



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DEVI KANDAL NITYANANDA COLLEGE

**AT/ PO- ERANCH BLOCK- NIALI DIST- CUTTACK STATE- ODISHA
754105**

www.dkncollege.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

ABOUT US

Devi Kandal Nityananda College, Eranch is situated on the bed of pristine Dadhibhadra River. The institution is the brain child of some enterprising and enlightened locals, who strived hard to fill the sphere of higher education in the remote island.

A public meeting was held in December 1979 at the market to chalk out plan of action for setting up a college from beginning of the session 1980-81 in this area. Among those eminent personalities, they are Late Bijayram Acharya, Late Murali dhar Kanungo, and Late Gadadhara Nanda. In the meeting Late Muralidhar Kanungo and Gadadhar Nanda were unanimously selected as the President and secretary of the Governing Body respectively. Sri Nityananda Das, Mahanta Maharaj of Rasbihari Matha was gracious enough to become a donor member by extending his financial helping hand towards the recognition of the College Consistent efforts were made to mobilize funds from village and attempts were made to acquire land from govt. on the basis of lease deeds.

The college started in the premises of L.N High School from 01.07.1980.the journey started with receiving concurrence from govt. to open intermediate Arts Classes with Pol. Sc, History, Economics, Odia and Hindi as optional Subjects from the Academic Session 1980-81 with 128 seats. College got its recognition and affiliation in the year 1980-81. The transition from I. A. to +2 took place in 1983-84.Due to the onrush of students seat in +2 arts was increased to 256 from the session 1986-87. +2 Science was introduced in the year 1986-87 with 128 seats. +2 commerce was started in 1984-85 with 64 seats.

The college was permitted to open +3 Arts with 128 seats from 1986-87.The College was permitted to open +3 Science with PCM having 64 seats along with Hons. In History, Political Science and Education in +3 Arts with 16 seats each in the year 1994-95. +3 Science was allowed to open CBZ with 32 seats in the year 2004-05.

Further Hons. in Botany and Odia was opened with 16 seats each in the year 2006-07 .Permission was accorded to the college to open +3 commerce 64 seats in the year 2011-12 & Hons.

In Accounting and Management in +3 commerce with 16 seats each from the session.

Further in the year 2016-17 History, Political Science , Education and Odia honors seats increased from 16 to 24 each and new Honors subjects opened in Physics, Chemistry, Zoology, Mathematics with 16 sets each and in Sanskrit, Hindi and English with 8 seats each. It is no doubt opened a new vista in the academic curricular of the institution

Vision

VISION

1. To transform the institution to an ideal centre of higher education through a holistic approach.
2. To provide quality education to the students and to make their acquired skill, knowledge and qualification more relevant to global needs.

Mission

MISSION

1. To dispel the darkness of ignorance from the society through dissemination of knowledge.
2. To create an ideal academic environment fostering quality teaching and learning.
3. To create an ambience for greater competitiveness, grooming varied skill and intellectual pursuits.
4. To make higher education accessible to various social groups of the society particularly the economically weaker sections and the women students.
5. To generate awareness among the people against social evils, diseases and to protect and sustain environment.
6. To inculcate among the students, positive thinking, human values, egalitarian & secular outlook, a spirit of social work, for social prosperity and harmony.
7. To build up good moral character of the students with the core values of honesty and discipline.
8. To preserve and protect our rich cultural heritage.
9. To encourage all round development of personality of students.
10. To uplift spiritual, ethical and moral values among the students to arrest unethical escalation of value degradation in the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- There is a cordial relationship between all the students – teachers and parents...
- Libraries equipped with library automation software.
- Mini Forest Babul (550), a Botanical Garden and flowering plants etc.
- Qualified, experienced and dedicated teaching faculty with good retention ratio.
- Student centric approaches for mentoring and effective academic monitoring
- Social responsibility is inculcated through Youth Red Cross, NSS and Rover & Ranger units.
- Safe and Secured Environment for girl students

Own Play Ground

Institutional Weakness

- Relatively poor input status of students.
- Lack of faculty members in research activity.
- Lack of tie-up with other institutions
- Lack of linkage and internship programmes.

- Lack of research centers and research projects in the Institute.
- Lack of role in shaping the curriculum/curriculum of the programmes.
- Limited transport facilities
- Lack of Involvement of Alumni in facilitating campus recruitment.
- Lack of Participation of faculty in National and International professional activities beyond the state.
- Lack of Revenue generation.

Institutional Opportunity

- Faculty with potential for more research projects and publications.
- Possibility of generation and utilization of more solar energy in the campus.
- Possibility of creating e-content by teachers.
- Opportunities to conduct more UG and PG courses through self-financing.
- Strengthening of remedial/tutorial classes to improve results at UG level.
- Motivate students to undertake interdisciplinary and sponsored projects.
- Emphasis on collaboration activities.

Implementing NEP 2020 guidelines

Institutional Challenge

- An institute with women students coming from varied socio economic background.
- Placement with higher annual package.
- Attracting quality top ranking students to the institute.
- To establish academic collaborations with reputed institutions.
- Time bound completion of the course which is often hampered by the conduct of government works.
- Organization of national seminars and minor/major research hindered by paucity of funds.
- Due to lack of money, the play ground cannot be developed.
- Adapting to a rapidly changing world with cutting-edge technology
- Unavailability of hostel facilities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. CURRICULUM ASPECT :

Our college is affiliated to Utkal University, Bhubaneswar, Odisha. The institution strictly adheres to the curriculum framed by the University. At the outset of each academic year, the college frames an academic calendar in accordance with the guidelines and schedules prescribed by the university. While implementing the curriculum, the college gives weightage to academic improvement along with over-all development of students by encouraging them to actively participate in various curricular and co-curricular activities of the college. To enrich the curriculum and to enhance the experiences of the students, seminars, discussions, quizzes, presentations, assignments, educational tours and botanical excursions etc are regularly organized. To impart awareness on social, moral and ethical principles of life, the college has NSS, YRC and SCOUT GUIDE. The

college always strives to create a learning environment based on knowledge and universal values. It aims at making the learners fully aware of the challenges of the changing uses. To accomplish the effective implementation of the curriculum and to bring about changes in the methods and techniques of teaching, the institution also takes formal as well as informal feedback from its stakeholders including students).

Teaching-learning and Evaluation

1. TEACHING-LEARNING AND EVALUATION:

The aim of the college is to provide quality education through an effective teaching learning process ,skill development and integrated personal progression .It adopts an inclusive approach to maintain equity and ensures access to all the resources of the college irrespective of caste, creed and color

Regular classes are conducted and attendance records of the students are maintained. The college organizes seminars, workshops. Competitions, tutorial classes and discussions etc at departmental level to promote academic growth. To establish a connection between understanding gained in the classroom and real-life situations, the college organizes excursions, field trips and educational tours. The college makes special efforts to motivate students to participate in community oriented programmes through the YRC, Rover & Ranger and NSS to encourage awareness of the changing social relevance and contexts of education, Students of the college are also encouraged to actively involve themselves in sports and cultural activities at college as well as university level To assess the performance of learners, formative assessment is planned and executed by the college through regular class tests and House Examinations. The overall performance of the students is measured on the basis of their achievement in formative and summative assessments as per the guidelines of the affiliating University The IQAC of the college is working towards making improvements in the teaching-learning process by studying the needs of the staff and students

Research, Innovations and Extension

1. RESEARCH, INNOVATION AND EXTENSION.

Education today is not just text and classroom learning. It should stress on practical learning .The college imbibes the research culture to develop analytical skill and critical thinking for the faculty members and students by providing various avenues for practical learning. The college atmosphere has encouraged the faculty members to organize seminars and conferences to strengthen research culture. The students are also encouraged to take up real time projects. The management plays a proactive role in encouraging research by liberal provision in the budget for minor and major projects .This encourages the faculty members and students to undertake projects to a great extent . Faculty members have published journals To promote research activities among the faculty members, the college recommends their study leave .The institution also makes constant efforts to instill a scientific temper among its students .The department of physical education provides technical support and services free of cost for organizing sports activities. The college actively remains involved in various extension activities and community services through the NSS, YRC and ROVER RANGER.

