



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GANDHI INSTITUTE FOR TECHNOLOGY (GIFT)

AT. GRAMADIHA, PO. GANGAPADA, VIA. JANLA

752054

www.gift.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gandhi Institute For Technology (GIFT), Bhubaneswar was established in the year 2007 under the aegis of the Balaram Panda Trust. The institute was setup with an objective to provide quality and affordable technical education to the students of Odisha and its neighbouring states. The institute is affiliated to Biju Patnaik University of Technology (BPUT), Rourkela, Odisha. Its campus is located at Gangapada, which is 15 kms away from the Baramunda Main Bus stand and sprawls across over 8 acres of picturesque, serene and tranquil atmosphere, opposite to the historical Barunei Hills. The institute offers courses like Diploma, B.TECH, M.Tech, MBA and MCA. The institute has two separate in-campus Boys' hostel and one exclusive girls' hostel to accommodate more than 800 students. The institute has made giant strides and carved a niche for itself in the field of professional education not only in Odisha but also in entire eastern India by providing all the state-of-the-art facilities with latest laboratories and the very best academics by imparting technical and management education with highly acclaimed academic delivery.

The Governing Body of GIFT consists of members who are from various professions such as academicians, industrialists, software professionals and officers from other spheres. The institute is certified with ISO 9001:2008 and adheres to the best practices envisaged by the ISO 9001:2008. The institute has adopted action based education system and has been duly accredited by NAAC with Grade 'A' and departments like CSE, ECE; Mechanical & EEE have been accredited by NBA.

The institute is also accredited by IAO, USA and recognised as a Scientific and Industrial Research Organization (SIRO) by Government of India. The institute has collaborated with famed institutes and organizations including the foreign university to enrich the teaching and learning quality. The institute has a dedicated Research Cell, which facilitates the research of the faculty and students. The IQAC Cell setup in GIFT also ensures the quality being maintained in every sphere. The Self Development & Placement (SD&P) Cell of the institute works relentlessly for the improvement of communication and soft skills of the students to make them industry ready.

Vision

To suffice for educational demand of the globe, by achieving excellence through a systematic edifice of performance and service revolving around intellectual, personal and professional growth by encouraging innovation and research built upon tradition of unparalleled quality.

Mission

1. To advance knowledge in major paradigms of technology and to create a distinctive culture of research and innovation among the budding engineers with collaboration of faculties, technocrats, funding

agencies and experts from other premier institutes for generating a pool of professionals.

2. To generate a pool of eco-preneurs with the ability to address the industry and social issues of highest standard with inherent concern for environment.
3. To meet the expectations of our society by equipping our students to stride forth as resourceful citizens and conscious of the immense responsibilities to make the world a better place to live in.
4. To create at least one center of excellence within upcoming two academic years in one of the specialized engineering domain

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths:

1. Positive reputation in the external community.
2. The institute has a dynamic and visionary management committee.
3. Healthy shared governance and transparent management system.
4. Financial sustainability and administrative autonomy which helps for the continuous growth of the institute.
5. Better coordination between the staff and management establishing a healthy work culture.
6. The institute is accredited by NAAC with “A” grade and has four NBA accredited branches (CSE, ECE, EEE and Mechanical).
7. The institute is also recognized as Scientific and Industrial Research Organization (SIRO) centre by Ministry of Science & Technology, Govt. of India.
8. Environmental friendly green campus.
9. Well planned infrastructure which meets the academic research and student support needs.
10. Smart class rooms and use of ICT in teaching learning process.
11. Good faculty retention ratio.
12. Remarkable improvement in publication of papers in reputed journals.
13. Effective mentoring system.
14. A well-equipped Self-Development and Placement (SD & P) cell with highly dedicated staff.
15. MOU with well-established organizations for certification and skill development.
16. Special attention is provided to incubation and startups.
17. The institution has a strong Alumni Association which shares its vision and actively involved in different institutional activities like academic, co-curricular and social work initiatives.
18. Scope for overall development of the students in terms of innovation, research, sport and cultural activities.

Institutional Weakness

Weakness:

1. Communication skills of students need improvement
2. The industry-institution interface can be enhanced further.
3. Lack of structured entrepreneurship activities on the campus.
4. Publications in SCI journals to be improved.

5. Distinguishing qualities and identity not well known.
6. More no of FDPs need to be conducted inhouse.
7. More no of research projects from agencies like DST, AICTE must be targeted.
8. Need to involve more graduate students in research and project works.
9. Students progressing for higher studies must be improved.

Institutional Opportunity

Opportunities:

1. Make the departments more research oriented.
2. Opportunities to find research grants from industries and government agencies.
3. Increasing the student internship activities.
4. Increased research funding.
5. Interdisciplinary growth across departments.
6. Increase the collaboration with external agencies.
7. To arrange more number of FDPs/STTPs/ National level seminars.
8. To get CIVIL, MCA and MBA departments NBA accredited.
9. The strong alumni base may be involved to contribute to the institution towards excellence.
10. Institute has the potential to become an Autonomous institute.
11. Reduce the operational cost by adopting automated procedure.

Institutional Challenge

Challenges:

1. Lack of interest among the students for engineering studies.
2. Increased expectations of industries from engineering graduates.
3. Saturation of engineering education market.
4. Unchecked student behaviour.
5. Enhancing the communication and employability skill of the students as per the industry requirement.
6. The institution is not being able to pursue cutting edge research due to limited research funding.
7. Negative public perception.
8. Societal and student perception of education is solely means to a job.
9. Networking and strengthening the relationship with the stakeholders.
10. More focus on industrial training for students and faculties.
11. Encouraging students for competitive exams and higher studies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Courses of the curriculum are allotted to faculty based on their field of expertise and interest well before the start of the semester. The prerequisite, course outcomes and programme outcome mapping, books to be referred, methods of instructional delivery are documented and this road map is approved by the Head of the Department. At the start of the course, concerned faculty highlights to the students on the course objectives, outcomes of the course, contents of each unit and its applications in the related domain. In addition to traditional teaching methods, video lectures, NPTEL lectures, PowerPoint presentations, projects, case studies, etc are being conducted. Interactive learning is appreciated during the lecture classes and peer teaching is adopted by the students for improvement in the teaching learning process. Students feedback about the portion coverage as per the lesson plan and suggestions for the improvement in teaching and learning process before and after each internal assessment test are addressed by the concerned faculty and Head of the Department in the class committee meeting. Guest lectures and Industrial visits, internships are arranged to have industry exposure. The assessment of the course is done by assignments, two internal tests and model exam. In order to bridge the gap the curriculum, workshops and value added courses are conducted on regular basis on current topics as per the choice of students to enhance the technical skills. Students are encouraged to take part in mini projects to implement the conceptual learning of the curriculum.

Teaching-learning and Evaluation

Institute intends to improve the productivity and adequacy in appraisal of Teaching, Learning and Evaluation Processes. The understudy driven instruction is conveyed through experiential, individual, and participative learning modes taking into account the adapting needs of different of understudies. The student enrolment in our Institute is based as per the guidelines of AICTE, Government of Odisha and BPUT through the entrance conducted by JEE Main, OJEE, ATMA, GATE, CAT, XAT etc.

- Institute has profoundly qualified employees containing 22% of Doctorate and 17% pursuing Ph. D degree. The retention of teaching staff is 8.06 years during last five years.
- Endeavors are taken to recognize Slow Learners and Bridge course, Remedial Coaching is accommodated to them.
- In the wake of embracing the OBE framework, POs, PSOs and COs are characterized for every one of the projects and the philosophy for fulfilment and assessment is set up. In view of the achievement levels, add-on endeavors are distinguished for steady improvement.
- Customary instructing has been supplanted with more imaginative and innovative methods of scattering, sharing and working with information advancement in understudies that incorporates Invited Talk, Workshops, Industry Visits, Mock Tests, Group Discussion, Personal Interview etc.
- IQAC has found a way ways to improve the capability of ICT empowered instructing and learning and to amplify the utilization of Learning Management System through a native programming to guarantee straightforwardness in the virtual educating learning measure.
- Standard systems exist for assessment related complaint redressal. Every employee is allotted with a group of maximum of twenty students understudies for Mentoring to give advising, direction and observing for their scholarly advancement and different issues.

Research, Innovations and Extension

GIFT has a vibrant research council, an apex body to guide GIFT research community and innovation for

creation and transfer of knowledge among students and staff. Gandhi Institute For Technology (GIFT) is also having a separate Research and Development Cell.

GIFT is recognized as a Scientific and Industrial Research Organization (SIRO) by Department of Science & Technology, Govt. of India. It is also approved as Business Incubation / host Institution by MSME, Govt. of India and has established MHRD's Institution Innovation Council (IIC) as per the norms of Innovation Cell,

Presently GIFT is executing Research projects from NALCO, TEQIP-3 CRIS, conducting the program under the scheme Skill and Personality Development Program Centre for SC/ST students (SPDC). GIFT has conducted many SGs, FDPs, STTPs and GOC sponsored from AICTE and UGC. The institute has more than 100 collaborations for student and faculty exchange with other institutes/industries and signed more than 40 MOUs with other organizations including foreign universities. 46 seminars and workshops are organized on IPR in last 5 years.

The college has tried its best for a noteworthy contribution to the society and environment by making a participation to promote college-neighborhood-community. We have an active NSS group. Under the banner of Unnat Bharat Abhiyan scheme we have adopted 5 villages nearby and trying to solve their problems related to uncleanliness, un hygienic, Go Green, Mobile awareness, awareness regarding the use of polythene, AIDs awareness programs etc.

Infrastructure and Learning Resources

The Institution is spread on an 11.00 acres campus with state of the art infrastructure for effective teaching-learning facilities. The institute infrastructure comprises of Main Academic Buildings, Incubation Centres, Open Auditorium with seating capacity of 900 with 7 LED TV's, Seminar Halls/Digital Classrooms, power supply systems, RO Water supply etc. The Administrative area comprises Administrative office, Principals office, Student Development & Placement Cell, Housekeeping, Store, Exam Control Office, Security, Board Room. The amenities area consists of Boys & Girls common room, Cafeteria, Dispensary, Stationery Store & etc. The Institute has separate Hostels for Boys and Girls in the campus with all essential facilities.

Library has 470 sq.m area with a seating capacity of around 150.

- Titles -5981 & Volumes-32,992.
- National & International journals: 135.
- On-line access to E-Journals(Springer-5 subject collection) & E-Resources(DELNET,IEI).
- Club Member of National Digital Library (NDL) & 542 Title of Springer e-books.
- Library has 542 E-books and 742 e-Journals.
- NPTEL e-learning.
- Reprographic/Scanning/Printing facilities.
- 2TB of offline video lecturers and 324 CD's & DVD's

Institute has high end IT facility including Wi-Fi. The institution has an internet leased line connectivity Band width of 110 Mbps, 25 wi-fi access point at Strategic Locations. Institution provides top facilities for sports and

cultural activities. The maintenance section is in-charge of civil and electrical works. Adequate firefighting facilities, extensive parking space are some of the other facilities provided. Adequate budgetary provision has ensured the proper maintenance of infrastructure and academic support facilities.

Student Support and Progression

The College has a Scholarship Cell that helps students to apply for scholarships from Government through both online & offline mode. Each year students are getting different government scholarships as per their eligibility. An average of 54.57% of students have benefitted from the Government Scholarship since 2015. The College has its own scholarship scheme under a designed policy. An average of 73.69% of students have availed this freeship for the last five years. For overall development of a student, the college is providing Soft Skills, language and Communication Skills, life Skills and ICT/ Computing Skills. Students are benefitted by the training provided by the College for Competitive Examinations and Career Counseling. College has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging. The College is a ragging free campus. The menace of ragging is viewed seriously and the Anti-ragging committee takes all necessary steps to suppress the ragging within the campus. There is a Self Development & Placement Cell that facilitates the training of the students and organized several campus drives for the recruitment of students. An average of 71.91% of students has placed during the last five years. Since 2015, an average of 92.9% of students has qualified in state/national/international level examinations. College insists the students to represent in various administrative & academic committees. Students have participated in NSS & Start ups incubated by the college. To develop the co curricular & extracurricular activities of a student different hobby clubs have been formed. Students are participating in Sports & Cultural Events and also awarded at College level, Inter college level & University Level. College has conducted the cultural & sports activity annually named “LELLIHAN” & “OCTATHLON”. The institute has a registered alumni association named “GIFFA” that managed by the alumni. Besides the annual meet they organize guest lectures, campus drives, industrial visits of the present students.

Governance, Leadership and Management

The vision and mission statements of our Institution are well placed and it mainly focuses on providing quality education to students to compete in the global arena, and to instill in them the culture of innovation and research. The Heads of Departments take decisions regarding academic innovations and other related activities in consultation with the members of staff. Senior members of staff are assigned with the responsibilities such as Administrative in-charge, Academic in-charge and Accounts in-charge and are considered vital members of decision making body.

The Institution has a management Information System named as, “College Management System (CMS)”. All teachers, students and management staff are given access or input their data for information and record purpose.

The institution has effective welfare measures for teaching and non-teaching staff. They are given recognition for good work based on Performance Based Appraisal System (PBAS) performance and outstanding contribution. Duty Leave, medical Leave, Casual leave, Accommodation facilities is provided to the faculties for various purpose. Faculties are sponsored to attend seminar/conference/ Workshop in every academic year and he/she may also be paid with for the same. It conducts both internal and external financial audits in regular manner. It has a fulltime Treasurer and Accounts Department since inception to ensure maintenance of annual accounts, internal audits and external audits.

Taking a strong initiative by IQAC towards collaboration, as on date we have collaborated with 36 reputed industries & institutions like BEC, NALCO, IIT Bombay, Prince of Songkla University-Thailand, etc..

