



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

KARANJIA AUTONOMOUS COLLEGE

KARANJIA AUTONOMOUS COLLEGE, AT/PO- KARANJIA, DIST-
MAYURBHANJ

757037

www.karanjiacollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Karanjia Autonomous College, Karanjia was established in the tribal dominated district of Mayurbhanj, Odisha on the 1st of April 1964 by the generous public of Panchpir Sub-division with the objectives- to cater to the needs of higher education of the first generation tribal students and make them change makers for sustainable development- to transform the life condition of the people by fulfilling the aspirations of the marginalised and economically weaker section of the society in this remote, hilly, and forest covered area.

Preservation of the rich culture and heritage of the tribal people, conservation of Similipal Biosphere Reserve and its management, bridging the gap between rural / tribal and marginalised students with the urban / advanced students of the mainstream of the society, have been some of the unique issues and challenges for the institution.

The campus of the college is situated in Karanjia town in an area of 14 Acres at the outskirts of the meandering Deo River which trundles down majestically from the foot hill grace of the Similipal National Park. It is situated very close to NH-49 and well connected with Jamsedpur (135KMs), Kolkata (303KMs) and the state capital Bhubaneswar (225KMs).

It is a fully Aided Non-Government College with co-education facility having 18 U.G. and 02 P.G. programmes affiliated to MSCB University, erstwhile North Orissa University, Takatpur, Baripada, previously affiliated to Utkal University, Bhubaneswar till 1999 from the date of its inception. Several UG and PG programmes in distance mode are also running under Odisha State Open University, Sambalpur in the campus. It is recognised by the University Grants commission under section 2 (f) and 12(b) of UGC act, 1956 with effect from 5th of July 1971 and 18th of July 1974 respectively.

Vision

To emerge as a leading institution of excellence by providing need-based educational opportunities and empowering the youths to face the emerging challenges and play a pro-active role in shaping the future of our society.

Mission

- To foster a dynamic and inclusive learning environment that encourages dialogue, diversity and collaboration, thereby promoting a culture of respect, tolerance, and empathy.
- To provide opportunities and resources for the holistic development of the students, ensuring that they are well-rounded individuals capable of leading, influencing, and adapting to a rapidly changing world.
- To equip the students with the knowledge, skills and virtues for creating humanely humans, competent and responsible citizens to face the global challenges.
- To foster the spirit of learning, nurture innovative ideas, develop critical thinking and provide ICT enabled education.
- To engage with the local tribal communities, cultures and carry out social outreach programs to create

leaders for the future of the nation.

- Enabling the HEI to exemplify the highest ideals of social equity, gender justice and compassion for the weak, marginalised and disadvantaged.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The HEI is strategically located on the border of two states – Jharkhand and West Bengal- enabling student diversity
- Inter and multidisciplinary teaching-learning helps in imparting holistic education
- The HEI has a specific department relating to tribal language- Santali
- Adhering to the institutional social responsibility the college has undertaken socially relevant extension activities and innovative practices like save Similipal campaign, fight against forest fire, awareness campaign against superstition of witch hunting, free eye cataract surgery, Bal sanskar, save girl child, Protection of Elephant on the foot of Similipal, Health Camps, massive plantation drive and many others specially in tribal areas.
- Wi-Fi enabled campus
- Physical Education facilities; open playground, gymnasium and auditorium, yoga facilities
- Automated College Accounting Procedure (CAPA)
- Around 50% students are girl students and the institution is engaged potentially in empowering women.
- Organisation of extracurricular activities. Like Games, Sports, Athletics and literary activities and Organisation of cultural programmes like dance, drama etc.
- Pro-active NSS, NCC, Rovers Rangers and YRC units.
- Hostel accommodation for girls within campus.
- Language Lab.

Smart Classrooms

Institutional Weakness

- The location is a hindrance in attracting more companies to conduct in campus recruitment drive.
- Less number of regular administrative staff.
- Because of tribal concentration, GER and Literacy rate is less in comparison with national average a number of dropouts affect the OTG (On Time Graduation)
- Limited residential facility for teaching and non-teaching staff
- First generation learners.

Institutional Opportunity

- The tribal students of the area have a natural flair for games and sports which needs to be identified and strengthened.
- There is scope for the Centre for Similipal Studies for emerging as a National Centre/ multidisciplinary Centre of Excellence in the field of biodiversity conservation & management as well as Bio-resource development

- There is scope for Centre of Excellence in Tribal Studies of the Ministry of Tribal Affairs, Government of India
- Value addition of tribal knowledge system by validating/improvising through bio-technology and attempting to translate them into marketable products may strengthen the livelihood options tribal population
- Skill development training by targeting the tribal community; improvement of digital literacy among ST/SC, Girl and students of minority community are other source opportunity
- New interdisciplinary subjects relating to conservation, heritage management and cutting-edge areas of science and technology will be immense importance
- More options for tribal languages as Mother India Language (MIL) in Undergraduate Courses Translation of tribal literature into other languages and strengthening of tribal literature in the library are other needs of the hour
- More National Level and Internal Level Seminars, Workshops and Conferences.
- Initiative for inflow of external funding concurrent with central / State policies related to education and skilled human capital including faculty improvement.

Institutional Challenge

- To raise the aspiration of first-generation tribal students by means of higher education for their emergence as change makers in their respective communities
- To motivate, guide and enrich students to compete national level examinations
- To strengthen the industry-institute collaboration for translation of local knowledge into product, its marketing and development of entrepreneurship among tribal people.
- Improving the language and communication skills of the students coming from rural-based under privileged families
- Curtailment of student drop out caused due to financial problems, low-income and uneducated parents and early marriage.
- Integrating Games and sports and traditional games into main stream education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Karanjia Autonomous College is one of the premier Higher Education institution in the Northern part of the State of Odisha that offers 14 under graduate programmes to disseminate knowledge in an inter disciplinary frame work. The curriculum of various programs emphasizes discipline-specific knowledge, logical thinking, ethics, problem-solving, collaboration & teamwork, information & digital skill, and community participation for the holistic development of the students and grooming them as global citizens based on their language, culture, and history as per the requirement of NEP-2020. The POs, PSOs and COs of various programmes are designed keeping in view the local, regional, national and global needs as well as promoting equity, inclusiveness, and excellence through multidisciplinary, interdisciplinary, and holistic education.

Although Uniform syllabus has been introduced in the state as per the UGC guidelines 20% of the syllabus is changed keeping in view the Local, Regional, National and Global developmental needs. Further, the

curriculum is reviewed from time to time for ensuring the achievement of programme outcomes, course outcomes to make it socially relevant and job oriented and the needs of the students and other stake holders who are directly or indirectly involved with the academic efforts of the institution.

In the last five years the programmes have been revised several times through periodic revisions of the existing course inclusion of and new course while incorporating feedback from all stakeholders namely alumni, teachers, students and validating through BoS (Board of Studies) by inviting subject experts from across the State. The CBCS, elective courses and value added courses are implemented in different programmes of the HEI providing immense flexibility to the students to choose subjects from their areas of interest and sharpen their passion.

Course evaluation and feedback ensure continuous improvement of the quality of teaching in the College. Students are well trained through a system of continuous assessment in the form of Mid-Term Examinations, Seminar presentations and End-Term Examinations. They are exposed to the latest in their concerned field of knowledge through seminars, symposia, conferences, and lectures by Professors of Eminence/Scientists from different part of the country throughout the year.

Teaching-learning and Evaluation

The College admits students through SAMS (Student Academic Management System) of Government of Odisha. The reservation policy for SC, ST and PwD is strictly followed as per Government of Odisha guidelines in the admission process. A total of 2343 students were admitted during the last five years from reserved category.

Induction Programmes are conducted for newly admitted students. Learning levels of the students are measured from the very first day of their admission and the departments take appropriate action to fill the gap for slow learners and provide opportunities for advanced learners. Mandatory Mentor-mentee and counselling system for career options and opportunities has been followed for benefit of its students.

Teaching methods include experiential, participatory, problem-solving methodology, and integrated interdisciplinary knowledge. These are practiced through interactive classroom teaching, didactic lectures, interactive sessions, problem-based learning, assignments, case resolution, lab demonstrations, field visits and seminar presentations. Compulsory projects / dissertations / reviews / field work integrated into the curriculum of final year students which constitute the core experiential learning mechanism. In classroom teaching, teachers are encouraged to make the learning multilaterally interactive or participatory.

There are 66 number of full time faculty members and 12 number of full time faculty members have Ph.D. degrees.

Students are assessed through a Continuous evaluation system in ABL process with internal and semester pattern of examinations that carry 20% and 80% marks for each course respectively. Projects/dissertations/field works/reviews are assessed by the external examiners who are appointed through the board of studies. The innovation in their project is evaluated through thesis, viva-voce and questionnaires. A total of 352 (86.27%) students passed their final semester examination in the year 2022-23.

Students Satisfaction Survey is conducted for improving Teaching-Learning process.

Research, Innovations and Extension

Karanjia Autonomous College puts emphasis on promoting the Research Culture among the faculties and students to enrich the domain of knowledge and improve teaching learning capacity. The Research facilities in laboratories are updated with funds from the World Bank & RUSA. The faculties are encouraged and motivated to pursue the doctoral, post-doctoral research and also minor Research projects from UGC & ICSSR. The college has also signed an MoU with KIIT University, Bhubaneswar and the Research foundation India, New Delhi for providing support to our faculties in research work. The faculty members are granted academic leaves as applicable for research work and attending conferences, seminar & workshops.

Besides this the faculty members of respective departments supervise the students for Project Papers which have been incorporated in all U.G. & P.G. programmes to inculcate Research culture among the students.

The Computers having Internet facilities are available to access the e-resources through INFLIBNET, N-List and Odisha State Higher Education Council (OSHEC) and well maintained laboratories of different Science streams and Language Lab for Humanities are provided to all the students and faculties. The organisation of conferences, seminars & webinars are regular practice of the institution.

Infrastructure and Learning Resources

The college is in an unceasing process of adding new feathers in the form of lecture theatres/class rooms/construction of hostels/ extension of old hostels/other basic infrastructure like toilets, Gym, Language lab, Computer lab etc. to its infrastructure. This is to keep pace with the increase in seats in different departments/opening of new subjects at UG level.

The optimal use of infrastructure is planned by having a master time table. The Govt. of Odisha, Govt. of India, different Nationalized Banks and many other organisations also use the infrastructure for conducting various recruitment tests on Sundays.

Construction of one ST Boys Hostel and one ST Girls Hostel. The construction work of two Composite Urban Modern Hostels, one for Boys and one for Girls are in full swing and are likely to be completed very soon. A new administrative block is under construction. Being situated at the Sub-division Head Quarters, the SDH is

very close to the college and 108 Ambulance attends to emergency calls. Hence, the College very smoothly copes with the health related support services for its students, faculty, non-teaching staff and the inmates of the 03 girls' hostel and 01 boys' hostel on the campus and beyond. The state Govt. has sanctioned funds for construction of new class rooms which will pave the way for opening of new P.G. programmes in addition to the existing two P.G. programmes (English & History). An Institution Development Plan has been submitted to the Odisha State Higher Education Council, Higher Education Department, Govt. of Odisha for sanction of Rs. 25.36 core to meet the emerging requirements to enhance the excellence of the institution.