Infrastructure and Learning Resources

1. INFRASTRUCTURE AND LEARNING RESOURCES:

The college is situated on the river bed of Dadhibhadra sprawling over more than 10 acres of land. It is a self-contained campus and caters to the students' academic, cultural and sporting needs. The college building has three blocks namely Arts block, Science block and Commerce block. The college has adequate infrastructure facilities to sports and games, cultural activities, NSS, YRC, ROVER RANGER and teaching learning needs including library and laboratory facilities. The growth of the infrastructure keeps pace with academic growth of the college. The college has requisite infrastructure facilities for indoor and outdoor activities, seminars, conferences, presentations and library with sufficient collection of books. The college has a reading room for the students with adequate furniture adjoining to library.

Student Support and Progression

1. STUDENT SUPPORT AND PROGRESSION:

To promote the culture of excellence among the students and for their holistic development, various curricular and co-curricular activities are organized by the college. The college ensures its commitment and accountability by constituting various committees and societies for the proper implementation of the activities. One or more sports and/or cultural inter-college event is hosted by the institution every year according to the university sports/cultural calendar. Students are inspired to actively participate in different competitions held during an academic session. The college encourages students' participation in seminars, class room interactions and project work along with various activities of the NSS, YRC and ROVER RANGER. They are motivated to contribute their creative ideas, thoughts and innovations in the college magazine. The college has introduced welfare schemes and free ships for meritorious and needy students. A book bank has been created in the college library to assist the needy students. A Several outgoing students appear different competitive examination conducted by central government and state government and has passed in these examinations. The administration of the college related the importance of good health and sound mind for the all-round development of students. Therefore, in the last five years, the institution organized a good number of awareness programs related to health and body. The institution has organized Yoga programs with a regular interval for spiritual and mental health. The institution in this direction organized health camp and other awareness program to make students active and alive. Participation in sports and cultural activities by students is equally important along with the cognitive development of students. In this regard, the institutions have constantly been encouraging students to participate in various national, international, and university level sports and cultural competitions and have been providing adequate financial support to participate in those events.

Governance, Leadership and Management

1. GOVERNANCE, LEADERSHIP AND MANAGEMENT:

The vision and mission of the college clearly defines its rich tradition, activities and aspirations. The management of the college is well articulated transparent and dynamic. At present Dr. Subash Chandra Senapati is the president Governing body, and principal Sri Markandeswar Mohapatra is the ex officio

secretary. The internal administration of the college is bestowed to the Principal who acts as the academic and administrative head of the college. The college functions as a decentralized administrative structure with Principal as the head. The Principal functions through different committees such as admission committee, academic committee, budgetary committee, purchase committee, library committee, NAAC steering committee & IQAC. The Principal takes into consideration the opinions of staff council & IQAC for formulating and implementing its quality policies and plans. All the matters are discussed in the staff council and collective decisions are taken into consideration, which are executed through different departments and committees. The academic activities are monitored by the Academic bursar and the heads of the departments. The Principal of the college interacts with the heads of the departments, heads of different committees, representatives of different stakeholders to assess the different programmes and activities. The institution formulates its academic, cultural and developmental action plans taking into consideration the needs and requirements of the students, faculty and the institution. The institutional mechanism for financial management consists of the Principal, Accounts bursar, Head clerk & the Accountant. Transparency is maintained in all financial transactions. The financial management of the college is subject to external audit by Local Fund Audit, Govt. of Odisha. The institution has established an IQAC. The objectives of the IQAC are to provide quality benchmarks to various academic, infrastructural & administrative development of the college.

Institutional Values and Best Practices

1. INSTITUTIONAL VALUES AND BEST PRACTICES:

The college has been doing needful works in promoting gender equity and providing a safe, secure, and supportive environment to female students, teachers, and non-academic staff of the Institute. The gender audit has been well initiated by the college. Besides, women cell, anti-ragging committee, Internal complaints Committee, prevention of sexual harassment committee etc always very active to create an environment of equity and dignity for women.

For maintaining the quality of environment and energy conservation, the college regularly assesses the quality of the environment by conducting environmental and green audit, energy audit, undertaking cleanliness drives, plantation drives, and awareness programs, auditing biodiversity, preparation, and use of vermin compost fertilizer etc.

Students from diverse geographical, socio-cultural, and economic backgrounds have been coming to college since its establishment. In view of this backdrop the institute takes measures to sensitize different stakeholders on the issues like environmental harmony, national integration, and fraternity. The college celebrates National Festivals and important occasions such as Republic Day, Independence Day, International Women's Day, Utkal Divas, National Girl Child Day etc. every year which allows students, teaching, non-teaching staff of diverse background to come on a single platform and promote national integration

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DEVI KANDAL NITYANANDA COLLEGE
Address	AT/ PO- ERANCH BLOCK- NIALI DIST- CUTTACK STATE- ODISHA
City	Cuttack
State	Orissa
Pin	754105
Website	www.dkncollege.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	MARKANDE SWAR MOH APATRA	0671-7735646761	9937992399	-	dknc1980@rediffm ail.com
IQAC / CIQA coordinator	ASHOK KUMAR SAHOO	0671-	9040577572	-	ashoksahoo1470@ gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Orissa	Utkal University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT/ PO- ERANCH BLOCK-NIALI DIST- CUTTACK STATE- ODISHA	Rural	10.45	20234.28

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	Integrated(UG),English,	36	CHSE AND EQUIVALENT PASS	English	8	1
UG	Integrated(UG),Odia,	36	CHSE AND EQUIVALENT PASS	Oriya	24	17
UG	Integrated(UG),Sanskrit,	36	CHSE AND EQUIVALENT PASS	Oriya	8	5
UG	Integrated(UG),Education ,	36	CHSE AND EQUIVALENT PASS	Oriya	24	24
UG	Integrated(UG),History,	36	CHSE AND EQUIVALENT PASS	Oriya	24	14
UG	Integrated(UG),Political Science,	36	CHSE AND EQUIVALENT PASS	Oriya	24	21
UG	Integrated(UG),Hindi,	36	CHSE AND EQUIVALENT PASS	Oriya	8	8
UG	Integrated(UG),Botany,	36	CHSE AND EQUIVALENT PASS	English	16	8
UG	Integrated(UG),Zoology,	36	CHSE AND EQUIVALENT PASS	English	16	12
UG	Integrated(UG),Physics,	36	CHSE AND EQUIVALENT PASS	English	16	7
UG	Integrated(UG),Chemistry,	36	CHSE AND EQUIVALENT PASS	English	16	0
UG	Integrated(UG),Mathmeti	36	CHSE AND EQUIVALENT PASS	English	16	3

	cs,		NT PASS			
UG	Integrated(U G),Commerce,	36	CHSE AND EQUIVALA NT PASS	English	32	4
UG	Integrated(U G),Sociology ,	36	CHSE AND EQUIVALA NT PASS	Oriya	8	0

