



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
INDIRA GANDHI INSTITUTE OF TECHNOLOGY, SARANG.
DHENKANAL. ODISHA
C-30127
SARANG
Orissa
759146**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	INDIRA GANDHI INSTITUTE OF TECHNOLOGY, SARANG. DHENKANAL. ODISHA SARANG Orissa 759146	
2.Year of Establishment	1983	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	11	
Programmes/Course offered:	35	
Permanent Faculty Members:	89	
Permanent Support Staff:	25	
Students:	4854	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. One of the oldest Autonomous Government Institute of Technology in the state. 2. Committed management and faculty members. 3. A huge infrastructure with physical facilities and greeneries.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 19-12-2024 To : 20-12-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SAIKAT MAITRA	Vice Chancellor,Maulana Abul Kalam Azad University of Technology
Member Co-ordinator:	DR. AJAY KUMAR BANSAL	Professor,Central University Of Haryana
Member:	DR. SHRIDHARRAO D SALUNKE	FormerPrincipal,RAJARSHI SHAHU MAHAVIDYALAYA LATUR
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curriculum Design and Development
1.1.1 QIM	<p>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</p> <p>IGIT has been an autonomous institute since 2017, framing its UG and PG program curricula through the Board of Studies (BOS) and the Academic Council. The BOS designs the syllabus based on guidelines from AICTE and the affiliating university, ensuring alignment with local, national, regional, and global developmental needs. The institution aims to produce high-quality engineers who can meet the diverse needs of various industries. This is reflected in the Program Outcomes (POs), and Program-Specific Outcomes (PSOs) are formulated to ensure students acquire domain-specific knowledge and skills in line with course outcomes. The curriculum is regularly updated by the BOS of each program to stay relevant to evolving industry demands. It includes Humanities, Basic and Engineering Sciences, Professional Core subjects, Open and Professional Electives, Skill Development courses, Mini-projects, Laboratory work, and Project work. The final-year project and internship help students consolidate their knowledge, enhance skills in writing, presentation, technical report writing, and foster teamwork. Students are also encouraged to participate in technical competitions, hackathons, and sports events, which contribute to their holistic development. The institute offers technical and soft skills training to improve employability and encourages students to clear online NPTEL/MOOCs certification exams. PG engineering programs offer advanced courses with a focus on laboratory and research work.</p>
1.1.2 QIM	<p>The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements</p> <p>The institution offers programs that emphasize employability and skill development, with courses designed to meet the demands of the job market. The objective is to equip students with practical, relevant knowledge to enhance their career prospects. The curriculum is regularly updated to align with the latest industry trends and technological advancements, ensuring that students are well-prepared for current challenges. Under its autonomous status, the institution's Departmental Boards of Studies (BoS), in collaboration with external experts from IITs, NITs, state government engineering colleges, and industry professionals, discuss and frame the courses and syllabi. This collaboration ensures that students are exposed to professional ethics, skill development, and contemporary practices relevant to the job market. Each program is carefully structured to strike a balance between theoretical knowledge and practical applications, fostering hands-on learning, problem-solving abilities, and employability skills. However, there is currently limited emphasis on entrepreneurship development within the curriculum. To address this gap, the institution has established the Institute Innovation and Entrepreneurship Cell (IIEC), aimed at promoting skill development, research, and innovation. While the IIEC shows promise, its effectiveness needs improvement to foster real entrepreneurial skills among students. To further strengthen this focus, more activities, workshops, and initiatives directly targeting entrepreneurship development should be integrated into the syllabi.</p>
1.3	Curriculum Enrichment

1.3.1 QIM	<p>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</p> <p>The institute has integrated several important courses into its curriculum, including Professional Ethics, Human Values, and Environmental Sustainability as mandatory subjects, while offering Disaster Management and Non-conventional Energy Resources as open electives. Additionally, Professional Ethics, NCC, NSS, and Yoga are included as audit courses for all B.Tech programs. To support student development, a 21-day induction program as per AICTE guidelines is conducted annually for newly admitted undergraduate students, covering awareness sessions, motivational talks, industrial visits, site visits, and topics related to human values. Environmental Studies is also a mandatory course across all undergraduate programs, emphasizing the importance of forest conservation and tree plantation. The institute also facilitates discussions, debates, and guest lectures on gender sensitization and arranges special talks to encourage women to explore careers in science and technology. A student counsellor is available to address issues related to gender equality and other personal concerns.</p> <p>However, the institute has not yet implemented the National Education Policy (NEP) 2020 but some efforts are in process for adopting the NEP 2020. While some courses in the curriculum touch on Sustainable Development Goals (SDGs), but a greater emphasis on these goals is needed. More focus is needed on promoting multidisciplinary studies, which should be further encouraged to enrich the educational experience.</p>
--------------	---

Qualitative analysis of Criterion 1	
<p>IGIT, an autonomous institution since 2017, designs its UG and PG curricula through its Board of Studies (BOS) and Academic Council, aligning with AICTE and university guidelines. The curriculum addresses local, national, and global industry needs, emphasizing high-quality engineering education. The programs include core subjects, electives, skill development courses, and hands-on projects to enhance students' practical knowledge, presentation skills, and teamwork. The institute regularly updates the curriculum to match industry trends and technological advancements, incorporating professional ethics, environmental sustainability, and human values. However, there is limited emphasis on entrepreneurship, which is being addressed through the Institute Innovation and Entrepreneurship Cell (IIEC). While the institution has not fully implemented the National Education Policy (NEP) 2020, efforts are underway. There is scope for greater emphasis on Sustainable Development Goals (SDGs) and multidisciplinary studies to enrich the educational experience.</p>	

