.1.3

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

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

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

<b>File Description</b>	<b>Document</b>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>

### 7.1.4

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

**Response:**

Our institution is deeply committed to fostering an inclusive environment characterized by tolerance and harmony towards cultural, regional, linguistic, and socioeconomic diversity. We strive to cultivate a campus where every individual feels valued, respected, and empowered to contribute to the collective growth and harmony of our academic community. This commitment is reflected in our multifaceted initiatives designed to promote inclusivity and sensitize our students and employees to their constitutional obligations, including the values, rights, duties, and responsibilities of citizens, particularly in the context of India.

**Cultural and Regional Harmony**

We celebrate the rich tapestry of India's cultural diversity through various events and activities that highlight different traditions, languages, and regional customs. Cultural festivals, inter-college cultural meet and ethnic days are organized regularly, providing a platform for students to showcase and appreciate the myriad cultural expressions that coexist on our campus. These events not only foster mutual respect and understanding but also instil a sense of pride in our cultural heritage.

**Linguistic Inclusivity**

Recognizing the linguistic diversity of our student body, we ensure that all important information and communications are available in multiple languages. Language workshops and classes are conducted to help students and staff learn new languages, promoting better communication and integration among diverse linguistic groups. Additionally, we encourage the use of regional languages in cultural events and academic discussions, ensuring that linguistic diversity is celebrated and respected.

**Socioeconomic Inclusivity**

Our institution provides robust support systems to ensure that students from all socioeconomic backgrounds have equal access to educational opportunities. Scholarships, financial aid are available for students in need. We also run various programs aimed at skill development and employability, particularly targeting students from underprivileged backgrounds. Through community outreach initiatives, we engage with local communities, fostering a sense of social responsibility and empathy among our students.

**Communal Harmony**

To promote communal harmony, our institution organizes interfaith dialogues and seminars on religious tolerance. These activities are designed to foster a deeper understanding of different religious beliefs and practices, thereby reducing prejudices and promoting a culture of peaceful coexistence. We also have support groups and counselling services available for students facing communal or religious discrimination, ensuring that every individual feels safe and supported.

**Constitutional Sensitization**

A cornerstone of our inclusive environment is the sensitization of students and employees to their constitutional obligations. We observe Constitutional Day and conduct regular workshops, seminars, and guest lectures focused on the Constitution of India, emphasizing the values, rights, duties, and



responsibilities of citizens. These sessions cover a wide range of topics, including fundamental rights, the importance of secularism, the role of democracy, and the duties of citizens towards the nation.

In the context of Odisha, we integrate local customs, traditions, and languages into our institutional activities. We celebrate regional festivals such as Saraswati Puja, Ganesh Puja and organize field trips to significant cultural and historical sites within Odisha. This local focus helps students appreciate and connect with the rich heritage of the state, fostering a sense of regional pride and belonging.

Through these comprehensive initiatives, our institution endeavours to create a vibrant, inclusive environment where tolerance, harmony, and respect for diversity are paramount. By sensitizing our academic community to their constitutional obligations and promoting inclusivity in all aspects, we prepare our students and staff to be responsible, empathetic, and engaged citizens of India.

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practices**

##### **1. Title of the Practice – Online Transaction System**

Objective of the Practice: In an era where financial transactions are pivotal to institutional operations, our institution has embraced the Online Transaction System (OTS) to enhance efficiency and security in managing finances. The OTS supersedes traditional methods, aiming to streamline electronic transactions between the institution and its vendors, whether individuals or businesses. Here's a detailed look at the key objectives of our Online Transaction System:

**1. Convenience:** The OTS is designed to facilitate transactions from any location with internet access, eliminating the need to visit physical bank branches or retail outlets. This shift not only saves time but also reduces effort for both the institution and its service providers.

**2. Accessibility:** Positioned in a semi-urban area, our institution benefits significantly from OTS. It enhances financial accessibility for those who might have limited access to traditional banking, fostering financial inclusion and integrating our institution more fully into the digital economy.