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				0				36			
Recruited	0	0	0	0	0	0	0	0	18	11	0	29
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	1	4	0	5
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				25
Recruited	1	1	0	2
Yet to Recruit				23
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	3	0	7
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	12	6	0	18
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	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	53	0	0	0	53
	Female	71	0	0	0	71
	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	11	14	7	10
	Female	24	18	13	17
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	15	33	13	11
	Female	27	14	19	15
	Others	0	0	0	0
General	Male	46	47	34	31
	Female	55	50	32	39
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		178	176	118	124

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The interdisciplinary approach to learning is promoted by the College to expand the student's horizons of knowledge. This is primordially archived by specific Elective courses (SEC) in the 3rd semistar of U G programmes by the Students in +3 Arts, Science & Commerce and faculty members. To Students are offered to read A E C C courses in their 1st & 2nd Semistars. The Generic Elective courses are introduced in 1st, 2nd , 3rd , & 4th semistar s for all Arts, Science & Commerce students.
2. Academic bank of credits (ABC):	Academic Bank Credits is an integrated part of National Education Policy. The college is affiliated with Utkal University, BBSR, Odisha and flows

	curriculum stipulated by the university. As per instruction of the University all students of U G classes were registered with ABC in the year 2023 to avail the facilities provided in ABC.
3. Skill development:	D. K. N. College promotes skill Development sessions and activities as a capacity building measure. Training in different disciplines of skill development like life skill, First AID, Disaster Management (included in course curriculum in AECC) is imparted to students of all discipline.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Integration of Indian knowledge system, including Indian language, culture is given importance in curricular & extra curricular activities. The study of Hindi, Sanskrit and Odia is offered as an optional common course in all UG programmes. Hindi Divas and Utkal Divas are organised by the departments with interdepartmental seminars and competitions.
5. Focus on Outcome based education (OBE):	Outcome based education focuses on measuring students performance i. e. outcomes at different levels. Our institution is posed to implement an OBE circular meticulously tailored to regional needs with rural students. The institution is affiliated to Utkal University, BBSR and adheres to the curriculum designed by it. The aim is the design curriculum as per the regional and global requirements with clearly stated programme outcomes and course out comes to prepare students as per the requirement of job market.
6. Distance education/online education:	On line education became routine modes of learning for students during pandemic period with using several digital platforms namely Google meet, Google Classroom, and Zoom etc. All academic transactions including class, interaction session, doubt clearance class, seminars and project submission were effectively done through these platforms. Several seminars and talks on different issues were also organised in this period.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	1. ELC has been constituted by the college in the year 2012 and functioning along with Youth Red Cross. The Principal is the chairperson of ELC with YRC Counsellor as the faculty coordinator. One Student is
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	nominated as Student Coordinator with 50 students from different units like YRC, NSS and Rover & Range as members of the club. The object of the club is to sensitize students and community about democratic rights and role and responsibilities of voters.
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?	Sl. No. Name Designation Roll 01 Mr. Markandeswar Mohapatra Principal Chairperson 02 Mr. Gopal Krushna Mishra Lecturer Faculty Coordinator 03 Miss Alliva Rout +3 3rd yr Arts Student Coordinator 04 Mr. Gyanaranan Dash +3 3rd yr Arts Member 05 Mr. Satya Narayan Senapati , +3 3rd yr Sc Member The ELC is functional with the following Objectives. 1. To create awareness and interest among faculties and students through awareness activities and camps. 2. To educate the targeted populations about voter registration, electoral process. 3. To familiarize the targeted populations with EVM . 4.To help the targeted unaware people understand the value of their vote. 5. To facilitate voter registration. 6. To motivate the Students to participate in ELC activities.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	ELC activities undertaken by the ELC club. 1. 08.11.2021: Awareness camp on Voter helps line and New registration app. 2. 15.11.2021: Competitions on Debate, Painting and Essay were organised among students. 3. 12.09.2022: Camp on linkage of Adhara to voter ID 4. 15.01.2023: Observance of National Voters Day 5. 12.09.2023: Lunchining programme of "MU bi Mita Didi" 6. 16.11.2023: Voter awareness campaign 7. 15.01.2024: Observance of National Voters Day
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.	Miss Alliva Rout, Student Coordinator was selected for " Mu Bi Mita Didi Hebi" campaign as ambassador of a\electoral awareness programmes in the college and locality by the Block administration. She was awarded by the block administration for her contribution in this regard. 02 Student members were nominated and attended district level awareness programme and their deliberation were appreciated by the district administration. 10 Students members of the ELC were nominated to assist the PWD voters in the booth in 2024 General Election.
5. Extent of students above 18 years who are yet to be	With the technical support Block Development

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.

Office, Niali, voter registration of Students not registered as voter after attending 18 years of age was conducted and out of 82 targeted students 71 students were registered with using the voter helpline app. New prospective voters attending the age 17 were aware for registration through voter help line.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
470	427	405	405	405
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 21

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	25	27	29	29

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
73.07	66.38	69.93	47.90	53.69
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process Response: The college syllabi are developed by university. This is processed through discussions in a series of academic bodies starting with the Board of Studies (BOS), then the College Board, and finally resolved in the highest academic body, the Academic Council.. The setting of question papers for undergraduate courses is generally done by college teachers. In the year 2016, D. K. N. College, along with all colleges affiliated to Utkal University, formally adopted the Semester System and which was implemented from the academic session 20156 The college, in adherence to this academic system and diary, has two academic sessions per year, with each session carrying four papers or courses. In each session, classroom lectures are delivered by teachers, with students evaluated on the basis of internal (which includes tests and written assignment papers) and a written examination at the end. The value allotted to each paper is a total of 100, of which 20 marks is for the internal, and 80 for the end semester examination. To ensure effective delivery and timely completion of the curriculum, the curriculum is distributed to the course instructors/ teachers by their respective heads. A printed copy of the of their allocated portions is given to the faculty members before the commencement of each semester. Upon this, the teachers present a lesson plan before the commencement of classes. A convenient and viable time table is prepared before the commencement of every academic session. The time table is given to the students at the time of Induction. During the course of the session/semester, the H.O.Ds monitor their colleagues to ensure that they follow up with the required inputs in servicing the curriculum according to plan. At the completion of each semester the teachers informed their respective HODs of the completion of the course. Students are facilitated with library resources of standard texts and additional reading materials. Students are given home assignments and are encouraged to prepare their own study materials in consultation with the teacher concerned. Efforts have been made to make classroom teaching interactive with group discussions, brain storming and practice teaching. Seminars, debates, quizzes and extra classes also prove helpful in instilling confidence to the students by way of improving verbal articulation and communication and clarity in understanding. Project work, field trips are undertaken as and when required in the curriculum. Students are also taken on exposure tips to broaden their knowledge.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 09

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 9.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	174	00	15	14

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

1.3.1 : Curriculum Enrichment --- In order to integrate the University curriculum with academic programmes ,goals and objectives of institutions, the college takes the following initiatives - . The college organizes state and National level sponsored Conference with resource persons of National reputation to improve the intellectual standards of teachers and students.

