



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**INDIRA GANDHI INSTITUTE OF TECHNOLOGY,
SARANG. DHENKANAL. ODISHA**

INDIRA GANDHI INSTITUTE OF TECHNOLOGY, SARANG, DHENKANAL,
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Indira Gandhi Institute of Technology (IGIT), Sarang, is an autonomous institute affiliated with Biju Patnaik University of Technology (BPUT), established in 1982. IGIT is located in the village of Sarang in the Parjang block of Dhenkanal district in the Indian state of Odisha. The beauties and bounties of nature and the pastoral atmosphere surrounding the institute provide the much-needed serenity essential to pursuing academic excellence. In 2017, the University Grants Commission (UGC) granted academic autonomous status to the institution. Five undergraduate courses at the institution are accredited by the National Board of Accreditation (NBA) from 2022-2024. The NBA recently has given one more year of accreditation to 5 UG programs up to June 2025. The Institute campus covers 179 acres of land, encompassing hostels, staff quarters, and a sprawling playground with basketball, volleyball, and a badminton court. The institute has central infrastructure facilities like a central library, a central computer centre, a workshop, an auditorium, one open-air theatre (OAT), and eight student hostels with student accommodation facilities. IGIT's campus includes some amenities and clubs to facilitate services for students and employees, such as State Bank of India (SBI), a guest house, a dispensary, a post office, a canteen, a fast-food shop, national cadet corps (NCC), the students' service guild (SSG), park for children, temple, the society of physical education and recreation, a cultural association, a BSNL mobile tower, a community centre for different social activities, a cafeteria, and schools up to the high school level, post office, indoor and outdoor gymnasium etc. At present, the institute has eight undergraduate courses and several postgraduate courses. The departments are well equipped with highly qualified faculties and adequately equipped laboratories. The institute's research activities are comparable with those of other leading institutes in the state. The faculty is well-informed about the advancement of modern technologies. Every year, the All India Council of Technical Education (AICTE) sponsors national conferences and short-term courses organized by the institute to empower faculty and enhance collaborative research among the researchers. Regular cultural programs, technical exercises, athletics, sports, games, and other co-curricular activities are organized to improve students' personalities.

Vision

To be an academic institution of excellence striving continuously for advancement in technical education and research in service to society.

Vision necessitates self-assessments and benchmarking with the best institutions locally, nationally and Globally. The Institute has made continuous efforts in technology, research, and innovation to achieve the social benefits that fulfil the requirements of the Vision.

Mission

The mission of the institution is as follows:

1. To produce well-trained technical graduates with innovative thinking, knowledge, and skills to meet the

requirements of a changing society.

2. To foster, promote, and sustain scientific research in emerging fields of technology with a futuristic outlook.
3. To establish interactive linkages with leading technological institutions, research centres, and industries.
4. To provide service to the community through continuing education and technology transfer.
5. To instil in each member of the IGIT community the spirit of passion and dedication to work creatively and effectively for the betterment of humanity.

Implementing the mission requires adopting national and international best practices and addressing the current issues related to industry and society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The college is located at a distance of 130 kilometres from the capital city of Bhubaneswar, has good communication facilities, and has been continuously providing standard education to the students for the last four decades.
2. The green environment and serene surroundings provide an ambient atmosphere for teaching and learning.
3. The government fee structure is very nominal. The college encourages talented and economically weaker students to enrol through various government support programmes, such as the nominal fee structure, scholarships, etc.
4. The college organises extracurricular activities, sports and cultural events, well-organised community service programmes, and outreach activities by students and faculty.
5. Excellent faculty members have good academic records and comprehensive teaching and research experiences.
6. Smart classrooms and well-equipped laboratories.
7. Hostels are provided with Wi-Fi facilities.
8. Functional internal quality assessment cell (IQAC).
9. Functional Institute Innovation Entrepreneurship Cell (IIEC).
10. The institute is declared as an NPTEL local chapter.
11. The library is equipped with NPTEL-supported teaching videos.
12. Value-added courses are mandatory for all students.
13. Impressive and excellent results at semester examinations.
14. Central Library has around 85,000 volumes of books, approximately 60 current periodicals (national), and subscriptions to 8 to 10 internationally indexed journals.
15. Student support is provided through various clubs and societies.
16. Feedback from stakeholders is needed for quality enhancement.
17. Value-added programmes like sports cells, NCC cells, etc.
18. CCTV monitors the campus for security.
19. Every year, the institute gets funding for consultancy projects.
20. Five disciplines have NBA accreditation for their UG programmes.

Institutional Weakness

1. No international collaborations
2. Very few patents have been published to date.
3. Few funded research projects.
4. There are no technology incubators to transfer the technology to industries.
5. No financial support for international visits for attending conferences, workshops, etc.

Institutional Opportunity

1. Students participate in various technical activities, hackathons, and skill development programmes at the state and national levels.
2. Having the opportunity to become an autonomous institution enables curriculum design as per industry requirements.
3. The course structure also includes multidisciplinary subjects as open electives.
4. The scope is to develop the institute into a centre of learning of reputation and excellence in the future.
5. Frequent interaction with industries.
6. Potential placement opportunities.
7. Opportunities for further studies abroad.
8. There is a scope for research work, increased publications, and patents.
9. To improve the learning outcomes and quality-based outcomes for students.
10. A systematic approach can be adopted to identify projects with high potential for patent applications.

Institutional Challenge

1. Acquiring a larger number of research-funded projects.
2. Placements in core industries.
3. Creating entrepreneurs through training.
4. Attract more postgraduate and doctoral students.
5. Strengthening newly emergent areas of knowledge by supporting faculty research and the related infrastructure.
6. To achieve a high NIRF ranking and NBA accreditation for all the UG and PG programmes.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The institute is affiliated with Biju Patnaik University of Technology, Odisha. The institute designs the curriculum according to the rules and norms of the AICTE. The curriculum is revised per society's needs, global needs, and students' employability. Depending on the curriculum, the institution develops various action plans for an effective teaching and learning process.
- Each year shall be divided into two semesters: the autumn semester (July to December) and the summer semester (January to June). The autumn semester shall ordinarily begin in July for students already on rolls, and the summer semester shall ordinarily begin in January. The number of teaching weeks in each semester shall be fifteen to eighteen, with a minimum of 90 teaching days excluding the examination period.
- Each year, the Institute plans an academic calendar and associated activities approved by the Academic

Council. Details of curricula and syllabi shall be as decided by the Board of Studies (department-wise) and approved by the Academic Council, with provision for modification from time to time as per the needs of the students concerned.

- The action plan specifies that all the students must study common courses at the first-year level and branch-specific courses, including elective courses, from the second year onward.
- Curriculum enrichment is achieved through beyond-the-syllabus activities and value-added courses imparting transferable and life skills through massive open online (MOOC) courses through NPTEL, SWAYAM digital platforms, and programmes on extra-curricular and co-curricular activities. The institute has the provision of various committee activities that contribute to sensitising students to cross-cutting issues like gender, environmental sustainability, human values, and professional ethics for the development of creative and divergent competencies.
- The institute has established a structured feedback system (from students), which is collected as per the schedule and has been revised recently by the internal quality assurance cell (IQAC).
- All efforts are made to allow the students to become competent professionals by completing their programme of study and excelling in career opportunities.
- The institute has transformed the curriculum into outcome-based education (OBE), supported by program educational objectives (PEOs), program outcomes (POs), program specific outcomes (PSOs), course outcomes (COs) and program outcomes (POs).

Teaching-learning and Evaluation

- Student-centric education is deployed through experiential, individual, participative, and collaborative learning modes that cater to the learning needs of diverse students. Efforts are made to identify slow learners, and doubt is cleared personally as and when required.
- The classes are taken per the central timetable, prepared at the beginning of the academic year. The concerned faculty members in the classroom give the qualitative, module-wise content delivery. Moreover, the subject notes and materials prepared by the concerned faculty are also given to the students for their better understanding. Also, the materials were uploaded to the website during the pandemic so students could understand them better.
- The evaluation process is done through internal examinations by the institute itself, and a final semester examination is conducted per the guidelines of the affiliating university every semester. The Institute have a continuous evaluation system for theory, practical, sessional, project and design related subjects.
- A theory paper has 100 percentage points. The weightage for the two class tests and the end-of-semester examinations is 40% and 60%, respectively. Each practical experiment (work) shall have an equal percentage point as its weightage. A practical paper have 3 contact hours per week for 2 credits, and minor and major projects carry 3 to 6 contact hours per week for 3 and 6 credits, respectively.
- An industrial internship project carries 12 credits, and the students if selected undergo six months of industrial internship training with a placement offer during the final semester without learning any theory subjects at the institute level.
- A group of students limited maximum three to four do a project under the supervision of a supervisor. There could be a co-supervisor if the project is interdisciplinary in nature. For an intership-based project, the co-supervisor could be from the concerned industry. Projects could be computational, practical. The comprehensive viva voce shall be done by a committee of teachers with the participation of an external expert from an institution or industry of repute.
- Students' performance is also being observed by the faculty in the classrooms and outside the classrooms through their participation in the various activities in the institute.

Research, Innovations and Extension

- The institute faculties organise workshops, conferences, and seminars sponsored by AICTE, TEQIP-III, and some state and national organisations to create a research spirit among the teachers and students. During the COVID-19 pandemic, many such programs are organised by various departments virtually through TEQIP-III.
- Industry experts are also invited to discuss the current state-of-the-art technology to inform students of the latest technologies.
- Many of our esteemed faculties have been contributing to the academic community by publishing research papers in reputed national and international journals with good indexes, such as Science Citation Index (SCI), Science Citation Index Expanded (SCIE), Scopus, and UGC care journals, etc., with good impact factors. These publications, a testament to our academic prowess, have significantly enriched the academic discourse and brought recognition to our institute.
- The teachers also present research papers at national and international conferences supported by the Institute. The institute sanctions special casual leave and sponsors the regular faculty INR 25000 annually to attend such programs, including registration fees.
- Most of the faculties regularly attend orientation programmes, refresher courses, industrial training, and faculty development programmes to acquire knowledge in their respective subjects. The institute sanctions special casual leave for attending such programs and also sponsors INR 25000 annually to participate in such programs. Special casual leave is limited to 15 and 20 days per year for the male and female faculties.
- In pursuit of its service to the community and society, the Institute has set up platforms such as national cadet crop (NCC) units. Students are sensitised towards cleanliness, health, and environmental issues and participate in extension activities to serve the neighbourhood community.
- The Institute has taken a proactive role in promoting entrepreneurship among our students through startup programmes. This initiative, a clear manifestation of our commitment to fostering innovation, is preparing our students for the professional world. Currently, the Institute Innovation Entrepreneurship Cell (IIEC) has been set up to address the innovation and ideas of the students.
- Several professional bodies, like ISTE and Institute of Engineers (IE) student chapters, are registered to conduct various professional activities.

Infrastructure and Learning Resources

- The institute is committed to providing students with physical facilities to develop their learning experience and ensure academic excellence.
- The institute's infrastructure includes an administrative building, an old academy building, different departmental buildings, and a new academy building. The newly constructed academic building supports keeping pace with the changing needs of the time. The educational building consists of departmental rooms, seminar halls, conference halls, smart classrooms, a computer lab, a reading room, store rooms, a student council room, washrooms for students and staff, etc.
- Students are provided Wi-Fi accommodation facilities through eight hostels. Residential staff quarters are provided for the employees.
- The hostel superintendent, a dedicated individual, oversees the hostel facilities and other related tasks, ensuring their proper maintenance and improvement. The campus, with its temple, community centre, expansive playground, and lush greenery, provides a comfortable and secure environment for all. Each hostel is appointed with one superintendent and assistant superintendent. The Warden of hostels looks

after all the hostels.

- The Central Library is an essential source of learning, fully automated with an internet connection and has over 85,000 volumes in the lending and reference sections. The library has several textbooks, reference books, and learning materials for the students. The library uses a digital platform for learning resources, such as NPTEL. The library has national and international journal subscriptions that are periodically updated.
- The institute has an estate that manages the maintenance of infrastructural facilities.
- The campus's vast expanse allows for a diverse range of outdoor sporting facilities, including football, basketball, tennis, volleyball, karate, and cricket net practice. Additionally, we offer excellent indoor game facilities and separate gymnasiums for boys and girls, ensuring a well-rounded and engaging experience for all.

The Internet bandwidth is being upgraded regularly, and the current speed is 10 Mbps on a leased line from BSNL. The institute is also provided with an Internet bandwidth of 1 Gbps by the National Knowledge Network (NKN). The GPON Wi-Fi facility is provided in all the offices, departments, and academy buildings to accommodate students and staff with the internet facilities.

Student Support and Progression

The college has a vital and good student support and progression system for developing their careers and acquiring knowledge. The students are provided scholarships from the state government, such as post-matric Prerana scholarships for the girls, KALIA scholarships for the poor, E-Medhabruti for excellent and poor students, labour card scholarships, national scholarships, etc. Jammu & Kashmir students also get admitted to the institute through the Jammu-Kashmir Prime Ministers' Scholarship scheme (JKPMSS). Facilities are provided for the northeastern state students who are also admitted through the Central Seat Allocation Board (CSAB).

The college has been publishing its updated prospectus every year, detailing the facilities available in the institute, like library facilities, hostels, computer labs, innovative classroom facilities, sports, cultural activities, training and placement cells, anti-ragging cells, disciplinary action committee cell, the internal complaint committee (ICC) cell, IIEC, IQAC cell, SC/ST cell, Alumni association etc.

The training and placement cell provides pre-placement guidance to the students for placement activities. The cell coordinates internship and placement activities. It also provides career counselling to the students through industry expert talks.