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Catering to Student Diversity
2.2.1 QIM	<p>The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student</p> <p>The institute has a process in place to assess the learning levels of students through class tests, surprise tests, semester examinations, and quizzes. However, the effectiveness of this process in improving student outcomes is not clearly visible. While this identification process is primarily based on assessment results, there is a lack of follow-up actions to support students based on their learning needs. The mentor-mentee system facilitates one-on-one interactions to address students' academic challenges. Additionally, the activities organized by the institute are the same for all students, regardless of their learning levels, with only remedial classes offered as support for slow learners. More tailored interventions, specifically designed for different groups of learners, are not provided. The institute organizes technical seminars and festivals each academic year, offering opportunities for student engagement. Other activities to support student learning, such as industrial visits, and career counseling, are also organized. However, there is room for improvement in creating personalized learning opportunities for the students and ensuring that follow-up actions are taken based on the students' performance and identified needs.</p>
2.3	Teaching- Learning Process
2.3.1 QIM	<p>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</p> <p>The institute adopts student centric methods such as experiential, participative learning, and problem-solving methodologies for enhanced learning which need to be effective. The Institute follows the Outcome Based Education (OBE) system. The experiential learning involves performing the experiments and project works., internship trainings and visits providing hands-on-work based learning experience. The experiments are performed in the laboratories with traditional methods. The group size in the laboratory is large for individual learning. Few latest technology equipment's are available in the labs which needs to be further strengthened by purchasing latest equipment.</p> <p>The involvement of the students in the teaching learning process is implemented in some classes and laboratories which need to be implemented in all the classes and laboratories. Students are sent to industries for doing 6-month internship cum project work but need to be strengthen for giving practical exposure to the students. The students are involved in organizing various activities like workshop, seminar, conferences etc. for improving their problem-solving abilities.</p> <p>The awareness of online courses is given to the students. The students are enrolling and participating in the online courses but the limited number of students are giving the final exams. The institute has not properly implemented the credit transfer facilities for the students.</p> <p>All the classrooms are equipped with the ICT tools like digital interactive board etc. but limited LMS or online learning is implemented in the teaching-learning process.</p>
2.3.2 QIM	<p>The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues</p> <p>The institute follows a Mentor-Mentee system, where students are assigned mentors based on their respective departments. Students meet with their mentors periodically to discuss both professional and personal concerns. Any issues related to student discipline or class attendance are</p>

	<p>first communicated to the mentor. Mentors maintain contact details of students, including their parents' information, to ensure effective communication. While the mentor-mentee interaction is continuous, it could be further enhanced by a more personal touch. Mentors actively engage with students to support their academic and personal development across various fields of study. WhatsApp groups are utilized as platforms for communication, announcements, queries, and information sharing between mentors and students. Additionally, mentors address students' physical and mental health issues and assist in resolving concerns related to fees, accommodation, and food. They also handle issues like ragging and fee payment problems appropriately. Despite these efforts, there is scope for improvement in creating more discussion opportunities tailored to individual student needs. Ensuring timely follow-up actions based on student performance and addressing specific learning requirements will help further enhance the effectiveness of the Mentor-Mentee system and overall student support.</p>
<p>2.3.3 QIM</p>	<p><i>Preparation and adherence of Academic Calendar and Teaching plans by the institution</i></p> <p>Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.</p> <p>The academic calendar is meticulously planned by the Dean's office and approved by the Director before the start of each academic year. It is implemented systematically, ensuring that all key academic and institutional activities are scheduled as per the plan. The calendar includes important events such as admissions, commencement of classes, induction programs, class tests, end-semester exams, result declarations, as well as cultural and sports events. It also accommodates summer internship training and study tours, ensuring a well-rounded academic experience. In addition to the scheduled activities in the academic calendar, the institution organizes various departmental techno-cultural events, celebrations of significant regional, state, and national days, as well as special campaigns and festivals. These events further enrich the student experience, promoting both academic engagement and cultural awareness.</p>
<p>2.5</p>	<p>Evaluation Process and Reforms</p>
<p>2.5.3 QIM</p>	<p>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</p> <p>Describe the examination reforms with reference to the following within a minimum of 500 words</p> <ul style="list-style-type: none"> • Examination procedures • Processes integrating IT • Continuous internal assessment system <p>The institute's activities such as student registration, admission, semester examination, mark entry and result publication are done by the ERP software. The institute follows the semester examination system to examine the student level and grades with Grade Point Average (GPA) system. After each class tests and end semester examination, the student checks their evaluated answer scripts available with the concerned subject teacher. Corrections if any are done by the subject teacher. Continuous evaluation is done by the subject teachers by taking quiz test, surprise test and assignments. A ten Point Scale grading system is followed for grading the students' performance. Sessional (Lab) papers and projects carry 100% points. Evaluation is done on the basis of set criteria. Seminar performance ,comprehensive viva are 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.</p>

	The examination process is done by the ERP system except the paper setting and evaluation process. The class test, assignments and quizzes are taken in pen and paper mode which can be done in online mode. The examination papers are set according to the Bloom's taxonomy and CO/PO but the examination reform is not 100% implemented.
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p>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</p> <p>The institute and its departments have clearly defined vision and mission statements, guiding their academic and operational goals. Each department has formulated Program Specific Outcomes (PSOs) in consultation with various stakeholders to align their objectives with industry and academic needs. Course Outcomes (COs) for different subjects are approved by the respective Board of Studies (BoS), ensuring they align with at least 4 to 5 Program Outcomes (POs). These COs are detailed in the syllabus for each course and are designed to help students achieve the desired knowledge and skills. The vision, mission, and PSOs of the departments are prominently displayed on the institute's website and effectively communicated to the students. However, awareness of Outcome-Based Education (OBE) among some stakeholders remains limited, which may hinder full understanding and implementation. Additionally, while the assessment process for COs is in place, it is not yet fully optimized and could benefit from further refinement. The attainment of COs and POs is regularly calculated and analyzed by the departments to ensure that educational goals are being met, but improvements in the assessment and feedback mechanisms are needed to enhance the overall effectiveness of the process.</p>

Qualitative analysis of Criterion 2

The institute assesses student learning through tests but lacks follow-up actions to address identified learning gaps. The mentor-mentee system supports students academically and personally, but more personalized interventions are needed for different learning levels. The institute emphasizes experiential learning, including internships, project work, and lab experiments, though the labs need updated equipment.