Student Support and Progression

As many as Seven Thousand Four Hundred Ninety Six number of students have been benefited by scholarships provided by the Government and free ships by the institution during the last five years to extend financial support to the students. Career counselling programmes are regularly organised to help students chalk out their future plans. Academically sound students move towards higher courses: P.G. MBA, MCA, LLB,CA,CS etc. Some students prefer to prepare for various competitive examinations conducted by UPSC,OPSC, OSSC, Railways and Banking services. Some students are also recruited by various companies. Students participate in various curricular activities, cultural, sports and games. The College has a playground in the campus. Athletics, Football, Cricket, Volley ball and Kho-Kho are played in the field. The college has an indoor stadium with all necessary Gym and indoor sports equipment and one PET is there to guide the students. The students participate in a wide range of cultural activities like song, dance and mono action competitions conducted mainly by dramatic society and by other societies. Students perform in annual functions of different societies and college union. Extracurricular activities: NCC, NSS, YRC activities- NCC cadets and volunteers of NSS, Youth Red Cross participate in various societal and rural sectors in a range of developmental activities and promote awareness among the people. The College, being a premier College; has NCC Training facility. Various scholarships in cadet and JUO are awarded on regular basis to the students of Karanjia Autonomous College. Cadets of this college render tremendous social service through Blood Donation Camps, Eye Camp, Rath Yatra Camp. The NSS Unit organizes health camp, campaign on Communal Harmony, different awareness programmes on AIDS, Women empowerment, Witch Hunting, Early Marriage, Child labour, Pollution and its effects and many other contemporary issues that need attention. The volunteers under the guidance of the NSS coordinators also extend their helping hands to the people at the time of different calamities.

Governance, Leadership and Management

The College has a clearly stated vision & mission and has a multi-layered system of academic governance. The Governing Body duly approved by the Department of Higher Education, Govt. of Odisha is the apex decision making body of the institution. The guidelines issued by the HE department are strictly followed by the Principal-cum-Secretary to run the college smoothly.

Teaching-learning and research activities are managed through Academic Council, Board of Studies and Ethics Committee with representatives from the professionals, industry/experts along with other statutory committees.

The Controller of Examinations in consultation with concerned departments and BoS prepares the academic calendar for all the U.G. programmes, issues circulars, reviews Activity Based Learning (ABL), appoints examiners, and manages the examination and publication of results.

The HEI follows guidelines of UGC, Govt. of Odisha and Odisha Govt. Financial Rule (OGFR) for administration and finance. The e-governance is implemented for administration (e-office & e-despatch), finance (PFMS) also in the examination system. Decentralization and Participative management are in practice. All the finance related matters are maintained in a Govt. provided software, CAPA.

The HEI has framed a five-year strategic “Institutional Development Plan” which is in conformity with the vision and mission.

The major financial resources of the college are mobilised through grants received from the State Government (Infra Grant)/RUSA/OHEPEE; development fees from students and Bank interest / Grants received from government bodies.

The accounts are continuously audited by internal auditors for day-to-day transactions. State Government appointed CA firms conduct annual audits.

The IQAC remains active in all quality reforms and monitoring initiatives for holistic development of the college. It has been conducting various activities related to academics, sports, extension and administration. The major quality assurance strategies include revision of syllabus and implementation of value added courses and initiatives based upon feedback; workshops on NEP, Academic Audit and NAAC Parameters, PARAMARSH and Gender Equity etc. Also, the cell has conducted academic, administrative, gender, environmental, green and energy audit.

Institutional Values and Best Practices

The college has a conducive environment for gender equity without any gender discrimination. Anti-Sexual Harassment Cell, Internal Compliant Committee, Grievance Redressal Cell and Anti-Ragging Cell ensure that no discrimination takes place on the basis of gender. Female security personnel are deployed in the ladies’ hostels. The institution follows a system of student counseling and mentoring for the purpose of personal, academic, career and grievance redressal. The provision of Common Room in the academic block and hostels on the campus, a dedicated Gymnasium and an open Gymnasium are in the campus.

The Notified Area Council (NAC) collects and disposes various types of Solid & Liquid waste and E-waste. Cleanliness drives and plastic-free campus initiatives are undertaken as a part of Swachh Bharat Abhiyan. Paperless office is adopted. Rain water harvesting adds to the betterment of environment. Power saving initiatives include Solar Powered street-lighting and CFL lamps at various locations are in place for conservation of energy. Green campus initiatives include: No entry of automobiles on one working day, use of Bicycles/ Battery powered vehicles and landscaping with trees and plants are encouraged. The institution conducts Green audit, Energy audit, Environment audit, and beyond-the-campus environmental promotion activities.

Important Outreach Programmes or Inclusive Environment

*Save Similipal

*Dousing of Forest Fire

*Awareness against Witchcraft

*Blood Donation Camp

*Free Eye Camp

*Health Camp for Underprivileged class

*Swachha Bharat Abhiyan

*Street Play

*Blanket Distribution

*Beti Bachao Beti Padho

In order to foster the spirit of good citizenship among the students and employees, a number of activities are conducted by the College for sensitizing them towards constitutional obligations in the form of values, rights, duties, and responsibilities of citizens.

No discrimination is followed in the process of admission of students on the basis of gender, community or religion. However, in order to safeguard the interest of vulnerable sections of society, the College follows the reservation policy of the Government for SC, ST, and PwD (Persons with Disability) categories in admission.

Best Practices

- 1. Massive Plantation Programme**
- 2. Mega Health Check-up – cum – EYE Camp (Cataract Surgery)**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KARANJIA AUTONOMOUS COLLEGE
Address	Karanjia Autonomous College, At/Po- Karanjia, Dist- Mayurbhanj
City	Karanjia
State	Orissa
Pin	757037
Website	www.karanjiacollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jogeswar Mohanta	06796-220270	8249095408	-	karanjiacollege@gmail.com
IQAC / CIQA coordinator	Subash Chandra Jena	06796-220236	9437045045	-	subashjena64@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	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-04-1964

Date of grant of 'Autonomy' to the College by UGC	03-11-2011			
University to which the college is affiliated				
State	University name		Document	
Orissa	Maharaja Shriram Chandra Bhanj Deo University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	05-07-1971		View Document	
12B of UGC	18-07-1974		View Document	
Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Karanjia Autonomous College, At/Po- Karanjia, Dist- Mayurbhanj	Tribal	13.95	8088.32

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Botany,	36	Twelfth	English,Oriya	32	29
UG	BSc,Chemistry,	36	Twelfth	English,Oriya	32	31
UG	BSc,Physics,	36	Twelfth	English,Oriya	32	32
UG	BSc,Mathematics,	36	Twelfth	English,Oriya	32	32
UG	BSc,Zoology,	36	Twelfth	English,Oriya	32	26
UG	BSc,Geology,	36	Twelfth	English,Oriya	24	11
UG	BSc,Computer Science,	36	Twelfth	English,Oriya	24	23
UG	BA,Economics,	36	Twelfth	English,Oriya	32	30
UG	BA,Political Science,	36	Twelfth	English,Oriya	48	46
UG	BA,History,	36	Twelfth	English,Oriya	48	48
UG	BA,Philosophy,	36	Twelfth	English,Oriya	16	16
UG	BA,Sanskrit,	36	Twelfth	English,Oriya	48	45
UG	BA,Odia,	36	Twelfth	English,Oriya	48	48
UG	BA,Sociology,	36	Twelfth	English,Oriya	32	32
UG	BA,Santali,	36	Twelfth	English,Oriya	24	13
UG	BA,Education,	36	Twelfth	English,Oriya	24	24

UG	BA,English,	36	Twelfth	English	16	16
UG	BCom,Financial Accounting,	36	Twelfth	English,Oriya	64	57
PG	MA,History,	24	Graduation	English,Oriya	16	4
PG	MA,English,	24	Graduation	English	16	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				11				41			
Recruited	0	0	0	0	9	1	0	10	23	15	0	38
Yet to Recruit	0				1				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				18			
Recruited	0	0	0	0	0	0	0	0	3	15	0	18
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				31
Recruited	3	0	0	3
Yet to Recruit				28
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	22	4	0	26
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	4	1	0	5
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	5	0	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	3	1	0	5	0	0	9
M.Phil.	0	0	0	3	0	0	7	4	0	14
PG	0	0	0	3	0	0	11	11	0	25
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	1	2	0	3
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	1	11	0	12
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	1	0	0	0	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		2		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	659	1	0	0	660
	Female	832	4	0	0	836
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	4	0	0	0	4
	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	27	28	25	27
	Female	33	40	43	39
	Others	0	0	0	0
ST	Male	111	105	95	102
	Female	148	101	97	79
	Others	0	0	0	0
OBC	Male	40	28	24	28
	Female	46	41	41	33
	Others	0	0	0	0
General	Male	63	48	53	63
	Female	78	85	73	81
	Others	0	0	0	0
Others	Male	6	5	3	2
	Female	3	4	3	6
	Others	0	0	0	0
Total		555	485	457	460

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	View Document
Chemistry	View Document
Computer Science	View Document
Economics	View Document
Education	View Document
English	View Document
Financial Accounting	View Document
Geology	View Document
History	View Document
Mathematics	View Document
Odia	View Document
Philosophy	View Document
Physics	View Document
Political Science	View Document
Sanskrit	View Document
Santali	View Document
Sociology	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college runs in multidisciplinary mode under CBCS curriculum. This includes core course (own discipline), generic elective (other discipline), EVS and literature. The multidisciplinary teaching method promotes understanding when students learn in heterogeneous ways. It assists students in developing a pragmatic approach by allowing them to choose their subjects they want to study. They understand how that discipline contributes to their knowledge on the subject. They will also begin to think holistically, and be able to deduce why it is important to learn a subject or why they would dislike. In this college, Holistic Education is an approach to teaching that
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	<p>focuses on the academics and social needs of the students. The educators seek to fulfil the academic requirements of the students and teach them the right methods by which they can face the challenges of life. They try to engage all aspects of the learner that includes the mind, spirit, and body. They focus on a transformative approach of education. The students learn through different experimental ways. They work in groups and enhance their abilities and skills through various practical projects. The students are allowed to learn at their own pace. So, the teachers try to teach students in their best possible ways. They also help them to increase their self-confidence. And they plan lessons that are for learning and not just academics. The main objectives are: Educating the whole student viewing students as part of the whole Embracing a caring classroom culture engaging in experiential learning, Cognitive development Physical development and Social development.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their academic journey. It will enable the students to open their accounts and give multiple options for entering and leaving colleges or universities. ABC can be considered as an authentic reference to check the credit record of any student at any given point of time. Thus, the concept of ABC is a fuel to boost the efficiency of faculty and help students embrace a multi-disciplinary educational approach. The idea is to make students “Skillful Professionals” and help their overall growth. However, National Academic Depository (NAD) is in place.</p>
<p>3. Skill development:</p>	<p>Employability is a person’s ability to be skillful in all the categories mentioned above. The career counselling cell of this college and runs various programs with the vision of enhancing employability among fresh graduates and undergraduates. In the CBCS curriculum, there is a Skill Enhancement Course (SEC) on different skills for all undergraduate students. The college has also provided space to run vocational courses like Creche and Principle management and Office Management for students. The students are encouraged to study skill based courses available in online platforms like SWAYAM etc.</p>

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

World wide web keep the communication becomes more interconnected, enhance the the ability to speak multiple languages takes on increased importance. Bilingualism is increasingly essential for surviving and succeeding in an integrated global economy. The value of an individual who can effectively communicate and collaborate across cultures is all-time high. This means the need for skilled teachers who can implement bilingual education in the college is also steadily rising. The cognitive benefits associated with bilingual education are nothing sort of astonishment. From higher test scores to surprising health benefits, the cognitive effects alone are enough to cement bilingualism as a permanent staple of the higher education system. The following are just a few of the cognitive advantages to bilingual education: Increased ability to solve problems, think creatively and recognize patterns, Improved academic performance, Enhanced linguistic awareness and understanding of an individual's native language, Increased ability to apply concepts to novel situations Improved focus and decision-making, Improved cultural and social skills In this college the teachers use bilanguage in classes to teach the students in a better way. In AECC course the students have the options of learning different languages. Exposure to two languages encourages students to develop an appreciation for the differences in cultures. Bilingualism is more than just the ability to speak more than one language — it's a multicultural approach to interpersonal interactions that can dramatically improve an individual's social skills.