Institutional Values and Best Practices

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GANDHI INSTITUTE FOR TECHNOLOGY (GIFT)
Address	At. Gramadiha, Po. Gangapada, Via. Janla
City	Bhubaneswar
State	Orissa
Pin	752054
Website	www.gift.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ch. V S Parameswara Rao	0674-2111651	7873008101	0674-2111651	gift_bbsr@yahoo.co.in
IQAC / CIQA coordinator	Alok Kumar Mohapatra	0674-2111650	9437208700	0674-2111652	dr.alok@gift.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	06-07-2007

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Orissa	Biju Patnaik University of Technology	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
AICTE	View Document	02-07-2021	12	Latest EOA available in website

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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?	Yes
If yes, name of the agency	NATIONAL BOARD OF ACCREDITATION
Date of recognition	21-10-2015

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At. Gramadiha, Po. Gangapada, Via. Janla	Rural	8	29052

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	BTech,Civil Engineering	48	I.Sc.	English	60	24
UG	BTech,Mechanical Engineering	48	I.Sc.	English	120	57
UG	BTech,Agricultural Engineering	48	I.Sc.	English	60	46
UG	BTech,Computer Science And Engineering	48	I.Sc.	English	180	171
UG	BTech,Electrical Engineering	48	I.Sc.	English	60	12
UG	BTech,Electrical And Communication Engineering	48	I.Sc.	English	60	26
UG	BTech,Electrical And Electronics Engineering	48	I.Sc.	English	60	37
PG	Mtech,Civil Engineering	24	B.E OR B.Tech.	English	24	12
PG	Mtech,Mech	24	B.E. OR	English	24	7

	anical Engineering		B.Tech.			
PG	MBA,Master In Business Administration	24	Bachelor Degree	English	180	147
PG	MBA,Master In Business Administration	0	0		0	0
PG	MCA,Master In Computer Applications	36	B.E. OR B.Tech.	English	60	55
PG	Mtech,Computer Science And Engineering	24	B.E. OR B.Tech.	English	24	3
PG	Mtech,Electrical And Electronics Engineering	24	B.E. OR B.Tech.	English	24	3

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				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	17				36				92			
Recruited	16	1	0	17	30	6	0	36	60	32	0	92
Yet to Recruit	0				0				0			

Non-Teaching 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				120
Recruited	84	35	0	119
Yet to Recruit				1

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				30
Recruited	22	8	0	30
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	16	1	0	8	7	0	0	0	0	32
M.Phil.	0	0	0	3	0	0	3	3	0	9
PG	0	0	0	18	0	0	56	30	0	104

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	301	35	0	0	336
	Female	82	5	0	0	87
	Others	0	0	0	0	0
PG	Male	161	5	0	0	166
	Female	95	4	0	0	99
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	52	65	51	66
	Female	16	6	18	19
	Others	0	0	0	0
ST	Male	55	60	67	59
	Female	20	13	10	14
	Others	0	0	0	0
OBC	Male	31	47	70	84
	Female	5	3	13	15
	Others	0	0	0	0
General	Male	374	349	447	456
	Female	124	103	126	104
	Others	0	0	0	0
Others	Male	38	36	5	5
	Female	5	5	1	0
	Others	0	0	0	0
Total		720	687	808	822

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
277	269	326	269	308
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	13	14	15

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2433	2664	2519	2508	2479
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
292	271	290	299	351

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
846	920	584	674	785

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
145	151	149	148	149

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
145	151	149	148	149

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 64

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
1313.88	1185.68	1310	1371.76	1312.73

4.3

Number of Computers

Response: 712

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Effective curriculum delivery process is in place in the organization as per the road map to facilitate the students for academic excellence and to get placements or to pursue higher studies.

1. Courses of the curriculum are allotted to faculty based on their field of expertise and interest well before the start of the semester by the Head of the Department.

2. Before the semester could start, course committee meeting is conducted by the course committee chairperson with other subject handling faculty.

3. The university provides the syllabus with evaluation schemes and course objectives for every course.

4. The prerequisite, course outcomes and programme outcome mapping, books to be referred, methods of instructional delivery are documented and this road map is approved by the Head of the Department.

5. Course handling faculty will frame the lecture plan of delivery and prepare the lecture notes for all topics as in the curriculum and devise the assignment topics and tutorial problems which will be approved by the course committee chairperson, Head of the department and Principal before the commencement of the semester.

6. In addition to traditional teaching methods, video lectures, NPTEL lectures, PowerPoint presentations, projects, case studies, etc are being conducted.

7. Interactive learning is appreciated during the lecture classes and peer teaching is adopted by the students for improvement in the teaching learning process.

8. Invited Lecture, Guest Lecture, Seminar, Workshop, FDP, Conference are planned as per the Academic Calender.

9. Students feedback about the portion coverage as per the lesson plan and suggestions for the improvement in teaching and learning process before and after each internal assessment test are addressed by the course handing faculty and Head of the Department in the class committee meeting .

10. Performance of the students in laboratory experiments are timely assessed and graded according to the performance indicators.

11. Depending on the evaluation scheme, two class tests for 40% and 80% syllabus are conducted per semester taking in to consideration the COs defined for each course to evaluate the students. Guest lectures

and seminars by academicians from reputed institutions and industry are arranged to impart valuable knowledge to students.

12. Industrial visits are arranged to have industry exposure related to the curriculum. To facilitate the active participation of students in the learning process, activity based learning activities are conducted by the students (Quiz, objective type questions etc.).

13. The assessment of the course is done by assignments, two internal tests and model exam. In order to bridge the gap the curriculum, workshops and value added courses are conducted on regular basis on current topics as per the choice of students to enhance the technical skills.

14. In laboratory courses, the objectives and outcomes of the laboratory is discussed in the first session and hands on session of all the experiments is facilitated by the course handling faculty.

15. Students are encouraged to take part in mini projects to implement the conceptual learning of the curriculum.

16. At the end of the course, indirect assessment such as course end survey is done by the stake holders

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

1. The Institution sticks to the academic calendar published by the University for Respective Courses which allows the teachers and the students to space out their teaching and learning activities.

2. An academic calendar is prepared by the Academic Head at the beginning of each semester in line with the University's calendar consisting of various curricular, extracurricular and co-curricular activities. The calendar is uploaded on college website, displayed on notice boards and is communicated to students through various means. It is updated and revised with respect to any changes suggested by the university.

3. All the classes and examinations are planned as per the calendar, thus ensuring complete adherence. Course files and Lecture Plan- After the allocation of subjects to faculty, course file of each subject is prepared consisting of detailed teaching plan.

4. Compliance of Continuous Internal Evaluation with Academic Calendar, Classes and Lab timetable is prepared as per the guidelines of affiliating university for the number of credit hours for each subject and the academic calendar prior to the start of the semester.

5. Timetable is uploaded on the College Management System (CMS) and displayed on notice boards of

every department.

6. Internal Examinations- The dates of Class Test 1,2, Quiz Test 1,2 are mentioned in the academic calendar. Detailed Examination schedule is announced in advance, by Dean (Academics) & respective HODs. To maintain further compliance, exam sheets are checked within three days after the commencement of each examination.

7. In case of labs and projects, internal viva and practical exams are conducted by respective departments.

8. The schedule for the continuous internal examination (CIE) is disseminated well in advance for the convenience of both students and staff.

9. The CIE (Continuous Internal Evaluation) system comprises (i). Preparation of Question paper and Scheme is based on percentage of syllabus coverage, CO's and Bloom Taxonomy levels by the respective faculty in conjunction with course co-ordinator. (ii). Scrutiny and Approval of Question paper: is done by the Head of the Department. (iii). Printed question papers in a sealed cover are handed over to the CIE co-ordinator for the smooth conduction of CIE.

10. The review of internal assessment is taken by the Principal regularly. The record of internal assessment is maintained at college level.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
- 4. Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>Response: 100</p>														
<p>1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 14</p>														
File Description	Document													
Minutes of relevant Academic Council/ BOS meetings	View Document													
Institutional data in prescribed format	View Document													
Any additional information	View Document													
Link for Additional information	View Document													
<p>1.2.2 Number of Add on /Certificate programs offered during the last five years</p> <p>Response: 64</p>														
<p>1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>13</td> <td>15</td> <td>14</td> <td>12</td> </tr> </tbody> </table>					2019-20	2018-19	2017-18	2016-17	2015-16	10	13	15	14	12
2019-20	2018-19	2017-18	2016-17	2015-16										
10	13	15	14	12										

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 48.28

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
952	1384	1380	1310	1073

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The present curriculum included topics such as Gender equality, Environmental consciousness and sustainability, Human Values and Professional Ethics into the Curriculum. Final year students are encouraged to take projects which address interdisciplinary issues viz. Green energy, Robotics, IOT, Digital Manufacturing etc.

Equal opportunities are given to both the genders in terms of admissions, employment, training

Programs, sports activities etc., and so gender issues do not arise.

College supports women faculty and students in many aspects ,and encourage them to participate in events

focusing on women empowerment and promoting leadership qualities in women.

.Women's day is celebrated with vigor in the institution campus. Each year, two best girl students are selected from each department and they are awarded and rewarded by an eminent personality.

Girls and boys participate in various co-curricular activities such as paper presentations,

Musical night, group discussions and technical quiz programs. Both boys and girls are made members of various clubs associated with academic, co-curricular and Extracurricular activities.

Students have a compulsory course on Environmental Science and Engineering.

Topics related to these issues are taken up for quiz and debates during the National Science Day,

Earth Day celebrations and the Independence Day function.

Students are taken for industrial visits and effluent and water treatment plants and places that will educate them on environmental issues.

Awareness programs are also initiated by NSS, Tree Plantation, Environment Club which extensively carry out activities for environmental protection and ecological preservation.

The curriculum includes courses on professional ethics and IPR and human rights.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 58.31

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
170	161	165	171	173

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

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

Response: 72.42

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

Response: 1762

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1.Feedback collected, analysed and action taken and feedback available on website

2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 63.69

2.1.1.1 Number of students admitted year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
600	631	589	712	720

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
966	936	996	1020	1200

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 74.46

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

2019-20	2018-19	2017-18	2016-17	2015-16
218	219	215	218	245

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Every year the institution organizes Orientation and induction programmed for the new batch students. This programme would help both new students and their parents to get comfortable with the institution, facilities provided, rules and regulation etc.

Bridge classes are conducted in the beginning to lift the students to next level of higher education. The classes are conducted as per the specially designed curriculum with all basic

science subjects, Basic English and computer fundamentals. The Syllabus is pre-designed keeping in point of view of psychology and intellectual level of new-comers.

The institution assesses the learning level of learning of the students in two ways at the beginning of the programme. Students enrolled in various disciplines, have to appear an entry level test (Snap Test) conducted by the institution. Based on the performance in the test and then, their +2 marks, they are identified as either advanced (Fast) or slow (weak) learners. In order to motivate them, special tutorial classes are arranged to bridge the gap between the slow learners and advanced learners. Different workshops and induction programme are organized to enhance their skills and make them confident to compete in the main stream.

Strategies adopted for slow learners:

- For the slow learners remedial classes are conducted.
- Simple and standard lecture notes/course materials are provided to the students. These notes are prepared by the subject experts and verified by HOD.
- Faculties who are assigned as mentors counsel the students and monitor their academic performance regularly and interact frequently to understand, assist and support the students towards their better learning.
- Mentors communicate regularly with the parents and also send them SMS along with the progress of the student in regular intervals.
- Extra classes are organized to clarify the doubts. Difficult topics are re-explained and reputedly taught for better understanding of weak students.
- Appropriate counseling with additional attention is done to gradually increase the student's attendance, make them regular in classes and subsequent results.

Strategies adopted for advanced learners:

- High performing students (Fast/Advanced learner) are identified on the basis of internal assessment, previous board marks and active involvement in classroom.
- Advanced learners are provided coaching classes for different competitive exams.
- Advanced learners are encouraged to enroll in NPTEL and TCS ION etc. like advanced on line

courses.

- Students are encouraged to take up different micro projects to inculcate research orientation and practical knowledge for minor and major projects.
- Students are guided by the irrespective branch mentors for various competitive exams like GATE, IES, CAT and NET etc.
- Students are encouraged to participate and present papers in various seminars/conferences/Workshops organized inside the institution and outside colleges.
- Involving students in different consultancy and research projects and to file for own patents.
- They are also encouraged to actively participate in different state and national level competitions like Hackathon and Robotics etc.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 17:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Student centered learning approach is focusing the teaching methods that transforms the instruction from the teacher to the student. It is defined as the extent to which the students are involved actively in constructing new knowledge and understanding. The institution is committed to ensure the development to fits students through a student-centric learning process. Here, the teachers make their classes student-centric where students are in focus and they play the central role. They are actively engaged in the learning process in a collaborative nature along with their peers and under the guidance of teachers. Students engaged in learning activities with their peers are more likely to participate in other effective educational practices and have gained positive views of the active learning environment.

Following are the different strategies employed during the whole teaching-learning process.

Experimental learning:

1.**Summer Internship:** As a part of curriculum, it is mandatory for the students to go for the

internship. It is the best way to relate classroom knowledge with practical experience.

2. **Industrial Visits:** Industrial visits are arranged in a regular and systematic manner. By visiting different industries students can get insight into the working environment of the industries.
3. **Projects:** The best way to get mastery in a subject is by doing projects. It gives hands on practical experience to the students.

Participative Learning:

1. **Think-Pair-Share:** Students work on a specific task or problem individually and then discuss their approach with a partner. The final step is to synthesize and share the discussion with the larger group
2. **Brainstorming:** This technique is used to generate new ideas where judgment is suspended. Here the main objective is to accumulate more ideas without evaluation or judgment.
3. **Case Studies:** In this case students are allowed to discuss on an imaginary or real situation.
4. **Gamification:** Employing gamification during course delivery like making puzzles, making something together, memory game etc.
5. **Seminars or Workshops:** Students are involved in activities like student lead seminars, group discussions which help them to develop the team spirit and leadership qualities. For the students, different workshops are organized on stress management, communication skills, personality development etc.
6. **Creativity:** The institution promotes creativity amongst students by encouraging them to publish articles in the college magazine and wallpapers.
7. **Hobby Club activities:** It encourages students to participate in co-curricular and extracurricular activities through various clubs.

Problem Solving Methodologies:

- **NPTEL, SWAYAM On line courses:** This gives the opportunity to everyone who wants to learn innovative ideas.
- **Use of Technologies:** Use of technologies and tools like Whats App application, Apps development.
- **Programming Contests:** Different programming contests are arranged in state level or national level where students design and develop solutions to the given problem statement
- **Real life Projects:** Students are encouraged and guided to involve themselves in various real life projects such as bio-gas preparation, rainwater harvesting, Waste management etc.

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

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

In this era of knowledge-based society, technical education has assumed an indisputable significant role. Information and Communication Technology can lead to improved student learning and better teaching methods. It can also enhance the quality of education in several ways, by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICT in education is the mode of education that uses information and communication technology to support, enhance and optimize the delivery of information. Student exposure to educational ICT through curriculum integration has a significant and positive impact on student achievement, especially in terms of knowledge comprehension, practical skill and presentation skill in different subjects.