* Academic seminars, group discussions, quiz competitions among the students, written tests are conducted regularly in the college. Communicative English and computer literacy programmes are offered to the to develop their communicative skill and technical ability.

NSS and YRC units of the college conduct regularly awareness programme such as health, environmental protection awareness against social evils, service camps and blood donation camps for the social development and harmony.

*The observation days such as Independence Day , Republic Day, Teachers Day and National Education Day, National Youth Day etc are observed to develop the consciousness National integration.

* The International and World observation days like International Women's Day march 8th. World Red cross Day May 8 World Environment Day 5th June World Blood Donors Day June 14th UN Day and World Aids Day Dec 1st are observed to develop a humanitarian, cosmopolitan and international outlook.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 0.21

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

Response: 1

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

Response: D. Feedback collected

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 17.43

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
59	58	39	44	51

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
288	288	288	288	288

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 47

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	67	41	73	81

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
140	140	140	140	140

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 22.38

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

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

The college places a strong emphasis on student-centric activities to create a comprehensive and engaging educational experience. The active learning methods adopted in the college are designed to enhance the learning process and prepare students for real-world challenges. Here are some key strategies employed in the college:

A. Integrated/Inter-disciplinary learning:

Our college employs interdisciplinary teaching methods, emphasizing student-centric learning. This approach encourages students to explore connections between different disciplines, fostering a holistic understanding of knowledge.

B. Self-Directed Learning:

Students are assigned seminar topics for promoting self-directed learning. They present these topics before faculty from various disciplines, engaging in interactive sessions that enhance their presentation and communication skills.

C. Project-Based Learning:

Under the guidance of faculty members, the 6th semester students of different disciplines conduct research and prepare project report to get the practical knowledge of different areas under study.

D. Role Play for Health Awareness:

Students of NSS, YRC, and Rover Rangers conduct role plays to create health awareness programmes and field trips, addressing various topics such as HIV-AIDS, environmental pollution, disaster management, first-aid, yoga, adoption village, blood donation, eye donation, distribution of sanitary pads etc.

E. Participatory Learning:

Students are encouraged to actively participate through small group discussions, peer learning, role plays, projects, presentations, seminars, conferences, self-work etc.

F. Problem Solving Methodologies:

The college incorporates interactive discussions, problem-solving exercises, home assignments, group activities, student-led quiz programs as a means of problem solving teaching methods.

G. Humanities and Life Skill Programs:

Humanities play a pivotal role in enhancing students' attitudes, ethics and communication skills.

H. Other Key Strategies:

The institution has advanced facilities, including Wi-Fi, projectors, audio systems, high-speed internet, learning resources, tutorials, and assignments. Collaborative learning, and outcome-based education are promoted.

Impact of Active Learning Methods:

The innovative methods of the college have significantly enriched students' academic journeys, fostering personal growth and readiness for the real world. These methods deepen understanding, boost confidence, and apply theory practically for the benefit of both students and rural communities. They instill empathy, bridge theory and practice, and hone critical thinking. The result is a cadre of well-rounded, competent, and socially responsible professionals ready to make a meaningful impact.

In conclusion, active learning methods create a dynamic and engaging educational environment, equipping students with the skills and knowledge needed for success in their respective fields.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 72.78

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
36	36	36	36	36

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 19.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	4	4	4

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

2.5.1 Mechanism of Internal/External Assessment is transparent and the grievance redressal system is time-bound and efficient

The college adheres to the regulations and instructions set forth by the Utkal University for the evaluation procedure. The college has created a successful procedure which is transparent and based on outcome-based education. A centralized examination committee is constituted, comprising the Principal as Superintendent and senior faculty members as Deputy Superintendent and other teaching faculty as

members for the smooth conduction of mid-semester and semester examinations. The exam committee looks after the examination-related aspects and is responsible for framing rules, notifications, circulars, and other documents related to examination.

The academic calendar is prepared at the start of the semester in line with the university calendar. A student has to appear for all the examinations as per the academic calendar. Each faculty handling the course must submit one question paper as per the instructions shared by the exam cell and reviewed by the head of the department for mid-semester examination.

All the examination-related grievances are addressed as follows:

At the College level:

At the college level, the examination redressal committee consisting of HODs from all the departments and officer-in-charge of examination cum convenor is nominated by the principal. The examination redressal committee is responsible for the centralization of all the examinations. Impartial evaluation is done by the respective faculties. After the evaluation, the answer books are to be shown to the students to enhance self-evaluation and for their self-satisfaction. If any clarification is required, it is addressed in the class itself by the concerned faculty. The model answers discussed in class assist the students in identifying their mistakes and making the required modifications to their question-answering strategies. The internal marks are shown on the noticeboard.

If a student is not satisfied with the marks awarded in mid-semester examination, they can approach the HOD or Principal if needed to address the problem. Based on the performance of the students in Internal Assessments, bright and slow learners are identified by the class coordinators. The students can discuss their issues with their mentors also. Remedial sessions are conducted for the students who perform poorly in the Internal Assessments. If the student misses their IA for valid reasons, another chance may be given for additional IA. The Internal Assessment marks are entered into the University online portal within a stipulated time frame.

At the University level:

Any query related to examination results, evaluation of answer scripts, correction in mark sheets are handled at the University level. If a student has any grievances related to the evaluation of university answer scripts, he or she may approach the concerned faculty for follow-up action. In this situation,

students may apply for the revaluation of their answer scripts.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

2.6.1 Programme(POs) outcomes and course outcomes(COs) for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and the stakeholders. After attainment of consensus, the same are widely propagated and publicized through various means such as display and/or communication specified hereunder.

- Website
- Curriculum /regulations books
- Class rooms
- Department Notice Boards
- Laboratories
- Student Induction Programs
- Faculty meetings
- Alumni meetings
- Automated Library

While addressing the students, the HODs create awareness on POs, PSOs and COs. The faculty members, class teachers, academic bursars also inform the students and create awareness and emphasize the need to attain the outcomes.

Program outcomes (POs) represent the knowledge, skills and attitudes of the students at the end of a degree program. Program Specific Outcomes (PSOs) means what the graduate students of a specific degree program should be able to do and Course Outcomes(COs) are the resultant knowledge skills that the students acquire at the end of the course. It defines the cognitive processes a course provides.

The IQAC of the institute guides the departments regarding the preparation of program outcomes, program specific outcomes and course outcomes. These are charted by the departments in alignment with the university prescribed syllabus, the core values and objectives of the institution. Each department,

following extensive discussions, according to the nature and scope of the Programmes and Courses offered by them, prepare Course outcomes.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

2.6.2 Attainment of program outcomes and course outcomes are evaluated by the institution

The level of attainment of Program Outcomes, Program Specific Outcomes and Course Outcomes are measured by using various indicators throughout the semester of the academic year.

The faculty records the performance of each student with the help of the specified course outcomes through a continuous evaluation process. The faculty provides home assignments to students, conducts internal tests, viva-voce, surprise tests, quiz, projects etc. in order to assess the Programme Outcomes and Programme Specific outcomes attained by each student.