5. Focus on Outcome based education (OBE):

Focus on Outcome based education (OBE): Outcome-Based Education (OBE) is a learning method focuses completely on student's competency. While OBE primarily focuses on the learner and the learner's capability to achieve the outcomes, the teachers take on the greater role of becoming facilitators and mentors. A well-developed OBE-based learning should have alternate teaching-learning techniques and various activities to ensure success. Also, insightful feedback from the students helps in reshaping the curriculum. The OBE model measures the progress of graduates in three parameters, through: Program Outcomes (PO) • Program Specific Outcomes (PSO) • Course Outcomes (CO) The assessment methods are then defined to measure the

	<p>achievement of these goals. Irrespective of the time required, or the method used, the only outcome aimed for, is success for every student which is measured by the student's ability to meet the outcome criteria, established previously. There is continuous evaluation to help students reach their goals. This college has adopted a number of methods to determine the OBE like: Institution's Vision & Mission : Institutions need to decide a short-term goal as well as long term goal in terms of students' learning outcomes, their personal growth, skill development, and institution's overall performance. The vision & mission is divided as per the departments. So that the higher aim of the entire institution could be achieved within a specified time. Departments formulate their vision and mission aligning these with Institute's Vision and Mission.</p>
6. Distance education/online education:	<p>The college is presently providing education in distance mode through Odisha State Open University (OSOU) in different UG and PG subjects. However, the college has adopted in virtual/ online mode and blended mode since the COVID-19 Pandemic time. We are also planning to open the IGNOU study Centre in the campus from the next academic session.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Electoral Literacy Club (ELC) has been set up by Karanjia Autonomous College, Karanjia through the help of the department of Political Science and it is functioning since 2021-22.</p>
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?	<p>Coordinator: Subash Chandra Jena, Associate Professor of Political Science, Asst. Coordinator: Sipun Kumar Das, Asst. Professor of Political Science, Coordinator YRC: Kalandi Pradhan, Asst. Professor of Chemistry. The ELC of Karanjia Autonomous College, Karanjia is functional and it is representative in character.</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,	<p>Voter Awareness Campaign by ELC, Karanjia Autonomous College, Karanjia:</p>

<p>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>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>Awareness drives for use of Electronic Voting Machine (EVM) by the help of Sub-divisional Election Officer, Karanjia was undertaken in the college campus:</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>The ELC nominates student representative from all the departments and inform them to create awareness among the general public of the society, their parents and friends and also to cast their valuable vote honestly.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1431	1380	1456	1440	1440
File Description		Document		
Institutional data in the prescribed format (data		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
408	361	382	355	391
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	51	47	45	45
File Description		Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 85

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
310.44	190.49	36.43	48.25	48.5

File Description	Document
Provide Links for any other relevant document	View Document

Other Upload Files
1 View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

Curricula developed and implemented have relevance to the local, regional, national & global development needs, which is reflected in the programme outcomes (Pos) & course Outcomes (Cos) of the programmes offered by the institution.

The college offers 14 UG programmes till the completion of 2022-23 academic years and 18 UG programmes & 02 PG programmes from the academic year 2023-24 to cater to the needs of local, national, regional & global development. The Curricula of the UG & PG programmes have been formulated under the guidelines of affiliating university and as per the new CBCS syllabus framed by the UGC. The curriculum is framed to meet the scope of employability of our students & meet the local, regional, national & global needs.

For enhancing local developmental needs the college offers programmes like BA which contains various courses of social science which will help in upliftment of the society. The college also offers programmes like Santali, Sociology, Education in UG Arts and Computer Science , Geology in UG Science.

Curricula relevant to the National Development needs:

For enhancing national development needs the college offers courses like UG commerce (Macro & Indian Economy), Economics (Indian Economics), Sociology (Indian society , population studies) , Political Science (constitutional Government & Democracy in India ,political process in India), Feminism, Human rights.

For enhancing regional development needs the college offers courses like Geology, Economics (Public Economics), Political Science (Gender equality, Foreign Policy)

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

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The syllabi is designed by the Board of studies as per the guidelines of the U.G.C. which provide adequate opportunity to incorporate the courses that focus on employability, entrepreneurship and skill development keeping in view of the contemporary requirements

In B.Sc. Botany i) **Industrial and Environmental Micro Biology & ii) Horticulture, in Chemistry the institution has incorporated i) Inorganic materials of industrial importance ii) Pharmaceutical compounds : Structure and importance, in Physics the institution has incorporated i) Digital systems and applications & in Zoology i) Fish & Fisheries the BoS have been approved and introduced in the course syllabi.**

the BoS has approved and introduced skill based courses such i) GST and indirect tax ii) Income tax Law and practice in B.Com, Accountancy

In B.A., B.Sc. & B.Com Communicative skills are taught to enhance the communication ability in English. In B.A. English and Odia programmes Teaching, News Reading' in Radio and T.V. channels, 'Editorship' in both Odia and English Newspapers and magazine and journals, Anchoring in TV channels and Radio etc. have been approved and incorporated in the course Syllabi by the BoS.

In B.A. Economics programme, statistical analysis and interpreting data are taught.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility**1.2.1**

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 100

1.2.1.1 Number of new courses introduced during the last five years:

Response: 326

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without

repeat count) during the last five years :

Response: 326

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Karanjia Autonomous College has designed the UG syllabi in conformity with CBCS Model of UGC in 13 UG subjects in 2017-18, 01 UG subject : Sociology in 2020-21, 04 UG Subjects: Education, Computer Science, Sanatali & Geology in 2023-24 and 02 PG Subjects : English & History in 2023-24. The Curricula integrates cross cutting issues relevant to Gender issues, Human values, Professional Ethics, Environment and sustainability. The curriculum of Sociology offers a core course in Gender Equality with a thrust on Indian Social dynamics focusing on Women Empowerment. Political Science paper- DSE-VI extensively covers issues of Women Power and Politics where students are taught the historical accounts of the paradigm shift in the Political empowerment of Women over the decades. The works of the internationally acclaimed novelists, Mahasweta Devi on Women Empowerment translated by Gayatri Chakravarty Spivak have accessibility into the curriculum of Elective Course. The institution also organizes extramural lecturers on Gender Equality and Women Empowerment twice a year to sensitize the students about the rights and duties.

The college acts as the nodal Centre of the sub-division for Self Defence Training Programme of the State Govt. providing master trainers to all the affiliated colleges of the sub-division. The spirit of human values is taught through Gandhian Ethos in Philosophy DSE Paper-I. Professional Ethics taught to Commerce Students covers a wider domain in the present social context. In Commerce stream, the course in entrepreneurship widely covers the core issues of professional ethics. Independent entrepreneurship training is imparted to create entrepreneur with honesty and commitment. The future entrepreneurs with negligible collateral security are groomed through professional efforts. They are taught as to how Commercial Banks act as partners as long as transparency is maintained in mutual trust.

Students are taught how profit in any business always comes with a fair degree of responsibility and how honest tax compliance not only contributes to Nation building but also generates new avenues of secondary employment. Environmental Studies (EVS) covers the issues of sustainability, UG Hons subjects viz. Zoology, Botany and Compulsory subjects such as Environmental Science sensitize the students to pro act in the burning hazardous environmental situations like water pollution and other factors degrading the environment. UG Hon's subjects like Philosophy, Sanskrit, Odia, Sociology and History teach the basic value system in the context of Indian Ethos. Syllabus on Values and Ethics has been incorporated since 2020-21 at UG level Semester –I for all subjects. Yuva Sanskar Programme of Higher Education Department is implemented for Arts, Science and Commerce students. The UG students are trained meditation and Yoga to develop concentration of the minds of the youths.

File Description	Document
Upload Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 4

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 14

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 14

File Description	Document
Sample Evaluated project report/field work report submitted by the students	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: B. Feedback collected, analysed, action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 93.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
483	476	472	432	480

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
512	512	512	480	480

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[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: 81.29

2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
192	192	192	165	167

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

2022-23	2021-22	2020-21	2019-20	2018-19
229	229	229	215	215

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the 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)	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The institution identifies slow learners through mentoring system, mock test & counselling at the time of entry into the institution & before the commencement of the first mid-term examination. Considering the performance of the student & recommendation of concerned teachers advanced learners are identified. After identification of slow learners, they are assigned to a particular mentor to undertake various initiative continuously like peer learning, special class, tutorial, problem solving & effective counselling.

The fast learners are identified taking into account the involvement of the student in classroom & result sheet of concerned examination. They are taken care of by providing question bank , coaching for advanced learning & development of project even they are also encourage to join the doubt clearing classes through virtual mode i.e. Google Meet and Zoom Meet.

File Description	Document
Upload Any additional information	View Document

2.2.2

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

Response: 21.68

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

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

Response:

A radical change has taken place in imparting teaching. Instead of traditional method of teaching through Black Board whiteboards, green boards, overhead projector, LCD projectors, Pen drives, multi utility interactive devices, PowerPoint presentation, smart boards, virtual modes as part of ICT have been adopted by various departments of the college viz. Physics, Chemistry, Zoology, Botany, Mathematics, Language subjects, some departments of humanities along with seminar programmes are organised keeping pace with the changes in the teaching scenario. Through Google Meet and Zoom platform the students are provided with the opportunity of getting clarification on difficult points of the syllabi. During the Pandemic situation of COVID-19 all the faculties developed the practice of taking online classes through laptop, Android cell phones by using internet and forming Whatsapp group of U.G. honours Students. For the promotion of practical study of science students are provided internet facilities apart from doing their project works. The campus has been WIFI enabled for better learning of the

students. During the COVID-19 pandemic Webinars were organised by various departments. So far as participative learning and problem solving techniques are concerned study tours have been arranged by the various departments to have practical knowledge on the subjects relevant to their courses. Through social outreach programmes the students are exposed to various problems in the villages adopted by NSS wings. Through extension activities the students are provided with ample opportunities to directly face the social evils and find ways to eradicate the same. The Science society organises National Science day on 28th of February every year to mark the discovery of Raman effect. On this occasion lectures are organised by the society to provide better exposure to the students. The reading room in the lending library has been providing scopes to make extensive studies. The library has been digitalised to provide better service and access to e-learning facility to the students.

File Description	Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Mentor- Mentee system (Formerly known as proctorial system) is constituted by the college with a vision to extend support and guidance to the students studying in the college for the betterment of their academic and professional career and thereby contribute towards nation building. It is a very effective system that is aimed at narrowing down the gap between the mentee and the mentor and thereby the society in general. The students may come across difficulties during the degree programmes and have to face academic and adjustment challenges. To cope up with such problems and to enable them to excel in academics and profession as per their potential, the Mentor- Mentee programme for the students of the institution has been developed.

We are provides counselling to the students through interaction and regular dialogues during their stay on campus, on mobile, Whatsapp Group and by paying personal visits to the hostel rooms of the mentees allotted to the teacher concerned as the Mentor. We have been providing them tips on studies, personal counselling and guidance regarding career choices, to get success in the various examinations. We have also been supporting the mentees in the form of precise content on courses, fees, reviews, college admission process and scholarships etc. The scheme has become very successful in bridging the gap between the teacher and the student. It has become instrumental in blending the harmonious relationship between the learner and his/her family and the institution at large. It has definitely created an atmosphere of conviction and faith about the alma mater. Consequently, each year the enrolment ratio of tribal and girl students from all sections of society has been rapidly increasing.

We aim that all students get rightly educated and take the right step towards building their career

Aims and Objectives

- To bridge the gap between the mentor and the mentee.
- To ensure the quality performance of the students in academics.
- To deal with the related issues for the holistic development of the students.
- To inspire and motivate for higher studies and competitive examinations.
- To discuss stress related issues.
- To regulate the academic involvement and assess the outcome.