- The ICT enabled teaching methodologies and advanced technology is being followed by all the faculties of the institution in their class rooms.
- It will help the teachers of the institution to offer quality e-content for both inside and outside classroom situations and also to a large number of learners in a structured, flexible and open way.
- It also provides opportunities for all teachers and students to communicate with one another through email, mailing lists, chat rooms etc.
- The academic plan with budget, lesson plan, lab manuals and question banks with solution are made available at the very beginning of the semester.
- The use of multimedia teaching aids like, LCD projectors, classrooms with internet enabled computer/laptops/tablet systems are usually adopted inside classroom. The electronic resource packages like TCS-ION, NPTEL and Digital Library are available and are used by all faculties.
- The faculty members effectively utilize Audio Visual aids to demonstrate the concepts to the students using the resources from NPTEL, You-tube to enhance the learning experience of students. With finishing of each module students are given e-assignments with reference links to acquire more details about the topic.
- The quiz and surprise tests are conducted through different online platforms like ZOOM, Google Meet, Microsoft Team etc. Using ICT enabled tools the online tests are conducted easily and it also instantly provide wide range of information associated with students score.
- Institution has made available sufficient number of books, Journals, e-journals and e-books in the library. The research journals are available online and facility for accessing these journals is provided through proxy server inside the campus.
- The college has its own web based setup for intra-institutional communication propose i.e. College management System (CMS).
- CMS is designed to take care of whole academic process of each student in institution, starting from First year to final year. Students are provided with their personal user id and password to access their own account in CMS.
- CMS provide details about classes, allocation of courses to the faculty, Time-Table, student attendance in class, internal assessed marks (surprise, quiz and assignment), end-semester result etc.
- The whole attendance of students is digitalized through biometrics process and accordingly missed attendance is sent as messages to respective student's parent in auto mode process.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 18:1

2.3.3.1 Number of mentors

Response: 139

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 22.5

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
33	36	33	32	33

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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

Response: 8

2.4.3.1 Total experience of full-time teachers

Response: 1160

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

- The internal assessment examinations are conducted according to the Academic calendar of the institute as well as University. The Professor-In-Charge Examination prepares the examination schedule much before to the commencement of examination with consultation with Dean (Academics) which is displayed in the Notice board and mailed to the students and staff members for their reference. Further, if any changes in schedule, pattern or methods related to examination are immediately notified to the students and teachers through mail.
- The respective subject teacher sets the question paper as per the Blooms taxonomy in view of Course Outcomes. They send the questions to the examination cell for further course of action. The examination cell organized the questions as per the student strength well before the examinations.
- The PIC exam is prepared the invigilation duty chart which is communicated to the faculty members via e-mail. The PIC exam is also prepared the seating arrangements for the student which is notified to the students through the notice board.

- During examination, attendance is taken by the invigilator for record. If someone found absent in the examination then a message is sent to the parent by the examination cell.
- All the invigilators submitted the answer scripts to the examination cell. The answer scripts are sent to the respective subject teacher to the individual subject teacher for evaluation. The evaluated answer scripts are shown to the students within 3 days after completion of the test. If any discrepancies found, the same is resolved by the concerned faculty at that time. After that the final marks are uploaded in the CMS for students and parents.
- Projects and seminars are jointly assessed by faculty members and industry experts. These students are guided with the respective area expert faculties. They guide the student for demonstration of their own project idea along with individual communication, leadership, management and team work.
- The laboratory assessment of student is being done through experiment in continuous manner as per the curriculum of the University.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The internal and external examinations are conducted as per the academic calendar of the institute.

- If any discrepancies found in evaluated answer scripts of internal assessment, the same is resolved by the concerned faculty at that time. The final marks are uploaded in the CMS for students and parents.
- The end semester examinations are conducted and controlled by the rules and regulations of the University. Any type of grievances related to end semester exam such as answer scripts, question paper etc. is addressed by the Principal to the Director of Examination of the University immediately.
- The grievances related to external examination assessment, the students are applied for re-checking or photocopy of the evaluated answer scripts through proper channel by paying the prescribed university fee.
- The queries related to results, name corrections in grade sheets/certificates issued by university are addressed by the Principal/ PIC examination to the Director of Examination.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Institute has well defined program outcomes (PO), program specific outcomes (PSO) and course outcomes (CO) for all programs.

Teachers are conversant with POs, PSOs of the programs as they are involved in PO, PSO formation process. Vision and mission of the college is discussed in the meetings. Head of the department and teachers discuss POs and frame PSOs of the programs which are in line with Graduate attributes and Vision, Mission of the Institute.

POs, PSOs are displayed for teachers and students at following locations:

- Institute website
- HOD cabins
- Notice Boards
- Departmental laboratories
- Departmental library
- Department Corridor
- Lab Manuals
- Faculty Common Room

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

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

Response:

Evaluation of attainment of PO's and PSO's is based on direct and indirect assessment tools. Direct assessment of PO's and PSO's is based on students' performance in internal assessments and University exams. Indirect assessment is based on exit survey of the particular outgoing batch of students. The attainment of PO's and PSO's is evaluated for every batch of students completing the program.

PO/PSO Attainment (%) =

$(\text{weightage: } 80\%) \times (\text{Average CO attainment in direct method})$

$+ (\text{weightage: } 20\%) \times (\text{Average CO attainment in indirect method})$

Attainment of Cos

COs for each course of the program from first year to fourth year is written by the respective faculty member. A correlation is established between CO's, PO's and PSO's in a scale of 1 to 3,

1 Being the slight (low),

2 Being moderate (medium) and

3 Being substantial (high).

A mapping matrix is prepared in this regard for every course in the program including the elective courses offered. The CO attainment levels can be measured based on the results of the internal assessment and external examination conducted by the university. This is a form of direct measurement of attainment. As per the university norms two

Internal assessment tests, two quiz tests, two surprise tests and two assignment tests are conducted for each course in a semester. In each test, the percentage of students who achieve a set target for the COs is computed. After the two tests, the average of these percentages is computed to decide the attainment level.

Average CO Attainment of individual Course

- The CO attainment level for each subject is fixed by considering a set value higher than the average performance at the university level.
- The Set Value for internal, quiz and surprise is consider as 60% while for assignment the set value is 70%.
- Percentage of student securing equal or more than the set value is determined.
- Percentage of student attainment of the set value is converted to attainment level of individuals with a correlation level (X) as follows: X=1 for a range of 60% to 70%; X=2 if the range is more than 70% and less than 80 % and X=3 if the range is more than 80%.
- Average attainment of individual level of quiz, surprise and assignment is calculated.
- Attainment of individual CO is calculated by considering the ***weightage as 67% weightage to University examination+ 20% weightage to internal tests + 3% Quiz +3% surprise test + 7% Assignment.***
- Average CO attainment of a course is calculated.

Attainment for particular Program Outcome/Program Specific Outcome is calculated by taking weighted average of all course outcome attainment addressing that particular PO & PSO .Similar calculation is repeated for all the POs & PSOs and for every course. The POs/PSOs attainment for a batch of students is computed by taking average of PO attainments/PSO attainments of all the courses.

Indirect assessment is based on exit survey of the particular outgoing batch of students.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 93.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
789	853	551	629	743

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

2019-20	2018-19	2017-18	2016-17	2015-16
846	920	584	674	785

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.76

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

NAAC

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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 159.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
24.74	49.27	30.6	25.33	29.63

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

Any additional information

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

3.1.2.1 Number of teachers recognized as research guides

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 76.74

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	7	6	6

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	9	8	8

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Gandhi Institute For Technology (GIFT) has a vibrant research council, an apex body to guide GIFT research community and innovation for creation and transfer of knowledge among students and staff. The apex body is running by eminent academicians, scientists and industrial researchers from various reputed organizations of India and abroad.

GIFT is having a separate Research and Development Cell. The cell comprises of faculty members from each department of the institute. A senior professor having handsome experience and expertise in versatile research field. Research & Development cell in the capacity of Dean (R&D), with the principal presiding over. The committee oversees the smooth and efficient coordination of research and development activities in the institute, thus fostering overall growth.

The prime aim is to engage large number of faculty, student and staff in various innovation and entrepreneurship related activities such as ideation, problem solving, proof of concept development, product development, prototype or model design, design thinking, IPR, project handling, management at pre-incubation, and incubation stages, etc. So that innovation and entrepreneurship eco system gets established and stabilized at Higher Education Institution.

The research purposes of GIFT R&D cell are to foresee future problems through pursuit of truth as a "global center of excellence for intellectual creativity", to respond to current social demands, and to contribute to the creation and development of scientific technologies with the aim of realizing an affluent society and natural environment for humanity. At the same time, the GIFT aims to create excellent educational resources and an excellent educational environment through frontline researches.

To achieve the above-mentioned purposes, the following objectives are set:

- Lead the academic world and conduct internationally high-level researches in each engineering field
- Conduct cutting-edge researches to lead the academic and industrial worlds at home and abroad and create and develop new academic and technological fields
- Aim to globalize research and education
- Provide suggestions for the future of humanity and the earth, based on high-level academic foundations and vision
- Conduct researches that contribute to the development of human resources who can play a leading and core role in society and researchers who can conduct cutting-edge researches

MISSION AND VISION OF R&D CELL

- Image building of the Institution.
- Creation of research facilities in-house and in collaboration with other national institutes and laboratories.
- Conducting workshops/national and international seminars
- Identification of research projects for faculty and encouraging students for such.
- Imbibing the culture to carry out innovative projects with the students beyond curriculum.
- Conducting various competitions for students on projects and seminars.
- Training younger generation teachers with innovative research projects
- Encouraging faculty and students to attend seminars and workshops inside and outside the state.
- Encouraging faculty and students for publication of research papers in national and international journals of repute.
- Encouraging teachers and students to apply for patents.
- Bringing Research to class rooms by inviting scientists for interaction with students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 46

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	10	10	7	8

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 0	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
3.3.1.2 Number of teachers recognized as guides during the last five years	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years											
Response: 4.71											
3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.											
<table border="1"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>125</td> <td>175</td> <td>172</td> <td>133</td> <td>94</td> </tr> </table>		2019-20	2018-19	2017-18	2016-17	2015-16	125	175	172	133	94
2019-20	2018-19	2017-18	2016-17	2015-16							
125	175	172	133	94							
File Description	Document										
List of research papers by title, author, department, name and year of publication	View Document										
Any additional information	View Document										

3.3.3 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: 5.7

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

2019-20	2018-19	2017-18	2016-17	2015-16
54	306	140	153	193

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The college has tried its best for a noteworthy contribution to the society and environment by making a participation to promote college-neighborhood-community. It has given more stress on the service oriented activities making more engagements of the students for a holistic development to f the students contributing to good citizenship. The NSS group of has taken so many initiatives involving the teaching and non-teaching staffs of the college to their best. Under the banner of **Unnat Bharat Abhiyan** scheme we have adopted 5 villages nearby and trying to solve their problems related to uncleanliness, unhygienic, **Go Green**, Mobile awareness, awareness regarding the use of polythene, AIDs awareness programs etc. We have organized several medical camps like Dental check-up, regular health check-up in the rural areas as well as in the college campus. Blood donation camps with collaboration with the Rotary club of Bhubaneswar, and Red Cross Society of India were organized may a times. As from the last few years the coastal region of the state is regularly facing cyclone nearly every year, tying up with a social organization Robin Hood Army, Bhubaneswar chapter the students had participated in the relief work in the cyclone affected areas and rendered all types of possible helps to the needy people. We have also organized cyclone awareness programs in the villages as well as in the slum areas of the city.

Traffic awareness program is also organized on the road by the students and volunteers of Robin Hood Army, Bhubaneswar chapter in the leadership of the Dy. Commissioner of Police (Traffic) Ms. Sagarika Nath

The college has organized several **literacy programs** for the village children imparting free training on

computers to the students initiated by the students and managed by the staffs. Providing training on **sewing machine operation** and promoting the rural people to be self-sufficient.

Social activities enhance and create social awareness and responsibilities in the students. As a result of these involvement in technical activities various types of awareness in the society through the students is observed. Apart from these various student chapters with different **cultural and social activities** are being organized to create social responsibilities among the students. Similarly we have conducted several other programs as mentioned below in the table:

- Vocational Training on Coir Making to village SHG by AJIVIKA
- Fire fighting awareness to college students & staffs
- Yoga and Meditation camp in the college
- Cancer awareness program in collaboration with a cancer fighting NGO
- Best use of Mushroom App in the villages
- Awareness Camp on Eco Friendly Diwali
- Village Home survey using UBA scheme
- Tree Plantation in the college campus
- Village household survey and cleanliness within **Ek Bharat Sreshth Bharat** scheme.
- Awareness camp on spreading of CORONA virus in the college.
- Distributed Groceries and medicines to the needy people like Senior citizens, pregnant ladies, physically handicapped etc. during the COVID-19 pandemic luck down period with the help of State Govt. of Odisha.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 6

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	1	1	1

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 37

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	7	7	6	5

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 38.22

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1576	864	970	630	750

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 418

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
89	72	102	68	87

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 42

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
17	8	7	5	5

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Gandhi Institute For Technology (GIFT), Bhubaneswar established by the Balaram Panda Trust in the year 2007. The Institute is approved by AICTE, New Delhi and is affiliated to BPUT, Rourkela and SCTE & VT. Programs like Diploma, B. Tech, MBA, MCA and M. Tech are offered at GIFT.

The Institute has state of the art infrastructure for effective teaching-learning facilities such as adequate number of class rooms, laboratories, tutorial rooms, technology enabled learning rooms, workshop, seminar halls, drawing hall etc, which creating an environment for progressive learning and development. Certain class rooms and seminar halls are equipped with audio video teaching aids. All equipments in the lab are always checked for wear and tear and replaced with new or repaired one every semester. Before the commencement of every semester faculties used to ensure the availability of required software/ equipment for the smooth conduction of the labs. Labs are equipped with sufficient hardware and licensed software to run as per program specific curriculum. The number and area of the class rooms and labs are as per the AICTE norms. Every dept. is also equipped with exclusive computing resources and departmental library. In addition to the above, the institute has a central library which hosts a number of national and international journals with spacious reading room. Digital library is another added advantage for the students and staff members. NPTEL and other content are made available through high-end library server.

The Institute also has essential facilities such as digital library, language laboratory; it also provides sufficient no of computers with internet, system software, application software and computer peripherals.

Details of classrooms, tutorials, seminar halls, library and laboratories:

Classrooms: The institution has sufficient number of well-furnished, well ventilated, spacious classrooms for conducting theory classes. All the class rooms of individual departments are at close proximity in order to have better access for the students.

Technology enabled learning rooms:

1. Each department is provided with e-classrooms having public addressing system to facilitate active learning.
2. The class room has a seating capacity of 60 and provided with LCD projector, Wi-Fi enabled internet connectivity etc.
3. The classrooms are also ideal for small seminars and workshops.