Students across various programs actively engage in a multitude of sports and cultural activities at the college, state, and national levels. They are also motivated to participate in quiz competitions, debates, discussions, and environmental awareness programs, fostering a culture of continuous learning and knowledge enhancement.

The Institute is committed to the holistic development of its students. It conducts soft-skill development, career counselling, and personality enhancement sessions, inviting external experts to provide valuable insights. The Institute also provides unwavering support for student participation in co-curricular and extra-curricular activities at the state and national levels, fostering a sense of security and care.

Previously, the institute collected feedback based on teachers' performance in the class and on the subject. Recently, the Institute has decided to gather input on support services from all the final-year students and alumni to improve these services. The IQAC has recently revised the feedback format to incorporate feedback on students' support services.

Enterprise resource planning (ERP) has been implemented to benefit the students and faculties of the institute.

Governance, Leadership and Management

- The institute's vision emphasises imparting quality education and involves all its stakeholders in decision-making. The Institute promotes decentralisation and staff involvement in various administrative and academic activities. The organisation chart is displayed on the institute's website.
- Our strategic plans are not just plans, but meticulously crafted roadmaps. Each goal is carefully aligned with the institute's overarching vision and mission statements, ensuring that every step we take is in harmony with our shared objectives.
- The institute has a defined structure, as mentioned below:
- At the institute, roles and responsibilities are clearly defined at every academic and administrative administration level. Our governance model is built on transparency and active stakeholder participation, ensuring everyone has a voice in decision-making.
- Any policy decisions and annual finance budgets on different heads are first approved by the chairman and the Board of Governor (BoG) and then sent to Odisha's Skill Department of Technical Education under the government of Odisha for approval. Members of institutional committees like IQAC, finance, etc, are approved by the BoG.
- An academic council meeting is organised every year for the academic audits of the Institute and to approve the minutes of the Board of Studies (BoS).
- A subject research committee is constituted per the rules of the affiliating university to look after the progress of the research scholars pursuing doctoral studies at the institute.
- A comprehensive annual personal assessment report (APAR) is designed per the AICTE guidelines for the faculty members' yearly assessment and has been used since 2020–2021. The IQAC collects APAR from the faculties every year.
- The institute's progress is not a static entity but a constantly evolving one. We are committed to fostering a culture of continuous improvement, as evidenced by our well-established Internal Quality Assurance Cell (IQAC) for accreditations. We regularly review our performance to ensure the effective implementation of our quality policies and plans, demonstrating our unwavering commitment to quality assurance.
- Principal, faculty and staff recruitment is done through the Odisha Public Service Commission (OPSC) through an open advertisement published on the website and in state and national papers.

Institutional Values and Best Practices

- The Institute strongly believes in imparting value-based education where learners are nurtured in gender equity, environmental consciousness, green initiatives, and professional ethics.
- The Institute tries to bring innovations to the teaching-learning process, such as adopting outcome-based education. Course outcomes, course educational objectives, and program objectives are prepared for

each course and mapped to the program outcomes defined by the National Board of Accreditation. Question papers are prepared based on Bloom's Taxonomy under the IGIT academic autonomous system.

- The Institute follows many best practices for students and staff. Examples include an employability enhancement program and a soft-skill development program for students.
- Availability of code of conduct and values.
- Coaching was given to the students offline through a coaching centre for the national GATE examination sponsored by TEQIP-III, and under TEQIP-III, seed money was given to the students to develop prototypes or the model of their final year projects.
- Through a student mentoring program, each student is assigned a mentor. The mentor takes care of the student's personal, mental and professional care.
- The institute has achieved zero tolerance towards ragging and harassment in the workplace by conducting various awareness programs for the students.
- Various schemes aimed at faculty development, such as paid study leave for pursuing PhD in various reputed institutions under quality enhancement programs (QIP).
- The institute is also a QIP centre for outside faculties to pursue a PhD at the institute.
- The Institute also admits students under the AICTE doctoral fellowship (ADF), where the students are accepted at the national level to conduct research at the Institute.
- A dispensary is available for the students with a doctor, nurse, compounder, and pharmacist with all essential medicines available. An ambulance is available 24x7 for the students and staff of the institute to take to the nearest hospital as and when required.
- The Institute's distinctiveness lies in its learner-centric solid approach, which strives to generate competent professionals. We aim to prepare our students to be responsible global citizens who are sensitised towards the needs of society, confident in their abilities, and ready to make a positive impact in their future careers.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INDIRA GANDHI INSTITUTE OF TECHNOLOGY, SARANG. DHENKANAL. ODISHA
Address	INDIRA GANDHI INSTITUTE OF TECHNOLOGY, SARANG, DHENKANAL, ODISHA, 759146
City	SARANG
State	Orissa
Pin	759146
Website	www.igitsarang.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SATYABRATA MOHANTA	06768-267003	9437211582	-	naac_igit@igitsarang.ac.in
Professor	URMILA BHANJA	06768-267113	9437142056	-	urmilabhanja@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1983
Date of grant of 'Autonomy' to the College by UGC	07-09-2017

University to which the college is affiliated		
State	University name	Document
Orissa	Biju Patnaik University of Technology	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	09-03-2016	View Document
12B of UGC	09-03-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	18-05-2024	12	ALL UG AND PG programs are approved by the AICTE

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	INDIRA GANDHI INSTITUTE OF TECHNOLOGY, SARANG, DHENKANAL, ODISHA, 759146	Rural	179	161830

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,Electrical Engineering,Electrical Engineering	48	Intermediate science	English	120	168
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	Intermediate science	English	120	164
UG	BTech,Electronics And Telecommunication Engg,Electronics and Telecommunication Engineering	48	Intermediate science	English	60	84
UG	BTech,Chemical Engg,Chemical Engineering	48	Intermediate science	English	60	49
UG	BTech,Production Engg,Production Engineering	48	Intermediate science	English	60	3
UG	BTech,Civil, Civil Engineering	48	Intermediate science	English	120	164
UG	BTech,Computer Science Engineering And Applications,Computer Science and Engineering	48	Intermediate science	English	60	84
UG	BTech,Metalurgical And	48	Intermediate science	English	60	77

	Materials Engineering, Metallurgical and Materials Engineering					
PG	Mtech,Electrical Engineering,ENERGY SYSTEM ENGINEERING	24	UG	English	18	0
PG	Mtech,Electrical Engineering,POWER ELECTRONICS AND DRIVES	24	UG	English	18	0
PG	Mtech,Electrical Engineering,INDUSTRIAL POWER CONTROL AND DRIVES	24	UG	English	18	0
PG	Mtech,Electrical Engineering,POWER SYSTEM ENGINEERING	24	UG	English	18	6
PG	Mtech,Mechanical Engineering,THERMAL ENGINEERING	24	UG	English	18	2
PG	Mtech,Mechanical Engineering,PRODUCTION ENGINEERING	24	UG	English	18	2
PG	Mtech,Mechanical Engine	24	UG	English	18	0

	ering,MECHANICAL SYSTEM DESIGN					
PG	Mtech,Electronics And Telecommunication Engg,WIRELESS COMMUNICATION TECHNOLOGY	24	UG	English	18	1
PG	Mtech,Electronics And Telecommunication Engg,Electronics and Telecommunication Engineering	24	UG	English	18	1
PG	Mtech,Chemical Engg,CHEMICAL ENGINEERING	24	UG	English	18	3
PG	Mtech,Civil, GEOTECHNICAL ENGINEERING	24	UG	English	18	4
PG	Mtech,Civil, ENVIRONMENTAL SCIENCE AND ENGINEERING	24	UG	English	18	11
PG	Mtech,Civil, Transportation Engineering	24	UG	English	18	6
PG	Mtech,Civil, STRUCTURAL ENGINEERING	24	UG	English	18	9
PG	MSc,Physics,	24	UG	English	18	18

	Applied Physics					
PG	MSc,Chemistry,Applied Chemistry	24	UG	English	18	17
PG	MSc,Mathematics,Applied Mathematics	24	UG	English	18	17
PG	Mtech,Computer Science Engineering And Applications,Computer Science Information Security	24	UG	English	18	0
PG	Mtech,Computer Science Engineering And Applications,Computer Science and Engineering	24	UG	English	18	8
PG	MCA,Computer Science Engineering And Applications,Master in Computer applications	24	UG	English	60	77
PG	Mtech,Metallurgical And Materials Engineering,Metallurgical and Materials Engineering	24	UG	English	18	6
PG	Mtech,Metallurgical And Materials Engineering,Industrial	24	UG	English	18	0

	Metallurgy					
Doctoral (Ph.D)	PhD or DPhil ,Electrical Engineering,Electrical Engineering AICTE DOCTORAL FELLOWSHIP	36	PG	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Electrical Engineering,Electrical Engineering	36	PG	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering, Mechanical Engineering	36	PG	English	0	1
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering, Mechanical Engineering AICTE DOCTORAL FELLOWSHIP	36	PG	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Telecommunication Engg,Electronics and Telecommunication Engineering	36	PG	English	0	1
Doctoral (Ph.D)	PhD or DPhil ,Chemical Engg,Chemical Engineering	36	PG	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Civil,Civil	36	PG	English	0	1

	Engineering					
Doctoral (Ph.D)	PhD or DPhil ,Civil,Civil Engineering AICTE DOCTORAL FELLOWSH IP	36	PG	English	0	1
Doctoral (Ph.D)	PhD or DPhil ,Physics,Phys ics	36	PG	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,C hemistry	36	PG	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,Mathematics	36	PG	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Computer Science Engineering And Applicat ions,Comput er Science	36	PG	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Computer Science Engineering And Applicat ions,Comput er Science and Engineering	36	PG	English	0	1
Doctoral (Ph.D)	PhD or DPhil ,Metallurgica l And Materials En gineering,Me tallurgical and Material Science Engg	36	PG	English	0	1

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	16				34				102			
Recruited	7	0	0	7	11	0	0	11	51	18	0	69
Yet to Recruit	9				23				33			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				134
Recruited	45	5	0	50
Yet to Recruit				84
Sanctioned by the Management/Society or Other Authorized Bodies				130
Recruited	111	19	0	130
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				46
Recruited	16	0	0	16
Yet to Recruit				30
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	7	2	0	9
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	0	0	11	0	0	29	10	0	57
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	24	8	0	32
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	22	6	0	28
M.Phil.	0	0	0	0	0	0	9	3	0	12
PG	0	0	0	0	0	0	37	35	0	72
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	598	0	0	0	598
	Female	192	1	0	0	193
	Others	0	0	0	0	0
PG	Male	108	0	0	0	108
	Female	81	0	0	0	81
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Diploma	Male	267	0	0	0	267
	Female	38	0	0	0	38
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	62	73	65	63
	Female	40	32	24	23
	Others	0	0	0	0
ST	Male	49	61	37	32
	Female	15	13	6	8
	Others	0	0	0	0
OBC	Male	0	0	26	187
	Female	0	0	10	77
	Others	0	0	0	0
General	Male	483	547	471	336
	Female	243	234	220	141
	Others	0	0	0	0
Others	Male	29	27	34	89
	Female	5	7	4	25
	Others	0	0	0	0
Total		926	994	897	981

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Chemical Engg	View Document
Chemistry	View Document
Civil	View Document
Computer Science Engineering And Applications	View Document
Electrical Engineering	View Document
Electronics And Telecommunication Engg	View Document
Mathematics	View Document
Mechanical Engineering	View Document
Metallurgical And Materials Engineering	View Document
Physics	View Document
Production Engg	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>a. To provide holistic academic growth among students, an interdisciplinary curriculum has been proposed to open the courses, which gives students the freedom to choose their preferred options from the range of programs offered by the institution. UG and PG programs proposed in interdisciplinary fields, which include (i) Artificial Intelligence and Machine Learning (ii) Cyber Security (iii) Data Science, (iii) Internet of Things (iv) Mechanical and Smart Manufacturing (v) Industrial Engineering and Management (vi) Civil & Environment Pollution Control (vii) Biomedical Engineering (viii) Food Processing Technology (ix) Mining Engineering (x) Ceramic Engineering etc. b. The Institute offers multidisciplinary courses in UG and PG programmes, which include (i) PLC & SCADA, (ii) Universal Human Values (iii) Environmental Science, (iv) Python Engineering, (v) Machine Learning, (v) Soft Computing etc. The Institute syllabi are done as per the AICTE rules and regulations. c. Minor Specialization courses of 20 credits (3rd semester to 7th semester) are offered for interested students of all the departments. Each department has its own syllabus for its minor specialization, which is approved by the Board of Studies of the respective</p>
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	<p>departments. d. The students of all the branches are allowed to take open electives to encourage an interdisciplinary approach and culture among the students. Open electives for UG and PG courses are so designed that at least three or more branch students can opt for them.</p>
2. Academic bank of credits (ABC):	<p>As per the AICTE guidelines, credit transfers are done for massive open online courses through NPTEL or SWAYAM platforms. At present, this is done for one course only. Credit is given to the students for all the internship training taken at different Industries from 2nd to the final year. Credit is also given to the students where the students carry out their final B. Tech projects in various industries. The Institute plans on an Academic Bank of Credits (ABC) for a few more courses in UG, PG, and PhD. The institute has expressed willingness to be a part of the National Academic Depository, an essential step towards ABC.</p>
3. Skill development:	<p>Courses are introduced from the first year to the final year to enhance the soft and hard skills of the students. Hard skills are enhanced with a greater number of one-credit courses, value-added courses and internships. Soft skills are enhanced with the introduction of problem-solving-related courses in the pre-final year and final year, as well as activities through different student clubs and forums to improve skills related to teamwork. Business communication & interview skills, and skill projects are part of the existing UG curriculum. "Enhancing soft skills and personality" is also a mandatory subject of the UG program, which is imparted through NPTEL. Emphasis is given and trainings are organized on the development of skill for the students. Few faculties have taken training on "SAP (software application product) course under the Digital Skilling Program of Odisha skill development authority (OSDA)" in the year 2020-2021. The faculties also have trained the students on SAP, examination has been conducted and certificate has been awarded to the students. Various other programs are also organized at the institute level to develop different skills among the students. Successful students also have got excellent placement after the SAP training.</p>
4. Appropriate integration of Indian Knowledge	<p>Yoga and professional ethics are taught for first-year</p>