**3. Transparency:** OTS promotes transparency by providing detailed transaction histories and real-time updates. This fosters trust and accountability in financial dealings. Transparent fee structures and clear terms of service further support informed decision-making, enhancing the integrity of online payments.

**4. Cost-effectiveness:** One of our institution's goals is to optimize resource use. The OTS offers a cost-effective solution for fund transfers compared to traditional methods like wire transfers or checks. With

lower transaction fees and reduced overhead costs, it presents an attractive option for institutions seeking to maximize their financial efficiency.

**5. Speed:** The OTS ensures fast and real-time transactions, allowing funds to be transferred almost instantly. This rapid processing is crucial for quick access to funds and efficient handling of large volumes of transactions.

**6. Integration and Compatibility:** The system integrates seamlessly with various e-platforms, websites, and mobile apps, ensuring a smooth payment experience across diverse devices and operating systems.

**The Context:** For an educational institution, an online transaction system is an essential tool for managing financial activities with greater efficiency and security. It enables stakeholders—students, parents, faculty, and staff—to handle tuition fees, course materials, event registrations, and other expenses conveniently through digital platforms. Implementing an OTS simplifies payment processes, reduces administrative burdens, and eliminates manual cash or check handling. This modernization not only enhances operational efficiency but also minimizes errors and delays. Moreover, real-time access to transaction records, receipts, and confirmations promotes transparency and trust, ensuring that all financial dealings are conducted with integrity.

**The Practice:** To achieve a secure, convenient, and efficient financial transaction process, our institution has adopted the Online Transaction System, replacing traditional payment methods. The OTS is used for a variety of transactions, including academic fees, administrative expenses, and infrastructure maintenance. For example:

- **Bank Account for Online Banking:** We have established a dedicated bank account for managing online banking services.
- **GPay Account:** A GPay account has been created for handling all types of Instant Payment Interface (IPI) payments.

Faculty and staff have been informed about the OTS and its functionalities. We conducted training sessions to ensure that members can navigate and utilize the system effectively.

**Evidence of Success:** The adoption of OTS has resulted in high transaction volumes, minimal reported issues, and enhanced efficiency in financial processes. Transaction times have decreased, and there has been a notable increase in partnerships with our institution, reflecting growing trust in the system's security and reliability.

**Problems Encountered:** Despite its advantages, common issues have arisen, including security breaches leading to data theft, technical glitches causing payment failures, network outages disrupting services, user authentication challenges, transaction delays, and customer dissatisfaction due to unresolved disputes. These challenges underscore the need for ongoing improvements and robust resolution processes.

## ***2. Title of the Practice: Voluntary Blood Donation***

**Purpose of the Practice:** In the grand narrative of human life, blood is the indispensable force that sustains vitality. Its role in therapeutic applications is crucial, saving millions of lives globally each year.

The practice of voluntary blood donation is not only a noble endeavour but a vital necessity in the medical landscape.

**Context:** India, despite its large population, struggles with blood collection, as noted by the World Health Organization. In response, our institution has taken the lead in promoting voluntary blood donation through organized camps, emphasizing the critical importance of this life-saving act. These camps highlight our commitment to addressing the shortage and supporting global health efforts.

**The Practice:** Our institution hosts at least one voluntary blood donation camp each academic year, with significant involvement from the Youth Red Cross (YRC) Unit and the National Service Scheme (NSS) Unit. Each camp is meticulously planned with guidance from a Camp Organizer, Medical Officer, Officer in Charge, and Blood Bank personnel to ensure a safe and efficient process.

We select a spacious, well-ventilated venue to ensure comfort for all participants. The camp includes a detailed registration process, medical check-ups, and the blood donation procedure itself. Donors are provided with safe drinking water and disposable glasses. Volunteers also play a crucial role in promoting the camp through informative posters.

**Evidence of Success:** The success of our blood donation camps is evident through the positive reception from the medical community. The blood collected is frequently sought by medical teams for its critical role in saving lives. This recognition reinforces our commitment to the cause and highlights the success of our efforts in maintaining a reliable and effective blood donation program.