Some of the key indicators of measuring attainment are:

1. End Semester University Examination:

Being a constituent college of Utkal University, the students of the college are required to take examinations as per the semester pattern set by the university, through which the college measures Programme outcomes based on the course attainment level fixed by the Programme.

2. Internal Assessment:

The Internal Assessment constitutes 20% (Non-practical Paper) and 15% (Practical Paper) weightage of the total marks (100) in each subject. The students are given assignments which are designed in alignment with Programme Outcomes of the respective subject. Additionally, internal/class tests, quiz, viva etc. are conducted repeatedly in a semester to judge the performance of students on a regular basis.

3. Practical Assessment/ External Assessment:

It is evaluated by inviting external experts appointed by the university to evaluate each student by conducting Practical examinations, and taking Viva-Voce and evaluating the practical and project

reports.

4. Result Analysis:

At the end of each semester, result analysis of each course is carried out using tabulation method indicating the percentage of students falling in different categories of CGPA obtained. This is an effective indicator in order to evaluate the level of attainment of POs, PSOs and COs as specified by the university.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 86.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	118	131	136	126

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	119	143	169	176

File Description	Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.47

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the 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

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

3.2.1. DKN College has organized Workshops/Seminars/Webinars/Technical Talk on Innovation and Entrepreneurship, making the students community more passionate towards Entrepreneurial activities. The institution and faculty members of the college encourage the students to come up with creative and innovative ideas not only in classrooms but also during seminars and Talk programmes. DKN College has taken various initiatives for creation and transfer of knowledge to the students by organizing Field Trips, Industrial Visits in order to give them practical knowledge.

Indian Knowledge System- India has a rich heritage and traditional knowledge in the field of Arts, Literature, Agriculture, Mathematics, Astronomy, Numerology, Medicine, Architecture, Economics, different regional languages, music, dance, Engineering and Technology and so on. In order to preserve the Indian ancient traditional knowledge, DKN College has organized workshops/Seminars/Webinars related to IPR, Entrepreneurship etc. to transfer the knowledge among the students and faculties.

Incubation Cell-The Institution is putting effort to establish the incubation center at its campus to encourage the Innovative idea of its student.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 112

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	19	21	23	23

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	4	0	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	0	2

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

As DKN College is located in rural area its greatest strength lies in its ability to ensure holistic growth of rural students via numerous platforms such as NSS, Rangers and Rovers, Youth Red Cross Society.

Further the activities and work of these student bodies inside and outside the campus help establish excellent bond between college and neighbouring communities in many ways. These activities assist college to nurture enlightened, socially aware and highly responsible citizens. DKN aspires to preserve traditional Indian values with modern outlook and provide knowledge and quality education necessary sustaining in 21st century world. It aims to achieve excellence by creating man power with high degree of academic knowledge and socio-cultural values to meet national and global challenges. The institute is conscious of its role in campus community connection and wellbeing of its neighborhood and has initiated a number of community development activities. DKN College has initiated various extension and outreach programs among students and staffs to motivate them to understand social issues.

Youth Red Cross Society of DKN College was Started during the academic year 1993-1994. It organizes various activities such as Blood Donation Camps, First Aid Training Programmes, Blood Screening Camps, Medical Camps, Workshops, Visit to Blood Banks, visit to Orphanages and so on. The role played during the times of disasters, emergencies and promoting health and care of vulnerable people and communities is well recognized by the local communities of neighbouring villages. Further, Red cross society of DKN College was awarded presidential award in the year 2016 in recognition of its exemplary service to society. For out reach programmes YRC unit of the college, The Counsellor and 4 numbers of YRC volunteers were received the Governor awards.

Youth Red Cross is a young and vibrant wing of IRCS, Odisha Branch. Youths have to potentiality to change the course of the society towards the path of human values and intense fellow feeling with proper guidance and motivation.

DKN College has established NSS unit in the year under which various extension activities and outreach programs were conducted to sensitize the students to social issues for their holistic development. Few of the outreach programs addressed were visiting old-age Home, Swachh Bharath Abhiyan, Road Safety Program, Health and Hygiene Program, Anti-tobacco Program, Say No to Plastic, ., The students of DKN College actively participated in the above programs under NSS that helped our students to realize the importance of Cleanliness, Road Safety, Health and Hygiene, Pollution Control, Plantation, Saving of Water etc.

The Rovers and Rangers Unit started functioning in this College from the session 2004-2005 and since then, it has strived to live upto its motto of developing a sense of good citizenship among the youth by developing their character, health, skill and spirit of service, through social contacts and activities.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Our College even in a rural area we are regularly organising out reach programmes through Youth Red Cross, Rover & Renger, and NSS units in near by villeges which are adopted by these different units. The different units of the college organised Disater Management training, First Aid training, Plantation, hand wash practices in schools, Swacha Bharat , and Social Service Camps in these adpted villages. For these outstanding activites Rover & Ranger and YRC units received many state and National awards.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 42

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	5	17	5

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	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

3.5 Collaboration**3.5.1**

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

five years.

Response: 0

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

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

The College is keen on the quality of teaching, learning and research, and ensures it through adequate infrastructure and physical facilities.

- Twenty classrooms
- One seminar cum conference hall
- Library cum reading room
- Two LCD projectors
- Well-equipped Laboratories for Chemistry, Botany, Physics, Zoology
- Blackboard, white board and Green chalk boards in classrooms
- Campus under CC TV surveillance
- One Computerized Examination Cell
- Computerized administrative office.
- One strong room for university valuation zone
- One sports room
- One NSS Office
- One Rover and Ranger Office
- One IQAC Cell
- One store room
- One common room for boys
- One common room for girls
- Sufficient number of lavatories
- Adequate Drinking facilities
- Temple of lord Ganesh inside the campus
- One stage for different cultural programmes
- One generator for power backup
- 4 inverters

Cultural:

College has provided a number of facilities for supporting extracurricular activities related to culture, sports, games and yoga. One conference hall of 1500sqft with a seating capacity of 200 and one open air theatre with 2000 seating capacity was established for conducting Literary and cultural events. College will encourage students to participate in various college levels, state level and national level competitions by providing financial support. College has established cultural committee comprises of staff and student members.

Other than organizing events students are allowed to learn western dance, classical dance, Music (vocal and instrumental) conference hall weekly once by the concerned persons recruited by college at free of cost for the UG students. YOGA classes are arranged at a regular interval for the students by yoga teacher.

Sports and Games:

The Physical Education Department of the College has been established in 1980. It took the responsibility not only to provide the necessary infrastructure that helps the students to inculcate good habit of playing games but also to develop the sportsmanship and comradeship.

1. The college had earmarked two acres of land for Outdoor games namely: Cricket, Volley Ball, Ball Badminton, Throw Ball, kho-kho and multipurpose ground for Soft Ball and Foot Ball.
2. The college is provided with Indoor games also in an area of nearly 300 Sq.m, for Caroms, Chess, Badminton etc., to hone the skills in the respective games as well as to enhance the physical fitness of the students and faculty.
3. The college organizes Annual Athletic Meet every year which encourages the students to participate in different Inter-college competition and university level competition.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 14.1

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
9.6822	14.9032	11.83234	6.36526	1.0582

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

4.2.1 Library is automated with digital facilities using Integrated Library Management System (ILMS)

Library Details

The Library plays a central role in enhancing the quality of academic and research environment in Education institutions. The Institute library is a place in the Institute where huge collections of academic books, journals, magazines, research projects, rare books, other knowledgeable books and newspapers are kept. These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important hub of student life. There, student can check out books, conduct their research, find a quiet place to study, and may be even flip through magazine. The students can extend their search with use of internet, e-books, e-journals etc. made available in the digital library. The Institute library exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means.