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>UG students as a part of the Induction program and are mandatory. Constitution of India and Essence of Indian Traditional Knowledge have been introduced as mandatory courses to all UG students. Environmental Science and Universal Human Values are part of the third-year UG curriculum. The students of the Institute participate with another Technical Institute for cultural exchange programs under the AICTE initiatives of Ek Bharat Shrestha Bharat. Our Institute has collaborated with another Institute named G.H. Rasoni Institute of Engineering and Management, Nagpur, Maharashtra. Students can learn about the culture of Maharashtra, and their students, in turn, learn the culture of Odisha.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute introduced Outcome Based Education (OBE) in 2017. As per the AICTE guidelines, the courses of all the programmes are categorised into Humanities and Social Sciences (HS), Basic Sciences (BS), Basic Engineering Sciences (ES), Professional Core (PC), Professional Electives (PE), Open Electives (OE) and Project Work. The existing curriculum introduces honours subjects of 20 credits or minor subjects of 20 credits. Programme Educational Objectives (PEO), Programme Outcomes (POs), also known as Graduate Attributes, Programme Specific. Outcomes (PSO) are framed considering the following features. The course outcomes (COs) are designed to align with the Programme Outcomes (POs) and Programme Educational Objectives (PEOs). Accordingly, every student learns to demonstrate skills and attitude with concepts at the end of every course.</p>
<p>6. Distance education/online education:</p>	<p>The Institute does not offer distance education or online education at present. However, the institute encourages students and faculty members to register for online courses offered by NPTEL and SWAYAM platforms, which provide credit equivalence to students and suitably recognize the case of faculty members in their performance appraisal system. Faculties take training and attend online faculty development programs to enhance their knowledge in various fields.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NO
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The electoral Literacy campaign was conducted at the institute level by inviting officers from district administrations. There is no Electoral Literacy Club at the Institute currently. However, faculty and staff members get involved in the electoral process after receiving training from the district administrations during every election. The institute plans to set up an Electoral Literacy Club (ELC) with students' co-ordinators and co-ordinating faculty members. The primary function of the ELC will be mentioned below. 1. Electoral participation by the students and staff. 2. Assisting district election administration in the conduct of polls, voter awareness campaigns, promotion of ethical voting, enhancing the participation of the underprivileged sections of society, especially transgender, disabled persons, senior citizens, etc 3. Conduct awareness drives for all the students and staff, highlighting their contribution to advancing democratic values and participation in electoral processes. 4. ELCs and the College Efforts to institutionalize mechanisms to register eligible students as voters.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	To make students aware of the electoral process, faculties have uploaded videos on YouTube that explain the voting process clearly.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	ELCs and the College Efforts to institutionalize mechanisms to register eligible students as voters.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3169	3238	3421	3270	3395
File Description		Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
900	1052	938	924	1075
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
197	197	207	212	210
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

five years:

Response: 180

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
2252.93	1835.70	1354.75	943.82	996.97

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

Other Upload Files
1 View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The curricula for the undergraduate and post-graduate programs have been formulated following the guidelines of AICTE and affiliating university, involving the stakeholder's feedback. They are in tune with the vision and mission of the Institution to meet the local/ national/ regional/ global developmental needs of the society. The institution strives to produce good quality engineers to meet the requirements of diverse industries such as infrastructural development, manufacturing, information technology, etc. The Graduate Attributes are adopted as Program Outcomes. Program-specific outcomes for each program have been formulated to ensure the attainment of domain-specific knowledge and skills concerning course outcomes. The curriculum is formulated in tune with the POs and PSOs and is modified regularly by the Boards of Study of each program.

The curriculum comprises Humanities, Basic and Engineering Sciences, Professional Core subjects, Open and Professional Electives, skill development courses, mini-projects, laboratory work and project work. Technical report writing and Language laboratory enhance written and verbal communication skills. Studying fundamental concepts of basic sciences enables the students to understand and apply them to solve engineering problems.

Students learn essential concepts in professional core subjects and advanced concepts in professional elective subjects, enhancing their analytical and problem-solving skills. The study of open electives belonging to other branches of engineering paves the way for an interdisciplinary approach to learning. The conduct of laboratory work enables the students to understand the practical applications of several theoretical concepts. The students carry out mini-project presentations to help them consolidate and apply their conceptual understanding of various subjects. Seminars help enhance the presentation skills of the students. The project work/ internship in the final year enables the students to consolidate their knowledge, write and present technical reports and learn the benefits of teamwork. Students are encouraged to carry out project work as interns in industry.

Co-curricular and extra-curricular activities aim to teach these qualities to bring about holistic personality development of students. Students are also encouraged to participate in technical competitions and hackathon contests as part of co-curricular activities. They also participate in sports activities regularly.

Technical and soft skills training has been imparted to the students. Soft skills involve training in communication skills, quantitative reasoning, logic and aptitude. This training ensures better employability for the students. Training in the latest software and technologies is offered to the students

under technical skills. To promote self-learning, students are required to clear at least one online NPTEL/MOOCs certification examination.

Postgraduate engineering programs are designed with advanced core and elective courses and an emphasis on laboratory and research work. The postgraduate course curriculum also deals with all the aspects outlined above.

The success of curriculum design and development can be gauged by enhanced employability, increased placements and students securing admissions into higher education institutions in India and abroad.

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

1.1.2

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

Response:

The institution offers diverse programmes with a strong emphasis on employability, entrepreneurship and skill development. The educational courses provided by this institution are not just designed to meet the current demands of the job market, but our commitment to staying updated with industry trends ensures that they are always relevant and cutting-edge. The institution's primary objective is to equip the students with practical and relevant knowledge that prepares them for successful careers or entrepreneurial ventures. Recognising the dynamic nature of industries and the ever-changing job landscape, the institution takes proactive measures to ensure the course syllabi stay up-to-date and aligned with the latest industry trends and technological advancements. Each department of the institute has a board of studies (BoS) with expert members from IIT, NIT and state govt colleges including industry experts from public sector units like national aluminium company limited (NALCO), national thermal power corporation (NTPC) etc. The expert of the BoS members discuss regarding the courses and syllabus and the syllabus is designed accordingly under the autonomy of the institute. The course modules are designed to make the students aware of professional ethics, skill/ entrepreneurship development, courses that are relevant to the placement or employability etc.

The programme offerings cover various disciplines. Each program is meticulously crafted to balance theoretical concepts and practical applications, thus promoting hands-on learning and problem-solving skills among students. Incorporating employability skills into the curriculum is a cornerstone of the institution's approach. They emphasise academic excellence and the importance of fostering effective communication, teamwork, leadership, adaptability, and critical thinking. By nurturing these attributes, the institution aims to produce graduates who can seamlessly transition into the workforce and contribute to their respective fields. Furthermore, the focus on entrepreneurship is an essential aspect of the

institution's philosophy. They encourage students to think creatively, develop innovative ideas and understand the intricacies of starting and managing a business. Aspiring entrepreneurs are provided with mentorship, access to resources and opportunities to participate in various entrepreneurial events, competitions and incubation programs.

The institution also takes great pride in its dedication to skill development. Recognising the importance of practical skills in today's world, the institution has collaborated with industry experts to design specialised skill-oriented courses catering to specific sectors' demands. This approach enhances students' employability and contributes to overall economic growth by producing a skilled workforce. The Institute Innovation Entrepreneurship Cell (IIEC) was recently set up to boost students' skill development. Different activities and student events are organised at the state and national levels to create awareness about research, innovation, ethics, and professional practice.

By focusing on practical learning, fostering essential employability skills, and encouraging entrepreneurship, the institution not only plays a crucial role but also inspires and motivates the shaping of the future workforce and contributes to the nation's socio-economic growth.

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

Response: 1504

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 1504

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The college has been working for the overall development of the students. Various courses, namely, Human values and Professional Ethics, Environmental Studies have been introduced as mandatory courses for all programmes of engineering to address issues as Gender Equality, Sustainability, Human Values and Ethics. Courses on Disaster management, non-conventional energy resources etc, are offered as open electives.

Human values and professional ethics:

To instil Moral, Social and Ethical values, the college has introduced one course on "Professional Ethics" as audit courses during 3rd/4th semesters for all B. Tech programs. These courses help students gain a worldview of the self, society and profession. It emphasizes on holistic understanding of ethical human conduct, trustful and mutually satisfying human behaviour. The college also conducts Blood Donation Camp, Swachh Bharath, and awareness programs in the nearby villages to promote National Integrity, Human values, Communal Harmony. Engineers' day is celebrated every year on 15th of September to discuss on various topics such as human values, humanity, manners, etiquettes, ethics.

Environment and Sustainability

Environmental Studies is an interdisciplinary course. The course is offered as a mandatory course for all the U.G programs. The course includes the study of natural resources with emphasis on renewable energy resources, the importance of conserving the present ecosystem, promoting biodiversity, perils of environmental pollution and raising awareness on environmental and social issues. Teachers' day is celebrated every year on 5th of September. The importance of the day is discussed along with the conservation of forest, tree plantation to save the next generation and the mother earth.

National Service Scheme

The college also has a vibrant NSS wing which encourages student participation in programmes like Haritha Haram (tree plantation), Swacch Bharat Abhiyan and bringing awareness on renewable energy sources, conservation of water and electricity. The Eco Club of the college conducts guest lectures on environmental awareness and celebrates Eco Week annually highlighting the importance of environmental conservation.

Gender Sensitization

'Human Values and Professional Ethics' course includes a unit on social responsibility inculcating civic sense and virtues highlighting issues related to the dignity of women at home and workplace. Discussions, debates and guest lecturers pertaining to gender sensitization are arranged. Special talks are arranged to encourage women to explore opportunities in science and technology. The student counsellor counsels students on gender equality and other related issues. An internal complain committee consisting of women faculty and girl students is also functioning related to women harassment issues. The committee also conducts several awareness programs such as gender equity, women harassment, domestic violence etc for the benefit of students and staffs of the institute. The cell also conducts debate, painting drawing, and essay competitions on such topics.

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

1.3.2

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

Response: 25

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

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

Response: 66.67

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

Response: 24

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

Response: 36

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

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

Response: D. Feedback collected

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 74.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
845	791	902	818	821

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1089	1098	1128	1128	1128

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 43.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
202	166	196	176	162

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

2022-23	2021-22	2020-21	2019-20	2018-19
403	406	416	416	416

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any	View Document

2.2 Catering to Student Diversity**2.2.1**

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

Response:

The institute assesses the learning level of the students through different academic activities such as

conducting the class tests, surprise test, semester examination, quiz test. Faculties observe active participation of the students in the class. Sometimes, faculties give clues to the students to think of a solution to a problem, which enhances the thinking power of students and makes their brain sharp and smarter. Faculties take the feedback of the students that was taught in the previous class, which makes the students learn regularly. Over different exercises in the class, faculties can classify fast learner, average learner and slow learner among the students.

The departments of the institution use the concept of mentor-mentee system to interact with the student on one-to-one basis and get the details of problem faced by the students (if any) and the mentor tries to solve the problem as soon as possible by informing the concerned faculty or the office. In order to improve the learning level of the learner, the institute organizes the different types of technical seminar, technical festival in each academic year.

Special activities for improving the learning level of the students:

1. Remedial classes and bridge classes are conducted for all the students to improve their learning levels beyond the institute hour.
2. Special attention is given by the mentors or other faculties informed by the mentor of different departments of the institution towards the slow learner students.
3. Evaluated examination answer scripts and class tests answer scripts are shown to the students and discussed with them to improve their academic levels.
4. Industrial visits and internships are organized, which enables the students to know the correlation between the classroom theoretical teaching and practical training in a real-life environment / industry from employment perspective.
5. Online training programme on career counselling and guidance has been organized for the students by the career development cell (CDC).
6. Every year, student induction program (SIP) is organized to improve the basic needs and an all-round activities of engineering students.
7. Workshop is organized to produce skilled, globally competent professionals through quality technical education and to prepare them for immediate employment.
8. Few faculties have taken training on " SAP (software application product) course under the Digital Skilling Program of Odisha skill development authority (OSDA)" in the year 2020-2021. The faculties also have trained the students on SAP, examination has been conducted and certificate has been awarded to the students. Various other programs are also organized at the institute level to develop different skills among the students. Successful students also have got excellent placement after the SAP training.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 16.09

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.3 Teaching- Learning Process**2.3.1**

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

Response:

The Institute uses the teaching methodology that focuses on imparting education through a student-centric methodology. After completion of a lecture in the class, students are encouraged to discuss the topic and asked to solve the problems. At the end, students are asked to summarize the lecture. The Institute follows the Outcome Based Education (OBE) system.

Experiential Learning:

The learning enables the students to connect knowledge gained in the classroom teaching, to real-world situations.

1. Laboratory facilities are provided to the students to perform the experiments and project works.
2. As per the new syllabi, Internship trainings are provided to the students in any industry of their choice

during summer vacation to understand the theoretical and practical concepts of the different programmes by actively engaging them hands-on, work-based, learning experience. As per the new syllabi, the Internship training is mandatory course and has a one credit. Student is required to undergo internship at the end of 4th and 6th semester. Training enhances students' technical knowledge, interaction with industry people, boosts communication skill etc.