The academic calendar is planned in advance, ensuring key events like admissions, exams, and extracurricular activities are well-organized. Continuous evaluation is conducted through quizzes, tests, and assignments, but the grading system and assessment processes could be further streamlined. The institute follows Outcome-Based Education (OBE) with defined Program Outcomes (POs) and Course Outcomes (COs) aligned to industry needs. However, awareness of OBE among stakeholders is limited, and the assessment mechanisms require refinement to improve student performance and overall educational outcomes.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	<p>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</p> <p>The institute has Ph.D. and post-graduate programs. The institute has well defined research policy and its research facilities are upgraded regularly. The research policy aims for the promotion of research, plagiarism checks, research ethics, research and consultancy. The research and development cell comprising of subject experts of various disciplines prepares the research policy document as per the rules of the UGC and looks after the collaboration aspects with other research institutes, publication rules, monitoring, and legal and ethical matters. Seed money encourages faculty members to take up research but only limited number of faculties are provided the seed money and only in one year out of five assessment years. Faculty encouraged to apply for funding research projects. The faculty members are also encouraged to apply for different faculty development schemes. Students are encouraged to apply for PG scholarship and doctoral courses through AICTE-Doctoral Fellowship (ADF) program. Institute encourages the faculty to publish peer-reviewed publications, write books, and file patents. 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 and sanctions leave to pursue Ph.D. With all the efforts and polices, the number of Ph.D. awarded is to be improved. The publication by the faculty members in SCI/ Scopus journals needs improvement. The institute need to provide more research support in terms of research equipment for improve research in the institute. Substantial efforts are required to promote the research among the students and faculty.</p>
3.3	Innovation Ecosystem
3.3.1 QIM	<p>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</p> <p>The institute has taken initial steps toward fostering an ecosystem for innovation by setting up an Innovation Cell, in line with AICTE guidelines. However, the cell's visibility and impact on the ground remain limited. The institution has not established an Intellectual Property Rights (IPR) cell nor developed any formal policy to support innovation and patenting. While a few faculty members have published patents, some of which have been awarded, the financial support provided for patent publications is minimal. To truly cultivate an innovation-driven culture, the institute requires a more dedicated and systematic approach. Although the institute has engaged in consultancy work with industry and government organizations, these efforts have not significantly contributed to promoting innovation or technology transfer. Over the past assessment years, there has been no notable progress in technology transfer activities. On a positive note, the institute has included the Indian Knowledge System in its syllabi, which adds value to the educational experience. However, to enhance the overall innovation ecosystem, the institution must invest in creating more robust infrastructure, resources, and policies that actively promote research, patenting, and technology commercialization.</p>
3.6	Extension Activities
3.6.1 QIM	<p>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)</p> <p>Describe the impact of extension activities in sensitising students to social issues and holistic</p>

development with four case studies within a maximum of 500 words

The Social Service Guild (SSG) of the institute enrolls all students and works to raise social awareness while actively engaging them in various community development programs. The college organizes extension activities focused on the neighboring community, sensitizing students to social and societal needs. The SSG regularly conducts blood donation drives, contributing to health and welfare initiatives. An annual event, **ELECTRIC**, a fun fair held on **Utkal Divas**, sees students setting up food stalls, with the revenue generated being donated to social causes. Through its **Orphanage Visit** program, the SSG club visits nearby orphanages, where the institute donates clothes, books, and stationery to those in need. The club arranges these visits every year, fostering a sense of compassion among students. **Prachesthaa**, an initiative organized by the SSG, hosts competitions for primary and high school students on campus, offering books, pens, and notebooks as prizes. Additionally, the institute organizes an annual **Tree Plantation Drive** in collaboration with the NCC unit. Other initiatives include **Disaster Management Trainings**, the **Swacha IGIT Abhiyaan**, and **Save Soil Days**, all of which aim to raise awareness and encourage active participation in social, environmental, and humanitarian causes.

Qualitative analysis of Criterion 3

The institute offers Ph.D. and post-graduate programs with a well-defined research policy promoting research, ethics, and consultancy. The research policy, formulated by the Research and Development Cell, includes collaboration with other research institutes, plagiarism checks, and ethical guidelines. The institute supports faculty research through seed funding, conference participation, and skill training, although the number of Ph.D. awards and SCI/Scopus journal publications requires improvement. While the Innovation Cell has been established, its impact and visibility remain limited, and the institute lacks a dedicated Intellectual Property Rights (IPR) cell to foster innovation and patenting. The institute encourages students and faculty to engage in research, apply for PG scholarships, and publish patents, but more research support and infrastructure are needed. The Social Service Guild (SSG) engages students in community development activities, such as blood donation drives, orphanage visits, and tree plantation initiatives, promoting social responsibility and environmental awareness.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1 Physical Facilities

4.1.1 **The Institution has adequate infrastructure and other facilities for**

QIM

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.**

The institute is situated on a sprawling 179-acre campus, offering an eco-friendly environment with academic buildings, spacious classrooms, and well-equipped laboratories, all adhering to AICTE regulations. Each department has a seminar hall for conducting seminars, conferences, guest lectures, and workshops. The institute also provides separate computer labs for each department, and teaching staff are equipped with desktops that have internet connectivity. Additionally, the campus hosts four central computing labs, all with internet access, as well as a Knowledge Centre. The Central Library, spanning 3,400 square meters, features a reading hall

with a 200-seat capacity, complete with CCTV surveillance for security. The digital library is equipped with 60 systems, offering students remote access to a wealth of resources, including IEEE, ASME, ASCE, and ELSEVIER e-journals and e-books.