Library Services:

The College Library provides different types services to the student and Staff Members such as

Sl. No.	Services
1	Books, Journals, Magazines, Project Report
2	Reference Section with knowledgeable books
3	News Papers
4	Digital Library

File Description	Document
Upload Additional information	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:

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

The Institute is committed to provide state-of-the-art IT infrastructure and services. With the growth of users, IT services and increasing internet bandwidth demand, the institution has scaled up the switching capabilities and implemented latest managed through Wi-Fi access. The up gradation of computer systems is taken up on periodically. The printers and scanners are also upgraded with new additions to the office, library and some departments. The college annually purchases/upgrades and replaces or adds a fleet of computers, hardware's, etc as per the requirements. The IT infrastructure is continually upgraded. The bandwidth has been progressively increased from 16 Mbps to 100 Mbps over a period of 20 years to suit the demands. Biometric scanner based attendance capturing system is upgraded for both teaching and non-teaching staff.

The IT facilities available in our college can be summarized as follows:

- LAN facility
- CC TV Cameras
- Biometric servers
- 8 Desktops with LAN Connectivity
- 6 Printers
- 2 Projectors

File Description	Document
Upload Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 58.75**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 8

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	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 (INR in Lakhs)

Response: 8.6**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
5.5754	5.93615	6.60766	4.58551	4.03837

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	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: 10.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	72	47	00	00

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 0.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	9	0	0	3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	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: 0.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	03	01	00	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	118	131	136	126

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 1.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	2	2	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	2	5	3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 1.6

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

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

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement**5.4.1**

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

Response:

About the Alumni Association

Our institution has an Alumni association for building strong bond between Alumni and present students. They give support to the students through interaction, financial funding, guidance and placement.

Vision:

To Support a life-long relationship between D. K. N. College and its alumni.

Mission:

The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni... to perpetuate a sense of pride in and commitment to the outstanding qualities of the Institution and the education it provides, and to promote, in partnership, a positive image of the Institute and its alumni through communication, service and leadership.

Objectives:

- 1.To encourage, foster and promote close relations between the Institution and its alumni and among the alumni themselves,
- 2.To promote and encourage friendly relations between all members of the alumni body, an interest in the affairs and well-being of the Institution,
- 3.To provide and disseminate information regarding their Alma Matter, its graduates, Faculties and students, to the alumni,
- 4.To initiate and develop programs for the benefit of the alumni,
- 5.To assist and support the efforts of the Institution in obtaining funds for development,
- 6.To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution,
- 7.To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society
- 8.To organize and co-ordinate reunion activities of the Alumni and let the Alumni acknowledge their gratitude to their Alma Matter.
- 9.To collect, publish and distribute such information as may be useful to the alumni and their Alma Mater.

File Description	Document
Upload 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:

6.1 INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 The governance of our college aims to generate knowledge for academic growth and moral values and awareness. The aims and objectives of D. K. N. College are *Physical, intellectual and spiritual development of an individual. *Development of balanced personality in the students *Broadening of the mind, inculcation of values and building of character *To enlighten the youngsters in the line of education in order to meet their future challenges. The motto of the College is 'Progress with wisdom' and it conveys the aim of the College to render quality education that will lead the people from ignorance to knowledge and uplift their well-being. As stated in the vision statement of the college, the vision is to make avail quality education to the rural youth at an affordable cost. We want the students to cater in social, regional and Indian needs. Our institution trains our students hard work and labor undertaken at this level is going to be added in the history of accomplishment in the future of our country. In order to encourage the teaching faculty to deliver and perform to effectively, the Management ensures that steps are taken to reward performing teaching faculty with promotions through the recommendation of the Higher Educational Institution Head through Annual Confidential Reports of each teacher. The College also ensures that all privileges due to the students are made available to them. The College has appointed Nodal Officers for Scholarships from amongst the faculty members to ensure that students are able to register themselves on time and appropriately. Moreover, the College has constituted a number of committees to look into the smooth functioning of the college and to monitor the progress and performances of the students. The College, from time to time, ensures that various training programmes relevant to the enhancement of strong character, aptitude, are organized in the campus. Such measures will help the students exploit their potentials and grant them wisdom to explore the economic opportunities available to them. This is a fact that good values make the students responsible citizens, which will be instrumental in protecting the societal values. Dishonesty and violence have to be done away with from the society with help of moral values and awareness

File Description	Document
Upload 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 is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

6.2.1 The strategic plan of an institution should guide all the departments on key areas .The process involves chance to assess changes in student's needs ,modification of the organization and community expectation . Certain approaches have been effectively deployed to cater to the needs and requirements of the above mentioned areas . The following points are as follows :

- Involvement of the students not only in the field of academics but also in the field of social and cultural activities to ensure that they can meet their potentialities.
- Reflection on the study habits and adopting new methods to encourage students for their upliftment.
- Students' centric strategies have been deployed to understand the process of learning by bypassing their areas of weakness and perform as per their capabilities.
- Promoting flexible thinking and brain storming activities.
- Inculcating diversity among the staff and the students in terms of gender, caste ,color ,religion etc.
- Ensuring holistic development through various activities like yoga, pranayama and meditation .
- Maintaining "four pillars "of an institution (STPM) namely students, teachers, and management in an effective manner.
- Taking care of community needs like public trust, environmental care and carrying out charitable task .
- Managing community expectations through healthy work environment and face to face meetings.

File Description	Document
Upload Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: E. None of the above

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:

6.3.1: The institution has laid down effective welfare measures for teaching and non-teaching staff by providing them support whenever necessary. As part of their continuous effort to equip themselves with new skills and teaching skills, teachers of the college attend training, workshops, seminars, conferences and symposia within and outside the Institution. Our institution sanctions Duty leave as per relevant rules along with travelling and dearness allowance. . The management encourages all teaching staff to pursue further studies and take up academic research like PhD etc to further enhance their capabilities and contribution to their teaching profession. The staff –teaching and non-teaching – can avail special leaves such as Maternity and Paternity leave as per government rules. The Management authority provides for financial security to all staff, teaching and non-teaching by ensuring that each staff under the sanctioned category to avail post retirement schemes either under the old pension scheme or under the new pension scheme (NPS) whichever is applicable.