3. Industrial visits are organized every year, by the Institute to minimize the gap between the classroom theoretical learning and practical training in a real-life environment. Officially, buses are arranged for the students for the industrial visit. Students visit nearby industries to give them a feeling of the work culture in the industry. The industrial visit is started from the second year to final year. Students get a chance to visit three industries during the tenure of his/her studies.

4. NPTEL courses are provided to the students to bring out the self-learning initiative of the students and motivate them to explore new areas of interest. IGIT is the local centre for the NPTEL courses. Students also has a NPTEL course on “Enhancing soft skill and personality” in 6th semester, which is a two credit course.

5. Alumni interaction program is organized for the students to connect with the Institute alumni to get belongingness and discuss various types of agendas, which can benefit the Institute and students.

PARTICIPATIVE LEARNING:

1. Peer teaching methodology is adopted by the student which encourages advanced learners to extend academic help to medium and slow learner students.

2. Newsletters and magazines are available in the library of the Institute which improves the communication and creative skills of the students.

3. Expert Talk from industry is organized for the students to get knowledge in different field of education.

4. Skill exhibition and project work based on group of 3 to 5 students are done by the students to get participative learning having a common goal.

5. In the curriculum, skill lab is introduced to enable students to learn various skills.

File Description	Document
Upload any additional information	View Document

2.3.2

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

Response:

The institution has adopted the Mentor-Mentee system, which is an important mechanism to benefit and train the current and next generation of knowledge creators and disseminators. After the learners participate in student induction programme, the Mentor-Mentee allotment is done on an unbiased manner by all the departments. The allotments are communicated to the students to facilitate the process of settling into the new technical education. Every student meets their mentors periodically to discuss their professional and personal issues as and when required. Any issue related to the student's discipline, absentees in the class is first communicated to the mentor. Mentor keeps the contact number and mail id of the students including parents mail id and contact number.

All the departments of the Institute have assigned the group of students to each mentor so that the mentor can listen and easily solve the problems of the students for example issue of library books etc. In order to equip the students with good skills and improve results of the students, the mentors are interacting with each other and with the students for professional growth of the students. The proficient mentoring system is giving benefits to all the stakeholders. As mentors are the backbone of all Higher Education Institutions (HEIs) it not only ensures better outputs and high employability for the students but also ensures high enrolment ratio. The mentors are continuously interacting with the students for their betterment in different fields of study.

WhatsApp groups are used as platforms to communicate, make announcements, queries, and

share information by both students and the mentors. WhatsApp groups are created by each department separately to ensure quick sharing of information through circulars or notices on emergency basis.

Addition to the academic benefits, mentors also discuss regarding physical health and mental health issues. For the physical health issue, mentor advises the students to meet the doctor available in the dispensary. Currently, mental health issues are rising in the country due to academic stress, monetary stress, personal stress etc. Each mentor tries to solve the issue by giving good suggestions to the students in different ways. For very poor students the institute tries to support morally and allow them to study free of cost including accommodation and food. However, food cost is shared by the students.

Mentors also try to explain the students about professional ethics, humanity, human values, mitigation of environmental pollution, conservation of energy, reuse of resources etc.

Issue related to ragging if any reported by the first-year students is directed to the anti-ragging cell, harassment cases are directed to the internal complain committee, fee deposit issues directed to the academic and examination section, all kinds of help and support is provided by the institute through mentor.

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

2.3.3

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

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

Response:

Academic calendar is planned by the dean academy office and approved by the Director prior to the start of each of the academic years. Academic calendar is a schedule of all of the events that occur in an academic year. In order to manage all the events in a systematic manner without any conflict, the institute prepares its own academic calendar. The different schedule of the programs or events are provided in the academic calendar as mentioned below.

1. UG and PG first year classes start as per the notification received from the Odisha joint entrance examination committee (OJEE). UG students are selected through all India JEE, mains examination conducted by central board of education before and currently by national testing agency (NTA). Admission is done through OJEE. PG entrance examination is conducted by the OJEE and admission is done by them. Once admission is over, OJEE sends notification to the institute.
2. First year students undergo induction program for two weeks as per the AICTE instruction.
3. Registration of all the year UG and PG students, without delay and with delay dates are mentioned. Students pay fine for late registration.
4. Starting and closing of classes are also mentioned keeping in view of minimum 90 hours of class as per the AICTE norms.
5. Class test-I, class test-II and end semester examinations are scheduled and held as per the academic calendar.
6. Display of internal marks to the students, semester marks to the students is also scheduled in the academic calendar. Any issues related to the answer script is also solved by the concerned subject teacher and therefore, no grievances related to the evaluation is received by the controller of examination.
7. The subject concerned teacher submits the marks to the controller of examination as per the schedule mentioned in the academic calendar.
8. Declaration of results is carried out as per the schedule in the academic calendar.
9. Cultural activities and sports activities such as sports meet, meet and greet, annual function is scheduled and held as per the academic calendar.
10. Students summer internship training; and study tour is also planned as per the schedule.

Apart from the calendar scheduled activities, departmental techno-cultural events, teachers' day, science day, save soil day, environment day, engineers day, Swatch Bharat Abhiyan, international womens day etc are also organised in the institute. Every year, republic day, independence day are also celebrated and

parade function is organized by the NCC. Festivals like Ganesh Chaturthi, Saraswati puja and Vishwakarma puja etc are also celebrated in the departments of the institute and hostels.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 97

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

2022-23	2021-22	2020-21	2019-20	2018-19
212	212	212	212	212

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 47.22

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

Response: 85

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

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 11.38

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 2241

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

2.4.4

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

Response: 73.81

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

Response: 155

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 87.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	95	96	60	114

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

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

Response: 0

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
3169	3238	3421	3270	3395

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

2.5.3

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

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

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

Response:

USE OF INFORMATION TECHNOLOGY (IT) IN THE EXAMINATION SYSTEM:

Most of the institute activities such as student registration, semester examination, mark entry and result publication etc. are being done by the ERP software available in the Institute.

EXAMINATION PROCEDURES:

The institute follows the semester examination system (Two semesters in a year) to examine the student level and Grade Point Average (GPA) system has been adopted to do the marking and publication of the final result.

After each class tests and end semester examination, the student can check their evaluated answer scripts available with the concerned subject teacher. Corrections if any are done by the subject teacher. Two class tests carry 40% of the marks and semester examination carries 60% of the marks in theory subjects. Continuous evaluation is done by the subject teachers by taking quiz test, surprise test and assignments. All these tests are a part of the class tests within 40% of the total marks allotted to the subject.

A Seven Point grading system on base of 10 is followed in the institute mentioned below.

OUTSTANDING “O” Grade is 90% and above.

EXCELLENT “E” Grade is 80% and above up to 89%.

VERY GOOD “A” Grade is 70% and above up to 79%.

GOOD “B” Grade is 60% and above up to 69%.

FAIR “C” Grade is 50% and above up to 59%.

BELOW AVERAGE “D” Grade is 37% and above up to 49%.

FAIL “F” Grade is BELOW 37%.

“M” STANDS FOR MAL-PRACTICE.

“S” STANDS FOR ABSENT.

Sessional (Lab) papers carry 100% points and evaluation is done based on the following points.

1. Quality and conduct of job/experiment 50% points
2. Understanding of the job/experiment and related theory 30%.
3. Quality of the report and viva voce 20%.

Project carries 100% points and has minor in 7th semester and major in 8th semester. Evaluation is done on the basis of the following points.

1. Understand the relevance, scope and dimension of the project 10%
2. Relation to literature / application 10%
3. Methodology adopted 10%
4. Quality of analysis and results 10%
5. Interpretations and conclusion 20%
6. Report 20%
7. Defence 20%

Usual practice in the institute is to invite experts to evaluate the thesis, project report and defence.

Seminar performance is evaluated by the committee of the teachers in the department.

Comprehensive viva is evaluated by the departmental committee of the teachers with participation of one expert either from external institution or Industry.

Internship training has a credit of one in the syllabi and is mandatory for all the students. Evaluation is done by the committee of the teachers.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Each of the departments of the institute has defined the programme specific outcomes (PSO) for their department after consulting with the head of institution. Course outcomes (CO) for different subjects is approved by the board of studies (BoS). COs are designed to map with at least 4 to 5 programme outcomes (POs) defined by the NBA

Programme Outcomes (POs) Defined by the NBA

1. Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
2. Problem analysis: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
3. Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate considerations for public health and safety, and cultural, societal, and environmental considerations.
4. Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis, and interpretation of data, and synthesis of the information to provide valid conclusions.
5. Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.
6. The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the

professional engineering practice.

- 7.Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- 8.Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- 9.Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- 10.Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- 11.Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
- 12.Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

Course outcome:

The course outcome of different subjects has been stated in the respective syllabus framed by the Institute under IGIT autonomy status. Vision, mission, and PSO of the department is mentioned on the website and explained clearly to the students at the beginning of the class.

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

2.6.2

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

Response: 97.67

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

Response: 879	
File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.43</p>

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The research facilities at IGIT are regularly modernized and upgraded. The research policy at IGIT emphasizes the preparation of great minds through research promotion, plagiarism checks, research ethics, research consultancy, IPR, etc. The research and development cell, or postgraduate and research studies (PG & RS), comprise subject experts for various disciplines, research programs, and research policy development as per the rules of the University Grants Commission (UGC), collaboration with other research institutes, publication rules, monitoring, and legal and ethical matters. The vibrant research advisory committee meets regularly and discusses programs to be conducted for the promotion of research and to develop an ethical research culture. IGIT strengthens student research through mini and major projects. Special lectures on writing a good manuscript, research methodology, and ethics in research are taught to promote research. Seed money encourages faculty members and PG students to take up research projects.

The institute provides all necessary infrastructure and a vibrant environment to promote research activity on the campus. Despite limited resources, the institute is unwavering in its support and motivation for the faculty to apply for various funding agencies, fostering a sense of support and motivation. Faculty are encouraged to apply for research projects and conference from external funding sources such as the All India Council of Technical Education (AICTE), the Department of Science and Technology (DST), the Science & Engineering Research Board (SERB), and the DST of the state Government. The faculty members are also encouraged to apply for different faculty development schemes like QIP, RPS, STTP, MODROB etc. Students are encouraged to apply for PG scholarship and doctoral courses through AICTE-Doctoral Fellowship (ADF) program. Faculty and students are free to choose the research area of their choice, and guidance is provided to them in seeking funding from various funding agencies and industries. The institute encourages the faculty to publish peer-reviewed publications, write books, and file patents, further motivating them to pursue their research. This strong support system empowers both faculty and students to confidently pursue their research interests.

IGIT actively encourages its students and faculty members to engage in exciting and inspiring multidisciplinary and interdisciplinary research activities. Through collaboration with other laboratories, institutes, and various agencies, the institute provides diverse opportunities for gaining knowledge from various sources, exposure to new ideas, and adapting new skills. Both fundamental and application-based research is being conducted at IGIT in different departments. The faculty members are well-qualified and experienced in their respective fields, bringing enormous advantages to the campus and maintaining a conducive environment. This emphasis on diverse research opportunities is designed to inspire and excite

both students and faculty about the potential for innovation and discovery.

Furthermore, the institute provides financial support of INR 25000 annually for the faculty to attend conferences, faculty development programs, and skill training to promote research activities. The institute also sanctions leave and full salary for the faculties to pursue a Ph.D. in reputed national institutes like IITs under the Quality Improvement Program (QIP). The institute also sponsors faculties for pursuing Ph.D. programs.

File Description	Document
Upload any additional information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 55.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	55.08	00

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

3.1.3

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

Response: 10

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

Response: 18

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research**3.2.1**

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

Response: 131.86

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document

3.2.2

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

Response: 0.07

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

Response: 12

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document

3.2.3

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

Response: 21.32

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

Response: 42

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

IGIT has taken a proactive role in developing a robust ecosystem for research and innovation. By nurturing human resources and fostering a conducive environment, the institute has set the stage for exciting and optimistic future prospects. The institute actively encourages faculty members, research scholars, and students to participate, publish their work, and share their findings on appropriate platforms. It regularly hosts national and international conferences, workshops, seminars, and FDPs to cultivate a vibrant research culture. The institute also organizes skill competitions among students, providing them with a platform to showcase their diverse skill potential. Various departments of the institute host technical events, which not only enhance their technical knowledge but also improve their communication skills and professional ethics.

Different awareness programs and workshops are organised at IGIT to create awareness and counsel the students and faculties about IPR. This awareness program's whole and soul objective is to create an ecosystem conducive to acquiring new knowledge through innovation, develop an attitude of prudent IP management practices, and promote an IPR culture compatible with the institute's educational mission. This commitment to promoting an IPR culture is a source of pride for the institute and a testament to its dedication to fostering innovation. This awareness program encourages the quality of creation and easy functioning of the innovative ecosystem in the institute. This program explains how to safeguard the interests of inventors in the creation and commercialization of intellectual property. The TEQIP-III sponsors all these programs.

IGIT's strategic collaborations, in the form of MOUs with various organizations, are a testament to its commitment to providing unique personal and professional growth opportunities for students and faculty members. These collaborations, which expose them to distinguished organizations, play a crucial role in fostering self-development, the use of modern technology, and interaction with great minds.

To promote unity in diversity, the Institute organises different cultural programs under the Ek Bharat Shrestha Bharat campaign. AICTE has paired our Institute with the **G.H. Rasoni Institute of Management**, Maharashtra, to exchange artistic and regional diversities between the two states. The

objective was to sensitise the students and stakeholders to communal harmony, national integration, fraternity, and the Indian knowledge system.

The faculties publish the following patents, as mentioned in the Table below.