Seminar Halls:

1. The institute has well designed seminar halls to conduct conferences, workshops and symposia for students and faculty.
2. The seminar halls have a seating capacity of average 200 max and are fully air-conditioned. They

are equipped with LCD projectors, white board and public addressing system.

Laboratories and workshops: All laboratories are well equipped and well maintained not only for carrying out curriculum-oriented practice sessions and certain research activities.

Computing facility: There are 02 computer labs with around 712 computers. Sophisticated software like MATLAB, ANSYS, XILINX, Auto CAD etc are available. The campus is well connected with campus wide Wi-Fi network with internet speed of 110 Mbps.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

A sound mind coupled with a strong physique is the key to success. Sports activities occupy a significant part of the college curriculum in GIFT. Large playing fields support a wide variety of games, such as Cricket, Football, Handball, Basket ball, Volleyball, Throw ball, Kho-Kho, Kabadi and Badminton etc. There are also dedicated spaces for indoor sport, including Table tennis, Weight lifting, Power lifting, Chess, Carom and T.T. etc. Our outdoor facilities include a 200 meter athletic track and courts for Basketball, Volleyball, Handball, Throw ball and Badminton. GIFT also has an indoor gymnasium facility with areas marked for Yoga, Weight training and Cardio exercises.

In GIFT, a specific no of well qualified and proficient PETs is appointed to impart training the students & to make them participate by forming the college teams in state level, university level competitions and other intercollegiate competitions. Students are encouraged to take part in sports activities after the college hours. Sports event competitions are conducted in the interdepartmental level in an academic year and the winners are awarded.

Students with a passion for music and dance are encouraged to perform/ take up training in these arts during the hobby classes. Faculty with skills in any of these arts ably support students through musical night program, annual cultural festival and motivate them for competitions held outside.

A musical night program is a nice concept adopted here in GIFT to create a competitive environment among the students. To make it practically realistic all the students are subdivided between 06 no of houses

i.e. Anand, Bhaba, Behera, Khosla, Kalam & Viswess. The student admitted in the house in the first year shall continue in the same house until passing out from the institute. At least one musical night for each of the houses shall be conducted in an academic year. Proportionate representation for performance shall be given to all courses (Diploma, M.Tech, MBA, MCA, Engg), and all student of all years shall be proportionally represented in all events. The duration of musical night program is max 02 and half hours, and shall be closed before 7:15 PM in winter and 7:30 PM in summer season. The winner house is used to awarded in the annual cultural function.

Odisha's grandest and most popular college festival, LELLIHAN is used to organize at Gandhi Institute For Technology (GIFT), Bhubaneswar every year. A daylong extravaganza event organized by Creative Arts and Cultural Society touched the lives of all who were involved and visited the fest. With a thunderous line-up of cultural events and competitions topped with engaging workshops, LELLIHAN is used to be crowd pleasing to every circle of students. The event witnessed a footfall of approximately 3,000 students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 82.81

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 53

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 15.75

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
203.44	233.00	226.61	183.77	169.85

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The College Management System, often abbreviated as CMS, is software that helps the staff to direct online activities in our college.

The activities and management of the Library are also an integral part of this College Management System. The system dealing with the Library activities is referred as GILMS (*GIFT Integrated Library Management System*). The function of GILMS is to manage the activities of the Library through a computerized system.

The GILMS allows us to easily add new books, videos and Page sources. Apart from that Books and student maintenance modules are also a part in this system, this helps to keep track of the students using the library. The detailed description about the books in the College Library is also available for the staffs and students.

The best thing about this computerized system is hassle free record keeping of the book. There are separate modules which track all the Library activities starting from Book record keeping, Book issue date to both student and employee. The return dates are prefixed to 21 days and the fine thereafter is also auto calculated.

The librarian uses his/her CMS to access the Library module. All listed sub modules are available there. A book can be searched by typing in the book name or the Book Number. The book then can be issued to the student. Students are searched by typing the registration no. The book can further be issued on different basis like semester wise or on the 14-day cycle wise. There is no such restriction when a book is issued to an employee. However, when a employee leaves the Institute, he / she has to take the clearance from the library as well. All books available under his name will be displayed and has to be returned before taking the clearance.

Similarly, the study notes to be provided to the students are also available in here. The photocopy service is

also available at the Library. If the students desire to get a hard copy of the notes, he can just photocopy it. The required charges which the student has to pay will automatically be added to his demands in his account book.

The student login in the library module shows all the books he/ she has taken and the requires dates of return and of all the photocopies he has done.

This computerized Library Module, GILMS helps the librarian to manage the library conveniently and effectively, compared to library systems which are not computerized.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 13.39

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

2019-20	2018-19	2017-18	2016-17	2015-16
14.497	13.98	13.20	12.73	12.54

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 82.62

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

Response: 2130

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

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

LAN Facility

There are 38 data network switches (Giga byte), 18 POE network switches for access points, CCTV cameras. 110 Mbps of internet connectivity is shared across the campus, where 100 Mbps is shared for the students.

Server configurations in data center

There 02 servers with Xeon E-5 version-2, 16 GB RAM, 1.0 TB hard drive, which are served as Domain Controller (DC), Additional Domain Controller, student biometric server, faculty biometric server and application servers.

Back up device- 2TB for critical server back up

Workstation

712 desktops are provided to all department labs with configurations of Pentium dual core i3 3 generation 4GB, 500GB hard disk with LAN connectivity. 80 desktops with configurations of core i3 4GB, 500GB and dual core 250GB, 2GB hard disks are available to carry out academic and administrative work.

Software

Windows 2008 server and windows 2011 multi point server available. We also use open source operating systems such as Fedora, Ubuntu and CentOS.

Printers

48 Laser jet printers, 4 Xerox centers and 5 scanners are provided across the campus for academic and administrative purposes.

Updates and up gradation

Updates are maintained regularly through WSUS (Windows Server Update Service) and anti viruses are updated through cloud portal. Ram has upgraded in 67 computers in 1GB to 2 GB.

Wi-Fi

24 Extendable Wi-Fi access points are placed in various places like Library, Corridors, Labs, Hostels, Canteen and Outdoor. Wi-Fi access is provided to all the students which is monitored and controlled by linux server at the IT department for secure content access. All access points are routed to a Wi-Fi controller in the Data Center where configuration and updates are maintained in a centralized fashion.

A comparison of IT facilities including Wi-Fi, in 2015-16 and 2019-20 can be summarized as follows:

Sl No	Items	2015-16	2016-17	2017-18	2018-19	2019-20
1	No. of Computers	410	451	519	607	712
2	Bandwidth	50Mbps	50Mbps	75Mbps	75Mbps	110Mbps
3	Desktop Configuration	Pentium 4	Celeron	Pentium M	Yonah	Dual Core
4	Accessories (Printers)	20	24	30	37	48

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 3:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution**Response:** A. 250 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 31.38**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)**

2019-20	2018-19	2017-18	2016-17	2015-16
339.70	329.09	408.05	493.66	474.37

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

The Institution has the structured system for maintaining and utilizing the facility available. GIFT facility management team maintains the physical and academic support facilities. The various responsibilities of the team are housekeeping activities, maintenance of gardens, pest control, entire campus up keep work etc. GIFT deployed 04 location supervisors across the campus. Each location supervisor will report to the maintenance manager regarding his observations on Electrical, Plumbing and housekeeping related issues and complaints. A log book is maintained for the same. The college provides transportation facilities for its faculties and students. A transport committee is constituted to address and rectify any transport related issues. The security of the institute is taken care by in house security guards with the help of an external private agency in two shifts round the clock.

In order to ensure the adequacy of the infrastructure including land, buildings, equipment, computer hardware and software, the norms of the statutory bodies like University Grants Commission (UGC), All India Council for Technical Education (AICTE), Affiliating University (BPUT) with regard to resource requirements are adhered. Records of all infrastructure including equipment, software, books and other items are maintained by all the departments.

All departments are strictly followed the procedures and guidelines of the institute with regard to cleanliness and preventive and corrective maintenance of infrastructure.

- Regular cleaning as per the checklists
- Regular inspection and periodic maintenance of equipment including lubrication, wherever necessary
- Preventive maintenance as per its schedules and maintenance of records.
- Annual maintenance of contract and maintaining record of service / maintenance
- Corrective maintenance and its records.
- Deploying old equipment on tasks of lower level utilization like computers from labs can be deployed on office work for word processing.
- Transferring assets to other section of the institute which can utilize the old equipment's productively.
- Selling the old assets in a regular basis.

Classroom and Sports facility Maintenance

The sports facility of GIFT comprising different playing fields, track & field, recreation hall & gymnasium is regularly cleaned and well maintained by the support staff in supervision of the physical education department. A stock register and an issue register are maintained to ensure the proper handling of the sports items. Stock verification of the sports items is conducted at the beginning of each semester. Regular maintenance of the play area is conducted under the supervision of physical education director and faculty sports coordinator.

At the beginning of each semester the readiness of the classrooms and labs are checked by the facility management team. Regular inspection, maintenance of the furniture and classroom equipments is done on a regular basis.

IT Maintenance

IT help desk is functioning in the campus for resolving the issues like hard ware trouble shooting, software installation, Maintaining Biometric devices and network related issues are monitored and maintained. The complaints are posted through e-mails are addressed and resolved immediately. Also all necessary software like Microsoft office, browser, lab software, antivirus software are installed in various laboratories along with the computers are maintained by the IT help desk of GIFT in a regular basis.

Library maintenance

There is regular stock verification process carried out by the library. A file is maintained which contains the stock verification reports carried out at different intervals. Physical verification of the library stock is the process by which the accession register is tallied with the books in the library. It gives the overall picture of the available documents in the library. Stock verification provides the opportunities to weed out long unused, very old editions of the books from the library. It also leads to the cleaning and dusting of books and thus preventing their deterioration. All the torn and old books which couldn't be used for circulation has been kept separately. There is a library advisory committee which helps in guiding the library for effective services. The library committee meets at regular intervals for selection of books and other library materials. They also suggest ways and means to improve the services. The files relevant to library and library services are well maintained and labeled for easy access to any of the library staff. All the new books and journals are kept in the new arrival racks for a period of two weeks or till the arrival of next lot of new books or journals. Because of the strict vigilance from library staff and the security personal, the percentage of loss from the library is negligible.

Laboratory Maintenance

All the laboratories are spacious and well-lit. Do's and Don'ts/ safety precautions are displayed in each laboratory. Every equipment in the lab is recorded in lab equipment register and the maintenance is recorded in the maintenance register. In GIFT, a periodical maintenance is carried out in all laboratories through a biannual audit at the end of each semester. As per the audit result, the in house servicing of the lab instruments is done & the major repairs are outsourced by following the procedure of the institute. Consumables are also purchased biannually. Instruments are calibrated wherever required. Lab assistant & faculty members are trained to do the repairs as applicable. Department wise annual stock verification done by the head of the department. All electrical wirings and grounding are done as per the norms. First aid box, fire extinguisher and hand gloves, welding goggles are provided wherever necessary. The institution has outdoor and indoor doctor of its own. Hence any sort of medical emergency can be immediately addressed.

Infrastructure Maintenance

Class rooms / Laboratories / Internet facilities are maintained based on the students feedback through the Class committee meetings. This information is conveyed to the authorities concerned and rectified.

Housekeeping

Students and faculty provide feedback on various aspects of housekeeping at class committee meetings and other occasions like department meetings, HOD meetings which are passed on to the maintenance department and problems are sorted out.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 49.34

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
1602	1314	1260	1109	925

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 65.96

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
1575	1705	1726	1678	1627

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 20.19

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

2019-20	2018-19	2017-18	2016-17	2015-16
496	659	421	479	496

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 71.95

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
584	659	421	479	596

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 0

5.2.2.1 Number of outgoing student progression to higher education during last five years	
File Description	Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)
Response: 92.86

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years				
2019-20	2018-19	2017-18	2016-17	2015-16
130	83	151	141	109

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years				
2019-20	2018-19	2017-18	2016-17	2015-16
138	92	167	153	112

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.
Response: 117

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

2019-20	2018-19	2017-18	2016-17	2015-16
25	22	19	23	28

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

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

Response:

Students of Gandhi Institute For Technology (GIFT) have been privileged enough, because the college provides various opportunities for the welfare of the students to outshine in other fields apart from academics. Every year, the students take internships in different companies. This helps nearly 90 % of the students placed every year in these reputed organizations. The students are also imparted the new version of soft skills to sharpen their career development skills. These practices help the students to learn the nuances of Group Discussion and Personality Development, which increases the employability of our students. Apart from this ,CSI, IETE, ISTE, SAE, IEEE, IEI **Professional Society Chapters** and various club activities are launched in the college for the holistic development of the students. Since a regular degree is not going to be suffice, we roll out the Business English Certification (BEC) Course both Prelim & Vantage of Cambridge University, UK to have an edge over other students. The students also attend the special coaching classes for GATE, I.A.S, I.P.S, GRE, TOEFL examinations with a view to excel in other professions also. Research activities are also encouraged by the R&D Cell under the stewardship of PIC, Research and so many students have come out successful in their respective research fields. Department of Science and Technology, Govt. of India, New Delhi has recognized GIFT as a Scientific and Industrial Research Organization for the improvement of the emerging Entrepreneurs. The students take their chances through innovative projects, with an objective of becoming an active Entrepreneur. The students are also member in IQAC. Further, to address their concerns pertaining to academics, Class Representatives' meetings are conducted thrice in a semester in the presence of concerned HoD, faculty, Registrar Dean Academics and Principal . A part from this, the students are motivated through self – learning aspect by providing courses like NBTET, MOOC in the Library and Digital Library. As well, the students actively participate in HAKATHON, SYMPOSIUM, WORKSHOPS, and have proved their mettle by winning many national level awards. International conferences have also been organized and the students have also actively participated in these events to explore new horizons of learning.