For student well-being, the institute has a 24/7 healthcare center that provides first aid and ambulance services. The campus also features a canteen and cafeteria for students and staff. Several cultural clubs are active on campus, enriching the student experience. The Society of Physical Education & Recreation (SPER) plays a vital role in organizing games and sports activities, conducting the Annual Athletic Meet and Inter-Moral Tournaments in various major sports throughout the year. The society is run efficiently by student Secretaries and Class Representatives.

4.2 Library as a Learning Resource

4.2.1 QIM **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**

The central library is managed and automated using the free e-Granthalaya software version 3.0, provided by NIC. The software is installed on the library's server, enabling a range of essential functions. These include cataloguing, stock maintenance and verification, barcoding, generating borrower IDs and ID cards, issuing and returning books, and generating daily transaction reports.

The digital library is equipped with 60 systems, all connected to the internet, providing students with remote access to a vast collection of resources. This includes 3,450 e-books from McGraw Hill and 379 e-books from Springer, as well as access to ten international engineering journal packages. These packages include journals from prestigious organizations such as the American Society of Civil Engineers (ASCE), the American Society of Mechanical Engineers (ASME), Elsevier's Chemical Engineering and Computer Science journals, Access Engineering from McGraw-Hill, Springer Nature's 5 subjects, IEEE POP, IEEE ASPP, Wiley Data Cybersecurity e-books, and IEEE MIT Press e-books. This extensive digital library collection supports students in their academic pursuits, providing them with valuable learning materials from a range of disciplines.

4.3 IT Infrastructure

4.3.1 QIM **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

The institution is dedicated to continuously upgrading its IT infrastructure to meet the needs of both students and staff, ensuring an effective and outcome-driven teaching-learning experience. Every department is equipped with its own computer lab, and there are four central computing labs along with a Knowledge Centre for computer-based learning activities. The institution provides and regularly updates specialized software, such as NETSIM, ORIGIN, MATLAB, AUTOCAD, ANICA Cloud Computing, PSIM, ETAP, HFSS, OPTISYSTEM Version 16, and OPTISPLICE, based on departmental requirements and curriculum needs. These resources support computational and project work for students and researchers.

A central server room efficiently connects the campus-wide system (LAN), ensuring seamless operations. The campus is equipped with internet lines—two BSNL lines with 10Mbps, 300 Mbps speed and National Knowledge Network (NIC) offering 1Gbps speed—ensuring uninterrupted

	<p>connectivity. Additionally, the Departmental WiFi (Broadband) and IGIT GPON provide 103 access points across the campus to maintain continuous internet access for students, faculty, and staff. Hostels also have dedicated BSNL WiFi networks. Smart boards, projectors, and smart TVs in classrooms and seminar rooms are connected to the internet, creating an interactive and immersive learning environment. A firewall ensures network security and content filtering, while antivirus software protects individual PCs. IP-based security cameras are strategically placed across the campus to monitor and safeguard the IGIT community.</p>
4.3.3 QIM	<p>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</p> <p>The institute's classrooms and seminar halls are equipped with ICT facilities, including digital interactive panels with internet access. These tools are effectively utilized by faculty members for online classes, delivering PowerPoint presentations, and showing educational videos to enhance student learning. However, the institute lacks dedicated facilities for audio-video mixing, editing, or a media studio, which limits the scope for high-quality multimedia content creation. Additionally, the institute does not have a formal lecture capturing system in place. Instead, faculty members use platforms like Google Meet and Zoom to record lectures for students to access later. Some faculty members have taken the initiative to upload their recorded lectures to YouTube, providing additional resources for students. While these efforts support the academic experience, there is potential for further development in terms of multimedia infrastructure and lecture recording systems to improve content delivery and accessibility.</p>
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<p>There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.</p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words</p> <p>Each department's laboratories are maintained with the help of designated lab in-charges, who are faculty members responsible for overseeing the smooth operation of the labs. Their names and contact details are prominently displayed in each lab. Safety measures, including a list of experiments and the location of the first aid box, are also provided for student safety. Technicians and lab attendants are assigned to each lab to conduct routine checks and ensure the smooth running of practical sessions. An annual budget is allocated for laboratory maintenance, and all computer labs are well-maintained under Annual Maintenance Contracts (AMC). The systems administrator regularly checks the computers for updates, repairs, internet connectivity, and power backup.</p> <p>The campus infrastructure, including buildings, classrooms, sports facilities, canteen, water and sanitation, fire safety, electricity, DG sets, and transportation, is overseen by the Estate Maintenance Department. The Society of Physical Education & Recreation (SPER) is responsible for the maintenance of sports facilities, while the canteen is managed on a contract basis through a tendering process. A committee monitors the canteen's operations and ensures the quality of food served.</p> <p>However, the ambiance of the laboratories needs improvement. The buildings are old and require proper maintenance, and some laboratory equipment is outdated and in need of upgrading. Regular maintenance of equipment through AMC is essential to ensure their proper functioning.</p>

Qualitative analysis of Criterion 4

The institute is located on a 179-acre campus, offering an eco-friendly environment with spacious academic buildings, classrooms, and well-equipped laboratories. The 3,400-square-meter Central Library offers access to 3,450 e-books and prestigious journals, with a digital library providing remote access to students. The campus has a 24/7 healthcare center, canteen, and cultural clubs, fostering student well-being and engagement. The institute also supports sports activities through the Society of Physical Education & Recreation (SPER). IT infrastructure is robust, with high-speed internet and modern software in departments. Classrooms and seminar halls are equipped with ICT tools for enhanced learning, though there is a need for improvements in multimedia content creation and lecture recording systems. The campus infrastructure, including laboratories, is managed by various departments, but some older buildings and outdated equipment require attention and upgrades.