Name of the Faculty	Department	Details of Innovations
Sanjay Kumar Patra Binay Kumar Patra	CSE	Smart Overweight Detection and Alert System
Sanjay Kumar Patra	CSE	A Machine Learning Traffic Congestion Monitoring System
Sudhanshu Bhushan Panda	MECHANICAL	Design and Manufacturing Process flow of a Novel Seat belt Locking System for Commercial Vehicle
Sudhanshu Bhushan Panda	MECHANICAL	A Novel Tongue Plate of Seat Belt Locking System for Commercial Vehicles
Anukul Prasad Parhi	PHYSICS	A Globe box for Electric Field Annealing and Fabrication of Organic Electronic Devices
Anukul Prasad Parhi	PHYSICS	Method of Fabricating organic thin film and organic thin film thereof
Anukul Prasad Parhi	PHYSICS	An Apparatus for shadow mask deposition and method thereof

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

3.4 Research Publications and Awards

3.4.1

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

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

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**

3.Plagiarism check through software**4.Research Advisory Committee****Response:** B. Any 3 of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2**Number of candidates registered for Ph.D per teacher during the last five years****Response:** 0.95**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 38

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 0.38**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the**

last five years

Response: 68

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 0.58

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

Response: 104

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 7.37

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

Response: 28

3.5 Consultancy

3.5.1

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

Response: 354.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
178.14675	53.88856	21.67999	16.03857	84.83958

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

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

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

Response:

The Social Service Guild (SSG) is the most active society. It has been an essential and integral part of the Indira Gandhi Institute of Technology Sarang, Dhenkanal, raising social awareness and engaging students in various social and community development programs. All the students in the institute's roles

shall be members of the Social Service Guild, and there are some active members, including faculty and students from each batch of the institution.

The college organises many extension activities to promote the institute's neighbourhood community and sensitise students towards social community needs.

Achievements of SSG IGIT Sarang are mentioned below briefly:

Blood donation drives are organised regularly. Faculty, staff, and students donate blood every year to social causes.

1. Blood Donation Camp

In 2017, 209 units of blood collected by SSG, IGIT Sarang with Ama Odisha Raktadaan

Abhiyaan

In 2018, 200 units of blood collected by SSG, IGIT Sarang with Ama Odisha Raktadaan

Abhiyaan

2. ECLECTIKA (Fun Fair)

A fun fair is organised every year on Utkal Divas. Students in groups put up food stalls, and revenue is utilised for the social cause.

In, 2019 organised by the students

In, 2022, organised by the students

In, 2023, organised by the students

In, 2024, organised by the students

3. Orphanage visit:

SSG club visits nearby orphanages as mentioned below, to donate clothes, books, and pens. This allows students to learn about humanity and enhances morality towards society.

SSG, IGIT Sarang visited Nabajiban Orphanage, Nalco Nagar, Angul, in 2018.

SSG, IGIT Sarang visited Nabajiban Orphanage, Nalco Nagar, Angul, in 2022.

4. Prachesthaa:

This is an initiative by the SSG to organise different competitions on campus for primary and high school and distribute books, pens, pencils, and notebooks as a prize under the book packet challenge competition. This also enhances the social responsibility of the students.

In 2019 and 2022, a book packet challenge competition is organised by the students

5. Tree plantation drive

It was started in 2015 and inaugurated by the Director of IGIT Sarang. It is carried out every year. The cause of tree plantation is also explained to the students. This is a collaborative effort by the SSG and National Cadet Corps (NCC) of the Institution.

6. Swacha IGIT Abhiyaan:

This was started in 2018 & organised by the students on Gandhi Jayanti and conducted annually.

7. Save Soil Day: The SSG also observes Save Soil Day every year on the 5th of December.

8. Disaster management: An awareness program on disaster management is also an initiative by the NCC.

Students learn to tackle the situation during disasters.

Impact of extension activities:

Our college students actively participate in social service activities, which leads to their overall development. Extension Activities aims to enable our students/volunteers to develop social responsibility and leadership qualities. As an impact of these activities, our student could show their development in responsibility towards society, decision-making and leadership quality, involvement in disaster relief activities, awareness in blood donation drives, tree plantation, and Swachh Bharat, etc.

File Description	Document
Upload any additional information	View Document

3.6.2

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

Response: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	02	01	03	10

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

3.7 Collaboration

3.7.1

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

Response: 6

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

Indira Gandhi Institute of Technology (IGIT), Sarang has an eco-friendly environment spread over 179 acres of land encompassing academic buildings with spacious classrooms, well equipped laboratories.

Laboratories

The Institute has domain centric laboratories as per the regulations of AICTE and BPUT, Odisha. The laboratories are well-maintained with adequate equipment to conduct experiments as per the curriculum.

Seminar Halls & Auditoriums

Each department of the college has a seminar hall to conduct seminars, conferences, guest lectures, and workshops for students and faculty members. Seminar rooms are often used for extra classes, NPTEL video lectures, Hackathons webinars etc.

Computing Equipment

The institute has separate computer labs for every department to conduct programming & simulation experiments. The teaching staffs are provided with desktops having internet connectivity. Along with this the institute has four central computing labs with internet facility for students and a Knowledge Centre.

Library

Central Library of IGIT Sarang is a good learning avenue with a floor area of 3400sq. metres. Its reading hall can accommodate 200 students/staff. It opens from 8.00AM till 11.00PM and under CCTV surveillance. It is updated regularly with the latest books & journals. The digital library has 60 systems with internet facility. It enables student's remote access to IEEE, ASME, ASCE and ELSEVIER e-journals along with e-Books.

Health Centre

A health care center provides first aid facilities and an ambulance is available 24X7 to meet emergencies.

A Doctor, a pharmacist and other medical staff are present in the health center to provide medical facilities to students and staff members.

Canteen facilities

Canteen (Cafeteria) facilities are also provided for students & staff of IGIT which has adequate seating capacity. Food served is hygienically prepared and subsidized.

Cultural Activities

The Cultural Association of our college is a vibrant and dynamic hub that fosters artistic expression and creativity among students.

Competitions like debate, essay writing, poem writing etc. encourage individuals to express their thoughts and ideas eloquently, promoting excellence in writing and analytical skills. We also organize painting and rangoli competitions, offering artists a chance to showcase their talents and creativity through visual arts. Some of the active cultural clubs of the institution are Music and instrument club (**UMEED**), Dance Club (**EL DIABLOS**), Photography club (**Drishya 360°**), Dramatic Club (**GUNJ**) and Fashion Club (**Flaunt Junction**).

Student Induction Programme is conducted every year with the aim of welcoming new students and familiarizing them with the academic environment, campus facilities, local areas and various support services available at our Institute. Every year the Institute organizes the annual function (**AAROHAN**), a technical festival (**HORIZON**); and the techno cultural events are organized by all departments.

Sports Activities

The Society of Physical Education & Recreation (**SPER**) is a key avenue for Games and Sports activities for the students. The Society is well run by the nominated student Secretaries and Class Representatives. SPER conducts the Annual Athletic Meet as well as the Inter Moral Tournaments in various major games round the year.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 25.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
989.57	532.83	285.90	23.59	48.69

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The central library of IGIT Sarang has been fully managed and automated using e-Granthalaya version 3.0, which has been in use since 2007. The National Informatics Centre provides free software, provided by the Ministry of Electronics and Information Technology, the Government of India, for government libraries. The software is installed in its server of the central library.

The library's day-to-day activities are smoothly managed by the library and computer professionals of the Institute using the above software. The following activities have been undertaken by using the software:

1. Cataloguing of books following DDC
2. Maintenance of stock register
3. Verification of stocks
4. Barcoding of books
5. Generation of borrowers' ID and ID card
6. Issue and return of Books
7. Generation of the daily transaction report

The digital library has 60 systems with internet facilities. It enables student's remote access to 3450 (Mc Graw Hill) and 379 (Springer) e-books and ten international journal packages:

1. American Society of Civil Engineers
2. American Society of Mechanical Engineers
3. Journals in Chemical engineering (Elsevier)
4. Journals in Computer Science (Elsevier)
5. Access Engineering: McGraw-Hill
6. Springer Nature 5 Subjects
7. IEEE POP
8. IEEE ASPP
9. Wiley Data Cyber security e-Books
10. IEEE MIT Press E-Books

All the books and journals are used by the faculties and students for their study and research.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 4.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
70.56	65.64	80.07	68.95	17.46

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institution is committed to updating its IT infrastructure facilities to cater to the needs of the students and staff, ensuring effective and outcome-based teaching-learning. Every Department has its computer lab for its UG and PG students, and four central computing labs and a knowledge Centre are available for computer-based activities. Software like NETSIM, ORIGIN, MATLAB, AUTOCAD, ANICA CLOUD COMPUTING, PSIM, ETAP, HFSS, OPTISYSTEM VERSION 16, OPTISPLICE, etc., as per the need of the respective department (curriculum), are provided and updated regularly for the computational work as well as the project work of the students and researchers. A central server room seamlessly connects and efficiently facilitates campus-wide system (LAN) operations. Dual internet lines (BSNL & National Knowledge Network, NIC) provide uninterrupted internet connectivity with 2Mbps speed and 1GBPS speed, respectively. In addition to Departmental WiFi (BroadBand), IGIT GPON provides 103 access points to ensure seamless internet connectivity for students, faculty, and staff. The students' residential areas (Hostels) have their own WiFi network (BSNL) for the boarders. Internet is also connected to smart boards, projectors, and smart TVs in classrooms and seminar rooms, providing immersive and interactive learning environments to enhance the educational experience. A firewall ensures network security and content filtering features, whereas antivirus software protects the

individual's PC. IP-based cameras at strategic points of the institute to provide security, monitoring, and safeguarding of the IGIT Community.

File Description	Document
Upload any additional information	View Document

4.3.2

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

Response: 3.48

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

Response: 911

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

4.3.3

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

Response:

Though there is no dedicated arrangement for e-content development in the institution, faculty members prepare lecture notes on their respective subjects and upload them to our institute website. Some faculty members use the Open Broadcaster Software (OBS) studio to prepare video lectures on their YouTube channels, which are available for students to prepare themselves off class.

The following links depict the few lectures prepared by the institution's faculty members.

<https://www.slideshare.net/bibhuprasadganthia>

https://www.youtube.com/@BrijeshKumar_electrical

https://www.youtube.com/watch?v=jKW-C0VjeEI&list=PLodt_2tODSSzeuFbOS735GIE8pny836FR

<https://www.youtube.com/playlist?list=PLQOD7c5rITuNQPZ2DXvYDhONGdt7IFv8->

Few faculties have uploaded the materials on the website for easy student access.

File Description	Document
Provide the link for additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
93.77	124.38	93.51	94.68	36.51

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

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The college has adequate infrastructure like Laboratories, Central Computing facilities, Sports facilities, ICT classrooms, Seminar halls, Health centre and Central library. The college has sufficient computers with internet connections and the utility software distributed in different locales like offices, laboratories, libraries, departments etc. The entire campus, along with all the hostels, has WiFi enabled.

Laboratory Maintenance Activities:

Each laboratory of the Departments has one or two faculty member(s) as Lab in-charge, and his/her/their names and contacts are displayed in the respective lab. Safety measures and a list of experiments are also displayed in each lab, along with a first aid box. Technician(s) and lab attendant(s) are attached to every laboratory for routine checking and smooth conduct of experiments as suggested by the university curriculum with respect to the Institute timetable. There is a provision for annual maintenance of laboratories, and each department is provided with a pre-decided amount approved by the institute's director for spending on it.

Library maintenance Activities:

The Central Library has been developed with an excellent collection of books, journals and non-book materials in Engineering technology, humanities, basic science and management.

Circulation Policy

- Membership is automatically conferred to all faculty members, research scholars, or students

upon their joining the college and remains valid for their full tenure.

- All the students and staff are eligible to check out materials for home use, use in the library, or renew/re-issue if required with a valid library card issued in their name.
- No dues/clearance certificate is issued, provided all the outstanding dues regarding the borrowed book(s) and delay fine, if any, are cleared.

Library Committee

There is a committee of faculty members from each department of the Institute to monitor various library activities.

Functions of the committee:

- Purchase and Maintenance of books and facilities.
- Check the availability of sufficient books/journals for all the departments.
- Conducts meetings with library coordinators and students for further improvements.

IT Infrastructural Maintenance Activities:

All the computer labs are well maintained through AMC. The systems administrator periodically checks the computers for updating, repair, internet connectivity, and power backup.

Campus Infrastructure Maintenance Activities:

The total campus infrastructure, including buildings, classrooms, sports and games, courts and fields, canteen facilities, water and sanitary, fire and safety, electricity, DG set and transportation, are mainly monitored by the Estate Maintenance Department of the Institute.

Sports Maintenance Activities:

The Society of Physical Education & Recreation (SPER) comprises one Vice President (Faculty Member), one Co-Vice-President (Faculty Member) along with the nominated student Secretaries/ Class Representatives, a Physical Training Instructor (PTI) and a bearer under the overall supervision of the Director of the Institute.

Canteen Maintenance committee

The Canteen of the Institute (Cafeteria) is run on a contract basis through a tendering process. There is a committee to frame the terms and conditions for running the Institute Food Court and Canteen. The quality of the food served by the canteen is inspected regularly.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 23.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1639	391	341	716	739

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

Career counselling, also known as career guidance, is intended to help students choose, be aware of, or change their careers. One of the most significant parts of their life is an individual's career, with many different career options. Hence, career guidance/career counselling is very important as it will help

students choose from various career choices, pick out the career path that is best for them, and perform their level best in it, which will help them succeed and improve in their future lives.