- Our institutions also provides financial assistance like salary advances to both teaching and non-teaching staff .
- Motivational talks from the experts are conducted in our institution.
- Yoga facilities are also available.
- Staff member sports (Indoor games, outdoor games) are also conducted.
- Periodical health checkup is performed by a team of expert doctors.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response: 6.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	2	2	1

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

6.4.1 Institution conducts internal and external financial audits regularly Response: The College being a government Aided college, is mandated to adhere strictly to the government financial rules. This includes timely and regular auditing to ensure transparency. The financial accounts of the College are audited by the Directorate of Local audit and Accounts. The Office of the Comptroller and Auditor General also handles the process of auditing of the financial accounts of the College from time to time. The College has an internal Audit and Accounts Committee which looks into the accounting system of the college to ensure transparency and financial regularity of the institution. Income and expenditure of the College are also maintained properly in the Book of records. External audit of the institution has been conducted for the past five years and the same is available in the college.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System**6.5.1**

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

Response:

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes Response: The Internal Quality Assurance Cell of the DKN College was set up in 2023 to take necessary measures for quality assurance and enhancement in the college. Keeping in view the requirements of the College to go for assessment and accreditation by NAAC, Bangalore, the college instituted the Internal Quality Assurance Cell of the college, whose objectives are to assure attainment of quality education of the Institute. The IQAC has been able to contribute significantly towards the College's preparedness by setting up different committees to look into various aspects of learning, teaching and physical infrastructure of the Institution. Further, these committees so constituted, were assigned responsibilities and guidelines for functioning. It was also mandated that the various committees function optimally and send their timely report to the IQAC. Another mentionable exercise initiated by the IQAC of the College is the improvement of Infrastructure ensure qualitative and all round development of the students, the teachers of the college are actively involved in various committees that are constituted to ensure the participation and involvement of the

students in various extension activities, extra-curricular activities , sports and cultural event. To encourage the preservation and promotion of indigenous knowledge and skills, and the inculcate the love of one's own culture. The Internal Quality Assurance Cell from time to time also assesses the scope for improvement of the College Library in terms of enhancing its resources and its accessibility to the students. Apart from the above, the Cell (IQAC) has been able to process the placement and promotion of teachers under the Career Advancement Scheme during the last five years. Through the IQAC, the Institute has been able to prepare the ground works for the assessment of the College by the National Assessment and Accreditation Council, Bangalore.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: D. Any 1 of the above

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:

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response: Gender sensitization refers to the modification of behavior by raising awareness of gender equality concerns. Gender sensitization theories claim that modification of the behavior of teachers and parents (etc.) towards children can have a causal effect on gender equality. Gender sensitizing is about changing behavior and instilling empathy into the views that we hold about our own and the other gender." It helps people in "examining their personal attitudes and beliefs and questioning the 'realities' they thought they know. It aims to create awareness among the students about gender equality and women empowerment.

Action Plan: to organize one day awareness programmes in the college. Long term aims and objectives: (a) mobilizing students' view on the existing stereo typical notions of women (b) creating consciousness in the society about the important social issues relating to gender sensitization. Self Defense training for girls/women to be financially, mentally and emotionally empowered.

Specific facilities for women in terms of Safety and security: -In order to ensure safety and security of women facilities, a committee has been constituted for redress of grievances. The Internal Compliance committee is to prevent any sexual abuse towards students and female staff. The College has also installed CCTV cameras in and around the campus. At present construction of Boundary wall around the campus is going to be finished. The college also has a Security Guard at the entrance of the main gate.

Counseling:

The College emphasizes the need of a counseling centre to facilitate the academic, emotional, social and cognitive development of the students to empower in their learning and personal development. Understanding the urgency of the matter the college is initiating steps in having a Counseling Centre in the upcoming academic session.

Common Room :

The Common Rooms of the College are located within the premises of the institute both for the staff and the students. The aim of a common room facility for faculty members is to create a stress –free

environment. The College has separate common rooms for boys and girls.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: D.1 of the above

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

7.1.3

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

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

Response: E. None of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document

7.1.4

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

Response:

Water conservation facilities available in the Institution: 1.Rain water harvesting 2.Borewell /Open well recharge 3.Construction of tanks and bunds 4.Maintenance of water bodies and distribution system in the campus .

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Title of the Practice: “Earn While You Learn” Objective of the practice: Earn While You Learn, is an initiative undertaken by the teachers of D. K. N. College to facilitate the students to supplement their family income, while at the same time continuing their endeavor to learn. The objective of the practice is to encourage the students to come forth and learn while at the same time get an opportunity to earn. This will also boost the retention level of the students in the Higher educational institution such as D. K. N. College.

Context: D. K. N. College is located far away from the nearest city, Cuttack & BBSR. The College cater to the educational needs of rural folks. Therefore, the means of sustenance of the students is mostly drawn from agricultural and its allied activities like horticulture, and basket weaving, husbandry etc. It needs to be stated that most of the students are basically only the first generation or at best the 2nd generation to have a chance to be educated. Therefore for them education, though important, is a luxury that very few people in any village can afford. Sustenance is still a priority in every family. So the priority of every household’s child is to supplement the family rather than go to school or college for education. Therefore, it has been observed that oftentimes students are compelled to abstain from attending classes, especially during weekly market days, to help supplement the family income by carrying their products to the market to sell them. This, however, resulted in their missing out on the teachings for at least twice a week. Hence students are enclosed to take and give tutorial classes to different sections of the students including the down trodden So that a minimal amount can be earned individually and through funding. Extra classes are provided to students there by stemming the high droop out rate.

2. Title of the Practice: “Green and Clean: Beyond Campus” Objectives of the practice: It is the responsibility of ever learned young man to contribute towards society. Achieving a green and clean environment is one of the goals of the Nation even the world as a whole. The objective of this initiative is to impress in the minds of the students and the community to value the significance of a green and clean surrounding, and also to cultivate in them the responsibility to act in achieving the mentioned objective.

The Context: The D. K. N. College is highly recognized for its scenic beauty.

Initiatives for afforestation of the D. K. N. College was taken up by Forest & Environment department, Government of Odisha fell short of the desired result due to lack of community consciousness. Moreover, cleanliness can also be a USP to augment its tourism prospects. As an Institution that has a responsibility and the opportunity to mould the young minds of the future citizenry, we have an appropriate platform to bring about changes in perception and action of the community as a whole. The Institute is also fortunate to have students from the farming community whose connect to the environment is second nature, thus making this exercise and an effortless endeavor .

The Practice: Through various extension activities of the College like the Youth Red Cross, Rover & Ranger, NSS of D. K. N. College has over the years played an important role in creating awareness and sensitizing people and community beyond its campus. This is achieved by organising activities like Cleaning drive, (Swachh Bharat Abhiyan), Tree Plantations, Poster campaign, Debates, Quiz, Painting & Drawing Competitions involving students from the College and other institutions of the area. Seminars on various issues relating to economic prospects of tourism were organized. The College also organizes Lectures on the traditional methods of conservation of nature to reinforce among the student community the value and responsibility of holding on to the wisdom of the forefathers. These plantation drives are followed up by a weeding and airing the roots to ensure that the saplings planted grow and survive. The college also has a scheme to encourage that each student should plant and maintain at least one tree during their time at the college. In the adopted villages, the College through its Youth Red Cross, Rover & Ranger , NSS unit, involve the communities in preserving nature. In these village, the emphasis of the college programmes were the preservation of catchment areas to ensure the survival of water bodies. Such activities go a long way to impress on the minds of the students and community to value their surroundings and to act in order to achieve a green and clean environment even beyond the campus.

Evidence of Success: The success of this practice can be seen in the fact that the trees planted by the students have survived and continue to grow. Moreover, the various programmes, activities, competitions so conducted have achieved one thing – that is, the seed has been planted in the minds of the students and the community about their value of a green and clean environment and their responsibilities toward attaining a better surrounding.