**Problems Encountered:** To address challenges, our institution has implemented various awareness and motivational programs. These initiatives are designed to tackle issues such as low donor turnout and operational hurdles, ensuring that our blood donation camps run smoothly and effectively.

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

#### **Performance in Alignment with Vision**

Situated in the economically disadvantaged yet culturally rich region of Sambalpur, our coeducational institution stands as a bastion of learning and hope, offering a sanctuary for the aspiring youth of this district and its neighbouring areas. We provide comprehensive undergraduate programs in Arts, Science, and Commerce, catering to the intellectual and academic aspirations of our students. Our college is home to fourteen distinguished departments, each offering honours courses designed to cultivate a deep understanding and mastery of their respective fields.

Every year, our doors open to a substantial number of rural students, both girls and boys, who seek

quality education despite economic constraints. We are unwavering in our commitment to meet all their essential needs, adhering strictly to the guidelines set forth by the University and the State Government. This commitment is most evident in our establishment of a BOOK BANK, a noble initiative that ensures that financially disadvantaged students have access to the necessary academic resources without the burden of additional costs. Through this program, students can avail themselves of free books on a yearly basis, thus alleviating one of the many hurdles they face in their academic journey.

Our institution is not only dedicated to academic excellence but also to the holistic development of our students. We take numerous initiatives to sensitize our students to critical social issues such as gender equity, energy conservation, inclusiveness, and human values. Recognizing the importance of these issues in shaping well-rounded individuals, we organize a variety of programs, including lectures by eminent speakers, popular talks, workshops, seminars, and sports competitions. Additionally, our National Service Scheme (NSS) and National Cadet Corps (NCC) units, along with our Extension Activity Committee, regularly conduct activities both on campus and in the surrounding localities. These efforts are aimed at fostering a sense of responsibility, community engagement, and social awareness among our students.

We place great emphasis on the participation of both students and local community members in these programs. By doing so, we ensure that the benefits of our initiatives extend beyond the confines of our campus, reaching into the wider community. Local residents are encouraged to utilize our facilities, such as the playground for running, walking, and sports activities, and the auditorium for cultural events and conferences. This inclusivity helps promote physical well-being and cultural enrichment among the local population, fostering a strong bond between the college and the community.

In essence, our college provides a nurturing environment where quality education and opportunities for intellectual and emotional growth are abundantly available. We remain responsive to the needs of our rural and educationally backward society, striving to uplift and empower through our various programs and initiatives. Our vision is to create a vibrant academic community where every student, regardless of their socio-economic background, can thrive and achieve their fullest potential.

### **Performance in Alignment with Priority**

Our college places a high priority on promoting education among poor students from rural backgrounds. We understand the financial hardships that prevent many students from accessing urban educational institutions, and we are dedicated to bridging this gap by providing an inclusive and supportive academic environment.

We strive to create a space where rural students can pursue their academic ambitions without the financial burdens that often hinder their progress. Our commitment to their education is unwavering, and we aim to provide them with all the necessary resources and support to help them succeed. To this end, we have cultivated an academic atmosphere that encourages not only scholastic achievement but also personal growth and development.

Understanding the importance of a well-rounded education, we actively encourage our students to participate in a wide range of extracurricular activities. Our National Service Scheme (NSS), Youth Red Cross (YRC), and National Cadet Corps (NCC) programs, along with various cultural, literary, and sports activities, offer students opportunities to develop leadership skills, foster teamwork, and engage in community service. These activities help students from rural backgrounds to integrate seamlessly with

their peers from more urbanized settings, ensuring they do not feel isolated or disadvantaged.

In addition to these activities, we organize numerous talks, seminars, and workshops aimed at exposing our students to critical national and international issues. These events provide valuable insights and broaden the horizons of our students, equipping them with the knowledge and skills needed to navigate an increasingly complex world. By bringing experts and thought leaders to our campus, we ensure that our students are well-informed and prepared to contribute meaningfully to society.

Our institution is deeply committed to fostering an environment where every student can thrive. We recognize that education is a powerful tool for social mobility and personal empowerment, and we are dedicated to ensuring that our students have access to the best possible opportunities. Through our various initiatives and programs, we aim to nurture the talents and potential of each student, helping them to overcome their challenges and achieve their dreams.