Criterion 5 - Student Support and Progression (Key Indicator and Qualitative Metrics (QIM) in Criterion 5)

5.1	Student Support
5.1.2 QIM	<p>Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years</p> <p>The Career Counselling Cell at the institute is designed to help students navigate their career paths and make informed decisions. The cell seeks the support of alumni to provide valuable insights and guidance. Career counsellors assist both individual students and groups, helping them identify their strengths, potential, and career alternatives. The guidance offered includes expert advice on aptitude, personal skills, and suitable career options. The Idea Innovation and Entrepreneurship Cell (IIEC) and Career Development Cell (CDC) work together to enhance students' interview skills, understanding of current job trends, and soft skills.</p> <p>To support students preparing for competitive exams, the institute provides study materials, mock tests, problem-solving exercises, and strategies for effective time management and exam preparation. The CDC organizes regular personality development programs and invites industry experts to interact with students. Additionally, students are encouraged to explore career videos available on platforms like YouTube.</p> <p>While the Career Development Cell (CDC) organizes valuable activities, there is room for improvement. These activities should be integrated into the regular timetable, starting from the first semester. Moreover, when placement drives are scheduled, the institute must provide dedicated training sessions tailored to the specific company's selection process to better prepare students for interviews and job opportunities.</p>
5.3	Student Participation and Activities
5.3.2 QIM	<p>Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.</p> <p>Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words</p> <p>The institute does not have a formal student council, but some bodies and committees include student representatives. Student societies and clubs manage the technical, cultural, literary, and sports activities on campus. The Hostel Mess Committee consists of one student from each year of the UG program, alongside two faculty members, including the hostel warden and hostel superintendent. This committee oversees the quality of food, hygiene, water quality, and other canteen-related matters. The Library Committee is composed of student representatives from each</p>

section, faculty in charge of the department, heads of respective departments, the Principal, and the Librarian, ensuring the smooth functioning of the library.

The Anti-Ragging Committee is made up of faculty members and senior students and ensures compliance with the Anti-Ragging Act by collecting signed undertakings from students and their parents. Additionally, the institute has established an Internal Complaints Committee to prevent sexual harassment and address grievances from both faculty and students. A separate grievance redressal committee also functions within the institution to handle any concerns or complaints from the campus community, ensuring a supportive and safe environment for all.

5.4 Alumni Engagement

5.4.2 QIM **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

The institute boasts an active and effective Alumni Association that fosters meaningful interactions between alumni, students, and faculty. The association organizes talks and discussions led by alumni, where they share insights on industry trends, career opportunities, and the institute's ongoing development initiatives. The alumni represent diverse sectors, including industries and multinational corporations (MNCs) in India, the USA, Australia, and the UK. Members of the Alumni Association are regularly invited to campus for significant events such as Foundation Day, Convocation Day, and other cultural celebrations.

The association serves as a platform to engage, energize, and connect alumni, while also facilitating career counselling, guest lectures, and technical talks. It recognizes outstanding achievements by presenting awards for academic excellence, leadership, extracurricular activities, sports, and project work during the Annual Cultural Fest. Additionally, the association plays a pivotal role in arranging internships, inviting industries for campus placements, and facilitating industrial visits for students.

The institute also organizes industry-institute interaction events where alumni from various industries participate, sharing their valuable experiences. Notably, some alumni have made significant contributions, with one receiving the prestigious Shanti Swarup Bhatnagar Award at IIT Delhi and another playing a key role in the success of Chandrayaan-3 at ISRO. Additionally, an alumnus received a Lifetime Achievement Award from US President Joe Biden for community service, while another contributed to Prof. Goodenough's Nobel-winning work. Many alumni have also excelled in UPSC and OPSC examinations.

Qualitative analysis of Criterion 5

The Career Counselling Cell at the institute helps students make informed career decisions, with support from alumni who offer valuable guidance. Career counsellors assist individuals and groups in identifying strengths, potential, and suitable career options. The Idea Innovation and Entrepreneurship Cell (IIEC) and Career Development Cell (CDC) work together to enhance interview skills, soft skills, and understanding of current job trends. The CDC also provides study materials, mock tests, and strategies for competitive exams, along with personality development programs and industry expert interactions. However, integrating career development activities into the regular curriculum from the first semester and offering company-specific training for placements could improve outcomes.

Student representation is found in various committees, including the Hostel Mess and Library Committees, while the Anti-Ragging and Internal Complaints Committees ensure safety and compliance. The Alumni Association plays a key role in career counselling, industry connections, internships, and placements.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1	Institutional Vision and Leadership
6.1.1 QIM	<p>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.</p>
<p>The institute has clearly defined its vision and mission, which are prominently displayed on the website and throughout key areas on campus. The administration actively aligns with these guiding principles, ensuring that the leadership's actions reflect the institution's core values. The effective implementation of policies, such as decentralization and participative management, is evident through the active involvement of both faculty and students in various committees. The Board of Governors (BOG), the highest decision-making body, includes government nominees, the director, senior faculty members, and university representatives. The BOG oversees major decisions related to the institute's functioning and provides strategic guidance to the director, faculty, and students.</p> <p>The Chairman plays a pivotal role in approving strategic plans that align with the institute's vision and mission, addressing the needs of the corporate world, society, and stakeholders. These plans cover areas such as the introduction of new courses, infrastructure expansion, and overall strategy development. The director conducts regular meetings with Heads of Departments (HODs) and Deans to gather input and formulate strategies for the smooth operation of the institute.</p> <p>Although the institute has not yet fully implemented the National Education Policy (NEP) 2020, efforts are underway to adopt it. However, greater emphasis is needed on fostering faculty participation in policy-making and ensuring the effective implementation of strategies. The institute should develop short-term and long-term plans, involving both faculty and students for successful execution.</p>	
6.2	Strategy Development and Deployment
6.2.1 QIM	<p>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</p>
<p>The institute has established a roadmap for various quality initiatives, and most activities are conducted in line with the perspective plan, developed in consultation with stakeholders. All academic and developmental activities are overseen by the Director, who is supported by various committees, cells, and both teaching and non-teaching staff. The institute adheres to the policies, administrative setup, and service rules as outlined by the Government of Odisha and the affiliating university.</p> <p>The strategic plan of the institute was prepared some years ago but has not been updated or modified in recent years. The institute needs to develop a revised strategic plan for more effective growth and development in the coming years. The involvement of stakeholders, including faculty, employers, parents, alumni, and students, must be enhanced during the planning process to ensure</p>	