Career counselling in IGIT is gaining ground rapidly, with the increase in awareness of the importance of career counselling amongst the students and faculty members. IGIT also encourages alumni to do career counselling. Career counsellors in IGIT help individuals/groups of students by outlining and talking about one's potential and career alternatives. Career counselling refers to career counsellors who help individuals choose an appropriate career based on their interests, skills and abilities. The main objective of career counselling is to help students pick a field that complements their abilities and skills the most, according to the latest trends. The government also emphasises providing career counselling and guidance to students to help them chart a proper career path and make a choice.

In career counselling, the students also receive guidance from professional counsellors who provide expert advice on the potentials, Aptitude, motivations, and skills in various technologies and shortcomings with the use of carefully designed assessment tools. These assessment tools are both subjective and objective. Career counsellors guide students in setting their career goals after carefully studying the individual's interests and attitudes.

At IGIT, career development is about choosing a career and developing the skills needed to succeed. The Idea, Innovation and Entrepreneurship Cell (IIEC) and Career Development Cell (CDC) are crucial in coordinating training programmes on interview skills, current job trends, and soft skills. These programmes, along with seminars, workshops, and expert lectures on career guidance, provide students with the knowledge, skills, and experience needed to understand opportunities, consider alternatives, and succeed in society.

The IGIT faculty members assist students in preparing for competitive exams by providing study materials, mock tests, problem-solving and offering strategies for exam preparation and time management. IGIT has established a dedicated Career Development Cell (CDC) on campus that conducts personality development programmes regularly.

Faculty members from each department and student coordinators of the CDC meet regularly to schedule different activities and inform other students to attend counselling and pre-placement events. Experts are invited to guide students through the CDC, IIEC and the induction program. Department faculty members also guide students regularly. Additionally, students are encouraged to watch videos on careers that are available on YOUTUBE.

File Description	Document
Provide the link for additional information	View Document

5.1.3

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

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 20.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	201	277	256	149

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

5.2.2

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

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

Response: 1.12**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	7	10	27

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities**5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response: 41****5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	00	04	15	10

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The heads of student councils and societies inspect all the cultural activities and technical festivals of IGIT. Similarly, the heads of the technical clubs and departments are responsible for all technical activities at IGIT. The objective is to encourage the student's participation in the institute's development and to enhance their personality and organisational skills through interactive programs with the faculty, administration and society. Student councils and societies handle the college premises' significant technical, cultural, literary and sports activities. The institution also offers avenues for developing technical skills, personality development and service to society through various technical societies.

Hostel Mess Committee

This committee consists of one student from each year of the Undergraduate program and two faculty of the institution as hostel warden, hostel superintendent and hostel assistant superintendent to check the quality of food, hygiene, water quality and other canteen items. One caretaker is present in each hostel to look after the students.

Library Committee

Two students from every section, along with the department faculty in charge, the heads of respective departments, the Principal and the Librarian, are the library committee members. It discusses the library facilities and recommends procuring books and journals. A list of such requirements is prepared and given to the approving authority.

Anti-Ragging Committee

This committee consists of some faculty members and senior students. As per the Anti-Ragging Act of 1997, the committee explains the ragging effects by displaying posters at various institute places on the notice boards in each academic block. It ensures that an oath in the form of undertakings related to the

Anti-Ragging Act duly signed by each student and their parents is collected.

Institution imparting technical education shall constitute a Committee to be known as the Anti-ragging Committee to be nominated and headed by the Head of the Institution, and consisting of representatives of civil and police administration, local media, Non-Government Organizations involved in youth activities, representatives of faculty members, representatives of parents, representatives of students belonging to the fresher's category as well as senior students, non-teaching staff. It shall have a diverse mix of members of different levels and genders.

Internal complain committee

The institute has constituted an internal complaint committee to prevent sexual harassment and handle grievances of faculty and students.

Student Grievance Redressal Committee

A redressal committee functions in the institution. Following are the functions of the redressal committee.

- To receive the grievance in person.
- To analyse the nature of the grievance.
- Discuss with the members of the committee the necessary actions to resolve the issues impartially.

Other Clubs Details:

- Internal quality assurance cell
- Board of Studies
- Sports committee
- Anti-ragging Committee
- Idea, Innovation and Entrepreneur Cell (IIEC)
- Career development cell
- Cultural Committee
- Internal complaint committee
- Disciplinary action committee
- NCC
- SSG

As mentioned earlier, all these committees have student representatives as members, expert members, and institute faculty members. Students are also asked about their opinions on each of these committees.

File Description	Document
Upload any additional information	View Document

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement**5.4.1**

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

Response: 23.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.133	3.320	3.615	1.751	2.625

File Description	Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document

5.4.2

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

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

Response:

IGIT Alumni Association allows alumni, current students and faculty to interact among themselves. Cultural events, talks by alumni, students and faculty interaction are organised to discuss industry trends, opportunities and Institute development initiatives. On that occasion, alumni share memories and experiences from their college lives. IGIT Alumni Association creates and maintains a lifelong connection between the Institute and its alumni. They come from various industries and multinational companies in India, the USA, Australia and the UK. Association members are also invited to campus events like Foundation Day, Convocation Day, and other cultural events on Campus. IGIT has created entrepreneurs and engineers with a wealth of knowledge and experience. This Alumni Association brings all these outstanding people together on a single platform and establishes bonding among them. “Engage, energize and enhance – keeping this motto in mind”, the Institute, faculty, students and alumni fellows are connected. The IGIT Alumni Association aims to link alumni to the institution for its development and to achieve its vision.

Non-Financial Activities:

- To encourage the students and Association for Research & development members to work in various fields like Engineering, Computers, Industrialization, etc.
- To organise national and international conferences, workshops, lecture talks, skill development programs and FDP.
- To encourage and guide college students on self-employment to become entrepreneurs.
- To Promote the industry-institute interaction to bridge the gap between industry requirements and education offered and enhance students’ employability.

The IGIT alumni contribute to the overall development of college students, which would ensure a better professional future for them.

The various contributions by the alumni are listed as follows:

Guest Lectures and Career Counselling

IGIT encourages alumni to provide technical lectures to update the students with the latest technological trends. Alumni are invited to share their views to motivate the juniors to be successful engineers in

future.

Institution of awards for meritorious students (planning stage)

Awards/Medals/Prizes will be presented to students excelling in academics, project work, leadership qualities, extracurricular activities and sports. IGIT plans alumni by instituting such awards for students during the Annual Cultural Fest.

Provide internships, projects and placements.

IGIT takes up initiatives like providing internships, encouraging alumni to visit the institute for campus placements, providing project assistance to our students, and facilitating industrial student visits.

The institute regularly organises industry-institute interactions, and alumni from industries are invited to participate in the event and share their views. In many cultural, sports, and related programs, alumni are invited to share their opinions and experiences.

Distinguished alumni are mentioned below:

1. Prof Dipti Ranjan Sahoo, IIT Delhi, conferred the prestigious Shanti Swarup Bhatnagar Award.
2. Scientist Sushil Kumar Nayak, ISRO significant contribution to Chandrayan-3's success.
3. Mrs Archana Panda receives the prestigious Lifetime Achievement award for community service from President Biden.
4. Dr Akshay Kumar Padhi's significant contributions to Prof. Goodenough's Nobel-winning work.

Many alumni have also qualified for UPSC and OPSC examinations.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Articulation of the Mission at IGIT, Sarang, Dhenkanal, Odisha

The mission of IGIT, Sarang, is to transform students into professionals with technical competence and managerial skills while maintaining high values and ethics. The institute strives to foster holistic development in students to meet the expectations of both industry and society.

Leadership and Strategic Planning as per the vision and mission of the Institute

The Chairman of the Board of Governors leads the administration, guiding the Director, faculty, and students to work towards the institute's vision. The Chairman approves strategic plans framed in alignment with the institute's vision and mission and driven by the needs of the corporate world, society, and stakeholders. These plans encompass the commencement of new courses, infrastructure expansion, and strategy formulation. The implementation of these plans is discussed with the Director and Heads of Departments (HoDs) for effective execution.

Decentralization has been effective since the inception of the institute.

Role of the Director

The Deputy Registrar and a team, in consultation with the Director, prepare the perspective plans and the academic calendar, which includes semester-wise scheduling of internal assessment tests, industrial visits, conferences, workshops, seminars, Faculty Development Programs (FDPs), club activities, sports day, annual day, and technocultural celebrations. These are planned in consultation with HoDs and various committee members. The Director ensures quality standards in the teaching-learning process, evaluation system, and related activities and initiates various quality enhancement programs. Assisted by HoDs, the Administrative Head, and Coordinators of various cells and committees, the Director plays a central role in the decision-making process of the institute.

Role of Heads of Departments (HoDs)

HoDs prepare the operational plans for their respective departments in consultation with the Director. Faculty and staff are assigned roles and responsibilities to work in a harmonious and transparent environment. HoDs conduct periodic departmental meetings where collective suggestions from faculty, students, corporate stakeholders, and others are discussed. These suggestions are then communicated to the Director, who further discusses them with the Chairman for approval. Once approved, the decisions are circulated among stakeholders and faculties for execution.

Participation and Transparency in Institutional Governance

The governance structure ensures that teachers are actively involved in the decision-making process. The management promotes a smooth flow of information from top to bottom and vice versa, paving the way for excellent stakeholder teamwork. This participatory approach ensures that all voices are heard, fostering a collaborative environment that supports the institute's mission and vision.

Quality Assurance and Continuous Improvement

In collaboration with HoDs and various committees, the Director ensures continuous quality enhancement in all academic and administrative processes. This includes implementing quality standards in teaching, learning, and evaluation and organising quality enhancement programs and activities.

NEP Implementation

We are shortly planning to include a few of the multidisciplinary subjects in the NEP and go ahead as per the directives received from the AICTE.

Conclusion

The governance at IGIT, Sarang, is designed to be participatory and transparent, ensuring that strategic and operational plans are effectively implemented through the active involvement of all stakeholders.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment**6.2.1**

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

Response:

The leadership at IGIT, Sarang, Dhenkanal, Odisha, provides a clear vision and mission for the institution. The principles of participation and transparency govern the institution's functions and its academic and administrative units. The college has developed several perspective plans to ensure continuous improvement and excellence.

Enhancing the quality of Teaching-Learning

To upgrade the qualifications and knowledge of the faculty by encouraging them to pursue PhD at the reputed Institutes through the quality improvement program (QIP).

Promotion of Research among faculty and students

The faculties are encouraged to pursue research through sponsored projects. The Institute provides annually 25,000 INR for attending conferences and faculty development programs. The students are encouraged to attend different skill programs organised at the Institute and outside the Institute.

Talent acquisition and retention

Technical events, workshops, and seminars are organized to strengthen the student's technical knowledge.

Quality Assurance Measures

The IQAC committee monitors the quality of the Institute. Yearly, academic and administrative audits are collected to improve the quality. Feedback from the rolling students and stakeholders is taken from time to time to improve the overall quality of the Institute.

Improving Entrepreneurship Development and Industry-Institution Interaction

The Entrepreneurship Development cell organizes different seminars and workshops on Entrepreneurship Development. Industry experts are invited to discuss the latest technology at the Institute and Department levels.

Placement and Training activities

The Career Development Centre of the Institute looks after the career counselling and placement of the students both on and off campus.

Establishment of CoE:

The institution will establish a Center of Excellence approved by the IQAC and the state government under the new Odisha scheme to promote research and placement.

The Institute has its own bylaws and various policies approved by the Board of Governors (BoG). The Institute previously made regular faculty and non-teaching appointments through advertisements published in state and national papers and approved by the BoG. Regular appointments are made through the Odisha Public Service Commission (OPSC). Similarly, temporary teachers are appointed through regular interviews approved by the head of the Institute in the presence of expert members from Industry and Institutes.

Administrative set up

The first tier is the BoG members. The State Government appoints the chairman of the BoG. Committee members are selected as per the bylaws of the Institute and approved by the head of the Institute. In the second tier, the Director is appointed by the BoG and interviewed through the OPSC. Deans constitute the third tier and are appointed through the head of the Institute with the approval of the BoG. HoDs and HoOs are appointed by the Director and approved by the BoG on a three-year seniority basis. The institute's faculty is engaged in different activities besides teaching and research.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

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

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System

IGIT, Sarang, Dhenkanal, Odisha, has a systematic annual performance appraisal system (APAS) in place to assess and review the performance of both the teaching and non-teaching staff. This system ensures staff performance, which is regularly monitored and evaluated, facilitating continuous improvement and professional growth. IQAC takes care of the APAS.

Faculty and Staff Development Programs

The Institute conducts Faculty Development Programs (FDPs) and skill enhancement programs for technical and administrative staff to enhance technical knowledge and skills. Over the past five years, the institute has organized several programs attended by staff members. These programs are designed to keep the faculty and staff updated with the latest advancements in their respective fields. The Institute was also funded by the Technical Education & Quality Improvement Program (TEQIP) to organize several such programs to benefit faculties and staff from 2017 to 2021. The Institute also sanction leaves to all the teaching and non teaching staffs for attending conference, FDP, seminars and workshops at various reputed Institutes of national importance. Under TEQIP-III, many faculties and students received seed money for the purpose of research enhancement.

Financial Support for Professional Development

The institute provides adequate financial support for professional development and research and development (R&D) staff. This support extends to attending conferences, workshops, and conference

book chapter publications, encouraging staff to engage in continuous learning and professional growth. It also sends the non teaching staffs for one or two weeks of training on "accounts" and other such activities.

Many non-teaching staff like securities, data entry operators, peons, and dealing assistants are recruited through the outsourcing approved by the BoG and the State Government. This increases the number of job opportunities for many poor people. Few of the skilled non-teaching staffs are retained after retirement with the Government's approval with their last basic pay during the superannuation.