In conclusion, our college stands as a pillar of support for rural students, providing them with the academic resources, extracurricular opportunities, and social support they need to succeed. We are dedicated to promoting education and personal growth, ensuring that every student has the chance to fulfil their potential and contribute positively to their community and beyond. Through our efforts, we hope to create a brighter future for the students of our region, one where education is accessible to all and everyone has the opportunity to thrive.

## 5. CONCLUSION

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### Additional Information :

In the year 1970, amidst the tranquil environs of Rairakhol, Bhima Bhoi College emerged as a venerable institution, its roots sinking deep into the fertile soil of western Odisha's educational landscape. Over the decades, it has blossomed into one of the region's eldest seats of learning, renowned for nurturing literary prowess among its students.

Evident in the dynamic pages of its ever-evolving wall magazine, the college's literary finesse shines brightly. With periodic changes, this publication mirrors the vibrant creativity and intellectual depth thriving within its corridors. Notably, the institute's literary club proudly curates "AKSHARA," a polyglot marvel adorned with essays, stories, poems, sketches, and wanderers' chronicles, embodying the essence of imperishable artistry.

Beyond its academic eminence, Bhima Bhoi College boasts a distinguished alumni, whose stellar achievements resonate in both professional realms and societal spheres. United by a robust Alumni Association, they foster a formidable bond with their alma mater, orchestrating regular activities that support current students in their journey toward professional excellence.

During the challenging epoch of the COVID-19 pandemic, the college's students emerged as proactive advocates for societal welfare, selflessly extending varied forms of service to their community. Within the college's familial embrace, every member, from students to staff, shares in moments of joy and sorrow alike, fortifying one another as pillars of unwavering support, whether in times of financial hardship or other adversities.

Moreover, the non-political student association stands as staunch allies to the administration, diligently contributing to the institute's developmental initiatives. In essence, Bhima Bhoi College stands not merely as a citadel of education, but as a beacon of communal harmony and collective progress, where bonds forged in knowledge and compassion endure as enduring testaments to the human spirit.

### Concluding Remarks :

#### Conclusion

In conclusion, Bhima Bhoi College stands as a beacon of higher education in the western region of Odisha, dedicated to fostering academic excellence and holistic development among its students. Since its inception in 1970, the college has upheld the vision of its namesake saint-poet, Bhima Bhoi, striving for a compassionate and inclusive society. This vision is realized through rigorous academic pursuits, extensive co-curricular activities, and proactive community outreach programs.

The college's commitment to quality education is evident in its robust infrastructure, including state-of-the-art facilities like smart classrooms, a fully automated library, and well-equipped science laboratories. Moreover, the institution's adoption of modern teaching methodologies and ICT-enabled learning ensures a dynamic educational experience for its students.

Underpinning its academic pursuits is a faculty comprising highly qualified educators who not only impart knowledge but also engage in cutting-edge research across various disciplines. The college's emphasis on research and innovation is bolstered by subscriptions to e-journals and encouragement for faculty to pursue external projects.

Beyond academics, Bhima Bhoi College nurtures students' personal growth through a range of student support services, including scholarships, career counseling, and skill enhancement programs. The institution's commitment to student welfare extends to creating a safe and inclusive campus environment, monitored by dedicated cells such as Anti-Ragging and Grievance Redressal.

Looking forward, the college is poised to embrace the challenges and opportunities presented by the National Education Policy 2020, with plans to introduce interdisciplinary courses, implement the Academic Bank of Credit, and strengthen outcomes-based education. These initiatives underscore the institution's proactive approach towards preparing students for a globalized world while preserving and promoting India's rich cultural heritage.