	<p>that the strategies address their needs and insights.</p> <p>Several committees, such as the board of Governors, Academic Council, and Board of Studies (BOS), manage the institution's development. Additionally, the institute has successfully implemented E-Governance systems for administration, finance and accounts, student admissions, support services, and examinations. However, there is a need to improve efficiency, particularly regarding faculty HR aspects, to ensure greater accountability and efficiency in operations.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</p> <p>The institute implements a performance appraisal system for both faculty and non-teaching staff in accordance with the guidelines set by the Government of Odisha. Since 2020, the Internal Quality Assurance Cell (IQAC) has introduced a revised Annual Performance Appraisal Report (APAR) form to enhance the evaluation process.</p> <p>As a government institution, all staff members are entitled to welfare measures such as the Group Insurance Scheme, Gratuity, Medical Reimbursement, Provident Fund, Pension Scheme, and various types of leave (including Maternity/Paternity) as per government rules and entitlements.</p> <p>To promote continuous professional development, faculty members are encouraged to attend workshops, online and physical Faculty Development Programs (FDPs), with financial support of up to Rs. 25,000 per year. The institute also encourages both teaching and non-teaching staff to participate in various professional development and administrative training programs annually.</p> <p>Additionally, faculty members are supported in pursuing Ph.D. and higher studies, fostering academic growth. The Career Advancement Scheme (CAS) is in place, but due to orders from the Government of Odisha, no CAS promotions have occurred in the last three years.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources</p> <p>Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words</p> <p>IGIT primarily mobilizes funds through government allocations and student fees from self-sustained departments, in line with the regulations set by the Skill Development and Technical Education Department of the Government of Odisha. Additionally, internal revenue is generated through interest on deposited funds and faculty consultancy services.</p> <p>The institute ensures that budgetary provisions for both recurring and non-recurring expenditures are made well in advance. Financial resources are allocated based on the approved budget to facilitate the smooth functioning of the college. A robust mechanism is in place to monitor the utilization of funds, ensuring transparency and accountability in all financial transactions. The annual budget is approved and sanctioned by the government, with account statements undergoing regular audits.</p> <p>Each academic year, the institute meticulously plans the allocation and efficient use of budgeted funds, adhering to the guidelines set by the Board of Governors (BoG). The head of the institution regularly reports on the status of sanctioned budgets, comparing actual expenses with projections.</p>

	<p>These financial reports are maintained both monthly and annually, following discussions with the accounts officer to ensure fiscal discipline and alignment with the institute's financial goals.</p>
6.4.3 QIM	<p>Institution regularly conducts internal and external financial audits regularly</p> <p>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</p> <p>A mechanism ensures financial audits for discipline and transparency in financial management. Regular internal and external audits are conducted to monitor resource mobilization and utilization.</p> <p>IGIT conducts regular financial audits, both internally and externally, to ensure transparency and compliance. Internal audits are performed annually by a Chartered Accountant (CA), while the external audit is carried out by the Accountant General (AG) department of the Government of Odisha, known as the AG audit. This external audit covers all aspects of the institute's financial transactions.</p> <p>If any objections are raised by the AG auditor or the CA, the institute prepares a compliance report at the institutional level. This compliance report is then uploaded on the OCAMP portal for reference. Once the document is uploaded, a departmental member committee (DMC) meeting is convened to review the objections and compliance. The DMC comprises members from the institute, along with the Secretary of the Skill Development and Technical Education Department of the Government of Odisha.</p> <p>After the DMC clears the compliance, a meeting with the Triangular Member Committee (TMC) is held. The TMC includes the AG auditor, the Secretary of the Skill Development and Technical Education Department, and the institute's representatives. If the TMC is satisfied with the compliance, the objections raised by the auditor or CA are resolved, ensuring that all financial practices adhere to the required regulations and standards.</p>
6.5	<p>Internal Quality Assurance System</p>
6.5.1 QIM	<p>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</p> <p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –</p> <ul style="list-style-type: none"> • 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) <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words</p> <p>The institute established an Internal Quality Assurance Cell (IQAC) in 2019 to focus on quality improvement initiatives. Two of the major achievements of the IQAC include the establishment of the Centre of Excellence (COE) and the signing of Memoranda of Understanding (MOUs) with various industries over the past five years. However, the participation of IQAC in the finalization</p>

	<p>of institutional policies has been limited, and its overall functioning needs strengthening.</p> <p>Currently, the IQAC does not play a role in the faculty appraisal system, and the IQAC office must properly maintain documents related to faculty participation, organization, or paper publications. While there have been some improvements in the quality initiatives of the college, further efforts are required to enhance the effectiveness of the IQAC.</p>
6.5.2 QIM	<p>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms</p> <p>Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.</p> <p>A dedicated Dean has been appointed to manage the day-to-day activities of the IQAC. The institute conducts regular IQAC meetings to oversee its accreditation and ranking processes. However, the focus on IQAC's functionality needs to be improved, particularly in terms of monitoring teaching-learning processes and improving faculty recruitment, promotion, and appraisal systems. Additionally, the documentation and filing systems within the IQAC require significant improvement for better tracking and management of quality assurance activities.</p> <p>The institute has adopted two significant practices through the IQAC for teaching-learning reforms.</p> <p>First, the 360-degree feedback form was revised based on feedback received in the academic year 2022-2023. This form covers a comprehensive evaluation of the institute, including aspects such as academic facilities, hostel food and hygiene, hospital facilities, sports amenities, and more. The feedback is collected from various stakeholders, including students, alumni, and staff.</p> <p>Second, the institute has revamped its course design to align with the Program Outcomes (POs) specified by the NBA. The course outcomes (COs) are structured in accordance with these POs, and the syllabus has been revised under the institute's autonomy.</p>