Programme Details

- Mentees shall be assigned to the mentors right from the first year of the programme.
- A mentor shall not have more than 30 mentees at a time.
- The mentees preferably be attached to the same mentor for the entire duration of the programme.
- The mentor shall meet the mentees regularly and record the outcome of the meeting in the hard copy. The details about each mentee will be recorded and periodically updated.
- The mentor shall also identify the students whose performance/attendance is below par. The mentor shall interact with the student and try to find out the cause of the problem or an indifferent behaviour. If required the mentor will involve the parents, head of the department for reforming the student.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

College Time Tables for the Academic Session 2018-19 to 2022-23 being prepared by senior faculty members and is uploaded every year in the college website for offline mode of classes for all Departments of the college. On the basis of Common Time Table, Departmental Time Table is prepared and accordingly classes of UG students are conducted by the concerned Department Regular Staff or Guest Faculties. Academic Calendar of each Academic Session are published in College calendar which reflects opening of the college, commencement of Odd and Even Semester classes, Mid Semester and End Semester Examinations and Publication of Result within 45 days from the date of completion of End Semester Examinations.

As per College Time Table the Academic Session 2020-21 commenced from 13th of July, 2020 under online mode and continued up to 30th September, 2020 for UG 6th Semester Students. Examinations for UG 6th semester were conducted during September- October 2020 and results were published on 30.10.2020 and 13.11.2020 respectively. Classes for Intermediate Semesters (UG 4th Semester) were

also engaged under online mode during the month of November and December 2020. Offline mode of classes for Odd Semester courses (UG 5th Semester) commenced from 11th of January, 2021. Intermediate Semester classes commenced from 10th of February 2021 and UG 1st Semester classes started from 1st of March 2021. Examinations for UG 5th Semester commenced from 16th of March 2021. Final Semester classes (UG 6th Semester) started from 6th of April 2021. Intermediate Semester classes (UG 2nd Semester) classes started from 19th of April 2021. In view of the revival of SARS of COVID-19 Pandemic again classes were interrupted from 5th May to 31st of May 2021. Online classes (all Even Semester UG) commenced from 1st of June 2021 and continued up to 31st of July, 2021. Examinations for UG 6th were conducted under online mode during the month of August 2021 and results were published on 9th of September 2021 and 18th of September 2021 respectively. Intermediate Semester Examinations commenced during October-November 2021. Lesson Plan and progress Registers for Odd and Even Semester classes were maintained by the concerned subject teachers along with course completion certificates duly signed by the college Authority.

For the Academic Session 2021-22 Odd Semester classes started from 1st of November 2021 for UG which came to an end on 5th of March, 2022. Even Semester classes were commenced with effect from 10th of March, 2022 and came to an end on 5th of August 2022. Final Semester Examinations of UG 6th Semester examination were conducted during July, 2022 and result of UG 6th Semester was published on 13th of August 2022 result published on 7th of September, 2022 and UG Back Paper Examinations Result was published on 30th August, 2022.

File Description	Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 93

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	52	52	52	52

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	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 Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 14.12**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 12

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 6.48**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 428

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 64.44

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 29

File Description**Document**

Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)

[View Document](#)

2.5 Evaluation Process and Reforms**2.5.1**

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 38.8

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	35	45	44

File Description**Document**

Result Sheet with date of publication

[View Document](#)

Policy document on Declaration of results (if any)

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Exam timetable released by the Controller of Examination

[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 6.17

2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
47	42	0	0	28

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
408	361	382	355	391

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

A per the UGC guideline the new CBCS for UG was implemented during 2015-16 and 2018-19 respectively adhering to the same Semester System and Internal Assessment Test / Mid Semester Examinations. Odisha State Higher Education Council revised UG syllabi during 2019-20 academic session which is being implemented for all 14 UG Departments at present, pursuing the same Semester system and Mid Semester Examinations. As part of value based curriculum in addition to Philosophy,

Odia & Sanskrit all UG Departments have incorporated value based / ethical / moral values subjects under Semester-I of UG syllabus from the current academic session. Thus, CBCS of UGC has been reflected in respect of UG syllabus and Semester pattern of Examinations focus upon Examination Management System of this Institution with a thrust on improving National level competence of our students and generation of gainful employment opportunities.

For UG courses there will be Semester Examinations in three years. The Odd Semester is from June to December. The Examination shall be held normally in the month of November & December. The Even Semester is from January to June and the Examinations are held normally in the month of April-May. Under CBCS, the Registration of a student is valid for six academic years from the date of admission. The qualifying mark in Hons is 50 % in theory subjects and 50 % in practical separately. One has to secure 36 % in aggregate i.e. all papers taken together, to pass in final result. At the end of regular 6th Semester Examinations one student will be declared to have passed with Hons if he or she secures 50 % in aggregate in theory papers and 50 % in aggregate in practical papers in core subjects. Improvements Examination is allowed in the core subjects only. Distinction will be allowed if one degree student secure 50% of marks in aggregate in all the papers in one regular chance only along with aggregate qualifying marks in Hons. Distinction will be mentioned in the Final Result sheet.

The role of Information Technology lies in the process of entry of marks of Mid Semester, Intermediate Semester and End Semester marks in the Grade Card and finally publication of UG final Semester, Mid Semester, Intermediate Semester and End Semester marks and final Semester Examinations there is provision of application of Examination Software by virtue of which both UG CBCS result is published with the help of External Firm, outside Karanjia Town preferably located at the State Head Quarter which has been assigned with the publication of final Semester Examinations for both UG within the stipulated time frame. The Internet connectivity through the installation of Bharat Fiber 999 Plan since January, 2020 has facilitated the applications of Examination software and expedites the process of publication of final End Semester result for UG.

File Description	Document
Upload any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The BoS of the all the departments have drafted the graduate attributes as per the guidelines of the U.G.C. and Higher Education Department of Government of Odisha. Uniform syllabus of C.B.C.S. pattern has been introduced to enhance student learning.

The **direct assessment** represents the students' performance in formative & summative examinations, seminars, assignments etc. Through these tools, the attainment of COs is quantified.

Formative assessment - the teachers employ continuous assessment during the course of the study for the purpose of measuring and improving student learning. The methods employed yield critical information for monitoring an individual's acquisition of knowledge and skills, evaluates analytical thinking, decision- making, and problem-solving abilities. Measures employed include viva voce and written tests (internal assessment) during the course delivery.

Internal Assessment: This is a formative assessment, used to evaluate the academic performance of the student periodically.

Seminars: The students present papers in the seminars organised by the departments on the course of study. The objective of the seminar presentation is to assess students' interaction with peers and teachers on assigned topics. The content preparation, presentation, and communication skills are assessed.

Assignment: The assignment is designed to assess students' understanding on the allotted topic, ability to gather information, understanding of the content, comprehension, innovation/ideas. Analytical/critical thinking, interpretation skills and written communication skills with respect to the learning outcomes.

Project work: The final semester (6th Sem. DSE-IV) students take up individual research projects under the guidance of the faculty member. Viva Voce test is conducted to assess and evaluate the extent of knowledge and ability for critical thinking.

Summative assessment - Comprehensive evaluation of learning outcomes is carried out at the end of the semester. The methods employed are the odd/ even semester examination that is conducted both in theory and practical at the end of the academic year/semester covering the complete syllabus. Results of annual/end semester examinations help determine the academic performance of the students at the end of the course besides the extent of outcomes that have been attained.

The institute is moving from teacher centric learning to student-centric learning by adopting Outcome-Based Education (OBE). The course delivery and assessment are planned to achieve stated objectives and outcomes. The main focus is on measuring student performance i.e. outcomes at different levels.

The courses undergone by the students in the entire program are categorized into theory, practical or integrated courses spread out over six semesters. Curriculum changes are effected as often as deemed necessary based on requirements. Questions in the final semester end examinations are mapped to corresponding COs. Marks obtained by the student are used as one of the components to calculate the course outcomes.

Attainment analysis is made based on the data acquired from above components and the results are used for continuous improvement through course delivery, assessment methods and modification of curriculum. A good attainment at course level, programme level and Institute level ensures quality assurance for all stake holders.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 86.27

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 352

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.61

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Karanjia Autonomous College puts emphasis on promoting the Research Culture among the faculties and students to enrich the domain of knowledge and improve teaching learning capacity. The Research facilities in laboratories are updated with funds from the World Bank & RUSA. The faculties are encouraged and motivated to pursue the doctoral, post-doctoral research and also minor Research projects from UGC & ICSSR. The college also signed an MoU with KIIT University, Bhubaneswar and the Research foundation India, New Delhi for providing support to our faculties in research work. The faculty members are granted academic leaves as applicable for research work and attending conferences, seminar & workshops.

Besides this the faculty members of respective departments supervise the students for Project Papers which have been incorporated in all U.G. & P.G. programmes to inculcate the Research culture among the students.

The Computers having with Internet facilities have been made available to access the e-resources through INFLIBNET. The laboratories of different Science streams and Language Lab for humanities are provided with wi-fi facility to all the students and faculties. The organisation of conferences, seminars & webinars are part of a regular practice of the institution.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 0.2

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0.10	0.10

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 0

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.2 Resource Mobilization for Research**3.2.1**

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 0

File Description	Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 4.55

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 3

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem**3.3.1**

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:

The college provides an active environment for promotion of Innovation and Incubation. All required facilities are provided and Guidance is extended to the students. Students are encouraged to actively involve in the application of Technology for societal needs. Necessary support is provided for Documentation, Publication of Research Papers.

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: C. Any 2 of the above

File Description	Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 1.67

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 5

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

Number of research papers published per teacher in the Journals as notified on UGC CARE

list during the last five years

Response: 0.16

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

Response: 14

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Links to the paper published in journals listed in UGC CARE list	View Document

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.02

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 02

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 0

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 0

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years**Response:** 0**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.6 Extension Activities**3.6.1**

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

The NSS and YRC units of this institution have organised 02 free Mega Eye test Camps for the person of the neighboring villages with eyesight problems. About 80+75=155 persons have been provided free surgery of cataract. Power glass have been provided to the persons having eyesight defect. Blood donation camps are organised every year. About 320 units of blood have been collected in collaboration with Red-cross of Odisha and Sub-Divisional Head Quarters Hospital Karanjia. More than 10 thousands saplings have been planted from 2021-22 & 2022-23 in the nearby village Sarubali under Karanjia NAC and Sukruli village under Sukruli block in collaboration with the Divisional Forest Office, Karanjia. AIDS awareness programme have been organised by N.S.S. and Y.R.C. wings of the college. Apart from all these awareness programmes 'Witch hunting , Voters' awareness rallies and prevention of Forest Fire have been organised in village Sarubali to sensitize people about the dangers of witch-hunting, to make voters aware and to prevent Forest fire of their duties.

File Description	Document
Upload any additional information	View Document

3.6.2

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

Response: 79

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	30	03	10	09

File Description**Document**

Photographs and any other supporting document of relevance should have proper captions and dates.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

3.7 Collaboration**3.7.1**

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: 10

File Description	Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The college spreads over a pollution free green campus of about 13.95 Acres of land having with 8088.32 Square meters. built up area comprising of Administrative and Academic blocks , separate buildings for Library, Laboratories, Science Block, Commerce Block, RUSA Building, Language Lab, Smart Class Room, Principal’s Residence, Staff Quarters, Guest room, NCC office, NSS Office, YRC office, office space for Yoga, Canteen, Hostels for Boys and Girls students , Staff Common Rooms, Indoor GYM, Health Centre, Table Tennis Court, Conference Hall, Computer Lab, Boys/Girls , Permanent Helipad, Common Room, Odisha State Open University study Centre, Language lab, Cycle & Two wheeler stand, a playground, Indoor Stadium. Physical Facilities for Teaching-Learning: The College has adequate number of classrooms, seminar halls and laboratories. There is around 54 number of classrooms, seminar hall for each department and 07 well-furnished laboratories for physical science, Biological science, mathematical sciences and subjects available in the college.

File Description

Document

Upload any additional information

[View Document](#)

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 87.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
256.75	190.49	26.50	38.5	40.0

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

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:

The college library is housed in an area of 2070 sq.ft. with a seating capacity of 30. The books are strategically positioned on racks for easy identification.

Integrated Library Management System

The library has been automated with INFLIBNET SOUL 3.0 software, e-Granthalaya, Soudhganga, Bibliography, Anti-plagiarism software (MoU with KIIT, BBSR) and a software are used for cataloguing, circulation, acquisition and serial control.