In essence, Bhima Bhoi College continues to be a catalyst for societal change and individual empowerment, striving to create responsible citizens capable of contributing meaningfully to the nation's progress. As it moves forward, guided by its mission and fortified by its strengths, the college remains steadfast in its pursuit of excellence and inclusive growth in higher education.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p><b>1.3.2.1. Number of students undertaking project work/field work / internships</b>            Answer before DVV Verification : 199            Answer after DVV Verification: 198</p> <p>Remark : Value as per supporting documents</p>																																								
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies            Answer After DVV Verification: C. Feedback collected and analysed</p>																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>259</td> <td>237</td> <td>254</td> <td>198</td> <td>245</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>259</td> <td>232</td> <td>254</td> <td>198</td> <td>245</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>416</td> <td>320</td> <td>320</td> <td>320</td> <td>320</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>416</td> <td>232</td> <td>256</td> <td>229</td> <td>262</td> </tr> </tbody> </table> <p>Remark : Value updated as per supporting documents</p>	2023-24	2022-23	2021-22	2020-21	2019-20	259	237	254	198	245	2023-24	2022-23	2021-22	2020-21	2019-20	259	232	254	198	245	2023-24	2022-23	2021-22	2020-21	2019-20	416	320	320	320	320	2023-24	2022-23	2021-22	2020-21	2019-20	416	232	256	229	262
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2.4.2	<p><b>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</b></p> <p><b>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>12</td> <td>14</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 604 1046 736"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>12</td> <td>14</td> <td>12</td> <td>12</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	13	12	14	12	12	2023-24	2022-23	2021-22	2020-21	2019-20	10	12	14	12	12																				
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10	12	14	12	12																																					
2.6.3	<p><b>Pass percentage of Students during last five years (excluding backlog students)</b></p> <p><b>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 976 1046 1108"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>199</td> <td>151</td> <td>188</td> <td>188</td> <td>214</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1189 1046 1321"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>112</td> <td>80</td> <td>158</td> <td>125</td> <td>99</td> </tr> </tbody> </table> <p><b>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1442 1046 1574"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>199</td> <td>151</td> <td>189</td> <td>188</td> <td>214</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1655 1046 1787"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>199</td> <td>151</td> <td>189</td> <td>188</td> <td>214</td> </tr> </tbody> </table> <p>Remark : Value updated as per supporting document certified by Controller of examinations Sambalpur University</p>	2023-24	2022-23	2021-22	2020-21	2019-20	199	151	188	188	214	2023-24	2022-23	2021-22	2020-21	2019-20	112	80	158	125	99	2023-24	2022-23	2021-22	2020-21	2019-20	199	151	189	188	214	2023-24	2022-23	2021-22	2020-21	2019-20	199	151	189	188	214
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3.2.2	<p><b>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</b></p>																																								

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
27	23	15	16	16

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
14	12	9	6	7

**3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
32	24	11	7	11

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
20	11	8	6	11

**4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years**

**4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
140.8195	53.15966	31.40216	25.69132	48.71529

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
75.716	48.32	15.14	1.51	0.40

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

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

Answer before DVV Verification : 50

Answer after DVV Verification: 50

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
140.5195	53.15966	31.40216	25.69132	48.71529

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
45.47	33.34	15.97	23.57	48.11

**5.1.1 Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years****5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1053	407	196	90	55

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
750	407	196	90	55

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: A. All of the above  
Remark : Value as per the supporting documents

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
698	287	45	25	157

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	1	1	5

**6.2.2 Institution implements e-governance in its operations**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Valeu as per the supporting documents

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2	14	2	2	3

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	14	2	2	3

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	2	2

Remark : Value updated as per supporting documents

- 6.5.2 **Quality assurance initiatives of the institution include:**
1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
  2. **Academic and Administrative Audit (AAA) and follow-up action taken**
  3. **Collaborative quality initiatives with other institution(s)**
  4. **Participation in NIRF and other recognized rankings**
  5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

## 2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 28</p> <p>Answer after DVV Verification : 24</p>										
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2023-24</td> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> </tr> <tr> <td>28</td> <td>26</td> <td>26</td> <td>25</td> <td>25</td> </tr> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	28	26	26	25	25
2023-24	2022-23	2021-22	2020-21	2019-20							
28	26	26	25	25							

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
24	26	26	25	25