Internal Quality Assurance Cell (IQAC)

The institution has an active Internal Quality Assurance Cell (IQAC) that ensures compliance with academic and administrative procedures and their continual improvement through systematic audits. The IQAC includes internal and external members who review academic and support systems to enhance the overall quality and functioning of the institute.

Summary

IGIT, Sarang, Dhenkanal, Odisha, maintains a robust performance appraisal system to review and enhance the performance of its staff. With numerous development programs and financial support for professional growth, the institute ensures its faculty and staff remain at the forefront of their fields. The active Internal Quality Assurance Cell is crucial in maintaining and improving the quality of academic and administrative processes.

File Description	Document
Upload any additional information	View Document

6.3.2

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

Response: 6.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	23	09	15	12

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 28.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	43	91	81	30

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

IGIT, Sarang, Dhenkanal, Odisha, mobilizes funds primarily through the Government and student fees (self-sustained departments), adhering to the regulations set by the Skill Development and Technical Education, Government of Odisha. Additionally, internal revenue is generated from the interest on deposited funds and consultancy services by the faculties.

Fund Mobilization and Budgetary Provision

The institution mobilizes funds primarily through student fees for self-sustained departments, and regular departments are funded by the Government. It makes budgetary provisions for both recurring and non-recurring expenditures in advance. Financial resources are allocated according to the budget to ensure the effective functioning of the college. A well-defined mechanism is in place to monitor the usage of funds, ensuring transparency and accountability. Annually, the budget is approved by the government and sanctioned by the government, and account statements are audited. The Institute has two B. Tech self-sustained courses and two M.Tech courses, which run through the students' money for procurement of equipment. The Government gives consolidated Salaries to temporary teachers. The Internal revenue is generated through the consultancy services and research project grants received by the faculties from AICTE, DST and Department of Science & Technology, Govt of Odisha.

Optimal Utilization of Funds

The institute meticulously plans the efficient use of budgeted funds for each academic year. According to the guidelines approved by the BoG. The head of the Institution reports on sanctioned budgets and actual expenses are maintained periodically, both annually and monthly after a discussion with the accounts officer. This ensures optimal utilization of funds for students, staff, laboratories, infrastructure, and the library. The Institute supports staff by covering registration fees for attending conferences, workshops, Faculty Development Programs (FDPs), and other technical events.

Student Activities

Funds are utilized for organizing symposiums, providing travel allowances (TA/DA), and registration fees for students participating in technical symposiums at other Institutes. Additionally, funds support placement training, development programs, value-added courses, guest lectures, and industrial visits.

Laboratory and Equipment

Budgeted funds are used for the purchase and maintenance of equipment and machines in laboratories. The purchase process involves a central Purchase Committee and departmental purchase committee. The Purchase Committee then invites tenders and finalizes the vendor based on quality, service support, product specifications, and price.

Support for Library

Additionally, funds are used to purchase online journals, magazines, textbooks, and reference books for the students.

Financial Monitoring

The mobilization and utilization of funds are reflected in the income and expenditure statements, ensuring transparency and accountability. The institute's financial management system guarantees that all resources are used effectively to support the institution's academic and operational goals. Every year the internal financial audit is done to ensure transparency.

In summary, IGIT, Sarang, Dhenkanal, Odisha, follow a comprehensive and transparent approach to mobilizing and utilizing funds by adhering to structured financial management practices. The institute ensures that all activities, from student programs to staff support and infrastructure development, are adequately funded and efficiently managed. This strategic allocation and utilization of resources contribute significantly to the institution's overall growth and success.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

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

Response: 1810.19

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	572.227	945.462	292.499

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

IGIT conducts financial audits regularly both externally and internally. Internal audit for the financial transaction is done every year by the chartered accountant (CA). External audit of the Institute is done by the AG department of the Govt of Odisha referred as AG audit. AG audit is done on every aspect of the Institute. Compliance is prepared at the Institute level when any objection is raised by the AG auditor or the CA. The compliance is uploaded on the OCAMP portal for reference. After uploading the document, the departmental member committee (DMC) conducts a meeting regarding the objection and compliance. Secretary, skill development & Technical Education, Govt of Odisha and the Institute are members of the DMC. After clearance from the DMC, another meeting is conducted by the triangular member committee (TMC) comprising of the AG Auditor, Secretary, skill development & Technical Education, Govt of Odisha and the Institute. The objection raised by the auditor/CA is resolved if the TMC is satisfied with the compliance.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

Two practices initiated by the IQAC are described below.

1) IQAC has taken the initiative to set up a centre of excellence (CoE) on "5G" and "Artificial Intelligence, Machine Learning, Robotics and 5G". The Government has already approved and sanctioned funds under the "Nua Odisha Scheme". The primary objective of the CoE is to impart skill training to students in the recent fields of technology and offer placements to them based on their performance. It also focuses on imparting training to students from nearby ITI, Polytechnique colleges, and Engineering Institutes. It creates an environment for job opportunities for other students, too. The CoE works as a hub-spoke model. IGIT acts as a hub of the CoE, and other nearby Institutes act as spokes of the model.

2) A Memorandum of Understanding (MoU) has been signed between IGIT and various companies to promote research and enhance different skills for the faculty and students of the institute. Recently, a MoU has been signed between TATA POWER and IGIT. TATA POWER experts visit IGIT and teach top 30 students of the Electrical Engineering Discipline and train them as per the company's requirements. Deserving students are selected for the company as graduate trainee Engineers after completing the UG course and after the company's assessment and evaluation. Additionally, an MoU has been signed between IGIT and the Indian Metrological Department (IMD) to provide training to the students. Students can continue their final year project at IMD as a part of the training.

File Description	Document
Upload any additional information	View Document

6.5.2

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

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

Response:

Two practices adopted to date through IQAC for the teaching-learning reforms:

1. The 360-degree feedback form of the Institute is revised based on the feedback received from the NBA expert's visit during the academic year 2022-2023, which covers every aspect/facility of the Institute. In this form, feedback is taken from the students, stakeholders, alumni, hostel food and hygiene, hospital facility, sports facility, etc, which is approved by the Academy Council. The feedback from the students is planned to be taken through the ERP system. Feedback will be analysed, and action will be taken based on it.
2. The courses are designed based on the PO specified by the NBA. The course outcomes are designed accordingly, and the syllabus is modified completely under IGIT autonomy. The question paper has been revised based on the course outcomes and adopts Bloom's Taxonomy, which is also approved by the Academy Council.

Academic and administrative audit forms are collected regularly to analyse the performance of the faculties and staff.

File Description	Document
Upload any additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Institute has taken care of Gender equity for a long time. The Government of Odisha has had a policy of 30% reservation for women candidates in the Engineering Institutes since 2000. The Institute admits female students as per the Govt Policy, giving both male and female candidates equal opportunities to continue their UG. As per the Government rule, a few seats are also reserved for women at the assistant professor, associate professor, and professor levels. Furthermore, the Institute has taken the initiative to appoint female candidates to higher positions in the workplace, such as heads of departments, members of different statutory committees, hostel wardens, hostel superintendents, etc.

In all the curricular and co-curricular activities, female students and staff members are encouraged to participate in different events. To create awareness of "Gender sensitization at the workplace", experts are invited to deliver talks to the students. There is an Internal Complain Committee (ICC) at the Institute, which looks after the issues related to "sexual harassment at the workplace". Debate competitions and art-painting competitions are conducted regularly on "violence against women", "Diversity and Equity", and "women empowerment" to create awareness among the female students. The institute has installed CCTV cameras at all the locations of the academic blocks, library, offices and hostels, which can be remotely monitored at authorized offices. The campus has streetlights for the safety of the students. Similarly, female students have a restroom/sick room in the academy building.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

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

Response: D. Any 1 of the above

File Description	Document
Geo-tagged photographs of the facilities.	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:

Big dustbins are placed in almost every institute location and are used for solid waste disposal outside the office rooms. Small dustbins are placed inside all the faculty rooms, offices and laboratories for solid waste disposal, which the sweeper collects daily for disposal. The IDCO, Govt of Odisha, has made a drainage system for liquid waste disposal throughout the Institute campus, including hostels and residences. For e-waste disposal, the Institute sells the e-products through auctions, and the money earned through them is utilized for laboratory maintenance.

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: C. Any 2 of the above

File Description	Document
Geo-tagged photographs of the facilities	View Document

7.1.5**Green campus initiatives include**

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

Response:

The Institute is surrounded by jungle and situated at the bank of river Brahmani. The students and faculties are encouraged to use bicycles. Automobiles are banned from being used by the students. Every year, the NCC and faculty members plant trees to keep the environment green and pollution-free.

The IGIT NCC was established in 2003 under a self-finance scheme, and subsequently, it has been regularized under an open vacancy scheme by 12(o) Bn NCC Dhenkanal, a unit of Cuttack group. The company comes out with various activities such as Tree Plantation, Blood Donation, Social Awareness programs, and more, apart from participating in the Institute Republic Day and Independence Day parades. Also, the SD/SW Cadets are encouraged to various National level Camps and Adventurous activities such as NIC, SNIC, Parasailing, Mountaineering, Tracking, etc., to help bridge the cultural gap among various states of India, inculcating and Strengthening leadership traits among the cadets.

One cadet also participates in locally organized camps such as Annual training camps (ATC) and Combined Annual Training (CATC) at the group and unit levels to prepare for the 'B' and 'C' certificate examinations.

Institutional NCC is a three-year programme at the undergraduate level, culminating with a 'C' certificate examination at the end of 3rd year. During the Institutional training, students undergo weapon training, weapon drills, map reading, field craft battle craft, etc.

Eligibility to Join: 1st Year B. Tech between the age group of 15 to 26 years.

Total number of cadets: 50 (33SD + 17SW)

CAMP RECORD				
Sl. No.	Name of Camp	Venue	No. of Cadets	Achievements
1	CATC Bhapur	Bhapur, Dhenkanal, Odisha	13	1st prize in Discipline
2	SNIC Kakinada	Kakinada, AP	10	1st prize in Cultural event
3	Annual Firing Camp	12(O) BnNCC, Dhenkanal	10	
4	CATC, Dhenkanal	Synergy Institute of Technology, Dhenkanal	16	
5	CATC, NALCO	NALCO, Angul	7	
6	EBSB, Online Camp	Online mode	16	

The NCC works at Platoon- IGIT Sarang

Unit- 12(O) BnNCC, Dhenkanal

Group- Cuttack

Directorate- Bhubaneswar, Odisha

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: D. Any 1 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document

7.1.7

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

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

- Built environment with Ramps/lifts for easy access to classrooms**
- Divyangjan friendly washrooms**

- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

The institute has taken the initiative to build ramps and lifts for physically challenged students. Lifts are fitted in the academy building and the four-storied hostels. Also, washrooms are designed for the Divyangjan students and faculties. Wheelchairs are also placed in the academic building to assist the physically challenged students in easily accessing the classrooms and hostels. The campus health centre is provided with an ambulance to facilitate all the students' journeys to the nearby hospital in case of emergency. The ambulance is available 24/7, including public holidays and Sundays.

File Description	Document
Upload any additional information	View Document

7.1.8

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

Response:

The Institute has taken various initiatives to promote tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities. Equal facilities are provided to all students admitted to the Institute or hostel irrespective of their caste, religion, regional, and cultural backgrounds.

To promote unity in diversity, the Institute organizes different cultural programs under the Ek Bharat Shrestha Bharat campaign. AICTE has paired our Institute with the **G.H. Rasoni Institute of Management**, Maharashtra, to exchange cultural and regional diversities between the two states. The objective was to sensitize the students and stakeholders about the importance of communal harmony, national integration, and fraternity. Also, in the program, topics on Odiya and Maratha freedom fighters and their struggle are discussed. The cultural differences between the two states are also discussed in terms of language, clothing, and food.

The Institute also organizes various cultural programs to celebrate the cultural diversity of India. Students from various regional and cultural backgrounds participate in such programs and present their regional or cultural folk songs and dances. These cultural events are organized at different levels-

departments, hostels, and occasions like Independence Day, Republic Day, Engineers Day and Utkal Divas. To cater to linguistic diversity, the Literary Students committee also conducts all student-related competitions, such as Essay Writing, Elocution, and Debate, in three languages: Odiya, Hindi, and English. The Literary Students Committee annually publishes a magazine with poems, stories, and true events in three different languages.

The various departments of the Institute conduct seminars, workshops, and techno-cultural programs to promote communal harmony and tolerance every year. All types of technical competitions, such as circuit making, robot design, seminar presentations, and technical quizzes, are conducted at the events. Annually, sports day is also conducted for three consecutive days. All the students participate in the game irrespective of their regional and cultural differences.

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

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

Response:

The Institute imparts holistic all-round education to the students. Sensitizing students to our constitutional rights, values, duties, and responsibilities is one of the significant issues imparted at the institute through the curriculum. Apart from the curriculum, students and employees of the institution are sensitized to constitutional obligations through curriculum and extra-curricular activities. The Institute follows the AICTE curriculum, and it has introduced a subject on the constitution of India at the UG level across all engineering disciplines to create awareness and sensitise the students and employees to constitutional obligations. Environmental engineering is also a subject and part of the curriculum. The subject gives them insight into environmental acts, wildlife protection acts, forest acts, global environmental concerns, etc. Additionally, many regular programs are conducted by the ICC cell of the institute to educate women about their rights. Also, seminars and workshops are conducted on citizens' various rights, duties and responsibilities. Seminars on Rights to Information, Sexual Harassment, and Gender Equity are conducted periodically. Students also have a subject on "professional ethics" and "Yoga", which makes them understand life's ethical/moral values. On the other hand, "Yoga" enhances mental stability, creating mental happiness, and required much for the students to reduce mental stress.