Nature of automation (Fully/Partially) : Partially

Year of automation : 2021

The ILMS software contains the following modules

Book Search – Books can be located by title, accession number, author, subtitle, publisher, or subject.

Book Issue – Details of issue of books to students, research scholars and staff are recorded.

Book Return/renewal - Details of the book returned by students and book renewal is entered based on the request of the students.

OPAC – Online Public Access Catalogue help students and staff to view the availability of books and other library resources.

Report Generation – A weekly, a monthly and an annual report can be generated, based on the information requested by the user, for book purchase, stock verification, usage report of students/staff and scholars.

The old version “SOUL 2.0” software was an exclusive library based system with automated library related processes. which automates library processes in coordination with the departments. The library has adequate number of books, research journals, magazines, and newspapers.

The college has e-resources like Shodh Ganga, Academia, Jstor.

The college has membership and subscription for INFLIBNET.

Subject	Volumes	Titles	Journals		Magazines
			National	International	National
Physics	2130	24	02		
Chemistry	2246	09			
Mathematics	2469	16			
Zoology	1953	25			
Botany	1787	23			
Commerce	1268	20			
English	5231	20			
History	6504	28			
Political Science	3137	23			
Economics	1934	17			
Philosophy	1974	16			
Sociology	231	12			
Sanskrit	1151	24			
Odia	6548	28			
Computer Science	32	04			
Santali	24	03			
Ethics & Value education	90	05			
Environmental studies	145	03			
SEC	6192	02			
Miscellaneous (others)	6548	-			
Total	39967	237	02	-	-

File Description

Document

Upload any additional information

[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals

year wise during the last five years**Response:** 7.9**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.5	0.51	2.28	043	1.8

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document

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 IT policy addressing standards on IT Service Management, Information Security, Network Security, Risk Management and Software Management.

- The persons in charge of IT of the college is responsible for procurement, installation, configuration of IT equipment in computer labs and administrative sections, Laboratories, examination cell, admission cell etc.

- The Computer Lab is entrusted with authority for system, network administration and to decide the type and version of OS, IP addresses allocation, proxies and e-Mail relays.

- The persons in charge of various computers operation decides on certifying the type of in

house/commercial software application for the computers in the administrative sections.

•If a machine malfunctions, the persons in charge IT-section will report the matter to the Principal and the problem is fixed

•Usage of computers in the college for personal activities is prohibited.

Budget Allocation for IT Infrastructure

Year	2017-18	2018-19	2019-20	2020-21	2021-22
In lakhs	1,15,000/-	1,23,000/-	2,36,000/-	1,89,000/-	2,77,000/-

Year	Internet Updation
2016-2017	BSNL Broadband 10-Mbps
2017-2018	BSNL Broadband 10-Mbps
2018-2019	BSNL Broadband 10-Mbps
2019-2020	BSNL Broadband 10-Mbps
2020-2021	BSNL Broadband 100-Mbps
2021-2022	BSNL Broadband 200-Mbps

4.3.2

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

Response: 21.36

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

Response: 67

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

The college recognizes the significance of modern educational technology and has implemented a modern Lecture Capturing System to enhance the teaching and learning experience.

The Lecture Capturing System serves the following purposes:

- Facilitating access to recorded lectures for students.
- Enabling faculty to archive and share educational content.
- Promoting asynchronous learning for a diverse student body.

Components: Our Lecture Capturing System comprises the following key components:

- High-definition cameras and microphones in classrooms.
- Lecture recording software and hardware.
- Dedicated Storage and backup solutions.

Usage: Some faculty members of Science Stream and few of Arts & Commerce stream use the Lecture Capturing System to record lectures, which are then made available to students through online portal. Students can access these recordings at their convenience, aiding in revision and accommodating different learning styles.

Benefits: The system offers several benefits, including increased accessibility, flexibility in learning, and the ability to review complex topics. It also supports students who may have missed classes due to various reasons.

Audio-Visual Centre:

Introduction: Karanjia Autonomous College, Karanjia has a dedicated Audio-Visual Centre equipped with modern technology to enhance the teaching and learning process.

Purpose and Objectives: The Audio-Visual Centre serves the following objectives:

- Facilitating interactive and engaging classroom sessions.
- Providing resources for multimedia content development.
- Supporting faculty training in audio-visual technology.

Facilities: The Audio-Visual Centre is equipped with:

- High-definition projectors and screens in classrooms.
- Audio visual recording rooms.

Usage: Faculty members use the Audio Visual Centre for delivering visually enriched lectures, conducting webinars, and creating multimedia content for their courses. The center is also available for students' projects and presentations.

Benefits: The Audio Visual Centre enhances the quality of education by providing dynamic and engaging learning experiences. It fosters creativity and innovation among the faculty and the students, improving overall educational outcomes.

Related Hardware and Software:

Hardware: Our institution invests in hardware, including:

- High-definition cameras and microphones for lecture capture.
- Advanced projectors, screens, and sound systems for classrooms.
- Recording facility for Audio Visual contents.

Software: We utilize a range of software solutions for:

- Lecture capturing and live streaming.
- Content management and distribution.

Maintenance and Upgrades: Regular maintenance and timely upgrades are carried out to ensure the smooth functioning of both hardware and software components

File Description	Document
Upload any additional information	View Document

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

Response: 7.76

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
22.78	13.36	8.18	3.85	1.04

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic

and support facilities within a maximum of 500 words

Response:

- The institution has its own policy and associated procedures for maintaining and utilizing the Physical, intellectual, digital and emotional infrastructure of the institution with a commitment to ensuring the quality in all respect.
- The management of the institution gives utmost priority to extension of physical infrastructure of the institution for providing adequate number of classrooms for teaching-learning activities. The laboratories are well equipped to cater to the needs of the science students as well as social science students having practical components from time to time in view of syllabic need.
- The language laboratory is fully utilised for conducting soft skill programmes and spoken tutorial classes for better employability of the students.
- The institution has a library with thousands of text books and reference books which is maintained by the librarian and other support staff. Emphasis is always given to keep the latest published books of all subjects for providing learning resources to the teachers and the students. Every year, books are purchased as per the need of the programmes. Automation of the college library is done by INFLIBNET for acquisition, cataloguing, circulation, serial control, OPAC and administration.
- The study room provides various regional, national and international journals, magazines in addition to the local and national dailies for updating the knowledge of the stakeholders. Hence, much importance is given to make this study room well equipped.
- As a token of encouragement for spectacular performance of the students, Best Graduate and the toppers in Science, Arts & Commerce streams are felicitated every year by the institution.
- The College website is regularly updated for providing information publicly.
- Regular Board of Studies, Board of Conducting Examiners, Academic Council and Examination Committee Meetings are held to run the Autonomous system as per UGC Guidelines. Online publication of results is ensured by the institution.
- Proper use of electrical appliances: lights, fans, air conditioners, computers, printers, copiers and projectors is ensured and repaired / upgradation. There is also a computer laboratory with 16 computers.
- The College has a large playground for outdoor games and sports activities along with one indoor sports complex for indoor games which are managed and monitored by the PET and other faculties and coaches. There is also a gymnasium which is used by the students and teachers for physical wellbeing.
- Internet facility is provided to the library, staff common room, office, examination cell and laboratories. It is also used for materials through e-resources both by the students and the teachers to keep themselves abreast of knowledge.
- Career counseling programmes, yoga and stress management classes are conducted for guiding the students for preparing their road maps for better career option and mental wellness of the students.

NSS, YRC, Rangers & Rovers and NCC wings are functional in the institution to carry out extension activities that directly help the students to encounter the real life problems and find solutions for TQL (Total Quality Life).

File Description	Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 63.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
886	1330	697	810	798

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Career Counselling cell assists the students in acquiring appropriate career guidance and placements at the right time. The College not only provides skills but also supports and promotes technical and leadership abilities for the students. The College has established a "Mentor Mentee" system between learned teachers and career-oriented students. A teacher is assigned to monitor a maximum number of 30 students from each class for academic and overall development of the students. This practical interaction helps the development of direct relationships with students, teachers and institution. In addition, a group of students interact with teachers to discuss their career options. The Strong professional development activities organized by the placement cells of Karanjia Autonomous College, Karanjia promotes, the students with professional knowledge and skills, and various approaches to outreach, assessment,

practical interaction, counseling, curriculum, programmes and job placements, follow-up, consultation, and referral are undertaken.

Career Counseling : The College primarily offers career counseling programmes including Counseling for more than 60 percent of the total students annually in all courses such as Science, Arts and Commerce. During and after covid-19 period the various departments organised a number of programs in virtual / online mode which aimed at the students career. The College took the initiative in organizing Technical and Motivational Talks. The Institution also organised Personality Development Programs, and other programmes. The placement, training on interview skills, recent trends in career opportunities, and training programmes on upgradation of soft-skills, the College works with the vision to facilitate the Journey of every Student to achieve their goal.

Guidance for Competitive Exams: The college primarily offers guidance for various competitive examinations for all the students annually.

File Description	Document
Upload any additional information	View Document

5.1.3

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, self-employment and entrepreneurial skills)
4. Awareness of trends in technology

Response: B. Any 3 of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Institutional data in the prescribed format (data template)	View Document

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
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 40.64

5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
95	165	170	189	152

File Description	Document
Institutional data in the prescribed format (data template)	View Document

5.2.2

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 0.53

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	02	00	02

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	1	0	02	0

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies

within a maximum of 500 words

Response:

Students Council

As per the HE Department, Govt. of Odisha Circular No. 21561 / Dt.18.08.2017 and College Calendar, there is provision for the formation of Students' Council in place of Students' Union. In conformity with Supreme Court observations the Colleges can initiate a system of student representation based on nominations and it is advisable not to base such nomination system on purely academic merit as being practiced throughout the Country.

Students' Council being formed by an Electoral College consisting of students representatives are nominated from each Hons. Subject (Core wise and Year wise).

The Students' Council consists of Convener, Joint Convener, Coordinator and Joint Coordinator along with Secretary and Joint Secretary of Physical Association Society, Dramatic Society, Social Service Guild (SSG), Day Scholars Association (DSA), Humanities Society, Science Society, Commerce Society (to be nominated from the members of Electoral College in conformity with recommendation of Lyngdoh Commission).

All the HODs have conducted nominations in different classes in UG (3rd Year, 2nd Year & 1st Year) Admission batch 2017-18, 2018-19, 2019-20 & 2021-22 classes separately for Admission batch 2018-19, 2019-20 & 2020-21. From UG Classes he / she has to submit the elected / nominated name of 03 students representatives to form the Electoral College i.e. one from each Hons. class.

Class Committees : All programmes have class committees for each course that comprise of student members representing meritorious as well as weak students, along with faculty members nominated by the Head of the Department, other than the course teacher. The Class Committees provide feedback on all aspects of the programme and respective course. Class Committee Meetings are held regularly, at least twice in each semester.

Cultural and Sports Committees: Students have strong representations in all cultural and sports committees and help in organization and management of events.

Hostel Administration: Students provide strong support in the administration and management of hostel affairs. Each hostel has a Captain, Vice-Captain, Mess Committee, Cultural Committee, Sports Committee and Cleanliness Committee. Students manage the entire functioning of the cooperative mess and organize extracurricular events and competitions throughout the year.

Organization of Special Events : Students organize and celebrate the National Teachers Day, on Sept. 5, every year by honoring retired teachers and presenting cultural programme, intra-faculty and inter-faculty cultural and sports competitions and other National celebrations that include, Independence Day, Republic Day, Science Day, Voter's Day, International Womens' Day, Constitution Day and various NSS and social service activities.

File Description	Document
Upload any additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: D. Any one of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 0.2

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
0.10	0.10	0	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

1.The members of Alumni Association emphasized on concerted efforts to raise funds from the recognized Alumni of the College for the implementation of the scheme of 'Mo College Abhijan' of Govt. of Odisha spearheaded by Mr. Akash Das Nayak, Chairperson 'Mo College Abhijan' with the stipulation that for the purpose of development of the college, Govt. of Odisha will contribute twice the amount deposited with Govt. of Odisha under the concerned scheme (For example: if our college will deposit a sum of Rs.2 lakh, Govt. of Odisha will contribute a sum of Rs.4 lakh and thereby one developmental work can be implemented in the college with the expenditure of Rs.6 lakh).