NSS Wing of our college participate actively in social works in neighboring villages in order to serve the society. Apart from this, the students actively participate in Sports, Cultural Committee, Literary Clubs, Ek Bharat Shresth Bharat program, 'Swachh Bharat' program etc. These programs have been organized in order to create social and cultural awareness among the students. Sports play an importance role in the college because, the student's inner skills in these extra-curricular activities are brought out through sports. Besides, the student's innovative talents are exhibited through project exhibition and the students involve themselves in the part of demonstration. This creates an ambiance for the students to invent or create new technologies to solve the societal problems. Thus, the college uplifts the status of the students by providing and creating a platform in all aspects.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 20.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
22	20	19	19	22

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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:

Established in 2011, GIFT Alumni Association (GIFAA) creates and maintains a life-long connection between the Institute and its alumni, who number more than 6,000. The alumni always come back to the institution to contribute in various ways. They often guide the current students and share their experiences in the academics, cultural and sports events, or even employment (by training them for their recruitment in corporate world or making them aware about the career options in their own field). GIFT Alumni Association (GIFAA) is a registered association and the bonafide students who passed from GIFT are members of the GIFAA and Official staffs who completed their service for more than 03 years are also members of GIFAA. The association has elected office bearers and every 02years and by the process of election GIFAA gets its office bearer. GIFAA is involved in knowledge transformation through different workshops, Seminar etc. and actively involved in social activities too. Every year Chapter wise alumni meets are getting conducted in different cities and Annual Alumni Meet is conducted during 3rd / 4th week of December. As on date student members are contributing Rs.500/- (Rupees Five Hundred Only) as lifetime membership fees and all the expenses are made from such contributions only. Few alumni also contribute in addition to their life time membership fees. Out of the GIFAA office bearer only Alumni Coordinator is compensated with a monthly remuneration and rest of the office bearers are continuing without any remuneration. Alumni President, Secretary and other members meet on a regular basis to conduct executive body meetings for activating different programs of GIFAA. It conducts regular interactions with junior students for personality development and technical skill development.

Main Objective of GIFFAA

- Alumni Career and Networking Services
- Life-long Learning
- Student-Alumni Contact
- Events and Reunions
- Geographic Alumni Chapters
- Support your Hostel
- Support your Community

Other Objectives

- 1.To exchange professional knowledge, organize technical conferences, seminars, workshops and training courses. To represent and participate in such seminars, conferences, workshops or meetings conducted by various Engineering and professional Associations, Establishments and to seek recognition in various forums of State and Central Governments, Quasi-Governmental Organizations, private and other Autonomous Bodies, with a view to contribute to the further nuances of the objectives of the Association.
- 2.To advise and interact with State and Central Government Bodies, Universities, Professional Associations and Associations of Engineering and Engineering Equipment Manufacturing Industries and Marketing Agencies on matters relating to promotion of Engineering Education, training, management and systems.
- 3.To conduct seminars, conferences, workshops and meetings of engineering professionals and faculties for the purpose of promotion of engineering knowledge and skill.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

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

MAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

To meet the educational demand of the globe, by achieving excellence through a systematic plan of performance and service revolving around intellectual, personal and professional growth by encouraging innovation and research, built upon the tradition of unparalleled quality.

Mission

- To advance knowledge in major paradigms of technology and to create a distinctive culture of research and innovation among potential engineers with the collaboration of faculty, technocrats, funding agencies and experts from other premier institutes for generating a pool of professionals.
- To generate a pool of eco-preneurs with the ability to address industry and social issues to the highest standards, with an inherent concern for the environment.
- To meet the expectations of society by equipping our students to stride forth as resourceful citizens and conscious of the immense responsibilities to make the world a better place to live in.
- To create at least one Center of Excellence within the upcoming two academic years in one specialized engineering domain.

The vision and mission statements of our Institution mainly focus on providing quality education to students to help them compete in the global arena, and to instill in them the culture of innovation and research, to provide meaningful education and to continually update their knowledge and skills that need to be applied to the global scenario

Governance, perspective plans and participation of the teachers in the decision making bodies of the institution:

- The Institution is governed by the Balaram Panda Trust and the Trust looks after governance which is the key activity that connects the management, staff, students and the community.
- The Institute has a governing body in place where members are drawn from distinguished strata of society.
- The Principal wields the powers with regard to all the academic and administrative matters including the conduct of examinations.
- The Principal functions through various committees.
- Every Department has a Head of the department, who in turn, assigns various tasks to different faculty members of the department.
- For administrative functions, the Dean Administration and two Administrative Officers look after the activities executed by ministerial staff support.
- The faculty is involved in several activities in addition to their own academic assignments. The sense of involvement makes them develop a sense of belonging for the Institution. Two faculty

members, in the capacity of teacher representatives, are members of the Governing Body. Hence they are actively involved in the decision-making process to sustain and enhance quality of education imparted by the institution.

- All the functions of the college are meticulously planned, properly coordinated and perfectly executed.

The Principal ensures that all provisions of the University by-laws, statutes and regulations are observed. He also convenes meetings of the Academic council, various others bodies and performs all such acts as may be necessary to carry out and give effect to the decisions of the said bodies. Importantly, the Principal provides academic leadership and in association with the various faculties, evolves strategies for academic growth. The teachers hold periodic meetings at the department level or through various committees.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Case Study on Departmental Budget and Participative Management

In an attempt to make the organizational structure more efficient and effective, the institute believes and practices the decentralization in all level of management in general and budgetary management in particular. This is because decentralization and participatory management have got long standing impact on organizational structure. In doing so, it adopts **a bottom up and top down approach** in its strategic planning and conventional approach to departmental budget thereby avoids methods of centralization.

Hierarchy of the Budgetary Committee

The institute has got a unique system of its financial governance system. The budgetary management system is democratic and inclusive as it is not governed by any individual but led by a dedicated team of people and committees. The hierarchy of the committee is as follows

- 1.Principal
- 2.Departmental Committee (HODs and all faculty members)

Budgetary Procedure

The Institute has a well-defined procedure to monitor effective and efficient utilization of available financial resources for infrastructure development and academic processes. Every year, the budget is

prepared well in advance after taking into consideration the requirements of every Department. Each Department prepares the budget based on their **students' strength and prescribed guidelines** for the requirements such as Lab Equipment's, Software, Lab Consumable, Lab Maintenance and Spare, Research & Development, Training and other expenses. As and when required, the institute makes a provision for advance additional fund, the Principal and the Head of Departments discuss the requirement and decide the priorities while allotting financial resources for various purposes; and also ensure optimum use of available financial resources. The Institute has standardized procedure for sanctioning of funds for various activities and also for settlement of advance and passing of bills for payment.

- The Management has given complete support and discretion to HODs to form a budgetary committee by taking faculty members to finalize the budget by referring the **budgetary guidelines**.
- Thereafter each department produces its budget abstract sheet to principal for approval. The principal then studies the annual expenditure, scrutinizes the budget and provides feedback for efficient use of financial resources.
- After approval of the budget by the Principal, the amount shall be disbursed by the accounts department.
- After the budget gets approved by the principal, all HODs will be asked to utilize the allocated fund immediately by adhering to formalities of financial procedure and the HODs are free to incur expenditure up to the amount and the requisition shall not come to the management but to submit the utilization certificate to the accounts department.

Outcome

Hence, the decentralization in budgetary management of GIFT offers a huge scope for better supervision and control, efficient communication among all the levels of management, quick decision making, and ease of expansion. The above procedure reveals that once the budget is approved by principal the amount will be disbursed by the accounts department which exemplifies true decentralisation of power.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Teaching and Learning

The Teaching and Learning process includes Implementation of outcome based education, academic research, guest lecturers. To make learning more effective we have the choice-based credit system and grading system of examinations as per the university norms. Based on the quality policy of the institute every department has taken various activities to achieve the goals of the institutional quality policy. The

following strategies have been adopted for improvement of teaching and learning process:

1. **Organizations of Remedial classes-** Slow & Advanced learners are divided & trained separately. Mentoring, tutoring, counselling, remedial classes, and sponsorships are provided to students from disadvantaged sections, those who are differently-abled and those with special needs.
2. **Feedback System-**Regular feedback is taken on teaching & analysed through online in college management system (CMS).The college conducts a student appraisal of teachers, and takes a parent feedback to evaluate the teaching learning process at the institutional level and suggest measures for improvement.
3. **Continuous improvement of resources-** Innovative teaching pedagogies are implemented for different category of students in areas like field trips and lab exercises and peer-to-peer teaching. The guiding standard behind workshops is to ensure that, students can link theory with practice, apply their knowledge and develop new skills. Workshops encourage creativity, innovation and assimilation of ideas to yield multiple need-based solutions.
4. **Provision of e-classrooms-** We ensure a perfect blend of classroom teaching & ICT enabled teaching so that the students are motivated all the times. Ergonomically designed classrooms with networking facility are available
5. **Academic Review meeting** -Every Thursday, all the faculty members assemble and discuss different aspects of the teaching & learning process, starting from curriculum to pedagogy, best practices, & latest trends in knowledge and industry. Each course module plan is presented & discussed.
6. **Conduct of pre-placement training classes and campus connect programmes-** One training placement cell is in college which can conduct the training of students from the 1st semester onwards. They can conduct the placement also.
7. **Structured course files and lab manuals on all courses-** Total syllabus followed the rules of BPUT academic calendar. First college prepared workload of faculty and distributed among the faculty. Then according to the workload timetable prepared by the timetable management. The faculties are prepared the lesson plan and upload it into the college management system (CMS).
8. **Development of student support material-** Subject wise Lecture notes and study materials are prepared by the faculties and upload it into the college management system (CMS)..
9. **Conduct of GATE and different competitive coaching classes** -College provide different coaching classes for different competitive courses itself in the college campus.
10. **Industry interaction-** To impart hands on exposure of real work environment in the industries and to keep pace with modern technologies, the institution has formed an Industry Institute Interaction Committee which works closely with the industries and carries out the activities like Industrial Tours, Summer internship, Guest lectures by the experts from industry

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

Gandhi Institute For Technology (GIFT) follows a flat organisational structure, which ensure quick and effective decision making and timely execution. The organisational structure of the institute is as follows:

The top most layer of the organisational structure consists of **board of governors**. This is responsible for apex level decision making. The board of governors of the institute meet once in a year to discuss and deliberate upon the institutional requirements and unanimously take crucial decision for the betterment of the organisation

Chairman is the highest authority in the institute who plays a crucial role of implementation of decision and suggestions given by the governing council from time to time. The Vice Chairman is responsible for running day to day administration and ensures smooth academic performance. The **Vice-Chairman** gets assisted by the department head.

Principal is the chairperson of administrative and academic activities of the institution academic performance. Responsible for overall administration and academic function of the institution in keeping with policies of the management as well as mandatory regulations and stipulations of the related statutory authorities

For helping principal different posts like **dean administration, dean academic, dean R&D, dean hostel affair and dean student affair** is there.

Under Dean Administration **budget committee, purchase committee, training and placement cell and hr. department** are there.

Under the Dean Academics **Feedback committee, the timetable committee, exam committee and Management system** are there

Under Dean R&D **Research committee, Internal and External R&D activity and EDP cell** are there.

Under the Dean Hostel affairs **Warden, Assistant Warden, Coordinator, Care taker and service staffs** are there.

Under the Student Welfare Committee **Disciplinary Committee, Athletic Society, Cultural Society, Student and Staff Welfare Society, Ethical Committee, SAC and Grievance cell** are there.

Academic Council of the institution is there which comprises all Deans under the Chairmanship of Principal.

Academic advisory committee is there which advises the Academic council of the institution.

Advisory committee of the department is there which advises the head of the department.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: E. None of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

1. Faculties are provided with appreciation after completing PhD.
2. Yearly 50K award is provided to faculties and non-teaching staff for performing extra ordinary work.
3. Recognition for good work based on PBAS performance and outstanding contribution.
4. Extending facilities like study leave and “earn while learning” is also provided to the faculties for completing higher education.
5. Duty Leave, medical Leave, Casual leave is provided to the faculties for various purpose.
6. Maternity leave for female faculty and non-teaching staff.
7. Special paid leave is offered to all faculty member during their marriage

8. On duty leave is provided for faculties for research activities as per the requirements.
9. Faculties are provided with TA and DA for presenting technical papers in national and international conference.
10. Some of the teaching and non-teaching members are provided with Employee Provident Fund which is duly deducted every month from their salaries.
11. Faculties are provided with honorarium under the scheme of employee referral Programme.
12. Teaching and non-teaching members are provided with free transport facility.
13. ATM facility is provided for all inside the campus.
14. Subsidized meal is available for all with monthly payment basis.
15. Accommodation facilities in quarters are provided for teaching and non-teaching staff.
16. All faculties are provided to issue max 10 no of books and have free access to different online magazines, journals and books.
17. Free medical checkup for 24 hours (24x7) inside the campus is provided for all.
18. Staffs are provided with free internet and Wi-Fi facility in the college campus.
19. Faculties are sponsored to attend seminar/conference/workshop in every academic year and he/she may also be paid with full/partial registration fee and TA/DA for the same.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 57.78

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

2019-20	2018-19	2017-18	2016-17	2015-16
82	97	88	70	92

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response: 56.95****6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
55	52	116	67	133

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**Response:**

The institute follows a robust performance appraisal system for both Teaching and Non-Teaching staff.

1. Performance Appraisal System for Teaching staff

1. Individual Achievements

- **Student Feedback**

- Students give faculty feedback for each faculty taking their class or lab. There are separate criteria's for class and lab.

- **Quantitative and qualitative analysis of classes taken**

- Analysis are taken by the HOD of no of classes and the quality taken by the faculties

- **Results of Students in university examination**

- Analysis taken by the university result
- **Involvement with students and parents including effective mentoring and formal and informal counselling**
- Involvement of the mentor with the parents and the mentees are monitored by the HODs.

- **Punctuality, Time Attendance and Leave Etiquettes**

- Punctuality of taking classes, attendance and leave of class are monitored by the HOD and the floor manager

1. Individual Improvement Efforts

- **Research, Projects, Publications, FDP, & Patent**

- Our organization has always taken consideration of individual efforts by the innovative research or product or prototype based idea, some outcomes in terms of project grant, publication, patent, consultancy or STTP/workshop/Conference

- **Improvement of self by taking courses in NPTEL, Coursera, etc.**

- Involvement of faculty in NPTEL, Coursera etc for improvement of knowledge considered by our organization

1. Performance In a Group

- **Involvement in various accreditation and internal quality assurance work and improvement activities of the institution, submission of various information in time**
- **Relationship building, exposure of self and students, and entering MOU with Industry/Institutes**
- **Brand Building, Public Relations & Relation with University and other related organizations**

- Involvement in different Co-Curricular and Extra Curricular Activities like Professional Associations, NSS, College Celebrations, Different Clubs, Musical Nights, Techfest, Annual Sports, Annual Function
- Insolvent in Skilling, Value added Courses for Students, and Student Summer Internship etc.

1. Evaluation by Colleagues & Co-workers

- Self and Senior (Reporting Officer) evaluation
 - By 2 ways Evaluation done here by the seniors and self evaluation
- Peer Evaluation
 - In this peer evaluation faculty can get an opportunity to evaluate colleagues or peers on the basis of few parameters

1. Evaluation by Seniors

- Subjective evaluation by Principal
- Subjective evaluation by Dean Academics
- Professional and Personal Character

(Leadership Skill, Dedication, Honesty, Decisiveness))

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

GIFT, Bhubaneswar believes in transparency in all the aspects of its financial matters. It conducts both internal and external financial audits in regular manner. It has a fulltime Treasurer and Accounts Department since inception to ensure maintenance of annual accounts and audits.