Qualitative analysis of Criterion 6	
	<p>The institute has clearly defined its vision and mission, which guide its leadership and operations. The administration emphasizes decentralization and participative management, with active faculty and student involvement in committees. Though the institute is working on adopting the National Education Policy (NEP) 2020, there is room for greater faculty involvement in policy-making. The institution has a roadmap for quality initiatives, but its strategic plan needs updating to reflect current goals and stakeholder input.</p> <p>The institute implements E-Governance systems for efficient administration and supports continuous professional development, including faculty participation in FDPs. Financial resources are managed transparently, with internal and external audits ensuring fiscal discipline. The Internal Quality Assurance Cell (IQAC) focuses on quality improvements but needs stronger involvement in institutional policy-making, faculty appraisal systems, and documentation practices. Key initiatives include revamped feedback forms and revised course design.</p>

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<p>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</p> <p>The institute adheres to the Government of Odisha's 30% reservation policy for women, ensuring equal admission opportunities for both male and female students. In alignment with this, a few seats are reserved for women in academic positions, including assistant professors, associate professors, and professors. The institution also takes proactive measures by appointing women to leadership roles such as Heads of Departments, members of statutory committees, hostel wardens, and hostel superintendents. Female students and faculty are actively encouraged to participate in both curricular and co-curricular activities.</p> <p>To foster gender sensitization, the institute invites experts to conduct awareness sessions on topics like "Gender Sensitization at the Workplace." Additionally, the Internal Complaint Committee (ICC) addresses issues related to sexual harassment, ensuring a safe and respectful environment for all. The institute organizes debate and art competitions on themes such as "Violence Against Women," "Diversity and Equity," and "Women Empowerment" to raise awareness among students.</p> <p>For the safety and well-being of female students, the campus is equipped with CCTV surveillance at key locations, remotely monitored by authorized offices. A dedicated rest and sick room is available for female students. Despite these efforts, there is a need for further initiatives to enhance gender equity across the institution.</p>
7.1.3 QIM	<p>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • e-Waste management • Waste recycling system • Hazardous chemicals and radioactive waste management <p>The institute currently lacks a comprehensive system for managing solid waste, liquid waste, biomedical waste, e-waste, recycling, and hazardous or radioactive waste. Instead, it follows traditional methods for waste disposal, which are not fully aligned with modern waste management practices. There is no formalized strategy or infrastructure in place for handling the various types of waste generated on campus. However, the institute benefits from a drainage system implemented by IDCO, Government of Odisha, which is designed for the disposal of liquid waste across the entire campus, including hostels and residential areas. This system ensures basic management of liquid waste, though further improvements and a more structured approach to waste management are needed. The absence of dedicated systems for solid waste, e-waste, and hazardous waste poses significant challenges to sustainable practices. The institute must take proactive steps to introduce comprehensive waste management solutions that align with environmental sustainability standards and promote responsible waste disposal and recycling</p>

	practices.
7.1.5 QIM	<p>Green campus initiatives include</p> <p>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</p> <p>The institute is located in a lush green environment along the banks of the Brahmani River, offering a serene and eco-friendly setting. Students and faculty are encouraged to use bicycles as a sustainable mode of transportation, and while the use of automobiles is prohibited for students, faculty members are allowed to use them. To promote environmental sustainability, the NCC and faculty members actively participate in tree plantation drives every year, aiming to maintain a green and pollution-free campus.</p> <p>Given the large expanse of the campus, there is significant potential for planting additional trees, further enhancing the campus's greenery and promoting the use of renewable resources. While efforts are being made to reduce environmental impact, the institute has yet to fully ban plastic use. There is also room for improvement in adopting more environmentally friendly construction practices, such as using natural and recycled materials, and designing buildings with natural ventilation to reduce energy consumption. These additional measures could significantly contribute to the institute's sustainability goals, helping to create a more eco-conscious campus and ensuring a healthier environment for future generations.</p>
7.1.7 QIM	<p><i>The Institution has Differently-abled (Divyangjan) friendly, barrier free environment</i></p> <p><i>Write description covering the various components of barrier free environment in your institution in maximum of 500 words</i></p> <ul style="list-style-type: none"> • 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 <p>The majority of the buildings in the institute currently lack a fully accessible, barrier-free environment for differently-abled (Divyangjan) individuals. However, the institute has taken significant steps to improve accessibility in newer structures. Ramps and lifts have been installed in the new academic building and the four-storied hostels to accommodate physically challenged students and staff. Additionally, specially designed washrooms have been incorporated in these new buildings to ensure convenience and comfort for differently-abled individuals. To further assist with mobility, wheelchairs are made available in the academic building, allowing physically challenged students to easily access classrooms and other areas, including the hostels. While these efforts represent progress, there is a need to extend accessibility features across older buildings and ensure a more inclusive and supportive environment for all members of the institute, regardless of physical abilities.</p>
7.1.8 QIM	<p>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and</p>

such other diversities (within 500 words).

The institute celebrates India's rich cultural diversity by organizing a variety of cultural programs throughout the year. Students from different regional and cultural backgrounds actively participate, showcasing traditional folk songs, dances, and performances. These cultural events are held at various levels, including within departments, hostels, and on national occasions such as Independence Day, Republic Day, Engineers Day, and Utkal Divas. To promote linguistic inclusivity, the Literary Students Committee organizes competitions like Essay Writing, Elocution, and Debate in three languages: Odiya, Hindi, and English. Additionally, the committee publishes an annual magazine featuring poems, stories, and real-life events in these three languages.