2.There is a registered Alumni Association of Karanjia Autonomous college, Karanjia

3.The members of Alumni Association had threadbare discussion on various issues of the college viz. previous Cycle-II backdrop, ensuing NAAC Accreditation & Re-conferment of Autonomous status of the college during 2023 for which cooperation from the stakeholders including students, teaching and non-teaching staff, parents, guardians, Governing Body and Alumni Association for all-round development of the college through fostering solidarity, altruism, fraternity, unity and integrity, coherence, philanthropic mind set and service orientation. The modus operandi of the association hovers around decentralized planning and participatory approach in the process of decision making. Besides, through fund raising in terms of subscription / contribution by Alumni for improvement of infrastructure will have significant contribution to the college. Further, engagement of classes by the Alumni, contribution by the Alumni to the college Library, Technical support to e-Library, up gradation of college website, Wi-Fi service, Lab. infrastructure, Lab. equipment, organizing Seminar / Conference / Workshop / Resource Persons / Extra Moral Lecturers / Placement Cell/ Open Gym and Fostering competitiveness among the students to generate employment opportunities on the part of meritorious students.

File Description	Document
Upload any additional information	View Document

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:

The college reiterates on its Mission and the Vision. Quality educational programmes and healthy practices are being implemented keeping in mind of the mission and the vision of the institution to prepare the young minds to emerge as responsible and conscious citizens. The College has a multi-layered hierarchy structure that allows all stakeholders to participate in decision making. The Governance structure of the College consists of the Governing Body, the Principal, and other bodies. The apex regulatory body is the Governing Body and the Principal acts as the authorised Representative of the Government to implement the institutional quality policy. The various administrative wings and academic departments of the College are effectively governed through formation of mandatory bodies such as Academic, Advisory Council, IQAC, Staff Council, Purchase Committee, construction committee etc. having well defined roles and principles keeping in sync with the vision and mission of the College. Staff Council meetings are regularly held to discuss about the functioning of the various Committees. The Academic Council Meeting was held on 29.08.2022 to approve the modified/recommended syllabus in the Board of Studies meetings for the session and other academic matters.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Karanjia Autonomous College has framed a five-year strategic “Institutional Development Plan” (IDP) which is in conformity with the vision and mission of the College. The plan was accepted by the Government of Odisha in 2017 through an MoU between government of Odisha and the College and funded by World Bank through Odisha Higher Education Programme for Excellence and Equity

(OHEPEE) for five years.

Envisaged Plan and Its Deployment

- **Efficient academic administration:** adoption of e-governance; recruitment of some non-teaching staff; equity, inclusiveness and transparency.
- **Examination reforms:** modernisation of examination system with online application, payment and publication of result, Digi locker (NAD).
- **Stakeholder involvement:** Formation of new committee for decentralization and participatory management. Faculty are engaged in hostel, academic and other administrative bodies like Syndicate, Academic Council. Faculty and staff are given the opportunity to head various cultural & sports clubs and NSS.
- **Legal compliances:** Compliance to legal aspects like Ragging, sexual harassment, gender/caste-based discrimination, malpractices, indiscipline and RTI compliances are effectively dealt-with.
- **Social outreach programmes:** Accelerating social outreach programs through NSS and at departmental level.
- **Administration:** In order to ensure time bound, paperless and transparent system of administration the college introduced e-Office for disposal of files and e-dispatch for issuance of letter.
- **Library:** Library is fully automated with INFLIBNET Soul 3.0 aimed at reducing manpower, efficient shelf management and better inventory control of the books.

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

- Mandatory Annual Performance Appraisal reports in a prescribed format as per our statute are sought on the last day of May i.e. the end of each academic session. Then a copy of PAR is submitted to the principal through proper Channel in confidential manner.
- The college is having a Staff Club with the Principal as the Chairperson and one senior staff of the college as Vice Chairperson which organizes felicitation Ceremony in honour of Retired Teaching staff and non-teaching staff of the college.
- Orientation Programme organized by HDFC bank, State Bank of India, Department of Revenue and Disaster Management in which both teaching and non-teaching staff of the college participate. Besides, orientation Training imparted by the Principal, Administrative Bursar, Academic Bursar, CoE, Accounts Bursar to the non-teaching staff of the college regarding File processing, drafting skill, Leave Rules, Service Rules, e-Service Books etc. for promotion of their efficiency in office management.
- A sum of Rs.10/- (Ten Rupees Only) is collected from each student of the college per admission session (New student and Re-admitted students) for the purpose of providing insurance coverage. The collected sum is deposited each year in new India Assurance office, Baripada after the completion of admission process.
- Scholarship for SC/ST students, Scholarship for Children of freedom fighter, scholarship for Physically handicapped children, **Prerana** and **Medhabrutti** are provided.

Each student of the college is issued one Library Card after the admission process and Library Books are issued from the Central Library of the College as per the rules and regulations of the college Library.

File Description	Document
Provide the link for additional information	View Document

6.3.2

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

Response: 2.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	04	00	00	00

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 2.36

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	01	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Karanjia Autonomous College, Karanjia mobilises its resources as per financial guidelines of State Government ,UGC and Project funding Agencies. A budget is prepared every year on the basis of the requirements of different sections of the College. Allocation is made on the basis of resources available. Expenditure is incurred as per the budget. The finance of the College is subject to both internal and external audit. The audit report is uploaded in the College website.

Mobilisation of Funds

- fees collected from students for admission, readmission into various programmes, hostel and examinations.
- grants from Government of Odisha.
- grants under RUSA and OHEPEE.

Besides faculty members are free to take up consultancy work to generate revenue.

Utilisation of Funds

- For transparency in transaction, the College accounts' section follows Odisha Government Financial Rules (OGFR) and other connecting directives of Government of Odisha.
- The College prepares the Annual Budget including all developmental expenditures and recurring expenditures. It also gives importance to augmentation of teaching, research and structural parameters for institutional development.
- The Finance Committee Meeting is conducted every year to prepare the Annual Budget which is approved by the Governing Body.
- The College has progressively moved towards cashless transaction and e-Payment for the sake of and maintaining transparency and saving-time
- Various committees propose optimal fund allocation and utilization plans, for example the RUSA and IDP funds.

All Accounts of the College are annually audited by the Government appointed and Chartered Accountant firms and it is reviewed by the Local Fund Audit.

File Description	Document
Upload any additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 363.64

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise

during last five years (*not covered in Criterion III and V*) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
96.30	96.30	102.75	28.15	40.14

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Internal and external financial audits

- The finance and accounts department of the College is committed to deal with all financial related matters with transparency.
- The accounts are audited by both internal and external government auditors.
- Every year, books of accounts are audited by the external auditors from State Government and a chartered accountant firms.
- The state Local Fund Audit (LFA) team regularly visits the University every year for audit of Accounts.
- Green, energy and administrative audits are done through internal domain experts.

Mechanism of Audit-

Audit of accounts follows a procedural mechanism sustaining analytical and comprehensive way for determining accurate and transparent audit. There are two types of audit i.e. internal and external. A team of hierarchy from dealing assistant to Principal put their views when the file is routed through for any expenditure following rules and regulations. In the process each one gives consent for payment.

The external audit is done by State Govt. appointed Chattered Accountant Firms. In both cases audit is effected on receipt of intimation of auditors or audit authorities. With a comprehensive interaction between audit team members and College employees regarding the aims and objectives of audit in the entry conference, Audit of accounts begins. The College makes its all-round efforts to produce relevant

records before the audit teams. Finally, the audit team places their observations before the College during exit conference. The compliances is submitted before the audit team on the spot. In case of more accurate compliance required, the audit team sends final report to College. On receipt of Audit Report for more information and compliance; fresh compliances are prepared with documentary proof, duly obtained from concerned sections. Before submission of compliance the draft compliance is placed before the finance committee for discussion. After satisfactory remarks and approval of finance committee, the prepared compliance is sent to concerned audit office. Examining the fact and figure submitted by the College, the audit team may consider it or stands the audit para for further compliance. In case the objected para remains unsettled the same para can be settled during the Triangular committee meeting on production of valid compliance.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

- New academic building was opened with 14 number of well-furnished classrooms, separate washrooms for boys, girls and staffs and an air-conditioned staff common room. The building has facility for purified drinking water.
- Incremental improvement of quality initiatives have been taken after 2nd Cycle NAAC visit. The institution has given priority to fulfill the recommendations made by the NAAC Peer Team members during their visit in 2015.
- 14 number of smart class rooms have been developed and a high quality e- library has been opened.
- New Programme in Sociology Honors with 32 number of seats has been opened in 2020-21

- New Programme in Computer Science Honors with 24 seats has been opened in 2023-24.
- New Programme in Geology Honors with 24 seats has been opened in 2023-24.
- New Programme in Santali Honors with 24 seats has been opened in 2023-24.
- New Programme in Education Honors with 24 seats has been opened in 2023-24.
- New PG Programme in History and English having with 16 seats each has been opened in 2023-24.

File Description	Document
Upload any additional information	View Document

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

Quality assurance strategies for attainment of learning outcomes

- Both direct and indirect methods of analysis are used for quality assurance; review of students' progression, placement, entrepreneurship record and based on these, recommendation for improving career counselling, placement cell, special coaching for competitive examinations.
- The college identifies Slow/advanced learners through several ability tests and developed strategies for their quality enhancement.
- The mentor-mentee system has been implemented for quality development of students.
- Structured feedback from different stakeholders are collected, analysed, and sent to different statutory bodies for action and recommend for syllabus modification, augmentation of infrastructural and learning resources.

Faculty Development:

The faculty members are encouraged to participate in faculty development programs, orientation/refresher courses online courses for quality improvement.

Strengthening Teaching-Learning:

The college has organised induction program after admission, conducted skill development programmes, certificate courses, value added courses for inculcation of ethics and values, constitutional obligations, rights & duties and inclusive environment.

Infrastructure & Learning Resources:

Director IQAC being a Member of PMU/PMC of RUSA/IDP has played an important role in decision making of fund allocation and utilisation relating to procurement of new equipment, repair and maintenance of Laboratory infrastructure and enhancement of learning resources including e-resources.

File Description	Document
Upload any additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: C. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

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:

The gender equity and sensitization is a vital part of the educational process at Karanjia Autonomous College, both in curricular and co-curricular aspects, as it is essential to the vision of the college providing distinctive environment of educational excellence with humane values and social obligation.

Curricular: A course of Human Values and Gender Sensitization under ethics and values is offered to all the first year undergraduate students “To sensitize them towards gender discrimination and to create responsiveness for Gender equality”. The course content is designed to enable the students to critically analyse the underlying factors of gender bias and gender-based violence and address them with an understanding of their ethical, social and legal implications. Hence topics like Gender stereotyping, toxic masculinity, gender-based violence, gender imbalances, protection of women against sexual harassment and Domestic Violence acts, etc are included with the latest Government women welfare schemes. Activity-based methodology used questionnaires, presentations, group discussions etc.

Co-Curricular: The Women Empowerment Cell of the College has been formed to empower women for equality of life, empowerment, personal enhancement and professional success and conducts various awareness camps-health, legal, entrepreneurship, defence techniques, etc. It has constituted Grievance Redressal cell, Career Counselling Cell, Women Harassment Cell and anti-ragging cell which are properly functioning with the faculty members of different departments in different capacities. Womens' Self Defence Training is imparted in our college which trains many girls for self-defence along with girls of other colleges.

Gender Sensitization awareness program on 29th November 2020 was conducted on Gender equality entitled as” Gender equality”.