Internal Audit: Internal Audit is being conducted in each month from 25th to end of the month by Internal Auditors with an objective to review the routine activities and evaluate the financial efficiency of the organization.

External Audit: External Audit is also being done by a chartered Firm of the institute after completion of the financial year for the Institute and the same have been submitted after the end of every year. External

audit is undertaken to evaluate and examine the financial statement of the organization.

Keeping all the aspects in view, GIFT conducts statutory audit covering all financial and accounting activities of the Institute. This includes scrutiny of the following:

(a) All receipts from fee, donations, grants, contributions, interest earned and returns on investments.

(b) All payments to staff, vendors, contractors, students and other service providers.

3. All observations/objections are communicated through their report.

4. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. All Utilization Certificates to various grant giving agencies are also countersigned by the CA. All Financial Statements have been certified by the CA.

5. Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute. This is mainly pre-audit of major receipts and payments and concurrent/post audit of all other receipts and payments. He also pre-checks salary fixations, pension and gratuity payments and final payments of GPF.

Internal Audit is being conducted in each month from 25th to end of the month by Internal Auditor Lal Das & Co. All the bills/vouchers are audited by an Internal Auditor on a routine basis. Proper record of all the expenses is maintained by the accounts department.

External Audit is also being done by a chartered Firm of the institute Lal das & Co after completion of the financial year for the Institute and the same have been submitted after the end of every year. The External Auditors verifies all the receipts, payments, cashbooks, bankbooks, vouchers, dead stocks, purchase registers, postage registers and expense bills of the financial year.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 18.45

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
4.6	3.75	3.55	3.35	3.2

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Resource Mobilization Policy of the institute:

Finance is the engine of growth of any institute. Being a self-financing institute, the major source of GIFT is tuition fee collected from the students. Apart from this, the institute also generate funds from projects sponsored by government agencies, industry and consultancy services. Institute also receive grants from AICTE, UGC, CII, AIMA, TEQIP, BPUT and etc to organize seminars, FDP, MDP etc.

Optimal Utilization:

In order to utilize the funds in an optimum manner the institute follows and adopts innovative methods like competitive bidding, digitalization, in-house maintenance, use of solar panels, and CMS to optimize resource and avoid unnecessary expenditure.

The institute has a well-designed financial policy which ensures effective and optimal utilization of finances for academic, administrative and development purpose which help ultimately in realizing the institute's vision and mission. Institute has made the necessary provision in the books of account towards efficient use of available fund for each academic year. As per the guidelines of Central Monitoring Committee and subsequently by the governing Body of the college variance report of sanctioned budget and actual expenditure are regularly maintained.

The Institute has a well-defined procedure to monitor effective and efficient utilization of available financial resources for infrastructure development and academic processes. Every year, the budget is prepared well in advance after taking into consideration the requirements of every Department. Each Department prepares the budget based on the requirement such as Lab Equipment's, Software, Lab Consumable, Lab Maintenance and Spare, Research & Development, Training-Travel and other expenses required for next financial session.

Convener of Central Planning and budgeting committee puts up the budget in Governing Body meeting and after discussion and necessary corrections/modifications. The budget is reviewed and approved after necessary changes. The Institute has standardized procedure for sanctioning of funds for various activities and also for settlement of advance and passing of bills for payment.

The Management has given complete support to Principal for organization of various co-curricular & extracurricular activities like technical events, sponsoring of faculty & staff for various skill development

programs, providing financial support for attending conferences, workshops, pursuance of higher education etc. Financial support is also provided for participation of students at various national and international level events like Hackathons, Startups, and technical festivals of IITs & NITs.

The Society has constituted a separate purchase Committee comprising of Management representative, Principal & HOD of different departments. The purchase procedure such as calling quotation, technical bid, preparing comparative statement, negotiation meetings are followed for effective and efficient use of available financial resources. The committee ensures that suitable equipment with right specification is procured at competitive and optimal prices.

Financial audits are conducted by a chartered accountant every financial year to verify the compliance with established processes. Apart from this the college also provides financial assistance to student for participation at various national & state level cultural programs like Ek Bharat Shreshtha Bharat Programs & Sports competition.

File Description	Document
Upload any additional information	View Document
Paste link for 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

Response:

1. Faculty Development

The Internal Quality Assurance Cell of GIFT, Bhubaneswar believes in value based, culture oriented and Quality education. Thus every year IQAC organizes conferences, workshops, Faculty Development Programs, seminars, etc. in which our faculty members are actively involved. Also IQAC encourages to attend seminars, workshops & FDP programs organized by other institutions. IQAC also constantly encourages the faculty members to improve their profile through publication of Research papers in Journals of repute, to undertake sponsored research projects and to become members of various professional bodies.

The outcome of the quality assurance initiatives by IQAC in terms of Faculty development is as detailed below

Publications

GIFT considers that research and publication complement teaching and training and furthermore facilities connecting the students to the new developments happening across the globe. Students of GIFT are encouraged to work in research project and publish their work in reputed journals and conferences.

Research Projects

GIFT provides an atmosphere where each of the faculty members are encouraged to work on Industry projects. Faculty members are involved into different industry sponsored industry projects which enhance the practical industry exposures the faculty also involves students in these projects.

Faculty Development Programme

GIFT arranges a plenty of FDPs for the throughout the year and its become a practice. FDPs are sponsored by AICTE, BPUT and AIMS.

Patent and Copyrights

GIFT continuously encourages all the stakeholders in critical thinking, innovation and translation of its innovative idea to a Patent. GIFT strongly believes in creating an environment where innovation is a key and has been successful in publishing patents in various technologies and fields.

NPTEL Courses

More than 1000 participants including students and faculty members have enrolled this course and successfully completed the courses. After successfully completion of courses, they get certificated and which will help them in placement and current job. In this year total number of enrolment was 370 and Success result is 24.

1. Collaborations

Taking a strong initiative by IQAC, as on date collaborated with 36 reputed industries & institutions which are functional. Out of total 36 organizations few organizations are like BEC, NALCO, OKCL, IIT Bombay, Odisha Mining Corporation, Bridge & Roof Co., MSME, BSNL, CTTC, IE, CSIR-IMMT, BPUT, CAD Digest Technology, TCS, ESF, e COE, Prince of Songkla University- Thailand, Sheet Profile Co., NMIET, Bhubaneswar, REC, Bhubaneswar, CEC, Bhubaneswar, Aryan, Bhubaneswar, etc..

To bring industry & institute in to closer relationships, for continuing & productive relationships and to increase the marketability of students; developed industry- institute collaboration cell with clear guide lines.

Main activities as participation of industrial personnel in our seminars & curriculum design for value added courses, summer training of students & faculty in industry, industrial problems as projects, consultancy ,

project/ research guide from industry, visiting faculty from industry, student/ faculty exchange, joint publications, research support, industrial visits, sharing of research facility, collaboratively hosting seminar-workshop, etc...

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

1 .Teaching- Learning reforms.

Implementation of teaching learning reforms by IQAC:-

GIFT has a well designed methodology to operate teaching- learning process and its IQAC continuously reviews the same (Flow chart enclosed herewith).

At the time of starting of a session, the Academic calendar (day wise detail) is prepared by IQAC taking reference to that of published by affiliating university i.e- BijuPattnaik University of Technology and circulated among all stakeholders. As per the assigned load to faculty members, they upload the detail lesson plan mapped with Course Outcomes & PPT through CMS (college management system) for monitoring by IQAC.

The Departmental Advisory Board (DAB) & performance Assessment Committee (PAC) of each branch/ department constituted by IQAC reviews the periodical course coverage, extra classes at week end, use of ICT facility by faculty members, conduction of doubt clearing classes, students attendance in each class, discipline in class room, conduction of lab experiments beyond syllabus, faculty punctuality in class room, conduction of quiz tests, surprise tests, internal tests in time with strict invigilation, assessment & publication of results of all internal tests in time, maintenance of course file by each faculty members, old questions & answers discussion in class room, solving of problems in class room, etc.. and submit the consolidated report to IQAC.

In addition to class room teaching, focusing on innovative and student centric learning; regular peer teaching, experiential learning, guest lecture, brainstorming by students for the problem assigned by teacher, use of virtual labs, industrial lecture, seminars, workshops, study tour, industry visits, industrial

projects, skill training, ICT learning are adopted , enrollment of students in NPTEL courses & other MOOCs , students encouraged to refer e- journals and the same reviewed by IQAC through DAB & PAC.

On teaching learning process, regular feedback is collected from students and other stakeholders through online feedback system , meeting through class representatives, mentoring activity (each faculty is allotted with 20 students or less), suggestion boxes. The same feedbacks analyzed and action taken accordingly for 100% student's satisfaction on teaching learning.

At the end of the semester examination, the result analysis is done department wise and the attainment of Course Outcome, Program Outcome & Program Specific Outcome is calculated and action taken on teaching- learning process to improve the attainment for next session.

Faculty empowerment

Faculty members are encouraged to enroll NPTEL courses, refer e-journals, virtual labs, publications & other MOOCs. All faculty members are empowered through faculty training, counseling, internship at industry, providing research grants, faculty development programs organized at own college and also at other colleges, becoming members of different society, assistance towards publications & attending conferences, to undergo PhD, etc..

Learning Outcomes

As learning outcomes, R&D fund granted by NALCO & other funded agency of about 75 lakhs, consultancy projects undertaken by EEE, ME,CSE, MBA, Civil, ECE departments regularly, departments as ECE,ME,EEE, CSE accredited by NBA for cycle 2, regular improvement in University results, increase in students success in placement drive, regular improvement in GATE qualifiers, ranking in India Today, tie up with different industries, rise in students enrollment in comparison to other colleges, retention of more Ph.D& experienced faculty members.

2. Annual Academic Audit.

As per the mission statement of our IQAC to ensure Quality Culture aimed at all round excellence in technical education; to enhance, update and for continuous improvement of the academics, every year IQAC conducts academic audit from external experts and internally too. Every year the affiliating university i.e- BijuPattnaik University of Technology conducts the academic audit and basing upon their audit report affiliation is renewed since 2007.

In our internal academic audit, main emphasis is given on preparation of Lesson plan at beginning of semester , maintenance of online faculty log book (through CMS), online tracking of syllabus coverage for both theory & Practical, adherence to academic calendar , regular monitoring of students attendance & action taken for short attendance, departmental meetings with class representatives, R&D activity, development of quality culture among faculty members & learning of new things in their area from best resources, status of reverse engineering study in core branches, implementation of value added courses, skill training to students, department library, students result analysis report, course file of faculty members, use of ICT facility by faculty members, lab experiments conducted beyond syllabus, availability of lab manual, quiz-surprise-assignment tests & its assessment results , extra classes for weak students, expert

lectures by visiting faculty, lectures by industry experts, continuous evaluation of student projects & seminars, external expert involvement for examination, co-curricular activities as industrial visits-tech fest-etc, performance in GATE examination, students feedback on teaching – learning process, publications, faculty involvement in FDP and guide to research scholars and review of attainment of CO- PO- PSO.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

GIFT as a co-educational institution ensures that equal rights, opportunities and responsibilities be provided to all irrespective of gender. GIFT believes in the society that value men and women as equal. The vision of the institute for gender equity is to have equal access to resources and to be treated with respect and dignity. Some major initiatives are taken at the institute to promote gender equity. Every year 8th March is celebrated as women's day. The aim of this initiative is to bring awareness among the girl child of this society which leads to overall development of nation and its community. Poster presentation or rangoli competition is organized on theme like 'beti bachao beti padhao', 'save girl child' etc. which tends to promote gender equity awareness among students.

Safety & security:

At GIFT all women feel assured in terms of safety and security. The Institute provides separate hostels with warden and security guards for both girls and boys. CCTV cameras are installed at various points in the college and hostel premises which provide 24 hours surveillance in order to observe the ongoing activities. Fire extinguishers are installed at college premises. Compound wall is provided for campus security as well as for the hostel security. The institute has transportation facility for students as well as faculties. First aid facility and medical room with all required arrangements for indoor treatment is provided at college campus. The institute has a complain box whose objective is to collect any suggestions or any complaint from girl students and female staff of the institute concerning safety, security and social issues which has been monitored and addressed by the Women cell.

Counseling:

Under the mentorship program of institute, every faculty is assigned 20 mentees to counsel them on various aspects of life. Lady faculty are generally assigned as mentor for girls students. They share their wisdom and experience with their mentees throughout the year through both formal assignments and informal communication. Mentors act as guardian, friend and guide to address their needs and counsel the students. Contact numbers of faculty members are displayed in hostel for any assistance. Weekly two times a lady PG psychologist visit the institute for the purpose of counselling.

Common Room:

The institute has different common room for girl students, which is spacious and well ventilated with clean

& hygienic washroom. The institute provides spacious and well equipped gym, yoga center etc. with separate timings for girls and boys so that they can use the facility as per their convenience.

Day care center for young children

The institute has day care facilities for married faculties and students having young children. During day time, institution provides proper supervision of the infants and young children at day care center so that parents can hold their work.

Any other relevant information

Academically 5% attendance relaxation is given to the girl students. Maternity leave facility is provided to lady faculty and in addition to that two days of extra CL is also available to them.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

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

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

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

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

Response:

The following Waste Management practices are adopted in our institute campus, we have tried to reduce the waste and transfer it in some form of wealth.

Solid Waste Management:

- Dust bins are arranged at various locations to litter. Sign boards arranged with slogans 'Do not litter'. Adequate sweepers and scavengers appointed to maintain clean campus.
- At every week-end, students and staff members are encouraged to participate in '**SWACHA BHARATH ABHIYAN**' program to keep the campus and nearby villages neat and clean.
- **Biogas plant and Vermiculture units** are established in the institute to dispose the canteen wastes into some valuable outcomes.

Liquid Waste Management:

- Most of the waste water is used to irrigate/cultivate greenery and certain portion is send to Sedimentation tanks. The waste waters are used for gardening and Algae culture.

E-Waste Management:

- The electronic waste is sent to scrap yards for the purpose of recycling. A MoU has been established with Shree Ganesh Recycling (SGR) Pvt. Ltd. A certified recycler and social enterprise with focus on working in the space of sustainability and circular economy. SGR is recognized as a startup under Start up India and Start up Odisha.

The following Waste Management practices are adopted in our institute campus, we have tried to reduce the waste and transfer it in some form of wealth.