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:

The Institutional Distinctiveness of D. K. N. College lies the Institute's Inclusiveness. Nestled among the tiny hamlets of Eranch village, Our College stood out as the only institution of higher education in the Eranch GP and nearby villages. The villages are remote and relatively poor making the affordability of a quality higher education a far-fetch dream. But the presence of the College in the area has given all the opportunity to realised the dream which otherwise would not have been possible. As it is, education from the humanist perspective historically focuses on developing rationality, autonomy, empowerment, creativity, affections and a concern for humanity. D. K. N. College is committed to the cause of empowerment of the rural youths, through access to higher education especially to the socioeconomically less privileged students. It is worthwhile to know that currently, 80 percent of the total enrolment of 476 students in the College is recorded to have hailed from the poor families. This is possible because of the minimal fee structure offered by the College. The College inclusive character is also evident is the spirit of Gender Equity practiced by the College. It gives special emphasis to the weaker sex ie., the educational empowerment of the female. Since its inception till date the college maintain a healthy trend in the enrolment of students with 60 percent female students. The College also has in place measures to ensure the safety and security of the female students and teachers alike. In the history of the college, there has never been any report of any crime or mishap against the student community of college. Further, it is the policy of the college management to ensure that everyone's right is taken care of. That is why there are committees like Internal Complaints Committee which looks into any issues relating to gender equity, etc. The students enrolled in the college come from a wide spectrum of categories. Every category is consciously accommodated during the admission process and each one can stake an equal claim to a quality higher education provided by the College.

5. CONCLUSION

Additional Information :

Devi Kandal Nityananda College, Eranch is situated on the bed of pristine Dadhibhadra River. The institution is the brain child of some enterprising and enlightened locals, who strived hard to fill the sphere of higher education in the remote island.

A public meeting was held in December 1979 at the market to chalk out plan of action for setting up a college from beginning of the session 1980-81 in this area. Among those eminent personalities, they are Late Bijayram Acharya, Late Murali dhar Kanungo, and Late Gadadhara Nanda. In the meeting Late Muralidhar Kanungo and Gadadhar Nanda were unanimously selected as the President and secretary of the Governing Body respectively. Sri Nityananda Das, Mahanta Maharaj of Rasbihari Matha was gracious enough to become a donor member by extending his financial helping hand towards the recognition of the College Consistent efforts were made to mobilize funds from village and attempts were made to acquire land from govt. on the basis of lease deeds.

The college started in the premises of L.N High School from 01.07.1980.the journey started with receiving concurrence from govt. to open intermediate Arts Classes with Pol. Sc, History, Economics, Odia and Hindi as optional Subjects from the Academic Session 1980-81 with 128 seats. College got its recognition and affiliation in the year 1980-81. The transition from I. A. to +2 took place in 1983-84.Due to the onrush of students seat in +2 arts was increased to 256 from the session 1986-87. +2 Science was introduced in the year 1986-87 with 128 seats. +2 commerce was started in 1984-85 with 64 seats.

The college was permitted to open +3 Arts with 128 seats from 1986-87.The College was permitted to open +3 Science with PCM having 64 seats along with Hons. In History, Political Science and Education in +3 Arts with 16 seats each in the year 1994-95. +3 Science was allowed to open CBZ with 32 seats in the year 2004-05.

Concluding Remarks :

D. K. N. College was established in the year 1980 at Eranch, Cuttack, Odisha. The executive summary include the brief description on introduction of the institution, its location, vision, mission, type of institution, Strength, Weaknesses, Opportunities and Challenges (SWOC) with respect to our institution, followed by the Profile of the institution, Institutional preparedness, Electoral Literary club. The academic credit points are entered through Academic Bank of Credits (ABC). The details of the extended profile is entered and in Quality Indicator Framework details of each of the criteria Qlm and Qnm are provided.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																								
1.2.1	Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Answer before DVV Verification : Answer After DVV Verification :09 Remark : DVV has made the changes as excluded regular curriculums subjects.																								
1.2.2	<i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>177</td><td>175</td><td>118</td><td>134</td><td>153</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>00</td><td>174</td><td>00</td><td>15</td><td>14</td></tr></table> Remark : DVV has made the changes as 1.2.1					2022-23	2021-22	2020-21	2019-20	2018-19	177	175	118	134	153	2022-23	2021-22	2020-21	2019-20	2018-19	00	174	00	15	14
2022-23	2021-22	2020-21	2019-20	2018-19																					
177	175	118	134	153																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
00	174	00	15	14																					
1.3.2	Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 85 Answer after DVV Verification: 1 Remark : DVV has given the value as per HEI clarification.																								
2.1.1	Enrolment percentage 2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																					

177	175	118	134	153
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
59	58	39	44	51

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
288	288	288	288	288

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
288	288	288	288	288

Remark : DVV has made changes as per considered first year students.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
67	68	41	73	81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	67	41	73	81

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:

2022-23	2021-22	2020-21	2019-20	2018-19
140	140	140	140	140

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
140	140	140	140	140

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. Number of students admitted from the reserved categories (SC, ST, OBC etc.) should not be more than Number of seats earmarked for reserved categories, Hence the value is downgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	0	39	39	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	19	21	23	23

Remark : DVV has made changes as per considered some courses related to research.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	5	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	4	0	1

Remark : DVV has made the changes as per shared UGC care list.

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

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

Answer before DVV Verification:

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

4	3	3	0	4
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	0	2

Remark : DVV has made the changes as per shared reports.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
101	72	47	38	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
101	72	47	00	00

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. No supporting's for year 2018-19 and 2019-20 , Hence value is downgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	02	02	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	03	01	00	00

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

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
105	118	131	136	126

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
105	118	131	136	126

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.
IN 5.2.1.1 DVV has considered only placement of students.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	2	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	2	2	0

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

DVV has considered the multiple activities which on closer dates consider as 1 only as per SOP.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	2	6	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	2	2	1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	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 made changes as per the data shared by the HEI and the value is downgraded. DVV has considered the Multiple participation of the faculty in the same academic year to be considered as one.

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

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

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

Answer After DVV Verification: E. None of the above

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has not considered the Internal Audit done by the same HEI as per SOP.

2.Extended Profile Deviations

ID	Extended Questions																								
1.1	Number of students year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>177</td><td>175</td><td>118</td><td>134</td><td>153</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>470</td><td>427</td><td>405</td><td>405</td><td>405</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	177	175	118	134	153	2022-23	2021-22	2020-21	2019-20	2018-19	470	427	405	405	405
2022-23	2021-22	2020-21	2019-20	2018-19																					
177	175	118	134	153																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
470	427	405	405	405																					
2.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 47 Answer after DVV Verification : 21																								
2.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>27</td><td>25</td><td>27</td><td>29</td><td>29</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>21</td><td>25</td><td>27</td><td>29</td><td>29</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	27	25	27	29	29	2022-23	2021-22	2020-21	2019-20	2018-19	21	25	27	29	29
2022-23	2021-22	2020-21	2019-20	2018-19																					
27	25	27	29	29																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
21	25	27	29	29																					
3.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>73</td><td>66</td><td>69</td><td>47</td><td>53</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>73.07</td><td>66.38</td><td>69.93</td><td>47.90</td><td>53.69</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	73	66	69	47	53	2022-23	2021-22	2020-21	2019-20	2018-19	73.07	66.38	69.93	47.90	53.69
2022-23	2021-22	2020-21	2019-20	2018-19																					
73	66	69	47	53																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
73.07	66.38	69.93	47.90	53.69																					