The institute also conducts seminars, workshops, and techno-cultural programs organized by various departments to foster communal harmony, tolerance, and cultural awareness. These events include a range of technical competitions, such as circuit making, robot design, seminar presentations, and technical quizzes. To further promote unity and physical well-being, the institute holds an annual sports day, which spans three consecutive days. Students from all backgrounds participate in these sports activities, demonstrating that, irrespective of regional or cultural differences, the spirit of camaraderie and collaboration remains strong.

7.1.9 QIM *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.

The institute sensitises the students and employees to the constitutional values by celebrating national festivals such as Voters Day, Integration Day, Constitution Day etc. There are some components on constitutional obligations in the curriculum of the academic programmes offered by the institute.

Following the AICTE guidelines, the institute has introduced a mandatory subject on the Constitution of India at the undergraduate level across all engineering disciplines. This subject aims to raise awareness and sensitize students and employees to their constitutional duties. Additionally, Environmental Engineering is a core subject, which provides insights into environmental protection laws, wildlife protection, forest acts, and global environmental concerns.

The institute also places a strong emphasis on social responsibility and human rights through regular programs organized by the Internal Complaints Committee (ICC), which educates women about their rights. Workshops and seminars on topics like "Right to Information," "Sexual Harassment," and "Gender Equality" are conducted periodically. Furthermore, students are taught "Professional Ethics" and "Yoga" as part of their curriculum. The professional ethics course helps students understand ethical and moral values in their careers, while Yoga enhances mental well-being, reduces stress, and promotes happiness.

National events such as Republic Day and Independence Day are celebrated annually at the institute, with active participation from students and staff, reinforcing a sense of national pride and collective responsibility.

7.2 Best Practices

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

	<p>The two best practices of the institute as given by the institute are— i. Academic flexibility and career counselling, and ii. Zero Tolerance for ragging and Uniform dress code for all the students and various activities by the social service guild (SSG).</p> <p>But after discussion and verification, The two best practices of the institute are- — i. Career development opportunities available to the faculty members counselling, and ii. Good networking with surrounding industries.</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</p> <p>The institute is a co-educational institution located in the economically disadvantaged and rural region of Dhenkanal district, Odisha. It offers a range of programs, including diploma, undergraduate, postgraduate, and doctoral courses in engineering and science, catering to students from both within and outside the state. Undergraduate admissions are conducted through the national-level JEE (Main) exam, while postgraduate admissions are based on national exams like GATE and state-level OJEE. PhD admissions are also carried out through GATE and an institute-level examination, in line with UGC norms.</p> <p>The institute's picturesque location is one of its key features, situated on the banks of the Brahmani River and surrounded by lush forests. The campus is strategically placed in Odisha's industrial belt, with key public sector companies like NALCO, NTPC, MCL, and FCI, alongside prominent private industries such as TATA Steel and Jindal Steel, located nearby. This proximity to industry fosters strong Industry-Institute interactions, which play a significant role in shaping the academic and professional experience of students. These interactions are particularly emphasized during special events, promoting a collaborative approach to education and research.</p>

Qualitative analysis of Criterion 7

reservation policy for women in admissions and faculty positions. Women are appointed to leadership roles such as Heads of Departments and hostel wardens. The campus is equipped with CCTV surveillance for safety, and female students have access to a dedicated rest and sick room. Despite these efforts, further initiatives for gender equity are needed.

The institute also faces challenges in waste management, lacking formal systems for solid, liquid, biomedical, and e-waste disposal. The institute fosters sustainability through tree planting and encourages cycling among students and faculty, although further steps, such as banning plastic and using eco-friendly construction practices, are required.

The institute also celebrates cultural diversity, organizes various academic and extracurricular activities, and emphasizes constitutional values, social responsibility, and human rights. Located in Dhenkanal, Odisha, the institute benefits from strong industry connections, particularly with nearby public and private sector companies, enhancing student learning and career prospects.

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

- Location adamantane surrounded by large number of industries
- Government funded Institute with all welfare schemes
- Transparent recruitment and admission process
- Large campus area with significance scope for development
- Residential faculty for students and teachers

Weaknesses:

- Limited research publications, projects and innovations
- Only few teachers are involved in active research/research projects
- Significant number of vacant faculty positions
- Low enrolment in PG and Ph.D. program
- Lack of digital contents and adoption of digital technology

Opportunities:

- Introducing the programmes of multidisciplinary nature in tune with NEP-2020
- To upgrade further to the status of university in future
- Significant opportunities for consultancy from nearby industries
- Networking and collaborations with the neighbouring and other national institutes
- Development of incubation and startup facilities

Challenges:

- Inculcating 21st Century Skills with innovative pedagogical and curricular advances
- Optimum use of ICT/digital technologies in teaching learning process
- Ensuring 100% admissions in Postgraduate Programmes
- Getting right faculty members
- Placement of the students with high packages in the core companies.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Focus is to be given on translational research and innovations.
- Efforts are to be taken for filling up the vacant faculty positions in time bound manner.
- Green practices like use of renewable energy, water conservation, waste recycling etc. to be adopted.
- Emphasis is to be given on startup and entrepreneurship development.
- Laboratories need to be upgraded regularly.
- Use of modern pedagogical technologies like flip-class room, experiential learning, collaborative learning etc to be adopted.
- Feedback from different stakeholders to be taken regularly and analysed systematically for designing action plan related to growth and development.
- IQAC cell and other statutory bodies need to be empowered and made functional effectively.
- Interdisciplinary researches need to be encouraged with sharing of resources.
- NEP-2020 is to be implemented significantly.
- Barrier free environment to be developed.
- Career advancement and service conditions for all the employees are to be implemented effectively and timely.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SAIKAT MAITRA	Chairperson	
2	DR. AJAY KUMAR BANSAL	Member Co-ordinator	
3	DR. SHRIDHARRAO D SALUNKE	Member	
4	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place

Date