Solid waste management

- Dust bins are arranged at various locations to litter. Sign boards arranged with slogans 'Do not litter'. Adequate sweepers and scavengers appointed to maintain clean campus.
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The electronic waste is sent to scrap yards for the purpose of recirculation. A MoU has been made with **Shree Ganesh Recycling (SGR) Pvt. Ltd.** a certified recycler and social enterprise with focus on working in the space of sustainability and circular economy. SGR is recognized as a startup under Start up India and Start up Odisha.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

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

Response:

GIFT has taken number of initiatives to promote tolerance towards Cultural, regional, communal, socioeconomic diversities. Every year we organize 6 musical nights where the students of different states showcase their culture through dance, drama and music. The girls and boys are also given equal chance to perform thus promoting harmony amongst different cultures, regions and communes.

In our hobby clubs every week the students take part in quizzes, Poetry writing, storytelling in different languages thus inculcating linguistic harmony. The students belonging to different states with different languages are accommodated in the same hostel room to bring linguistic harmony.

We also have activities under EK BHARAT SRESTH BHARAT program under which we are paired with different colleges of Maharashtra. The students of St. Vincent Pallotti College of Engineering & Technology, Gavsi , Manapur, Wardha Road,Nagpur, visited our college for 5 days, from 17th Feb 2020 to 21 Feb 2020 during which they visited different temples, markets and museum of Orissa at Puri, Konark and Bhubaneswar , to have an idea about our arts and culture. They visited the nearby villages to have an idea about the life style of our villages. They also showcased their culture through Dance, drama and music to our students which was organized at GIFT Campus. This has helped our students to appreciate the culture of Maharastra. This has helped in promoting tolerance towards Cultural and Regional diversities.

As the socioeconomic status effects student's learning behavior and academic performance because of the parent's educational expectation, we in GIFT take care of the same by giving equal opportunity to each student irrespective of his socioeconomic background. The hostel accommodation does not have any classification. The food given to them is same for all. The uniform for college is same for all thus showing no difference in their socioeconomic status. We are aware that the cause for poor academic performance is poverty, Poor health, poor approach to learning, poor interpersonal relation and changing teachers frequently. We take care of this by creating a positive class room culture, by having a mentoring system wherein the teachers are in touch with the parents of the students irrespective of their socioeconomic status, expose students to outside world through industrial tours thus doing away their inferiority complex if any.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Being a citizen of India, duties and responsibilities specified in the constitution of India are: respecting the National Flag and National Anthem, obeying the laws of our country, safeguarding public property, paying our taxes with honesty, protecting and preserving cultural heritage sites, improving the natural environment, maintaining the spirit of common brotherhood.

On 15th August Independence day is celebrated with great zeal and respect at GIFT by unfurling tricolor flag, singing National Anthem, organizing cultural program to express the joy of our freedom.

Republic day is celebrated on 26th Jan by hoisting the National flag and pledging to up hold the honor and integrity of the nation. The importance of Indian constitution is highlighted in the program by conducting cultural items such as patriotic songs, folk dances and speeches.

Every year 26th November is celebrated as constitution day at the campus in which the fundamental rights, duties, values and responsibilities of citizens as stated in constitution of India is discussed.

January 25 is celebrated as "National voter's day" by organizing interactive session to encourage the young voters to cast their votes in the government of India elections.

GIFT has introduced a compulsory paper on the Constitution of India at UG level across all engineering disciplines for creating awareness and sensitization among the students and employees to constitution obligation.

The birth anniversary of Sardar Vallabhai Patel is celebrated at GIFT on 31 st October as Rashtriya Ekta Diwas (National Unity Day). Students deliver the speeches on the life history and his role in the struggle of freedom for establishing a harmonious society. A collective pledge on solidarity and peace is carried out by the teachers and the students.

Every year Human Rights Day is marked on 10th December, the anniversary of the day that the General Assembly of United Nations adopted in 1948, the Universal Declaration of Human Rights. The students are educated about their rights regardless of race, color, religion, sex, language, birth, status, etc.

30th January is celebrated as peace day/ Martyr's Day to pay homage to the victims who fought for the freedom of the India. Students of first year host the program through song, dance and message highlighting the true essence of peace and harmony.

Anti-child Labor Day is observed at GIFT on 12th June to showcase the impact of crisis on child labor. Awareness program at the nearby villages is organized by students about the harmful effects of child labor, the necessity of sending a child to school and the importance of education.

National Youth day is celebrated on birthday of Swami Vivekananda i.e., on 12th January with great joy, enthusiasm every year in GIFT. This promotes youth in the field of culture, art, education, and hope to generate moral values with insight of inner soul. Such activities foster zest among present youth to contribute something for the society.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The Institute proudly celebrates international and national commemorative days, events and festivals to mark the nationhood. These days are celebrated with a unique zeal and zest. GIFT has student from various parts of the country which reflects unity in diversity. The Institute proudly organizes the following events

with active participation of students and faculty members.

2nd October is celebrated every year as birth anniversary of Mahatama Gandhi by conducting cleanliness drive in college campus and nearby villages. This helps the institute to develop the Social Quotient and Emotional Quotient among the students.

On the auspicious occasion of Dr. Sarvepalli Radhakrishnan's birthday, Teacher's Day is celebrated to show their gratitude toward teachers. All the non-teaching and teaching Staff are given gift and scroll as a token of love and respect towards the teachers by students.

Our Institute commemorate the birthday of Pandit Jawaharlal Nehru, as Children's Day by organizing various cultural programs.

International Yoga Day is celebrated at GIFT on 21st June since 2015. Yoga is an inestimable gift from ancient tradition of India. It stands for unity of thought and action, mind and body, a holistic approach to health and well-being. Practical session and Demonstration are given by trainer to remain fit and improve concentration.

Utkal Divas is celebrated with much pomp and gaiety at GIFT to commemorate the formation of Odisha as a separate province. This day is celebrated by presenting colorful cultural show of song, dance and poetry to pay heartfelt tribute to the legendary heroes of the soil. Students deliver about the role of the great leaders that paved path for making Odisha the first state in India to be formed on the basis of language. The song 'Vande Utkala Janani' is recited.

15th september is celebrated as the Engineer's day in GIFT to give a tribute to the greatest Indian Engineer, Sir Mokshagundam Visvesvaraya. The event is attracted by conducting project exhibition and technical buzz.

Makar Sankranti marks the arrival of spring season and is one of the auspicious festivals celebrated in India. This day is celebrated at GIFT on January 14th. The students are told about the importance of Sankranti and its distinct name in every region *Uttarayan* in Rajasthan and Gujarat, *Pongal* in South India, *Til Sankranti or Khichdi* in Uttar Pradesh and Bihar, *Maghi* in Punjab and Haryana, *Bihu* in Assam and the famous *Ganga Sagar* in West Bengal.

Vishwakarma Puja is celebrated by Mechanical Department to pay obeisance to Lord Vishwakarma; regarded as the god of architecture and engineering. It is a resolution time for students and faculty to dedicate themselves to the cause of advancement of technology and gain divine inspiration for creating novel products. This ritual is performed within the workshop with special prayers, havan and distribution of sweets.

File Description	Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for Geotagged photographs of some of the events	View Document

7.2 Best Practices

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

Response:

Best Practices-1

Collaborative Learning:

Collaborative Learning is the academic approach of using a group of intellectuals to enhance learning through working together. Groups of two or more learners work together to share knowledge solve problems and learn new concepts. This is to ensure continuous and synergistic learning advancement of all of us.

Collaborative Learning in GIFT:

Success isn't about what we have accomplished; it's about what we have inspired others to achieve. Through this initiative, we aim to foster vision and strengthen professional ties and at the same time, open the window for new conversations and opportunities to grow more as an individual and as a Team-GIFT.

The initiative had started on 28th November 2019 with the primary purpose of creating a platform that will give us the chance to share our knowledge about different technical proceedings, own research, occurrences, experience and current topics in news.

We had conducted a sufficient number of sessions and its time that we take the suggestion/opinion of the participants to make the upcoming sessions interesting, informative and effective.

All the SPOCs of the respective groups to conduct the next session on the topic “**How together we can make Collaborative Learning more interesting and effective.**”

The associates, depending upon their department and common area of interest, are divided into three groups.

Group-A consists of associates from CSE/IT/MCA and ECE Sectors Group-B consists of associates from EE/EEE, Mech. and Civil Sectors Group-C consists of associates from MBA, Agriculture and BSH Sectors

SPOC of the Collaborative Learning Group initiative is **Dr. Sujit Kumar Panda**

Assistant SPOC from Group A is **Dr. Sasmita Pani** Assistant SPOC from Group B is **Dr. Satyajit Mohanty** Assistant SPOC from Group C is **Dr. Biswaranjan Parida**

The SPOC and Respective Assistant SPOCs will be responsible for the smooth conduction of the Collaborative Learning of the respective groups, keeping reports for attendance, annual evaluation, and to report irregularities. The respective SPOCs will be responsible for preparing the agenda & circulating proceedings well in time. The SPOCs shall furnish a brief report along with the name of attendees and Absentees (who are present in the college but didn't attend the Learning sessions) before the day end of the next day, i.e on Friday.

On Thursday, one group will be in charge of managing the Hobby Clubs, while the other two groups will be engaged in deliberating technical sessions in two suitable places which will be intimated from time to time by the SPOC of Collaborative Learning Group. After 3 group level sessions, one Meeting shall be held where the 2 groups shall have a combined meeting.

The topic of the discussions shall be decided in advance by the concerned Assistant SPOC of the Group in consultation with the members of the group which shall include Talk on the Seminars or Workshops attended by the members in the recent past / Discussion on any current topics in News etc. The Assistant SPOC will circulate the topic/area of the discussion well in advance with the name of the Experts in the concerned area to all concerned.

Similarly, the topic of the discussions shall be decided in advance by the concerned Group SPOC for a meeting where more than one group participate. The meeting shall continue every week, even if there are no hobby classes. The day of the week can be changed, to accommodate university examinations, but the timing shall ordinarily be the same.

The experts will disseminate his knowledge in the subject/area with the appropriate presentation tool or by the physical display of the model or the subject under consideration.

The session will be followed in discussion mode where the other members of the group will participate.

The associates will be allowed to change group as per their personnel interest or Subject Area of Interest by taking due permission from their respective SPOC of the Group and SPOC of the initiative. The associate will be permitted to change the group once in six months.

As advised by our Respected Principal Sir, Attending this "Collaborative Learning Group" is essential, and will be viewed seriously.

Objective

1. The primary purpose of this initiative is to create a platform that will give us the chance to share our knowledge about different technical proceedings, occurrences and the experience gained with due course of time by attending various seminars, workshops, by guiding projects, consultation or by experience.

1. The session will be followed in discussion mode where the other members of the group will

participate. The associates will be allowed to change group as per their personnel interest or subject area of interest by taking due permission from their respective SPOC of the Group and SPOC of the initiative. The associate will be permitted to change the group once in six months. In this Pandemic situation we are participating on online Collaborative Learning session. Recently we have attended Collaborative Learning session on the topics like “National Education Policy” and “Tools and Techniques for Research Publication.”

Evidence of success

- Exchange of Ideas and Technology helps to improve the technical knowledge of faculties.
- Helps in learning subjects beyond curriculum
- The learning and the brain storming session helps to gain knowledge on latest state of art technologies

Problems Encountered

- Difficult to accommodate the session during Academic Hours
- Few Faculties are unable to attend due to other academic activities
- As we have limited schedule, all faculties are not getting scope to present their topic of interest.

Resources Required

- ICT Enabled Class Rooms
- Smart Digital Board

Best Practices-2

Career Advisory and Augmentation Service (CAAS):

Objective

The GIFT has a dedicated “Self-Development and Placement Cell” the main objective of which is to groom the students to excel in the competitive world and to enhance their overall inter personal technical skills and maintain good placement record. The “Career Advisory and Augmentation Service (CAAS)” is a division running under SD & P cell that boosts the technical skill, communication assessment, language skill of the students. It basically gives training to the students to enhance their employability skills and help students to excel in language and communication skills. This cell trains the students to face interviews and boost the students’ confidence levels through soft skill training. It grooms the student’s up to the corporate level and to ensure that all eligible students must place in good sectors.

The Context

It’s a competitive age and students have to face lots of challenges to be employed. In this situation, if an institution has to find a place of repute and to employ the students in different sectors, it has to be different and it has to be elite in terms of academic and in terms of training it offers to enable the students to get a job successfully. If not, the survival of the institution is put under a question mark. In this context, it has become imperative for a reputed institution like ours to ensure to the level best, that its primary

stakeholders are satisfied with respect to their expectations. Our management being not new to this aspect of success has a pointed focus on the training of the students for placement from the first year onwards. Within a short period, a placement has been established with an experience placement officer and a team. Since, then the placement process of the college has taken a step towards successful placement of students.

The Practice

The campus recruitment comes under the purview of the placement officer. The placement officer is assisted by a team which consists of both technical and non-technical professionals. There are placement coordinators the activities related to placement training.

At the end of the third year, students are given the choice to opt for campus placement, the other choices being progression to higher studies/aiming to be an entrepreneur. The choice of the students is endorsed by the parent/guardian in writing. This choice stream lines the students towards his/her future. The intensive placement training is offered only to those who have opted for campus recruitment. It is worth mentioning that till the third year all students undergo the common training programs irrespective of the options they may be choosing. Such an approach to the training program ensures that all students get equipped to employability to a certain extent. The time table of the students is scheduled accordingly.

A systematic and scientific approach has been developed for effective training of the students towards campus recruitment.

Students irrespective of programs and year, they undergo with Mock Technical Interview, Personal Interview and Career Counseling on regular interval. Feedback is given instantly to the student's mail ids.

In 1st year, the placement cell providing training in mathematical and general aptitude tests and also developing language skills. In 2nd year, it provides communication skill development, mathematical aptitude training and training in different technological aspects. In 3rd. year, the placement cell provides intensive training in programming skills, numerical skills (oriented towards company specific requirement). In the final year, it provides intensive training in group discussion and trained the students to face technical interviews and HR interviews.

Experts from different sectors also give lectures regarding placement of students.

Problems Encountered

Number-wise top recruiting companies that for campus selection demand for day I and this demand is very difficult to meet.

- Although certain companies are willing to offer weekend internships spreading over two or three months, due to tight academic schedule, financial constraint on this part of the students, distance etc. students are not able to utilize such opportunities.