Every year, Republic Day and Independence Day are celebrated at the Institute. Students and staff of the Institute participate in the event.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
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 institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: B. Any 3 of the above

File Description	Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

PRACTICE:1

- 1. Title of the Practice:** Academic flexibility and career counselling

2. Objective: Provide more placements in multinational companies and send more students for higher studies in abroad.

3. Context: Students don't get time to go through online courses after attending the physical classes. If all the courses or at least 50% of the courses made mandatory to study online by the AICTE, students would get more benefits. The institute is bound to follow the AICTE guidelines. The syllabi are made based on AICTE guidelines. Students can only opt for one course through NPTEL learning.

4. Practice and Uniqueness: Students learn the curriculum-based subjects. Additionally, the students can learn different subjects of their choice through NPTEL videos and MOOCS online courses through the SWAYAM portal. The NPTEL videos of different subjects are available in the library. The institute is a local centre of NPTEL, where the students can learn through NPTEL videos and write examinations to earn a certified course, which gives them a better career and placement. Experts are invited to counsel the students on careers. It allows them to select higher studies, software jobs, public sector, private sector or go for OPSC/UPSC examinations. This is how three alumni of the Institute were recently selected for the UPSC examination with excellent scores and good all-India ranks. Many students also have been selected for the OPSC examination serving the state government. Many students pursue higher studies in universities in the USA, Europe and the UK. However, students would be benefitted if more time is allotted to students to learn through NPTEL videos or through SWAYAM portal.

5. Evidence of success: Currently, students are placed as an IPS officer, Income-tax officer and one in Indian Forest Service. Few more are placed in Odisha government service through Odisha Public Service Commission. Our alumni have received Shanti Swarup Bhatnagar award by the Government of India, Social service community award in USA. One of the almas matters also has contributed significantly to the discovery of lithium-ion battery along with Nobel prize winner Prof. Goodenough of USA.

6. Problems encountered and resources required: More and variety of courses should be made online. Sufficient time should be allotted to the students to learn the subjects beyond the institute hours.

PRACTICE:2

1. Title of the Practice: Zero Tolerance for ragging and Uniform dress code for all the students and various activities by the social service guilt (SSG)

2. Objective: To make the students feel same irrespective of their socio-cultural, regional, finance background. Students should not be ragged mentally and physically. SSG organizes blood donation camp, tree plantation drive, donation at the orphanage and several awareness programs like ban of plastics, save soil etc.

3. Context: As per the previous practice, there was no uniform dress code of practice for the students. Students used to attend the classes in civil dress. Students from different financial background were facing issues with dress culture. Secondly, ragging was also made the students sacred to express their free opinion. SSG teaches the students ethics and humanity.

4. Practice and Uniqueness

Uniform dress code during official hour is made mandatory. Beyond official hour, students can use civil dress. This practice made students feel similar and identical in all respect.

Recently, students of the Institute have taken an oath not to be involved in ragging. There are anti-ragging committees and disciplinary committees at the Institute to look after the ragging cases. In the past, severe actions were taken against the students if found guilty by these committees. Slowly, the ragging of the students decreased, and zero ragging cases were registered. Thorough SSG, students learn morality, human values.

5. Evidence of success: No ragging case is registered in the recent past.SSG continuously organizes the blood donation camps, tree plantation drives etc.

6.Problems encountered and resources required: Problem is solved at the institute end. Few more practices need to addressed such as rain water harvesting, energy conservation, water recycling, e-waste management, solid waste management, Liquid waste management,biomedical waste management etc.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Institute is a co-educational institution situated in an economically backward and rural area of the Dhenkanal district of Odisha state. The college offers diplomas, undergraduate programmes, postgraduates, and doctoral programs in engineering and science to aspiring youths in and outside the state. The UG admission takes place through the national-level entrance examination (JEE, Main), and the PG admission takes through the national-level GATE and state-level examinations (OJEE). The PhD admission takes place through the GATE and Institute level Examination as per the UGC norms. The beauty of the Institute is its location. It is situated on the Brahmani River's bank and surrounded by a forest. It is also located in the Industrial belt of the State of Odisha. Public sectors like NALCO, NTPC, MCL, FCI and other private sectors like TATA Steel and Jindal Steel Private Limited surround the Institute. Industry Institute Interaction takes up most of the time on special occasions.

Industry experts are invited for special lectures most of the time. Most students undergo summer training or Internships in these public and private sectors. Student technical visits are organized annually for these public and private sectors to enhance skills and technical knowledge. Industry experts are also members of the Board of Studies, and that is how the courses are designed, keeping industrial skills and the latest industrial technology/state of the art as a portion of the curriculum. The Institute also organizes state-level sports competitions and state-level techno-cultural events at the Institute. Students from other Institutes participate in these events. The public sectors like NALCO, NTPC, and MCL sponsor the Institute to organize such techno-cultural and sports festivals. The Institute organizes several other programmes such as lectures, popular talks, workshops, seminars, sports competitions, activities, etc.

Every year, an induction program is organized for first-year UG students. It is conducted for two weeks. Students get involved in different activities, such as expert talks on burning national and International topics from eminent personalities, and practice yoga and other physical activities in this program.

The Institute also undertakes several initiatives to sensitize students to gender equity, energy conservation measures, inclusiveness, human values, ethics, etc. Under NCC units, the Institute regularly organizes activities for students on the college campus and in the local areas. After approval from the head of the Institute, local village people are allowed to use the available institute facilities, such as the playground for running, walking, and sports activities, for their physical development. Through outsourcing, jobs are given to many local people through a tender process. Local people join jobs like security personnel, sweepers, peons, and data entry operators appointed through outsourcing. Therefore, it can be said that the Institute provides the local people with intellectual and emotional growth through different programs that are relevant and responsive to the needs of the rural and educationally backward society of this region of the state.

Different committees, as mentioned below, are in place to look after the needs of the students and faculty members.

1. Internal Complain Committee
2. Grievance redressal committee
3. Anti-ragging committee
4. Disciplinary committee
5. Hostel committee
6. Placement and carrier counselling committee
7. Biometric Committee
8. Subject Research Committee
9. HoD council
10. Academic Council
11. Board of Studies
12. Examination
13. Examination Squad Committee
14. Cultural Committee
15. Literary Committee
16. AICTE Committee
17. NBA Committee
18. NAAC Committee
19. SC/ST Committee
20. Quarter allotment Committee

Many more committees are in place to look after different issues. Faculty and students are all members of these committees. Apart from these, the student community also has a student activity committee to monitor the students' various activities. The committee is managed by the students. It boosts their leadership quality apart from curricular and co-curricular activities at the Institute level. Ample space is provided for the students to practice dance, drama, skits, and other activities at the Institute outside the Academy Building. Besides, An open-air theatre and an auditorium are also used for students' practice.

Additionally, the institute has adopted five nearby villages to look after the villagers socially. Survey has been started in two villages recently. In the future, the institute plans to

support the villagers socially like medical facilities, and distribute clothes, books, notebooks, pens to the poor village people.

Conclusion:

IGIT, despite its remote location, has attracted many good students to pursue their studies. Alums of this institute work internationally in many places. One of the Institute's alums received the prestigious Shanti Swarup Bhatnagar Award. One of the Alumni received an all-India Rank of 36 in the Indian Forest Service Examination conducted by the UPSC in 2023.

Being in remote location, the institute has taken an initiative to help poor nearby villagers.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

IGIT has a governance system driven by its Vision and Mission. Values and value systems have been established around the single core value “Character is Life”. IGIT aims to attract students with different backgrounds and abilities and provide a holistic education, keeping the curriculum dynamic and updated, incorporating cross-cutting issues related to Ethics, Gender, Human Values, Environment and Sustainability. Student-centric learning methods are introduced as a hub-spoke model in IGIT, where teaching–academic departments carry out curricular requirements.

At the same time, IIEC is established to involve students in co-creation and build confidence levels. IGIT has good infrastructure facilities, considering the growing demands of manpower requirements in terms of emerging areas of the engineering domain, space required for academic, extra and co-curricular activities and space required for administrative and amenities purposes.

IGIT has a Research Policy that directs, motivates, and implements various research facilities and activities. Besides, guidelines and recommendations for new facilities are discussed and finalised by the Department Committee, Academic Council, and Governing Council, along with necessary budget provisions. IGIT allows students to showcase their potential, implement student-led initiatives, and participate in academic and administrative committees.

Concluding Remarks :

- The institute's vision emphasises imparting quality education and involves all its stakeholders in decision-making. The Institute promotes decentralisation and staff involvement in various administrative and academic activities.
- Strategic plans are framed with goals aligned with the institute’s vision and mission statements.
- The institute has a defined structure, as mentioned below.
- Roles and responsibilities at various levels of academic or administrative administration. The Institute practices transparent and participatory governance at all levels.
- A comprehensive annual personal assessment report (APAR) is designed per the AICTE guidelines for the faculty members' yearly assessment and has been used since 2020–2021.
- The institute's progress is reviewed regularly to implement quality policies and plans effectively. The institution has a well-established Internal Quality Assurance Cell (IQAC) plays a significant role in teaching a quality culture.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification					
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 1504 Answer after DVV Verification: 1504</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 1504 Answer after DVV Verification: 1504</p> <p>Remark : DVV has made changes as per the report shared by the HEI</p>					
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification : Answer After DVV Verification :25</p> <p>Remark : DVV has considered Value added courses out of the main syllabus from the template data provided by the HEI</p>					
1.3.3	<p>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</p> <p>1.3.3.1. Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years Answer before DVV Verification : 30 Answer after DVV Verification: 24</p> <p>1.3.3.2. Total Number of programmes offered (without repeat count) during the last five years Answer before DVV Verification : 30 Answer after DVV Verification: 36</p> <p>Remark : DVV has made changes based on supporting documents shared by the HEI</p>					
2.5.2	<p>Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</p> <p>2.5.2.1. Number of complaints/grievances about evaluation year wise during last five years Answer before DVV Verification:</p> <table border="1"> <tbody> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19		

0	0	0	0	0
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Answer After DVV Verification :

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3587	3699	3780	3710	3585

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3169	3238	3421	3270	3395

Remark : DVV has made changes based on mismatch in input and supporting documents shared by HEI

3.1.2 The institution provides seed money to its teachers for research

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	68.95	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	55.08	00

Remark : DVV has made changes based on highlighted expenditure on the audited income and expenditure account statement

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

Answer before DVV Verification :

Answer After DVV Verification :131.86

Remark : DVV has made changes based on the supporting documents shared by HEI

3.2.2	<p>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years. Answer before DVV Verification : 14 Answer after DVV Verification: 12</p> <p>Remark : DVV has made changes based on the reports shared in the supporting documents shared by HEI</p>
3.2.3	<p>Percentage of teachers recognised as research guides as in the latest completed academic year</p> <p>3.2.3.1. Number of teachers recognised as research guides as in the latest completed academic year: Answer before DVV Verification : 40 Answer after DVV Verification: 42</p> <p>Remark : DVV has made changes based on the updated excel files shared by the HEI</p>
3.4.3	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification : 496 Answer after DVV Verification: 68</p> <p>Remark : DVV has made changes only considering research papers with unique ISSN numbers also that are notified on the UGC CARE list as per the template data shared by HEI</p>
3.4.4	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years Answer before DVV Verification : 172 Answer after DVV Verification: 104</p> <p>Remark : DVV has made changes excluding duplicate ISBN numbers</p>
3.7.1	<p>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :6 Remark : DVV has made changes excluding the MoUs for which activities are not conducted</p>

4.1.2	<p>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1088.63</td> <td>570.15</td> <td>369.67</td> <td>175.13</td> <td>158.99</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>989.57</td> <td>532.83</td> <td>285.90</td> <td>23.59</td> <td>48.69</td> </tr> </tbody> </table> <p>Remark : DVV has made changes only considering expenditure relating to infrastructure development and augmentation as per the supporting documents shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1088.63	570.15	369.67	175.13	158.99	2022-23	2021-22	2020-21	2019-20	2018-19	989.57	532.83	285.90	23.59	48.69
2022-23	2021-22	2020-21	2019-20	2018-19																	
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4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years</p> <p>4.4.1.1. <i>Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1173 1046 1308"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>998.23</td> <td>1099.21</td> <td>823.80</td> <td>574.28</td> <td>746.92</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1386 1046 1520"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>93.77</td> <td>124.38</td> <td>93.51</td> <td>94.68</td> <td>36.51</td> </tr> </tbody> </table> <p>Remark : DVV has made changes only considering expenditure incurred on maintenance of physical facilities and academic support facilities based on supporting documents shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	998.23	1099.21	823.80	574.28	746.92	2022-23	2021-22	2020-21	2019-20	2018-19	93.77	124.38	93.51	94.68	36.51
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2022-23	2021-22	2020-21	2019-20	2018-19																	
93.77	124.38	93.51	94.68	36.51																	
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and progressed to higher education during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1917 1046 2051"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>253</td> <td>351</td> <td>331</td> <td>320</td> <td>191</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	253	351	331	320	191										
2022-23	2021-22	2020-21	2019-20	2018-19																	
253	351	331	320	191																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
116	201	277	256	149

Remark : DVV has made changes based on supporting documents and changes mentioned by HEI

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on rolls year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3587</td> <td>3699</td> <td>3780</td> <td>3710</td> <td>3585</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3169</td> <td>3238</td> <td>3421</td> <td>3270</td> <td>3395</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	3587	3699	3780	3710	3585	2022-23	2021-22	2020-21	2019-20	2018-19	3169	3238	3421	3270	3395
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
3169	3238	3421	3270	3395																	
2.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 263</p> <p>Answer after DVV Verification : 180</p>																				