Facilities for Women on the Campus

1. Safety and Security-The students of this college as well as faculty members are strictly checked by ID-cards before entering the campus. College campus, class rooms and hostels are monitored by CCTV Surveillance to observed the movement of students and ensure safety. Security guards and floor wise female ayahs are there to monitor disciplinary issues. Anti-ragging and Anti-sexual harassment cell cooperate with women empowerment cell and regularly organize awareness programs on women safety, like training in defence techniques. Class in-charges personally oversees the girls and counsel them on safety issues Female faculty coordinators are appointed as escorts for field trips and extension activities. A grievance redressal box is kept at a convenient access point and the complaints are addressed by the

committee.

. **2. Counselling**-The College has a counselling room where boys and girls are counselled on various psychological issues, including healthy relationships and gender parity. Special sessions for girls address issues of emotional abuse, emotional breakdowns, low self-esteem, poor body image etc. and counsel them into being confident and competent happy individuals

3. The Common Room-The institution has a commonroom exclusively for girl students with toilets. It is designed to facilitate female students with a place to relax, study, and carry a productive discussion on any topic of common interest or plan an activity.

File Description	Document
Upload any additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management
- Waste recycling system

- **Hazardous chemicals and radioactive waste management**

Response:

The institution has always tried to maintain a clean and healthy environment for the students, staff and other stakeholders. The institution facilitates several mobilization for the management of different types of waste in the campus. The Plantation Programmes are carried out at regular intervals by NSS, NCC and YRC volunteers as well as forest department at regular intervals. Gardens are maintained regular by the ardener appointed by the authority.. In every academic session, under SWACCH BHARAT ABHIYAAN, a cleanliness drive was undertaken with the help of the student volunteers. Students were advised to go for more e-facilities, green transaction and avoid using papers and polythene bags Garbage bins have been kept at different places of the college campus near the offices, the gardens, inside the office premises and departments and garbage collection is frequently done and handed over to the Karanjia NAC authorities.

Solid waste management

The institution is proud to say that negligible garbage is generated in the campus. Solid waste is segregated as bio degradable and non-degradable as per KNAC (Karanjia Notified Area Council) guidelines and is handed over to NAC, Karanjia as per the MOU signed by the both parties, under Swatch Bharat and Clean and Green Karanjia . The NSS, NCC and YRC wings periodically conducts awareness programs for the students about the hazards of plastic and alternative ways through which usage of plastic can be minimized. The institution takes all measures required to ensure that the campus is free of plastic items and other wastes that harm the environment. Our college students have made a commitment to reduce their plastic footprint with a particular focus on the reduction and elimination of plastic items All departments and classrooms are provided with proper dustbins, emptied every evening for disposal of dry waste. Solid waste in the form of dried leaves and bird droppings, food leftovers from the canteen is treated and converted into vermicomposting in the vermicompost pit which is used as Organic Manure for the trees on the campus. The college religiously follows the best practice of segregating dry and wet waste for effective disposal thus maintaining the Campus clean and green.

Liquid waste management

To achieve viable and integrated system of liquid waste management unpurified water is used for washroom. The liquid waste generated in the campus is piped out through town pipelines for safe disposal.

e-waste management

The College deals with the ways to efficiently handle the issue of electronic waste, or e-waste, on campus. Discarded electronic devices due to normal wear and tear and technological advancements have accelerated e-waste growth, which made college administrators to carefully examine and address the environmentally responsible disposal of these products on a campus-wide scale.

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management

- Waste recycling system
- Hazardous chemicals and radioactive waste management

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

A Green Campus is a place where environmental-friendly practices and education unite to promote sustainable and eco-friendly practices in the campus. In Karanjia Autonomous College, we exercise and maintain the following criteria and policies to make it a pollution free, energy saving green campus.

1. Restricted entry of vehicles

The vehicles of college staff/ faculty members should be getting the pollution certification before entering the vehicle in college campus. The college encourages the employees and students to frequently

use public transport, bicycles, etc. to limit the emissions.

2. Use of Bicycle/ battery powered vehicles

The College is encouraging to the students and staffs for using of Battery-powered vehicles within the campus. All electricity use within a new building space maximizes the use of renewable energy. With this initiative, our institution had adopted a green culture and also promotes a greener ecosystem along with providing a pollution-free atmosphere to the residents inside the campus. The college has installed 10 Nos. Solar street lighting system in different locations in the campus for lighting.

3. Pedestrian-friendly pathways

The college campus follows the Pedestrian-friendly pathways in all the buildings. Pedestrian-friendly pathways are properly marked with suitable logo/sign. All around the campus of the College campus, tile surfaced pedestrian friendly roads have been made for smooth commuting of students, faculty and other staff members of the institution. These roads are maintained on regular basis for keeping them free of mud, dust and any other vegetational growth.

4. Ban on use of Plastic

The college constantly devotes to works towards plastic-free campus. In the college campus there is complete ban on single-use plastics in class room, labs, canteens and in the institution's premises and hostels.

5. Landscaping with trees and plants

The campus of Karanjia Autonomous College is moving in the direction of a Green Institution in Odisha planting more trees within and outside the campus. Medicinals plants and more fruit plants and trees have been planted to clean the atmosphere

1. Use of LEDs

As a step towards energy saving, total lightings of class rooms, labs and hostel are replaced with LED panels.

The outcomes of LED lights are as given below:-

- Long life. The components of an LED and the way that they generate light significantly extend the lifespan of these bulbs. ...
- Energy efficiency. ...
- High brightness and intensity. ...
- Exceptional colour range. ...
- Low radiated heat. ...

- Reliability. ...

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

Response: C. Any 2 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Karanjia Autonomous College has provided the following facilities for the disabled persons.

Ramp

The institution provides ramp facility to disabled persons for the easy access of various places in the campus. The buildings in our campus are provided with Ramps. The ramps are carefully designed as per the specifications to be required by the disabled persons. The institution has the wheel chairs which have adequate space to sit during usage. A wheelchair may be operated by the user alone or with the help of assistance. The wheel chairs are placed near the ramps according to the need.

Disabled friendly washrooms

The washrooms for disabled persons are provided separately almost in all blocks in the campus. It is designed as per the standard specifications to accommodate people with physical disabilities. The washrooms are provided with grab bar for the convenience of the disabled persons. The extra care is taken by the institute to maintain the washrooms neat and clean. The sign board is provided outside of the washrooms to access it easily and not to be used by others.

Sign boards

The sign boards are very important component in any institution as for as disabled persons are concerned. The sign boards make the disabled students to feel comfortable to move to any place in the campus without any confusion. The institution has placed sign boards and display boards at different places in the campus for the benefit of disabled students.

Provision for assistance

Human assistance is provided in the campus to help the persons with disability. Scribe assistance is available for the Examinations.

- Built environment with Ramps/lifts for easy access to classrooms
- Divyangjan friendly washrooms
- Signage including tactile path, lights, display boards and signposts
- Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment

Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

File Description	Document
Upload any additional information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

The progressive times that we live in college provide diversity and inclusive not in forms of race but also gender, regions and cultural disparities. Our college being a model encourages students to focus on their academics as well as co-curricular activities on the basis of their hard work and merits and not in the basis of privilege. In order to avoid religions and cultural differences, our college has created rules in the campus and violation of any regulation can lead the student astray. Tolerance toward different religions communal harmony is taught in curriculum as a topic under “Ethics and Values”.

The student council hosts a number of cultural events each year as odia debates, English debets,odia essay,english essay,rangoli,quiz competition,dance competition and they are awarded as per their merit.

Cultural programmes like classical dance, tribal dance and Chou are performed by the students which also represent the same Annual day celebration.

Students from all over Odisha are selected by Students Academic Management Systems (SAMS) take admission in +2 and +3 level course in each academic sessions. Students have the choice to have odia, English, Sanskrit, and Santali in their curriculum as subject.

Students belonging to various communities such as general schedule tribe, schedule caste, other backward class ,socially economically backward ,Dibyang and sport persons also takes admission in to this college irrespective of this diversity. There is zero number of cases regarding ragging by students. There are about 12% of the students of the college who get the free scholarship. These are made available to the economically challenged and meritorious students. The meritorious students belonging to the minority category are also offered scholarship subject to the condition that he or she fulfils the criteria fixed by the government.

The college fulfilling an important women’s empowerment initiative of the Government maintains a committee for providing self-defence training for the girl students by the professional and skilled trainers.

In order to provide the students and teacher of college on accessible platform for expression of individual views, thought and talent, the college publishes an annual magazine: Nirjharini”.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Karanjia Autonomous College, intended to deliver distinctive environment of educational excellence with humane values and social responsibility imparts the constitutional values on which social cohesion and nation building firmly rest. Students are sensitized on citizenship roles and responsibilities through dynamic participation in civic engagement activities like Voter Awareness programs, assisting PWD voters, facilitating the electoral process etc. The most important institutions in the world who teach ethics to the growing youths are colleges. Our college provides education that does not only end with mastering few languages or subjects but it opens the door of the mind and teaches the student to be responsible citizen of the country.

Students are taught Ethics and Values as a compulsory subject that included in the curriculum which comprises dealing with different factors of the society. Students also acquire the importance of environment and their role in the perfection of nature. Student are also sensitized to adapt to green practice, continuation of natural resources and renewable source of energy.

Road Safety: Every year road safety awareness campaign is observed in college premises to sensitize students with the measures which must be adopted while using road to ensure their safety as well as safety to others. Safety methods are also adopted in college surrounding live construction of speed braker in the college road.

Aids Day is observed every year on 1st December to sensitize the students as well as to raise awareness that everyone, everywhere has equal access to HIV precaution, treatment and cure.

To honour the recognised martyrs of the nation ,Sahid Diwas, Janajati Gourav Divas are observed in the college to sensitize the students with the sense of responsibility and respect for those who sacrificed their lives for the country.

Constitution Day and Voters Day are celebrated on 26th November and 26th January every year to sensitize the students on the responsibility towards the constitution values, rights and duties as responsible citizens.

Blood Donation camp, Eye Camp, and Plantation programmes are organised by the college every year by the NSS and YRC wings of the college. Students also actively take part in the camps with responsibility towards the welfare of society.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: D. Any 1 of the above

File Description	Document
Policy document on code of ethics.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice – I

- 1. Title of the Practice : Massive Plantation Programme**

2. Objectives of the Practice

A balanced Environment is very essential part for every developing countries in the World. As a responsible education organisation this institution has been taking suitable steps for maintaining a green environment within the locality.

3. The Context

Education / knowledge without a good environment is fruitless. Karanjia Autonomous College is situated near Similipal Bio Sphere and Tiger Reserve and the present status of this Bio Sphere is in a very alarming condition due to illiteracy of the tribal people of the locality. Hence it is highly necessary to preserve the National Park along with its expansion by planting more saplings.

4. The Practice

This institution has undertaken massive plantation of saplings in the locality for the last 05 years with a gap during COVID-19 period in collaboration with the Divisional Forest Office, Karanjia (Under Forest, Environment and Climate change Department, Govt. of Odisha. This institution plants about five thousand saplings every year.

5. Evidence of Success

The outcome of the practice is that the student community who are future of the nation are directly involved in the Socio-academia and environmental thrust area to a remarkable increase of forestry within this locality, The HEI has undertaken road side plantation in the nearby area in 2018-19 and 2019-20. Further it has created a beautiful greenery in the village of Sarubali under Karanjia NAC by planting more than 5000 saplings in 2022 and this institution has also created a green environment at village Sukruli under Sukruli Block by planting more than 5000 saplings in 2023. Now the saplings have grown in to trees which add to the green coverage of the localities.

Sl. No.	Programme	Venue	Date
1	Road side plantation programme	Road side	16.07.2018
2	Road side plantation programme	Road side	03.07.2019
3	Mega Plantation Programme	Sarubali, Karanjia	05.04.2022
4	Mega Plantation Programme	Sukruli	06.07.2023

6. Problems Encountered and Resources Required

A number of problems were faced to protect the planted sapling due to lack of awareness among the local people and shortage of manpower to protect the same. Financial resource is an important obstacle for this educational institution to make success of the plantation drive independently. So the college always looks for a collaborative agency to help us for success of this massive campaign.