Resources Required

Personnel with expertise in aptitude test and in developing soft skills can permanently be employed for continuous training of the students

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

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:

Bridging the regional disparity & ensuring harmony in ethnicity

Gandhi Institute For Technology (GIFT), a premier technical institute in Odisha is known for its cross-cultural initiatives that fosters strong bonding between student and student, between student and teacher, between student and support staff. Unlike other institutions, GIFT adheres to the House system instead of conducting classes branch wise in 1st year. Different houses of the institute have been christened after eminent scientists and engineers of India, who have excelled remarkably in their respective fields. Houses like KALAM, BHABA, VISVESVARAYA, KHOSLA, ANAND, RAMAN and BEHERA have been formed with an objective of imbibing a sense of greatness in our students that these great personalities have possessed. Students get to learn about the life history of these eminent personalities and try to follow the foot prints of the rich legacy that they have left. Naming the houses after these great persons is of paramount importance as the younger generation get inquisitive to learn more about them as they carry the same house name till the completion of their courses.

Students are segregated and accommodated in different houses from the 1st year itself irrespective of their branches. Since students are from heterogeneous background it becomes quite a challenge for them to interact and mingle with one another from the very first day of joining the college. When students are put in houses, instead of branches they are identified as the student of a particular house. This practice continues till the final year. Although classes are conducted branch wise from 2nd year onwards for academic convenience, a student remains the member of a designated house till his/her completion of the course. One of the striking advantages of this house system is that, the students immediately after their joining begin to feel as member of a TEAM and pledge to work cohesively with all the members of the house to bring as much as laurels possible for the house in different events/ competitions conducted during an academic session. Different types of competitions like sports, games, athletics, poster presentation, tech fests are being represented by house names only. Everyone gets involved with a purpose of taking their houses to the top level. The involvement, sincerity and dedication shown by fellow house members at each of the performances is remarkable and noteworthy.

Not only the students, the teaching fraternity and the non-teaching staff are also included in different houses. Every individual staff of GIFT is allotted with a specific house from the date of their joining,

which fosters a sense of community throughout the college. Any kind of competition; be it sports; co-curricular activities or Tech Fests are represented by students with house names only and equally complimented by teachers and non-teaching staff. One of the most striking and appealing system of GIFT is the regular conduction of the Musical Night, titled JUBILANCE comprising students, teachers and non-teaching staff which create bonhomie among all. The urge to perform well, to secure good points in every category laid down by the cultural committee to emerge triumphant is the sole motive of every participant. This musical night is organised every fortnight on a Saturday evening to break the shackles of a monotonous life. Different types of events are included in the musical nights like; classical dance, modern dance, song, drama, comedy and pyramids, As per the rules of the musical night all houses must accommodate the requisite number of participants proportionately from students community, teachers and support staff. All concerned has to actively participate and perform that would entitle them to get marks. Events include both solo and group performances. Indirectly it gives vent to the hidden talent of students, teachers and non-teaching staff and the kids of the staff, who display their talent in the open air stage of our institute. The musical night is witnessed by all the students and staff, which continues up to 7.30 pm. There is a jury comprising five staff, who watches the musical night programs with all diligence and award marks to different segments as per the evaluation criteria. Like this all houses complete their performances. On the basis of their performances, total marks secured by all houses are taken into account and the winner for the semester is announced after unprejudiced and impartial evaluation by the jury. The winner house receives a trophy from the Vice- chairman/ principal of the institute.

One of the main strengths of the house system is giving the students of all years the opportunity to mingle with teachers and other staff of the college to work together, creating truly a cohesive environment and ensuring that age is not a barrier to friendship and collaboration. As rightly said by David Tongue, “Camaraderie and solidarity is the main benefit of this type of “vertical interaction” of the house system, where the young look up to the elder and the elder look out for the support of the younger.

Another objective of the house system is the promotion of student’s responsibilities giving students the chance to learn and develop leadership skills is an outstanding benefit. The students learn the art of discipline; to accomplish the assigned work with diligence and sincerity. The house leaders hone their leadership skills in the role, managing not only their peers but also learning how to ‘manage up’ among the staff body. It also augments impressive time management and delegation skills. Above all traits of a true leader are cultivated and others also learn the nuances of team-man-ship.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

The institute Gandhi Institute For Technology (GIFT) is established by Balaram Panda Trust in the year 2007. GIFT is a constituent college of revered Gandhi Group of Institutions, which pioneered quality technical education in East India. It provides conducive environment for learning with accessible teachers and engaged students who participate together in bringing out the best. Here students take advantage of opportunities as new field and bring up new innovations. The institute is well known for adopting the participative mechanism in both academic and non-academic activities. All the stakeholders of the institute have been participated in different activities and contribute their efforts for the wellbeing of the institute.

The institute is highly appreciated by local communities not only for the quality education but also for its socio-cultural activities. The institute is committed to its social responsibility, that's why the entire campus is blooming with lavish greenery. The institute have a well-structured NSS unit through which different social activities are conducted in nearby residential areas. In this crisis period of widespread of COVID-19 the NSS team members have visited the adopted village and nearby localities to distribute some necessary goods and food packets to the needy villagers.

The teaching learning process is not affected in this pervasive period of covid-19. The students are in continuous touch with the faculties through different online platforms. The institute organizes different seminars, FDPs through webinars which directly upgrading the teachers and students. Beyond geographical boundaries and age, the institute aims to provide an academically rich environment with diversified courses to its future students. The institute always encourage its faculty members to enhance their academic qualifications as a result the number of PhD degree holders are remarkably increase during last few years. Like teachers, students are also encouraged for doing the research and project works. To encourage the research activities, incentives .are provided to both students and teachers who publish their papers in reputed journals.

Concluding Remarks :

Gandhi Institute For Technology (GIFT) with existence of more than a decade has scaled rapid growth both in terms of quality and quantity. It provides quality education in both engineering and management streams. An ever-consistent student teacher ratio is maintained between the number of teachers and that of students. The institute has a well-structured mentoring mechanism which helps to build a personal relationship with both students and parents. A steadily disciplined but friendly liaison is maintained with students. The thrust in academic excellence and holistic growth of the students remain the basic focus of the institute. The institute promises to itself and to the all-round development of the students by offering quality education delivered through experimental and participative learning mechanism. It also creates opportunities for quality research work, real life projects, innovation and entrepreneurships. The research initiatives, industry-academia interface, extension and outreach programmes by the institute have promoted research culture and establishment of good rapport with the community and industries. Special care has taken to enhance the communication skills, the level of soft skills by internal faculties as well as invited external resource persons. Considering the need during recruitment and placement process, Students are encouraged to participate in different training sessions, webinars and workshops, been organised in and outside of institutions. Students are being sent for internship in industries, which later become spring boards for the students to reach higher levels in training and knowledge and make them employable. Placements for the students have been very good and several of our alumni who

have taken their rightful places in the society are directly contributing towards the development of nation. The IQAC cell of the institute never ceases an opportunity to enhance the quality of teaching learning process. . It continuously adopts best practices and does away with unproductive, obsolete practices. Because of such practices the institute do well during and after the accreditation process be it NAAC cycle-I, NBA etc. Hope to do well in NAAC cycle-II too. It is also hoped that the NAAC accreditation further elevates the institutional image.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>202</td> <td>184</td> <td>190</td> <td>200</td> <td>198</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>170</td> <td>161</td> <td>165</td> <td>171</td> <td>173</td> </tr> </tbody> </table> <p>Remark : As per data clarification provided by the HEI, the following input is recommended</p>	2019-20	2018-19	2017-18	2016-17	2015-16	202	184	190	200	198	2019-20	2018-19	2017-18	2016-17	2015-16	170	161	165	171	173																				
2019-20	2018-19	2017-18	2016-17	2015-16																																					
202	184	190	200	198																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
170	161	165	171	173																																					
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>600</td> <td>631</td> <td>589</td> <td>712</td> <td>781</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>600</td> <td>631</td> <td>589</td> <td>712</td> <td>720</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>936</td> <td>936</td> <td>996</td> <td>1080</td> <td>1200</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>966</td> <td>936</td> <td>996</td> <td>1020</td> <td>1200</td> </tr> </tbody> </table> <p>Remark : As per data clarification received from the HEI, input is suggested</p>	2019-20	2018-19	2017-18	2016-17	2015-16	600	631	589	712	781	2019-20	2018-19	2017-18	2016-17	2015-16	600	631	589	712	720	2019-20	2018-19	2017-18	2016-17	2015-16	936	936	996	1080	1200	2019-20	2018-19	2017-18	2016-17	2015-16	966	936	996	1020	1200
2019-20	2018-19	2017-18	2016-17	2015-16																																					
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2019-20	2018-19	2017-18	2016-17	2015-16																																					
966	936	996	1020	1200																																					

2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 562"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>232</td> <td>222</td> <td>235</td> <td>235</td> <td>262</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 642 1046 775"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>218</td> <td>219</td> <td>215</td> <td>218</td> <td>245</td> </tr> </tbody> </table> <p>Remark : As per data clarification received from HEI, following input is recommended</p>	2019-20	2018-19	2017-18	2016-17	2015-16	232	222	235	235	262	2019-20	2018-19	2017-18	2016-17	2015-16	218	219	215	218	245
2019-20	2018-19	2017-18	2016-17	2015-16																	
232	222	235	235	262																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
218	219	215	218	245																	
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>Answer before DVV Verification : 1168</p> <p>Answer after DVV Verification: 1160</p> <p>Remark : As per the clarification received from HEI, input is recommended.</p>																				
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1494 1046 1626"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>80.01</td> <td>59.55</td> <td>30.6</td> <td>29.73</td> <td>29.63</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1706 1046 1839"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>24.74</td> <td>49.27</td> <td>30.6</td> <td>25.33</td> <td>29.63</td> </tr> </tbody> </table> <p>Remark : As per the clarification received from HEI, input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	80.01	59.55	30.6	29.73	29.63	2019-20	2018-19	2017-18	2016-17	2015-16	24.74	49.27	30.6	25.33	29.63
2019-20	2018-19	2017-18	2016-17	2015-16																	
80.01	59.55	30.6	29.73	29.63																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
24.74	49.27	30.6	25.33	29.63																	
3.1.2	<p>Percentage of teachers recognized as research guides (latest completed academic year)</p> <p>3.1.2.1. Number of teachers recognized as research guides</p>																				

Answer before DVV Verification : 5

Answer after DVV Verification: 0

Remark : This metric has been opted out by the HEI.

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	7	7	6	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	7	6	6

3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	8	8	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	9	8	8

Remark : As per data clarification provided by the HEI, the following input is recommended.

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years

Answer before DVV Verification : 5

Answer after DVV Verification: 0

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 5

Answer after DVV Verification: 0

Remark : THIS METRIC HAS BEEN OPTED OUT by HEI, DVV recommends following input.

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
147	188	166	138	109

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
125	175	172	133	94

Remark : As per data clarification provided by HEI, input is recommended.

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**3.3.3.1. 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:

2019-20	2018-19	2017-18	2016-17	2015-16
213	160	125	155	193

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
54	306	140	153	193

Remark : As per data clarification provided by HEI, input is recommended.

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	5	6	5	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

2	1	1	1	1
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Remark : Only the which are not local or urban in nature are considered, input is recommended accordingly

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1576	1251	1210	630	1077

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1576	864	970	630	750

Remark : As per data clarification provided by the HEI, the following input is recommended.

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
94	78	107	75	93

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
89	72	102	68	87

Remark : As per data clarification provided by the HEI, following input is suggested.

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
228.08	266.89	262.88	206.02	195.23

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
203.44	233.00	226.61	183.77	169.85

Remark : As per data clarification provided by the HEI, following input is suggested.

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14.497	17.11	15.68	14.70	13.95

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14.497	13.98	13.20	12.73	12.54

Remark : As per data clarification provided by HEI, following input is recommended.

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
384.71	368.52	464.75	559.07	537.83

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
339.70	329.09	408.05	493.66	474.37

Remark : As per data clarification provided by the HEI, the following input is recommended.

5.1.4	<p>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</p> <p>5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1121</td> <td>1291</td> <td>1372</td> <td>829</td> <td>992</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>496</td> <td>659</td> <td>421</td> <td>479</td> <td>496</td> </tr> </tbody> </table> <p>Remark : As per data clarification provided by the HEI, following input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1121	1291	1372	829	992	2019-20	2018-19	2017-18	2016-17	2015-16	496	659	421	479	496
2019-20	2018-19	2017-18	2016-17	2015-16																	
1121	1291	1372	829	992																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
496	659	421	479	496																	
5.2.2	<p>Average percentage of students progressing to higher education during the last five years</p> <p>5.2.2.1. Number of outgoing student progression to higher education during last five years</p> <p>Answer before DVV Verification : 7</p> <p>Answer after DVV Verification: 0</p> <p>Remark : This metric has been opted out by the HEI. DVV recommend the following input.</p>																				
5.3.3	<p>Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1415 1046 1550"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>21</td> <td>20</td> <td>18</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1628 1046 1762"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>20</td> <td>19</td> <td>19</td> <td>22</td> </tr> </tbody> </table> <p>Remark : As per data clarification provided by HEI, input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	22	21	20	18	14	2019-20	2018-19	2017-18	2016-17	2015-16	22	20	19	19	22
2019-20	2018-19	2017-18	2016-17	2015-16																	
22	21	20	18	14																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
22	20	19	19	22																	
6.2.3	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 																				

4. Examination

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : THIS METRIC HAS BEEN OPTED OUT by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
114	148	117	102	111

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
82	97	88	70	92

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19	16	18	17	15

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

Remark : THIS METRIC HAS BEEN OPTED OUT by HEI.

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

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

the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
141	141	145	135	142

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
55	52	116	67	133

Remark : The FDPs of five days and above are considered as per the information provided in the template. Though supporting document for all the claimed and considered number of teachers are not provided by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>473</td> <td>457</td> <td>487</td> <td>491</td> <td>477</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>277</td> <td>269</td> <td>326</td> <td>269</td> <td>308</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	473	457	487	491	477	2019-20	2018-19	2017-18	2016-17	2015-16	277	269	326	269	308
2019-20	2018-19	2017-18	2016-17	2015-16																	
473	457	487	491	477																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
277	269	326	269	308																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>13</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>13</td> <td>14</td> <td>15</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	14	14	13	12	12	2019-20	2018-19	2017-18	2016-17	2015-16	14	14	13	14	15
2019-20	2018-19	2017-18	2016-17	2015-16																	
14	14	13	12	12																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
14	14	13	14	15																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16															
2019-20	2018-19	2017-18	2016-17	2015-16																	

290	276	295	318	354
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Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
292	271	290	299	351

3.2 **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1461.57	1332.44	1465.48	1531.65	1476.93

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1313.88	1185.68	1310	1371.76	1312.73