7. Notes (Optional)

The college is working hard to implement the Plantation programme rigourously. The recent declaration by the Honorable Prime Minister India each one plant a tree in the name of their mother is now being implemented in our institution.

Best Practice – II

1. Title of the Practice : Mega Health Check-up – cum – EYE Camp (Cataract Surgery)

2. Objectives of the Practice

Good health is a virtual requirement for a healthy society. To maintain it this HEI regularly organises mega health check-up camps in collaboration with different health care agencies like Mahatma Gandhi Eye Hospital, Rasgobindpur, Bhumika Eye Hospital, Jaraka including sub-divisional headquarters hospital, Karanjia. The objective of this programme is to eradicate blindness from the tribal people.

3. The Context

The HEI can't achieve its target without a healthy society. As this is a tribal dominated area and about 65% people are tribal and literate and are unaware about their health they are always dependent upon their traditional method of treatment of diseases. After organising Mega Health Check-up Camps remarkable changes among the people of this locality have taken place.

4. The Practice

The HEI has been practicing this method for last 03 years for the benefit of tribal as well as non-tribal people of this locality since 2020-21. About 300 hundred cataract surgery have been done in the health camps in a phased manner. Now, the people of this locality are expecting us about the next date of mega health check-up campus.

5. Evidence of Success

The outcome of this practices is very encouragable and fruitful. About 300 cataract surgery with distribution of free glasses, free medicines among the needy patients have been done. The people of the village Ankura, Sarubali, Rasamatala and different wards of Karanjia NAC under Panchpir Sub-division, Karanjia of Mayurbhanj district and some people of Saharpada under Keonjhar district have been benefited by the health camps.

Sl. No.	Programme	Venue	Date
1	Mega Health Checkup-cum-Eye Camp (Cataract Surgery)	Karanjia Rasagobindpur	&20.10.2021 to 04.11.2021
2	Mega Health Checkup-cum-Eye Camp (Cataract Surgery)	Karanjia Rasagobindpur	&13.10.2022 to 15.10.2022

3	Mega Health Checkup-Karanjia & Jaraka cum-Eye Camp (Cataract Surgery)	01.04.2023 to 03.04.2023
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6. Problems Encountered and Resources Required

A number of problems were faced to conduct the Mega camp due to shortage of funds and unavailability of required number of attendants. Everything was managed by the NSS & YRC volunteers dedicatedly for the larger interest of the innocent, unaware tribal people. This HEI is always dependent upon the other health care agencies for smooth conduct of mega health camps.

7. Notes (Optional)

The college is expanding each activity for Mega Health Checkup camp repeatedly in a year including blood donation and Eye Checkup camps.

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:

Promoting Equity and Inclusiveness in Higher Education for Empowering Tribes

The Issue

- 1.The population constitutes 22.84% of the total population of Odisha, hence Odisha's development cannot be conceived without empowering the tribal people. Education, health and livelihood are three main strategies to achieve this. We emphasis education, mainly because we are a HEI and secondly because through education the question of health and livelihood could also be addressed.
- 2.The HEI is located in an area of tribal concentration and empowerment of tribes is in conformity with our Vision and Mission.
- 3.New Education Policy 2020 emphasises equity, inclusiveness and Indian knowledge system. Providing Quality Education is also mandate of the college for the Sustainable Development Goals of the nation.

Our Strategies

Our HEI has been putting ceaseless efforts to empower the tribal people by promoting equity and inclusiveness in higher education through its teaching-learning, research, promotion, extension activities, alumni engagement, collaboration and partnership.

1. Teaching-Learning

Ours is the only HEI affiliated to the university having a department of Santali for teaching at U.G. level

The department promotes a district tribal language by teaching Santali language and literature which emphasises the aspects of Indian knowledge system from tribal society.

The department, along with the Departments of Odia, Sanskrit and English help develop a perspective on comparative literature.

The NSS wing of the college emphasises the issues of rights and social justice for the tribal people by undertaking a number of programmes: Similipal campaign, fight against forest fire, awareness campaign against superstition of witch hunting, free eye cataract surgery, Bal Sanskar, save girl child, Protection of Elephant on the foot of Similipal, Health Camps, massive plantation drive and many others specially in tribal areas.

Departments like Botany, Zoology and Economics have components relating to tribes and the final year students take-up projects relating to the issues of the tribal people and prepare reports.

There is a mechanism for identifying advanced learners and slow learners. Encouraging bright tribal students to achieve their career goal and mentoring slow learners to compensate their learning inadequacies is practised.

1. *Research*

The HEI has signed an M.O.U for Research Cooperation with Research Forum India, New Delhi with the following objectives;

1. to exchange information on research and academic programmes,
2. to exchange information on teaching, learning material and other literature relevant to their educational and research programmes,
3. to jointly organize short-term continuing education programmes on topics of mutual interest and to invite each other's faculty to participate therein,
4. to jointly organize seminars, conferences, or workshops on topics mutual interest and to invite each other's faculty to participate therein,
5. to jointly propose and engage in research or training programmes and to engage faculty, scholars and students to participate therein and
6. to exchange, on a reciprocal basis, students at Undergraduate, Graduate and Post Graduate levels for limited periods of time for purpose of education and / or research.

The final year U.G. students take up soft research programmes under the guidance of the teachers of the college (Discipline Specific Elective paper) and prepare reports

Botany

- Diversity and origin of invasive Alien plants in Karanjia locality.
- Edible wild mushroom diversity in Karanjia Block
- Sacred groves : A traditional way of conserving plant diversity in Karanjia, Mayurbhanj, odisha
- Indigenous plant resources and their utilization practices in local market of Karanjia, Mayurbhanj
- Diversified hydrophytes in different aquatic habitats in Karanjia, Mayurbhanj

- List of herbacious plants available in the college campus of Karanjia (auto) college, Karanjia Mayurbhanj
- Collection and documentation of economically important plant species of Karanjia and adjoining region
- Solid waste management in Karanjia N.A.C.
- Diversified hydrophytes in different aquatic habitats in Karanjia.

Zoology

- Isolation and characterization of starch degrading bacteria of soil of Similipal.
- Study on effect of medicinal leaf extract on soil bacterial culture.
- Study on diversity of insects in Karanjia locality.
- Study on butterfly in and near karanjia locality.

Economics

- Sustainable development: A New Approach in Transforming India
- Digital India movement.

Political Science

- Domestic violence
- Women Empowerment through Panchyat Raj and Mission Shakti

1. *Extension*

Chariot for eradication of superstition: In order to create an awareness against the evil practice of witchcraft in tribal societies, a campaign by the College in the form of a chariot with photographs.

Save Similipal campaign: mostly in tribal villages around Similipal to conserve its biodiversity and preventing occurrence of forest-fire.

Awareness camp on Prevention of Forest Fire in Similipal Bio-reserve.

Awareness camp on Gaja Surakhya (Elephant protection) in Similipal Sanctuary Reserve

Awareness camp on Health camp in Dudhiani range of Similipal

Health camp in Karanjia Rural Area

Distribution of sanitary naps in karanjia locality

Eye Camps and free cataract surgery and after care

Massive plantation in the adopted village 'Ankura' and in Surubali, Sukruli and on the road sides.

Awareness camp on women's

Exploring the Knowledge on History , structure and the archeologic importance for NSS Volunteers at Kichakeswari Temple, Khiching

Awareness Rally on Save Cow, Save Soil and Save Agriculture

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college has introduced 04 UG programmes: Computer Science, Santali, Geology and Education and 02 PG programmes: History and English in the academic session 2023-24. Necessary steps have been taken to introduce more PG programmes along with Self Financing Professional Courses. Adequate infrastructure facilities are underway. Further extra-mural lectures and seminars are organised at different point of time for integrated development of the students. Our NCC cadets and NSS volunteers participate in both Independence Day and Republic Day parade and bring glories to the institution regularly. The alumni have contributed a lot in the task of nation building by joining different professions be it, academics, research, sports and athletics, journalism, film industry, politics or administration. They have made the name of the college conspicuous in every domain of the world and extended a helping hand to the college ungrudgingly in the achievements of its goal.

The program like Santali is engaged in promotion of the distinct tribal language, emphasizing the importance of rich heritage of local tribes and to study these local tribal communities inhabiting the Similipal Biosphere respectively. In addition, Environment, Climate change, Biodiversity and its Conservation and Sustainable development are also the focused area. NCC shall be introduced as an elective paper from the academic session 2023-24 as per the order of the Government and notification of the parent University.

Concluding Remarks :

To conclude, although there is always scope for enhancement of quality and quantity, with all humility we could say that we have tried our best during the last five years to comply with the requirement of seven criteria in terms of both qualitative and quantitative metrics to impart a value-based, multi-disciplinary and holistic education to our students.

The recommendations of the Peer Team of Second Cycle to our college in 2015, modified guidelines of NAAC and New Education Policy of 2020 have acted as guidelines for the institution during the last five years. The challenge was all the more paramount during the Pandemic. The Pandemic taught us how to transform the crisis into an opportunity by conducting our teaching-learning and examination on virtual platform.

The College has taken necessary steps on each aspect of the seven criteria by means of implementing recommendations of the last Peer Team, introducing various policies for strengthening teaching-learning in the form of experiential learning, revising curricula, strengthening the eco-system of research, innovation and IPR by a research promotion policy, providing seed money to young faculty members and financial incentives to nurture innovation quality of students, encouraging students in undertaking socially and locally relevant extension activities, etc.

Although located in a backward area with a concentration of tribal population , with less GER (Gross Enrolment Ratio), the challenge for the institution is, how to transform the first generation tribal students into change agents for their respective communities, how to enable them contribute to knowledge-economy of a twenty-first century India and making India a knowledge super power.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 333 Answer after DVV Verification: 326</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 333 Answer after DVV Verification: 326</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																														
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification : Answer After DVV Verification :4</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																														
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>266</td> <td>224</td> <td>224</td> <td>210</td> <td>210</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>192</td> <td>192</td> <td>192</td> <td>165</td> <td>167</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>266</td> <td>224</td> <td>224</td> <td>210</td> <td>210</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	266	224	224	210	210	2022-23	2021-22	2020-21	2019-20	2018-19	192	192	192	165	167	2022-23	2021-22	2020-21	2019-20	2018-19	266	224	224	210	210
2022-23	2021-22	2020-21	2019-20	2018-19																											
266	224	224	210	210																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
192	192	192	165	167																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
266	224	224	210	210																											

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
229	229	229	215	215

Remark : DVV has made changes as per the report shared by HEI.

3.5.1 Revenue generated from consultancy and corporate training during the last five years

3.5.1.1. Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.10	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has considered the given input as the date mentioned on the supporting documents id beyond assessment period.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	53	03	10	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	30	03	10	09

Remark : DVV has made changes as per the report shared b y HEI.

3.7.1 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

Answer before DVV Verification :
 Answer After DVV Verification :10
 Remark : DVV has made changes as per the report shared b y HEI.

5.1.3 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, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any 3 of the above
 Remark : DVV has made changes as per the report shared b y HEI.

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	05	03	47	41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	02	00	02

Remark : DVV has made changes as per the report shared b y HEI.

5.3.3 The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Answer before DVV Verification : B. Any three of the above
 Answer After DVV Verification: D. Any one of the above
 Remark : DVV has made changes as per the report shared b y HEI.

5.4.1	<p>Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:</p> <p>5.4.1.1. Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10000</td> <td>10000</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.10</td> <td>0.10</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared b y HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	10000	10000	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	0.10	0.10	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
10000	10000	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.10	0.10	0	0	0																	
6.3.2	<p>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>04</td> <td>02</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>04</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : DVV has considered the teachers who are provided with the financial support of Rs. 2000 and more.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	03	04	02	01	01	2022-23	2021-22	2020-21	2019-20	2018-19	03	04	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
03	04	02	01	01																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
03	04	00	00	00																	

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations