SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GANDHI INSTITUTE FOR EDUCATION AND TECHNOLOGY

AT-BANIATANGI, PO-BAJPUR, DISTRICT- KHORDHA
752060
www.giet.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gandhi Institute for Education and Technology (GIET) is a rapidly developing engineering college situated in the southern part of Bhubaneswar, the capital city of Odisha.GIET was established in 2009 with a mission to provide high-quality technical education. It is approved by AICTE, New Delhi, and affiliated with Biju Patnaik University of Technology (BPUT), Rourkela, and the SCTE&VT, Government of Odisha. The institute has received NBA accreditation for its B.Tech in Computer Science & Engineering ,Diploma in Electrical Engineering and Diploma in Mechanical Engineering programs and also it was awarded with A+ grade by NAAC in 2019.

Set within a naturally beautiful and serene campus, GIET is dedicated to achieving excellence and continually enhancing its offerings. The institute's mission focuses on delivering superior technical education and fostering innovative industrial skills through practical and socially relevant technologies. GIET hosts several industry centers of excellence, such as the CISCO Networking Academy, AWS Academy, Palo Alto Networks, Blue Prism University Academy Programme, Red Hat Academy, and the Microchip Academic Program. These centers help students adapt to the ever-evolving industry requirements.

GIET prioritizes academic excellence with innovative teaching methods to create a sustainable learning environment. Programs like NPTEL, MOOCs, and MOODLE facilitate flexible learning opportunities, pushing students to excel. The institute has established MoUs with international partners including Jan Wyzykowski University in Poland, the University of Pitesti in Romania, and Universiti Teknologi in Malaysia, to support research and knowledge exchange.

GIET offers six undergraduate, seven postgraduate, and three diploma programs, serving over 3000 students, with nearly a third being female and coming from seven different states. The faculty members includes from prestigious institutions like IITs and NITs. The college maintains a ragging-free campus, ensures zero academic loss, and provides various amenities including Wi-Fi, an air-conditioned library, smart classrooms, and ICT-enabled learning spaces. GIET boasts a high placement record, regular guest lectures, active technical student chapters, and numerous seminars, conferences, and workshops. It is ranked 62nd among private engineering colleges in India by DataQuest,105th by Outlook and 71st by the Times of India, Newspaper.

Vision

To be a global leader in providing Technical Education, Research and Innovation.

Mission

- To bring out efficient engineers for global requirements by imparting quality education.
- To explore, create and develop innovations in various aspects of engineering through industries and institutions.
- To emphasize on practical skills and socially relevant technology.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The institute boasts state-of-the-art laboratories, libraries, and workshops, providing cutting-edge resources for academic and research purposes.
2. Highly qualified, experienced, and dedicated faculty members contribute to the institution's strength, resulting in commendable university results and notable placements.
3. Advanced and applied research activities are actively pursued within the institute, fostering innovation and practical knowledge.
4. A commitment to an eco-friendly and welcoming atmosphere enhances the overall work environment.
5. Strong relationships with stakeholders bolster collaboration and mutual support.
6. The on-campus hostel serves as a draw for students, offering modern accommodations within the campus premises.
7. A constantly updated curriculum ensures students receive relevant and forward-thinking technical education.
8. Faculty members are consistently encouraged to pursue research activities, including opportunities for Ph.D. pursuits.
9. Comprehensive preparation for competitive exams such as GRE, TOEFL, GATE, GMAT, CAT, CSE, IES, and PSU is prioritized.
10. E-governance facilities streamline institute management processes, promoting efficiency and transparency.
11. The entire campus is monitored by CCTV surveillance, ensuring safety and security for all.
12. Wi-Fi connectivity is available across the campus, facilitating access to online resources and enhancing learning opportunities.
13. Regular seminars, workshops, and Faculty Development Programs (FDPs) enrich the academic experience and promote professional growth.
14. The institute fosters ample interactions with industries, bridging the gap between academia and real-world applications.
15. Sports facilities, overseen by qualified trainers, promote physical well-being and holistic development among students.
16. The library offers a rich collection of resources and operates extended hours from 8:00 AM to 10:00 PM.
17. Up-to-date systems with internet facilities support research and academic endeavors, ensuring access to the latest information.
18. The institute's commitment to excellence is reflected in its high-quality amenities and services.
19. A focus on student-centered learning ensures that individual needs and aspirations are met effectively.
20. The institution continually evolves to meet the dynamic demands of the modern educational landscape, positioning itself as a leader in technical education and research.

Institutional Weakness

1. Lack of support for international collaboration hampers global outreach.
2. Project and consultancy work need enhancement for real-world impact.

3. The lack of professional societies restricts avenues for networking.
4. Lack of patents hinders innovation commercialization.
5. Inadequate government funding constrains pioneering projects.

Institutional Opportunity

1. Increasing interest in professional courses highlights the evolving needs of industries.
2. Ongoing technological advancements stimulate innovation and progress.
3. Prospective research pathways in specialized and focused arenas present promising prospects.
4. Industry collaborations facilitate practical application and knowledge exchange.
5. The "Make in India" initiative, championed by the Prime Minister, amplifies job creation prospects.
6. Growing emphasis on professional education aligns with emerging career trends.
7. Technological breakthroughs present lucrative prospects for skill development and employment.

Institutional Challenge

1. Proliferation of educational/professional institutions in the education market.
2. Acquisition of research project funding, intellectual property rights, and patents.
3. Establishment of an ecosystem conducive to Research & Development and consultancy, aligning with industry expectations.
4. Diminishing capability to attract and retain top faculty.
5. Dwindling interest among students in technical subjects.
6. Emergence of an entitlement mentality among students.
7. Heightened emphasis on industrial training for both faculty and students.
8. Boosting student readiness for evolving job markets and corporate demands.
9. Navigating policy shifts and industry fluctuations to ensure program relevance for student employability.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Gandhi Institute for Education and Technology (GIET) is affiliated to Biju Patnaik University of Technology (BPUT), Rourkela, and operates as a self-financing institution under the governance of the SPBM Foundation, adhering to the curriculum set by the university. Faculty members play a crucial role in curriculum design, participating in syllabus modifications with input from the Board of Studies and with the senior faculty members from various institutes. The institution also encourages faculty members to attend similar workshops conducted by the university.All programs at GIET have adopted the Choice Based Credit System (CBCS) since its inception, aligning with the affiliating university's curriculum. CBCS offers students a range of elective options, including professional core electives and interdisciplinary open electives, to enhance their learning experience and meet industry expectations. Faculty members are actively involved in academic and administrative programs, refresher courses, faculty development programs, and other initiatives to support their holistic growth.

The institute promotes academic flexibility and bridges the gap between academic curriculum and industry

needs by offering certificate courses, seminars, and forming partnerships through MoUs with industries and foreign universities. Entrepreneurship Development Programs are conducted to foster self-employability among students. GIET also focuses on addressing the needs of both slow learners and advanced learners, incorporating communal awareness programs and community service into the curriculum to promote outcome-based education.

The institute has established processes for syllabus implementation and monitoring, with regular feedback collected on the curriculum and teaching-learning process. This feedback is used to make necessary improvements. Departments assist students in securing summer internships, hosting guest lectures on cutting-edge technology, and organizing industrial trips to provide practical field experience. To meet the demands of the evolving global job market, GIET's training and placement cell collaborates with selected companies to organize programs like Campus Recruitment Training (CRT) and soft skills/communication skills programs. The curriculum is enriched with courses and activities that address gender issues, human values, the environment, and professional ethics, using both internal and external resources. Feedback on the curriculum is regularly collected from employers, industry, parents, and students to ensure all educational goals are met.

Teaching-learning and Evaluation

Excellence in teaching and learning is a cornerstone achieved through the meticulous recruitment of highly competent faculty members. Prior to each semester, a thorough planning process ensures the seamless execution of teaching activities. Employing a harmonious blend of traditional teaching methodologies alongside student-centered approaches, such as ICT-based learning and project-based learning, the institution caters to the diverse learning styles of its student body.

The institution diligently evaluates students' comprehension levels through scheduled tests and various curricular engagements. Recognizing the uniqueness of each student's theoretical capabilities, the institute employs equitable evaluation methodologies. Regular tests and tutorials serve as crucial tools in monitoring students' grasp of concepts delivered within both classroom and laboratory environments.

A robust feedback mechanism allows students to provide invaluable insights into faculty performance, fostering a culture of continuous improvement in the teaching-learning process. Academic plans, course plans, and lesson plans are meticulously crafted to ensure an educational experience that is centered around the needs of the students. Through the integration of experiential learning, group activities, interactive methodologies, and flipped classroom techniques, students are engaged and empowered to take ownership of their learning journey.

Transparency reigns supreme in the assessment processes, with continuous assessment and project evaluations being subject to ongoing reforms. Stringent examination protocols are upheld to maintain the integrity and fairness of the evaluation process. The examination cell diligently oversees the administration of class tests, ensuring adherence to university regulations in the provision of question papers and answer booklets. Following examinations, evaluated answer sheets are promptly returned to faculty for grading, with results meticulously recorded in the FEDENA system.

In an effort to promote accountability and trust within the academic community, students are afforded the opportunity to review their evaluated answer sheets to address any discrepancies in awarded marks. Through these comprehensive measures, the institution remains steadfast in its commitment to upholding rigorous standards of teaching, learning, and evaluation, thereby fostering a dynamic and enriching educational environment.

Research, Innovations and Extension

In India, incubation centers primarily reside within academic institutes, funded by organizations like the Department of Science and Technology (DST). This grants them access to government agencies and facilitates collaboration with professors and students, fostering innovation in burgeoning engineering fields. Our institution established an incubation center in 2014 to cultivate new ventures.

The Research Committee, comprising the Dean of Research and Development, Heads of Departments, and Research Coordinators, spearheads various research endeavors. We offer a unique incentive scheme to bolster interdisciplinary research, motivating faculty members to engage in continuous learning through workshops and conferences. Financial provisions are allocated in the budget to support research activities, while faculty are encouraged to publish in UGC-recognized journals, contributing to both national and international academic discourse.

We conduct workshops and seminars on Intellectual Property Rights and foster Industry-Academia collaboration to nurture innovative practices. Upholding a stringent code of ethics, we vigilantly monitor research practices to prevent malpractices and plagiarism. Our commitment extends beyond academia, with field trips, industrial visits, and in-plant training providing students with practical exposure.

Our extension activities encompass a range of community-focused initiatives, including blood donation camps, awareness programs, and support for orphanages. Additionally, we actively engage in environmental protection activities, responding promptly to crises such as cyclones and floods by providing relief to affected communities.

Through these multifaceted efforts, we strive to foster a culture of research, innovation, and community engagement within our institution, enriching the academic experience and contributing to societal well-being.

Infrastructure and Learning Resources

The college encompasses a sprawling land area of approximately 41,184.86 square meters, featuring meticulously designed buildings for various departments and hostels, seamlessly connected by well-constructed roads. The campus exudes an enchanting ambiance, adorned with verdant lawns, thriving flora, and majestic trees that captivate the senses. Separate hostel facilities cater to the accommodation needs of approximately 1800 boys and 650 girls, ensuring comfort and convenience for all residents.

Located strategically, the college enjoys excellent accessibility via road, rail, and air transportation, with Khurda Road Junction serving as the nearest railway junction and Bhubaneswar Airport as the closest air transit point.

The infrastructure boasts 98 well-equipped classrooms outfitted with LCD projectors, smart boards and whiteboards, alongside 78 cutting-edge laboratories and 720 advanced computing systems. Additionally, the college features an impressive auditorium with a seating capacity of 500, complemented by air conditioners, as well as two seminar halls accommodating 150 students each.

Dedicated to continual enhancement, the college prioritizes infrastructural development by allocating funds annually, ensuring that facilities remain modern and conducive to learning. Each department is equipped with

office and faculty rooms, while lift facilities are provided to accommodate the needs of differently-abled individuals.

Furthermore, high-speed internet connectivity is available throughout the campus and hostels, facilitating seamless access to digital resources for academic and research purposes. The college provides state-of-the-art laboratory equipment, access to reputed journals and rare books, and a digital library to support students in their research endeavors.

In addition to academic pursuits, the college fosters physical well-being by offering modern sports facilities, including gyms, badminton courts, football and cricket grounds, basketball and kabaddi courts, and a dedicated Yoga & Meditation Room.

The meticulous maintenance of all facilities is entrusted to designated personnel, ensuring that students and faculty alike can fully leverage the resources available to them for a rewarding educational experience.

Student Support and Progression

The institute boasts an annual intake of 1450 students, drawing a diverse cohort from various regions across India. A robust mentoring system is in place to foster strong student-teacher relationships, with each mentor overseeing approximately 20 students and providing guidance on both academic and personal fronts. Regular communication with parents or local guardians further enhances student support and progression. Training & Placement (T&P) cell plays a pivotal role in shaping students' career trajectories by offering career guidance and organizing campus recruitment drives. To enhance students' career prospects, the T&P cell conducts various developmental activities, including online tests, soft skills programs, add on courses, group discussions, personal interviews, and Business English Certificate (BEC) classes. The cell also endeavors to motivate students, empowering them to achieve their life goals. Moreover, the institute has instituted study circles and speaker forums to facilitate students' career growth and holistic development. Entrepreneurial skills are nurtured through the Entrepreneurship Development Cell (EDC), encouraging students to explore avenues beyond traditional career paths. Notably, the institute has forged partnerships with approximately 200 industries and institutes in the past six months, fostering collaborative opportunities for students to gain practical insights and industry exposure. Through these concerted efforts, the institute strives to provide comprehensive support and progression pathways for its students, equipping them with the necessary skills and opportunities to thrive in their academic and professional pursuits.

Governance, Leadership and Management

The governance and leadership of our esteemed institution are entrusted to the distinguished Management of the SPBM Foundation, guided by visionary academicians at the helm. Faculty members, esteemed as pivotal members of the management committee, actively participate in the deliberative process, fostering a collaborative ethos vital to institutional advancement. Regular and meaningful dialogues among the management committee, principal, and deans ensure strategic coherence and informed decision-making, propelling the institute towards greater heights of excellence.

Aligned with a robust vision and mission, all stakeholders converge to shape the institution's foundational values, ensuring steadfast adherence to overarching objectives. Governed by meticulously crafted strategic plans, inclusive of SWOT analyses and actionable agendas, GIET operates with a clarity of purpose that

underscores every decision and action taken. A meticulously designed organizational hierarchy delineates lines of accountability and oversight, promoting transparency and operational efficacy throughout the institution.

Embracing the transformative power of digitalization, operations across diverse domains have seamlessly transitioned, bolstering efficiency and transparency in governance. A multitude of committees, comprising esteemed faculty members and dedicated student representatives, rigorously evaluate campus activities, fostering a culture of inclusivity, collaboration, and accountability.

At the heart of our institution lies an unwavering commitment to the holistic growth of our staff and students, exemplified by bespoke technical training initiatives and cutting-edge courses on emerging trends and technologies. Financial sustenance is judiciously cultivated through a harmonious amalgamation of tuition fees, external funding avenues, and generous contributions from our esteemed alumni, meticulously managed by our proficient Trust and Finance Department.

The establishment of the Internal Quality Assurance Cell (IQAC) in 2014 stands as a testament to our unyielding dedication to quality assurance. Tasked with the vigilant oversight of quality matters, the IQAC stands as a bastion of excellence, ensuring unwavering adherence to established standards and perpetuating a culture of continuous improvement across all facets of institutional operations.

Institutional Values and Best Practices

Since its inception, the institution has maintained a steadfast commitment to student welfare, prioritizing their holistic development as contributing members of society. Through a multifaceted approach, students are nurtured into well-rounded individuals, equipped with the skills and values essential for national progress. Over the past five years, the institute has spearheaded numerous initiatives aimed at promoting gender equity and raising awareness on various social issues.

Central to our student support framework is the implementation of a mentoring system, facilitating personalized guidance on both personal and professional matters, fostering meaningful bonds between students and faculty members. Embracing sustainability, we have embraced solar energy as an alternative power source, while advocating for the principles of reduce, reuse, and recycle to effectively manage waste on campus.

Further demonstrating our commitment to environmental stewardship, rainwater harvesting and solar energy systems are employed to conserve water and power resources, respectively, contributing to a greener, eco-friendly campus environment. Ensuring accessibility for all, facilities such as lifts and restrooms are tailored to accommodate differently-abled students and visiting parents, promoting inclusivity and convenience.

Integral to our ethos is the cultivation of human values and professional ethics, manifested through a range of initiatives aimed at instilling these principles in our students. Programs promoting mutual respect and universal values are organized, with active student involvement serving as catalysts for societal change.

Recognizing excellence in educational practices, the institution has implemented innovative methods such as mentoring systems and Quality education through online learning platforms , recognized as best practices within the academic community. Furthermore, efforts are underway to fully functioning the Incubation Center, fostering entrepreneurial endeavors and forging partnerships with governmental entities such as MSME, Government of Odisha.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GANDHI INSTITUTE FOR EDUCATION AND TECHNOLOGY
Address	At-Baniatangi, PO-Bajpur, District- Khordha
City	BHUBANESWAR
State	Orissa
Pin	752060
Website	www.giet.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Jibanananda Jena	06755-243600	9937864259	06755-243601	info@giet.edu.in
IQAC / CIQA coordinator	Sruti Ranjan Mishra	06755-243602	7735760611	06755-243601	iqac@giet.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Orissa	Biju Patnaik University of Technology	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	10-10-2023	[View Document](#)
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	29-06-2023	12	
AICTE	[View Document](#)	29-06-2023	12	

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NATIONAL BOARD OF ACCREDITATION
Date of recognition	21-06-2023

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At-Baniatangi, PO-Bajpur, District- Khordha	Rural	10.177	18114

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering, Civil Engineering	48	Intermediate Science	English	60	9
UG	BTech,Computer Science And Engineering,Computer Science and Engineering	48	Intermediate Science	English	240	240
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	Intermediate Science	English	120	26
UG	BTech,Electrical Engineering,Electrical Engineering	48	Intermediate Science	English	60	18
UG	BTech,Electronics And Communication Engineering, Electronics and Communication Engineering	48	Intermediate Science	English	60	9
UG	BTech,Electrical And Computer Engineering,Electrical and Computer Engineering	48	Intermediate Science	English	60	54
PG	Mtech,Civil Engineering, Structural	24	B.Tech	English	18	15

	Engineering					
PG	Mtech,Computer Science And Engineering,Computer Science and Engineering	24	B.Tech	English	18	1
PG	Mtech,Mechanical Engineering,Mechanical System Design	24	B.Tech	English	18	11
PG	Mtech,Electrical Engineering,Power Electronics and Drives	24	B.Tech	English	9	3
PG	MBA,Mba,Master in Business Administration	24	Graduate	English	120	94
PG	MBA,Mba,Agri Business Management Entrepreneurship	24	Graduate	English	60	36
PG	MCA,Mca,Master in Computer Applications	24	Graduate	English	180	84

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	34				41				70			
Recruited	32	2	0	34	34	7	0	41	41	29	0	70
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				64
Recruited	56	8	0	64
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	17	9	0	26
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	32	2	0	34	7	0	18	9	0	102
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	23	19	0	42
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	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	186	178	0	0	364
	Female	21	13	0	0	34
	Others	0	0	0	0	0
PG	Male	159	10	0	0	169
	Female	75	0	0	0	75
	Others	0	0	0	0	0
Diploma	Male	32	317	0	0	349
	Female	3	24	0	0	27
	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	59	89	90	70
	Female	12	29	17	20
	Others	0	0	0	0
ST	Male	61	61	41	33
	Female	11	18	13	11
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	450	348	329	290
	Female	86	99	74	60
	Others	0	0	0	0
Others	Male	49	3	0	0
	Female	18	2	0	0
	Others	0	0	0	0
Total		746	649	564	484

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	GIET is using an integrative and multidisciplinary strategy to guarantee institutional readiness for the National Education Policy (NEP). In order to address the wide range of educational needs mentioned in the NEP, GIET is preparing itself by encouraging cooperation across departments and academic disciplines. Students who participate in multidisciplinary programs get a comprehensive comprehension of intricate subjects, equipping them to tackle real-life obstacles. Faculty members are also urged to do multidisciplinary research in order to promote creativity and meet social demands. By adopting this strategy, GIET is positioned to provide a thorough and innovative education that

	complements the objectives of the NEP and equips students to succeed in a constantly changing global environment. One of the multidisciplinary B.Tech programs, the Electrical and Computer Engineering branch is already there in GIET as per the syllabus prescribed by our affiliating university, BPUT, Rourkela, Odisha. GIET has commenced a focus on comprehensive and interdisciplinary education aimed at nurturing all facets of individuals—cognitive, artistic, communal, physical, emotional, and ethical—in a unified manner. As part of its readiness for the National Education Policy (NEP), the institution intends to prioritize departments such as liberal arts, mathematics, statistics, natural and applied sciences, technology-based learning, athletics, translation, and interpretation. Our college has initiated a shift towards holistic and interdisciplinary education designed to enhance all aspects of human potential—mental, aesthetic, societal, physical, emotional, and ethical—in an integrated approach. The institution aims to establish a streamlined regulatory framework—a 'lean but robust' system—to facilitate the transition towards a Ultimately, students will have the opportunity to participate in internships with local industries, businesses, artisans, etc., enabling them to actively apply their theoretical knowledge and thereby enhance their employability. This approach empowers students to realize their maximum potential in their respective fields as professionals and technologists, thereby enhancing the reputation of the engineering and technology sectors.
2. Academic bank of credits (ABC):	GIET has been working hard to set up an Academic Bank of Credits (ABC) in order to be ready for the National Education Policy (NEP). Regardless of the institution where they were taken, this innovative approach enables students to accrue credits for courses completed, giving them more freedom and acknowledgment for a variety of learning experiences. Through the use of the ABC, GIET hopes to support students in customizing their educational path to best suit their individual interests and professional goals, as well as to allow smooth credit transfer. To help students stay relevant in a work environment that is changing quickly, the ABC also promotes a culture of ongoing skill development. By implementing the Academic Bank of Credits,

	GIET has shown its dedication to adopting contemporary teaching methods that are consistent with the NEP's goal of creating a more adaptable and accessible higher education system. GIET is affiliated with Biju Patnaik University of Technology, Rourkela, Odisha. We strictly follow the University's choice-based credit system (CBCS). The implementation of CBCS integrates professional and open elective courses into the curriculum, supporting an interdisciplinary approach to solving engineering problems. Students have the opportunity to select open and professional elective subjects alongside NPTEL (MOOCS) courses that run for a minimum of eight weeks, which contributes to the credit-based system. Within the university's guidelines, faculty members are encouraged to develop their own curricula and teaching methodologies for each course. The University sets the standards for assessment. Our faculty members employ various educational strategies including group discussions, quizzes, role plays, case studies, assignments, interactive seminars, workshops, guest lectures, conferences, and practical demonstrations to enhance learning experiences.
3. Skill development:	In preparation for the National Education Policy (NEP), GIET is prioritizing skill development initiatives to ensure students are equipped for the demands of the modern workforce. Recognizing the importance of practical, hands-on learning, GIET is enhancing its curriculum to incorporate skill-building modules across various disciplines. From technical skills to critical thinking and communication abilities, students at GIET are provided with ample opportunities to develop the competencies necessary for success in their chosen fields. Moreover, GIET is forging partnerships with industry leaders to offer internships, apprenticeships, and workshops that expose students to real-world challenges and industry best practices. By emphasizing skill development, GIET is not only preparing students for immediate employment but also empowering them to adapt and thrive in a rapidly evolving global economy as envisioned by the NEP.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In anticipation of the National Education Policy (NEP), GIET is proactively integrating the Indian knowledge system into its educational framework by emphasizing teaching in Indian languages and

	embracing cultural diversity. Recognizing the richness of India's linguistic and cultural heritage. GIET is leveraging online platforms to disseminate knowledge and promote Indian cultural values, reaching a wider audience and fostering a deeper appreciation for indigenous wisdom. By appropriately integrating the Indian knowledge system, GIET is not only honoring the diversity of Indian culture but also empowering students to connect with their roots while preparing them to thrive in a globally interconnected world, in line with the objectives outlined in the NEP. As "GIET" complies with university guidelines as we are associated with Biju Patnaik University of Technology. While the university presently lacks specific mandates for bilingual instruction, certain faculty members employ this approach as needed to enhance student understanding and learning.
5. Focus on Outcome based education (OBE):	GIET is focusing on Outcome-Based Education (OBE) to ensure our students are equipped with the skills and knowledge necessary for success in their careers and beyond. By aligning curriculum design, teaching methods, and assessment strategies with clearly defined learning outcomes, GIET is fostering a results-driven educational environment. Through OBE, students are encouraged to actively engage in their learning journey, setting clear objectives and demonstrating mastery of key competencies. Additionally, GIET is implementing robust assessment practices to continuously monitor and evaluate student progress, ensuring that learning outcomes are consistently met. Our institute implemented Outcome Based Education (OBE) in 2012 and we rigorously uphold this approach. Moreover, we strictly adhere to the National Board of Accreditation's (NBA) specified Program Outcomes (POs) for all our programs. Three of our programs are accredited by NBA in the year 2023.When crafting internal examination papers, Surprise test and assignments question papers, we prioritize alignment with Bloom's Taxonomy. The Institute outlines, Course Outcomes (COs) ,Program Specific Outcomes (PSOs) and Program Educational Outcomes(PEOs) for each and every programs. The institution follows OBE directives and modifies the course structure provided by the affiliating university by adding beyond syllabus contents and activities.

6. Distance education/online education:	Gandhi Institute for Education and Technology is affiliated with Biju Pattnaik University of Technology, Odisha, which restricts us from independently providing distance education or online courses. However, our faculty adeptly shifted from traditional classroom instruction to online teaching during the pandemic, utilizing platforms such as Google Meet, Google Classroom, Zoom, Cisco Webex, and YouTube. These technologies remain integral to our approach, facilitating blended learning strategies that combine in-person and virtual instruction for enhanced educational experiences. Through virtual classrooms, interactive multimedia content, and collaborative online platforms, GIET is ensuring that students have access to a diverse range of learning opportunities regardless of their location or circumstances. GIET is not only expanding access to education but also fostering innovation and adaptability in line with the goals of the NEP.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club (ELC) has been established at our institution, GIET Baniatangi, with the primary aim of promoting electoral literacy among students and fostering active participation in democratic processes since 2014. The ELC serves as a platform for students to engage in discussions, workshops, and awareness campaigns related to elections, voter registration, and the importance of democratic values. Through various activities organized by the club, such as voter awareness drives, mock elections, and guest lecturers from experts in the field, students are equipped with the knowledge and skills necessary to become informed and responsible citizens. The establishment of the Electoral Literacy Club reflects our institution's commitment to holistic education and social responsibility, aligning with the objectives of NAAC accreditation to promote student welfare and civic engagement.
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?	Yes, at GIET Baniatangi, both students' coordinators and coordinating faculty members have been appointed by the college to oversee the functioning of Electoral Literacy Clubs (ELCs). These coordinators

play a crucial role in facilitating the activities of the ELCs, ensuring their smooth operation and active participation of students. Additionally, coordinating faculty members provide guidance and support to students, helping them organize events, workshops, and campaigns effectively. The ELCs at our institution are fully functional, conducting regular meetings and engaging in various initiatives to enhance electoral literacy among students. Furthermore, the ELCs are designed to be representative in character, ensuring the inclusion of students from diverse backgrounds and disciplines. By promoting inclusivity and participation, the ELCs contribute to the overall development of students and reinforce democratic values within the campus community, thereby aligning with the objectives of NAAC accreditation.

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.	At GIET Baniatangi, our Electoral Literacy Club (ELC) has embarked on a multitude of innovative programs and initiatives aimed at fostering active participation in electoral processes and promoting democratic values within our campus and surrounding communities. One of the standout initiatives undertaken by the ELC is the voluntary contribution of students in electoral processes. Through this program, students actively engage in various aspects of the electoral process, such as participating in voter registration drives both on campus and in the communities, they hail from. This initiative not only empowers students to exercise their democratic rights but also encourages them to become agents of change in their communities by promoting civic engagement and voter awareness. In addition to voter registration drives, the ELCs at GIET Baniatangi actively collaborate with district election administration to assist in the conduct of polls during elections. Students are trained and mobilized to serve as volunteers at polling stations, helping to ensure the smooth and efficient functioning of the electoral process. By actively participating in the electoral process, students gain valuable hands-on experience and contribute to the strengthening of democratic institutions at the grassroots level. Voter awareness campaigns represent another cornerstone of the ELCs' initiatives. Through a series of workshops, seminars, and outreach activities, students educate their peers and

	community members about the importance of voting, electoral procedures, and the significance of ethical voting practices. These campaigns not only aim to increase voter turnout but also promote a culture of responsible citizenship and democratic participation among students and the wider community. Furthermore, the ELCs at GIET Baniatangi are committed to promoting inclusivity and enhancing the participation of underprivileged sections of society in the electoral process. Special efforts are made to reach out to marginalized groups such as transgender individuals, commercial sex workers, disabled persons, and senior citizens, ensuring that their voices are heard and their rights are respected. By organizing targeted awareness campaigns and providing logistical support for their participation in elections, the ELCs strive to empower these communities and make the electoral process more accessible and inclusive for all. Moreover, the Electoral Literacy Clubs at GIET Baniatangi are at the forefront of promoting electoral literacy, civic engagement, and democratic values among students and the wider community. Through their innovative programs and initiatives, the ELCs not only contribute to the holistic development of students but also play a pivotal role in strengthening democratic institutions and fostering social inclusion.
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.	At GIET Baniatangi, we have undertaken numerous socially relevant projects and initiatives in the realm of electoral-related issues, showcasing our commitment to advancing democratic values and fostering active participation in electoral processes. One notable endeavour is our research projects for management students and surveys aimed at understanding the dynamics of voter behaviour, electoral trends, and issues affecting democratic governance at the local, regional levels. Through rigorous empirical research and data analysis, our faculty and students contribute valuable insights to the discourse on electoral reforms and governance, informing policy decisions and advocacy efforts. Additionally, we conduct extensive awareness drives and outreach campaigns to educate our students and the broader community about the importance of democratic participation and ethical voting practices. These initiatives include workshops, seminars, street plays, and digital campaigns, leveraging various

	platforms to reach diverse audiences and foster a culture of civic engagement. Furthermore, we actively engage in content creation and publications, producing informative materials, articles, and publications highlighting our contributions to advancing democratic values and promoting electoral literacy. By disseminating knowledge and insights derived from our research and initiatives, we aim to empower citizens with the information and tools necessary to make informed choices and actively participate in shaping the democratic process. Through these multifaceted efforts, GIET Baniatangi reaffirms its dedication to social responsibility and excellence in education.
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.	At GIET Baniatangi, we recognize the importance of ensuring that all eligible students above the age of 18 are enrolled as voters in the electoral roll. Through the concerted efforts of our Electoral Literacy Clubs (ELCs) and the college administration, we have institutionalized mechanisms to register eligible students as voters. Our ELCs conduct regular voter registration drives both on campus and in surrounding communities, raising awareness about the importance of exercising the right to vote and assisting students in completing the registration process. These drives are supplemented by outreach efforts, including door-to-door campaigns, social media engagement, and collaboration with local election authorities to facilitate seamless registration for students. Additionally, the college administration provides logistical support and resources to streamline the registration process, ensuring that eligible students have access to the necessary documentation and information required for voter registration. By prioritizing voter registration and civic engagement, GIET Baniatangi reaffirms its commitment to empowering students as active participants in the democratic process, thereby contributing to the cultivation of responsible citizenship and democratic values within our community.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2678	2632	2422	2418	2340

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 154

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
138	141	138	135	129

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1928.20241	1618.84960	1381.86666	1525.01714	1569.98973

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

At Gandhi Institute for Education and Technology (GIET), Baniatangi, curriculum planning and delivery are meticulously organized to ensure high educational standards and adherence to accreditation requirements. The process involves creating detailed academic calendars aligned with university guidelines and implementing continuous internal assessments. This ensures that GIET meets the educational objectives set by BijuPatnaik University of Technology (BPUT) and aligns with regulatory standards of the affiliating university.

Curriculum Planning:

GIET formulates comprehensive **academic calendars** that detail schedules for classes, exams, assignments, and other activities each semester, coordinated by departmental Heads of Departments (HoDs) and faculty members. This includes a timetable for theoretical and practical sessions prepared by the timetable coordinator.

Course coordinators develop **laboratory manuals and course files**, which include lesson plans, question banks, and sample university exam papers etc. These materials, verified by senior professors and the Dean of Academics, are uploaded to the Learning Management System (LMS-MOODLE) and college ERP system.

The institution provides ample **books, journals, magazines, teaching models**, and software. Modern teaching methods, such as group discussions, NPTEL lectures, case studies, projects, and ICT tools, are employed to enhance learning.

Faculty members are encouraged to **attend workshops and seminars** to stay updated with modern teaching technologies. Online platforms like Google Meet, ZOOM, and Microsoft Teams are used for teaching during pandemics.

Regular feedback from stakeholders helps identify **curriculum gaps,** which are then bridged through value-added courses, expert lectures, seminars, industrial visits, internships, and industry-sponsored projects. This enhances students' employability by aligning their skills with industry trends.

GIET promotes comprehensive development through **co-curricular activities** like the National Service Scheme (NSS) and various student clubs, as well as extracurricular events like annual sports meets, technical fests, cultural fests, and yoga sessions.

Curriculum Review and Mapping of COs and POs:

The curriculum is regularly reviewed to ensure it remains relevant and aligned with industry trends. Course Outcomes (COs) are defined for individual courses, specifying the knowledge and skills students should acquire, and these are mapped to Program Outcomes (POs) to ensure alignment with broader program goals.

Continuous Internal Assessment:

A variety of assessment methods, including class tests, quiz tests, assignments, presentations, and lab exercises, are used to evaluate students' progress. These assessments are designed by faculty and include evaluations of abstracts, presentations, and project reports as part of seminar and project-based learning.

Assessment methods for Theory Subject:

SL NO	MODE	ASSESSMENT TOOL	WEIGHTAGE	FREQUENCYIN A SEMESTER
1	Direct Assessment	University Examination	60%	Once
		Internal Examination	20%	Twice
		Assignment	10%	Twice
		Surprise Test	6%	Twice
		Quiz Test	4%	Twice

Faculty members mentor students, monitoring their performance and providing feedback to help them improve. Weekly meetings are held to analyze and support students, especially those struggling academically.

Role of IQAC:

The Internal Quality Assurance Cell (IQAC) supervises curriculum planning and delivery, ensuring adherence to standards and effectiveness. It performs regular reviews and audits of curriculum and assessment practices, identifies areas for improvement, and supports faculty development. This ensures GIET maintains high educational standards and prepares students for technical challenges.

File Description	Document
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM,

NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 17

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 13.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
505	340	213	190	381

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

At Gandhi Institute for Education and Technology (GIET), Baniatangi, the curriculum delivery process prioritizes integrating crosscutting issues such as professional ethics, gender sensitivity, human values, and sustainability. This integration is crucial for developing ethical, responsible, and socially conscious engineers ready to tackle modern challenges.

Integration of Crosscutting Issues:

Professional Ethics:

GIET emphasizes the importance of professional ethics in engineering practice. The curriculum features courses and modules on ethical principles, covering topics like professional codes of conduct, ethical decision-making, and responsible engineering. Case studies and real-world examples help students navigate ethical dilemmas and strengthen their ethical reasoning skills.

Gender Sensitization:

GIET is dedicated to promote gender equity and creating a gender-sensitive environment. Various initiatives, including seminars, workshops, training sessions, special lectures, and extension activities, are organized to raise awareness about the rights of women and girl students. The institution also conducts a Gender Audit to ensure gender balance and inclusivity among faculty, staff, and students.

Human Values:

GIET places a strong emphasis on inculcating universal human values. The institute organizes comprehensive two-week induction program for first-year students every year, which includes modules on Universal Human Values (UHV), physical health activities, lectures by eminent personalities, literary activities, and creative practices. The UHV is also a mandatory subject, promoting value-based education that highlights the complementary nature of skills and ethical values.

Students engage in activities such as visits to orphanages, old age homes, and underdeveloped areas, fostering empathy and compassion. The National Social Service (NSS) activities, like village adoption, nutrition drives, and clean-up campaigns, further imbibe human values in students, encouraging them to reflect on ethical dilemmas and develop a sense of social responsibility.

Environment and Sustainability:

GIET is committed to promote environmental consciousness and sustainability in engineering education. The curriculum includes courses on environmental science, sustainable development, and green technologies, emphasizing the interconnection between human activities and the natural environment. Students are encouraged to find innovative solutions to environmental challenges and integrate sustainability principles into their engineering projects. Various professional chapters and clubs also host

sustainability-related sessions to reinforce these values.

Impact and Outcomes:

Ethical Engineering Practice:

GIET graduates possess a strong ethical foundation and a comprehensive understanding of professional responsibilities, enabling them to practice engineering with integrity and responsibility.

Gender-Inclusive Environment:

The institution fosters a learning environment where all students, regardless of gender, feel valued, respected, and empowered to achieve their academic and career aspirations without discrimination.

Values-Driven Leadership:

GIET alumni demonstrate leadership qualities guided by integrity, empathy, and social responsibility, contributing positively to their workplaces and communities.

Environmental Stewardship:

Graduates are environmentally conscious and committed to sustainability, integrating these principles into their professional endeavours and contributing to a greener, more sustainable future.

GIET, Baniatangi, integrates crosscutting issues such as professional ethics, gender sensitivity, human values, and sustainability into its curriculum. Through interdisciplinary approaches, project-based learning, and experiential opportunities, GIET prepares students to become ethical, responsible, and socially conscious engineers capable of addressing complex societal challenges.

File Description	Document
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 77.67

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

Response: 2080

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 64.59

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
746	649	564	484	485

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

2022-23	2021-22	2020-21	2019-20	2018-19
1023	1023	903	792	792

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
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: 25.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
130	136	113	100	104

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
512	512	452	396	396

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 19.41

2.3 Teaching- Learning Process

2.3.1

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

Response:

GIET is committed increasing, engaging and empowering learning environment for its students. We achieve this through student-cantered methodologies such as experiential, participative, and problem-solving learning approaches. Additionally, our faculty extensively utilizes ICT-enabled tools and online resources to enhance the teaching and learning experience.

Student-Cantered Pedagogy: Empowering ActiveLearning:

GIET values student-cantered methodologies for their ability to foster deep understanding and critical thinking skills. These approaches transition the focus from passive knowledge absorption to active engagement with the material:

Experiential Learning: Experiential learning is central to GIET's pedagogy, providing students with hands-on experiences and real-world applications of theoretical concepts. Students engage in laboratory experiments, fieldwork, internships, industry visits, and industry-related projects. This method also promotes collaboration, teamwork, and communication skills, preparing students for their future professional roles.

Participative Learning: GIET's faculty endorses participative learning methods like group discussions, case studies, role-playing exercises, debates, quizzes, puzzles, surveys, and collaborative projects. These interactive sessions encourage students to take ownership of their learning and contribute to the collective knowledge of the class.

Problem-Solving Methodologies: Problem-solving methodologies are emphasized to develop students' analytical and problem-solving skills, essential for academic and professional success. Faculty employs problem-based learning, where students tackle real-life problems through research, analysis, and experimentation. This method encourages critical thinking, exploration of multiple perspectives, and innovative solution development. Additionally, case-based learning, simulations, and project-based assignments help students apply theoretical knowledge to practical problems. Online courses from NPTEL, SWAYAM, and MOOCs also provide opportunities for innovative ideas.

ICT Integration: Enhancing Teaching and Learning

GIET leverages Information and Communication Technologies (ICT) to enrich the learning experience. Faculty members actively use ICT-enabled tools and online resources to enhance content delivery and learning processes.

Interactive Teaching Tools: Classrooms and seminar halls are equipped with whiteboards, projectors, smart boards, and other interactive tools to facilitate dynamic presentations and engage students. Faculty shares learning resources and assignments using ERP and Google Classroom/MOODLE. During the pandemic, platforms like Zoom, Google Meet, and Microsoft Teams were used for content sharing. For self-directed learning, various online tools, including MOOC platforms, Swayam/NPTEL, and subject-specific websites, are employed.

Educational Software and Simulations: Educational software and simulations provide immersive learning experiences, allowing students to visualize complex concepts and practice skills in a controlled environment.

Online Resources and Platforms: Faculty members use online learning platforms and curate resources to supplement classroom learning. This gives students access to a wealth of information, including e-books, video lectures, and interactive tutorials, fostering independent learning.

Benefits:

Enhanced Student Engagement: Interactive learning methods promote active participation and knowledge retention.

Development of Essential Skills: Students develop critical thinking, problem-solving, communication, and collaboration skills – essential for success in academic and professional endeavours.

Improved Learning Outcomes: Combining engaging methodologies with technology-aided learning enhances student learning outcomes and prepares them for the digital age.

Interdepartmental clubs, professional student chapters, and the institute's NSS facilitate experiential and participative learning. Students engage in social and environmental initiatives, including Green India, Save Water-Save Life, Tree Plantation, Road Safety Awareness, and Computer Literacy, alongside seminars, workshops, and development programs.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 94.58

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
150	150	145	140	135

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

2.4.2

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

Response: 64.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	98	90	84	73

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	**View Document**
Institution data in the prescribed format	**View Document**
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Being an affiliated institute, adherence to the academic calendar and university guidelines ensures a structured and fair assessment process, with mechanisms designed to ensure student preparedness and maintain complete transparency in all assessments.

A crucial element of the internal assessment system is the proactive role of the Professor-In-Charge (PIC) Examination, who coordinates with the Dean (Academics) to prepare the examination schedule in advance, ensuring alignment with both institute and university calendars. Transparent scheduling, communicated through notice boards and emails, facilitates planning for students and staff.

Bloom's Taxonomy is emphasized in crafting question papers tailored to course outcomes (COs), demonstrating GIET's commitment to comprehensive learning and assessment. Subject teachers set questions, while the examination cell oversees distribution, ensuring rigor and relevance in exam content.

Detailed planning covers seating arrangements, invigilation,emphasizing exam security and a conducive testing environment. Attendance monitoring and prompt communication with parents of absentees ensure student accountability and discipline. Post-exam, answer scripts are evaluated swiftly, and students can review them for self-assessment and continuous improvement. This prompt feedback resolves discrepancies, enhancing transparency and trust. Internal marks are posted after each assessment and entered into the ERP-FEDENA system. During the pandemic, exams were conducted online, with results shared via individual login portals. Retests are scheduled for students with valid reasons for absence, allowing sufficient preparation time.

Continuous assessment in laboratory sessions through experiments aligns with the university curriculum. Projects and seminars, jointly assessed by faculty and external experts, provide practical exposure and mentorship beyond traditional classroom learning. This collaborative approach enriches the learning experience and cultivates essential skills like communication, leadership, and teamwork.

Integration of inputs from faculty development programs (FDPs), seminars, and workshops into the assessment system reflects GIET's commitment to academic excellence and innovation.

Students are informed of the university schedule and examination regulations for end-semester exams. After university results are announced, there is a brief window for students to request rechecks or photocopies of answer scripts if dissatisfied. A specific timeframe is allotted for grievance resolution; ensuring re-evaluations are completed promptly as per university guidelines.

The internal evaluation system encompasses diverse assessment methods, including tests, assignments, surprise tests, quizzes, and lab evaluations, catering to various learning styles and preferences. Structured mark distribution for each component ensures a balanced and comprehensive evaluation of student performance.

Transparency and accountability are maintained throughout the assessment process, from result displays on notice boards to the submission of marks for departmental analysis. Faculty meetings are convened to discuss performance insights and improvement strategies, reflecting a culture of continuous learning and refinement.

Monitoring attendance in theory and practical sessions highlights the value of regular participation. Integrating this into assessments promotes holistic development. Students must maintain 75% attendance per university norms, with records kept by faculty in ERP-FEDENA.

GIET, Baniatangi's internal assessments reflect a strong, student-focused approach. Through careful planning, clear communication, and ongoing feedback, the institution cultivates excellence and accountability, preparing students for academic and professional success.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Our institute has implemented Outcome Based Education (OBE) to focus on the expectations for students upon degree completion. The NBA has outlined 12 specific Programme Outcomes (POs) for undergraduate programs. Each department has clearly defined its PEOs, POs, and COs. Program Educational Objectives (PEOs) are broad statements describing the expected accomplishments of graduates within a few years of graduation. These objectives are based on the needs of the program's stakeholders and highlight the achievements learners will reach a few years post-graduation. Program Outcomes (POs) are broad statements encompassing various interconnected knowledge areas and skills developed throughout the program via diverse courses and experiences.

Bloom's Taxonomy is used to formulate the Cos and Course outcomes are defined by subject professors and experts, then approved by the Department Advisory Committee (DAC). Subsequently, Course Outcomes are mapped to Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). The institution follows the curriculum and academic regulations set by the affiliating university, BPUT, Odisha. The university formulates the objectives and learning outcomes for all courses, publishes them in the syllabus book, and makes them available on its website, www.bput.edu.in, accessible to all stakeholders.

Sample Program Specific Outcomes (PSOs) of CSE:

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)	
PEO1	To Prepare the student for entry into successful employment as software engineer in industry, service, consultancy, and/or government organization or for advanced study at leading post graduate school in engineering, business, management, or other technical and non-technical fields

PEO2	To encourage the teamwork skill among the students to design and implement complex software systems, particularly the ability to work with people from other fields in integrated engineering teams and develop the leadership skills for maximizing the performance of those teams
PEO3	To inculcate the habit of lifelong self-learning and being educated to have the attitude to communicate effectively in professional fields and become an integral part in societal development

Sample Course outcomes (CO's):

COURSE OUTCOMES (COs)-PHYSICS-1st Year B.Tech	
CO.1	Understand Oscillation & wave existing in nature and analyze their properties
CO.2	Explain and analyse the intensity variation of light due to interference and diffraction
CO.3	Apply band theory to classify solids in terms of their conductivity and explain the working of junction diode.
CO.4	Explain the working principle of LASER and Optical Fiber
CO.5	To formulate and solve the engineering problem on electromagnetism
CO.6	Explain fundamentals of quantum mechanics and apply to one dimensional motion particle

The Vision and Mission of the institution and departments, the POs, PSOs and COs are published at

- College websites department pages.
- HOD Chamber.
- Department Staff Rooms.
- Notice Boards of the department.
- Library.
- Department Laboratories.
- Class Rooms.
- Department Corridor.
- Newsletter.
- Course Files.
- Lab manuals and attendance registers.

- Survey forms.

At the start of the academic year, faculty members have presented COs to students in the introductory class. The Principal shares POs during the induction address. POs, PSOs, and COs are displayed to stakeholders, including management, faculty, staff, students, parents, employers, industry, and alumni.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute adopts Outcome Based Education (OBE) system, prioritizing what learners are expected to demonstrate by the end of a module, program, or learning period. The teaching and learning process basically focuses on Blooms taxonomy learning levels. It consists of three steps

- Curriculum Planning and Designing.
- Teaching Process.
- Final Outcome Assessment.

During the Planning phase, course outcomes and objectives are defined, the curriculum is designed, and the methods and schedules for assessment are established. In the teaching phase, content is delivered, assessment questions are prepared and teachers are focused on guiding students to acquire the required knowledge and develop the desired skills The assessment phase involves The assessment is done at different levels throughout the duration of the term to track their learning, skills and attainment level of the desired outcomes.

Course outcomes are crafted by faculty members using Bloom's Taxonomy action verbs, and correlations between COs and POs are mapped on a scale of 0 to 3.

A 6 x12 mapping matrix for COs and POs is prepared for all courses. University-set final examination questions, which account for 60% of CO attainment, and internal examinations, which account for 40%, are weighed accordingly. The attainment reports of all the theory and labs are prepared by the concerned faculty members and kept in their course files. Attainment of outcomes is measured using **two methods:Direct and Indirect.**

Attainment of Course Outcomes:

The Direct method is based on student's marks across different tests and this is nothing but COs Attainment. The set value for different tests and courses are finalized by observing previous year results and difficulty level of the subjects. The attainment levels of each CO are calculated in the attainment sheet as appended below.

If 80% or more percentage of students of the program secure more than or equal to set attainment level, then the attainment is considered as high (3). If 70% to 79% of students of the program secure more than or equal to set attainment level, then the attainment will be considered as medium (2). If 60% to 69% of students of the program secure more than or equal to set attainment level, then, the attainment will be considered as low (1).The overall CO attainment is the average of the individual Cos attainments.

Attainment of Program Outcomes:

Program outcomes (POs) are achieved through direct (80%) and indirect (20%) methods. The direct method's 80% is further detailed, with university results contributing 60%, internal tests 20%, surprise tests 6%, quizzes 4% and assignments/case studies 10%. Indirect methods include alumni surveys, exit surveys, and employer feedback. Indirect attainment of PO/PSO is calculated as the average of the results from the Graduate Exit Survey, Alumni Survey, and Employer Survey. The achievement levels for PO and PSO are measured on a scale of 1 to 3:

Achievement below 60% is equals to 1.

Achievement of 60% to below 70% is equals to 2.

Achievement of 70% or more is equals to 3.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 91.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
865	780	554	671	532

2.6.3.2 **Number of final year students who appeared for the university examination year-wise**

during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
935	850	607	732	585

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / 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

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.88

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 14.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.78	1.25	7.61	2.40	1.57

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

GIET promotes IPR awareness and innovation through its dedicated IPR cell and Incubation Centre, fostering successful patent filings, tech startups, and industry-academia collaborations. The R&D Cell encourages exploration and discovery within students and faculty, promoting innovation and the IKS.

Different initiatives taken by institute in this direction are listed below:

- GIET conducts workshops, seminars, and campaigns to educate students, faculty, and researchers about **Intellectual Property Rights (IPR)**, fostering innovation culture.
- The institute's dedicated IPR cell guides faculty, researchers, and students in patent filings, trademarks, copyrights, and licensing agreements, incentivizing R&D investment and entrepreneurship.

- The Institute hosts a MoE and AICTE recognized **IIC** to promote innovation and entrepreneurship, with events like "GARIMAA" project contest fostering creativity among students.
- Exceptional ideas showcased in such events can lead to commercialization or funding for further research.
- The Institute's Incubation Centre collaborates with MSME, providing startups with infrastructure, mentorship, networking, and funding opportunities, accelerating their growth and enhancing success in the competitive marketplace.

- GIET facilitates **collaboration between academia and industry**, partnering with leading companies, research institutions, and government agencies.
- These partnerships result in co-creation of knowledge, best practices exchange, and innovative solutions to industry challenges, enhancing the relevance and impact of academic research.

- The institute cultivates a **research and innovation culture** among students and faculty through funding, infrastructure, and recognition of achievements.
- Students are encouraged to participate in research, innovation competitions, and hackathons, enhancing problem-solving skills and entrepreneurial mindset, while faculties engage in interdisciplinary research, publishing high-impact papers and pursuing patents, contributing to knowledge advancement.

- **Professional societies** such as IEEE, ISTE, IETE, SAE, ASME IE, and CSI have well-established chapters of the institution. These chapters arrange a variety of social events, technical events, project contests, conferences, and seminars with the purpose of community growth.

- The institution has well equipped **technical clubs** like Robotics club, Drone club etc.
- Students have free and unrestricted access to excellent online learning tools and instruction through the **local chapter of NPTEL**. Along with improving students' professional chances and adding value to their resumes, the chapter also hosts workshops and seminars.

Salient Features:

- Over the past 5 years, the institute has produced over 1000 research publications in esteemed journals listed by UGC, Scopus, and WoS, along with 1000 publications in conference proceedings and books, showcasing significant scholarly output.
- The University Nodal Center (BPUT) has contributed over 40 PhD doctorates, while achieving an 'Excellent' band rating in the ARIIA Ranking for 2020-21, and receiving a Star Rating from the MoE for its Startup & Innovation Cell for three consecutive years (2019-20, 2020-21, 2021-22).
- Faculty members have been designated as certified Innovation Ambassadors and Advanced Innovation Ambassadors by the MoE, highlighting their role in creating an innovation-driven entrepreneurial ecosystem within the institute.

Objective

- Establishing a physical infrastructure and supportive systems with high speed internet to foster business incubation ventures.
- Promoting networking opportunities by connecting incubate establishments with mentors, experts, consultants, and advisors.

- Facilitating access to high-quality educational resources for incubate ventures
- Encouraging and supporting innovation, creativity, and entrepreneurial activities within the incubation ecosystem.

File Description	Document
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 48

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	09	07	12	10

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	18	07	15	02

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.01

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

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

From inception, GIET prioritizes students' holistic development & fostering social responsibility through NSS programs and club activities. Extension programs provide experiential learning, enhancing leadership, problem-solving, and communication skills, while promoting social activism and community service. Over the past five years, initiatives like health camps, literacy drives, and environmental campaigns led by NSS have profoundly impacted the community and students' development. These efforts not only contribute to societal betterment but also sensitize students to pressing social issues, nurturing empathy and responsibility. Acting as a bridge between the institution and the community, these activities foster civic engagement and address critical social issues.

Health Camps and Awareness Programs:

- NSS and health club organized regular health camps, offering free check-ups, consultations, and medications to underserved populations.
- These camps addressed health issues like malnutrition, hygiene, and preventable diseases, enhancing community well-being.
- Students conducted health awareness programs, educating community members on sanitation, nutrition, disease prevention, gender equality, and various other topics, promoting overall health and safety.

Literacy Drives and Education Initiatives:

- NSS volunteers and the literacy club-initiated literacy drives aimed at eradicating illiteracy in the neighbourhood.
- They conducted adult literacy classes, evening schools, and tutorial sessions for school children, enabling them to acquire essential reading, writing, and numeracy skills.
- Through these initiatives, students not only contributed to improving the literacy rate but also fostered a culture of lifelong learning and educational empowerment within the community.

Environmental Conservation Campaigns:

- Environmental club organizes tree planting, waste management, and cleanliness awareness drives for environmental sustainability.
- GIET conducts seminars on electronic waste (e-waste) management, fostering responsible consumption and waste management habits.
- Students actively participate in cleaning drives, waste segregation, and promote eco-friendly practices like recycling.
- These efforts beautify the neighborhood while sensitizing students and community members to preserving natural resources.

- GIET organizes "Swachh-Bharat" awareness programs to educate students and local residents on the importance of cleanliness.

Community Development Projects:

- Various clubs collaborated on community development projects such as building sanitation facilities, renovating public spaces, and constructing infrastructure for the underprivileged.
- Students gained hands-on experience in project planning, implementation, and management, honing their leadership, organizational, and problem-solving skills.
- These projects not only addressed immediate community needs but also instilled a sense of civic pride and collective responsibility among students and residents alike.
- Celebration of Unity-Day brought an excellent opportunity to bring people together and promote unity, inclusivity, and respect within a community by our students.

Social Welfare Initiatives:

- NSS and CSR club supported marginalized groups through initiatives like donation drives and awareness campaigns, fostering empathy and promoting inclusivity. These activities facilitated meaningful interactions and deeper understanding of social justice issues.
- GIET's 'Paathshaala'-'EkKadamSaksharta Ki Or' initiative provides academic support and employable skills to children from nearby villages, while 'Unnat Bharat Abhiyan' focuses on rural development.
- Relief efforts during cyclones and floods included distributing necessities like food, water, clothing, hygiene products, and medical supplies to affected communities.
- During the pandemic, NSS students and faculty formed GIET-COVID Warriors, distributing sanitization kits, masks, medicines, and assisting people in distress.

File Description	Document
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

GIET garners government and government-recognized accolades for its extension activities, showcasing dedication to social responsibility, community engagement, and youth empowerment. These awards validate its commitment to holistic development, inspiring ongoing innovation and excellence. The institute's proactive collaboration with district administration addresses socio-economic disparities, emphasizing its academic excellence, innovation, and impact in enhancing marginalized communities' quality of life.

Awards and recognitions received for extension activities from government / government

recognized

Name of the activity	NAME OF THE AWARD/ RECOGNITION	NAME OF THE AWARDING GOVERNMENT/ GOVERNMENT RECOGNISED BODIES	Date of Activity
2018-19			
Blood donation camp at GIET College in association with the Indian Red-Cross Society, Odisha State and Khordha Municipal Hospital, Khordha.	Appreciation	GOVERNMENT	05.04.2019
Education Skill-Development Awareness Program at Bajp urHighschool	Appreciation	GOVERNMENT	22.08.2018
Outreach program on "Increasing participation of youth in strengthening democracy" at P.N Autonomous College, Khordha	Appreciation	GOVERNMENT	08.11.2018
Women-Empowerment program for Girls at Bajpur Village	Appreciation	GOVERNMENT RECOGNISED BODIES	07.03.2019
Yoga awareness camp on Stress Management through Yoga and Meditation at Nandapur	Appreciation	GOVERNMENT RECOGNISED BODIES	27.04.2019
Anna Prasad Sevan for pilgrims at RathYatra	Appreciation	GOVERNMENT	14.07.2018

2019-20

A campaign to clean Sialia Village	Appreciation	GOVERNMENT RECOGNISED BODIES	15.08.2019
Donation of grocery and food items to a child care home Adruta Child Care Home(a unit of Rawa Academy) Bhubaneswar	Appreciation	GOVERNMENT RECOGNISED BODIES	22.08.2019
Awareness campaign on students safety and security in campus	Appreciation	GOVERNMENT	27.08.2019
Extension Outreach Program on Electrical Safety Precautions at SSVM, Unit-8, BBSR	Appreciation		09.01.2020
Blood donation camp at GIET College in association with the Indian Red Cross Society, Odisha State and Khordha Municipal Hospital, Khordha	Appreciation	GOVERNMENT	08.02.2020
Health checkup camp at Bajpur village	Appreciation	GOVERNMENT RECOGNISED BODIES	29.02.2020
Orphanage Visit (JibanJyoti Ashram Khordha)	Appreciation	GOVERNMENT RECOGNISED BODIES	30.06.2020
Arnna Prasad Sevan for pilgrims at Rath-Yatra	Appreciation	GOVERNMENT	04.07.2019

2020-21

Free Oral Health Hygiene camp in Bajpur	Appreciation	GOVERNMENT BODIES	RECOGNISED	19.02.2021
Educational Awareness During Covid-19	Appreciation	GOVERNMENT BODIES	RECOGNISED	28.02.2021
Yoga Awareness and Practice	Appreciation	GOVERNMENT BODIES	RECOGNISED	21.06.2021

2021-22

Literacy Campaign Program for Kids of Bajpur Village	Appreciation	GOVERNMENT BODIES	RECOGNISED	27.08.2021
Flood affected relief distribution at Bajpur	Appreciation	GOVERNMENT BODIES	RECOGNISED	13.09.2021
Renewable and Non-Renewable Energy Riddles Event	Appreciation	GOVERNMENT BODIES	RECOGNISED	14.12.2021
Awareness programme on Road-safety	Appreciation	GOVERNMENT		11.01.2022
Tabacco free awareness programme at Anda	Appreciation	GOVERNMENT BODIES	RECOGNISED	31.05.2022
Arnna Prasad Sevan for pilgrims at Rath-Yatra	Appreciation	GOVERNMENT		12.07.2021

2022-23

Vigilance awareness Programme	Appreciation	GOVERNMENT BODIES	RECOGNISED	30.10.2022 to 05.11.2022
Awareness programme to Join Indian Army	Appreciation	GOVERNMENT BODIES	RECOGNISED	08.12.2022
Extension Outreach Program on Energy Saving at SSVM, Dharmavihar, BBSR	Appreciation	GOVERNMENT BODIES	RECOGNISED	14.01.2023
Sharing	Appreciation	GOVERNMENT	RECOGNISED	16.02.2023

Happiness & Love- A new way of life-A campaign at Adruta Child care home		BODIES	
Blood donation camp at GIET College in association with the Indian Red Cross Society, Odisha State and Khordha Municipal Hospital, Khordha	Appreciation	GOVERNMENT	10.05.2023
Arnna Prasad Sevan for pilgrims at Rath-Yatra	Appreciation	GOVERNMENT	20.06.2023

Extension programs cultivate problem-solving skills, raise societal awareness, and foster holistic personality development among students.

File Description	Document
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 44

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	04	10	13

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

3.5 Collaboration

3.5.1

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

Response: 34

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	[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,

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

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

Response:

The Institute situated in the southern belt of the capital city of Odisha, Bhubaneswar in the year 2009 is one of the top engineering colleges in Odisha, approved by AICTE, New Delhi and affiliated to BPUT, Odisha. Its sprawling 10.177-acre campus houses a meticulously designed seven-floor building spanning 18,114 square meters, facilitating top-notch instructional and administrative spaces. With well-equipped classrooms and labs fostering a conducive learning environment, the institute prioritizes research and innovation. Ample amenities including a library, workshop, training facilities, alongside investments in cultural and sports infrastructure, enrich the holistic educational journey for students and faculty alike.

GIET prioritizes holistic education, emphasizing academic excellence, cultural enrichment, physical fitness, and overall well-being to foster comprehensive student development beyond traditional classroom learning.

1. **Classrooms and Laboratories:**

- Our institute features modern, well-equipped classrooms fostering effective teaching and learning with audio-visual aids, projectors, and smart boards. Our facilities include ICT-enabled seminar, drawing halls, LAN, high-speed internet, Wi-Fi, power backup, and CCTV. State-of-the-art laboratories offer hands-on learning with the latest equipment across disciplines.
- GIET maintains laboratories that meet statutory standards, offering hands-on experience and practical knowledge. With stringent safety measures, well-equipped facilities, and attentive lab assistants, students benefit from a conducive environment. Additionally, R&D cell bridges the gap between the curriculum and industry requirements.
- Understanding technology's significance in education, we've set up an advanced Computer Centre and language laboratories featuring C, C++, JAVA, ORACLE, .NET, and MATLAB. These facilities boast ample computers and seamless connectivity for effective inter-departmental and student-teacher communication. Each departmental lab is equipped with requisite software, empowering students and faculty with essential tools for academic endeavors.

1. **Computing Equipment and ICT Facilities:**

- In today's digital age, we recognize the importance of integrating technology into education. Therefore, we have invested in a robust IT infrastructure, including a high-speed internet

connection and a comprehensive suite of computing equipment.

- Our campus is equipped with computer labs that feature the latest hardware and software to support learning in areas such as programming, graphic design, and data analysis.
- We offer an ICT-enabled Learning Management System (LMS) for online learning, access to e-resources, and faculty-student communication, alongside a dedicated 200MBPs internet leased line accessible to students, faculty, and staff members.

1. **Cultural and Sports Facilities:**

- GIET prioritizes cultural enrichment, providing a centralized air-conditioned auditorium equipped with modern audio-visual facilities for hosting diverse events, seminars, and workshops, fostering talent and promoting cultural diversity.
- We have seminar halls, a designated space for practicing yoga (Yoga center), and promoting mental and physical well-being among students and staff members.
- We understand the importance of sports and physical fitness in maintaining a healthy lifestyle and fostering teamwork and leadership skills.
- Our campus offers comprehensive indoor and outdoor sports facilities, such as gymnasium, basketball, badminton, volleyball courts, and cricket ground, maintained to high standards for a safe and enjoyable experience.

GIET, Baniatangi, is dedicated to fostering holistic development through tailored infrastructure and facilities. From academics to cultural and sports activities, we prioritize student well-being, continuously upgrading to provide an enriching educational journey.

File Description	Document
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 12.61

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
242.86	204.53	174.18	193.31	196.64

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 GIET Central Library is a heaven of intellectual wealth, boasting a diverse collection of print and digital resources including books, journals, e-resources, etc. with well-equipped sections like Reference, Journal, Reading-Hall, and Digital-Library. The NDLI and NDLI Club provide institutional memberships to the library enhance access to scholarly content.

Through the implementation of an Integrated Library Management System (ILMS), we have embraced automation, streamlined library operations and enhanced accessibility for faculty and students.

1. **Digital Facilities and E-Resources:**

- Our central library has an e-library section which boasts a comprehensive collection of digital resources, for accessing e-books (EBSCO, Delnet and NDLI), e-journals (IEEE, ASME, ASCE, J-Gate, and Springer), databases, e-resources (NPTEL, Sodha Ganga etc.), multimedia materials and newspapers in multiple languages.
- We regularly update subscriptions to prominent academic databases and journals, ensuring users access to the latest research and scholarly publications.
- Our computerized system facilitates hassle-free record-keeping of books, tracking activities from record-keeping to issuance dates. Students can borrow books under the book bank scheme with pre-fixed return dates and auto-calculated fines for overdue returns (in 14 days).
- Students are encouraged to utilize NPTEL/ NDL/ MOODLE for enhanced learning, with designated library hours for each class.

1. **Integrated Library Management System (ILMS) Implementation:**

- The integration of an ILMS has revolutionized the way our library functions, facilitating efficient cataloging, circulation, and management of library materials.
- All the Titles are indexed and categorized according to curriculums and Titles are arranged alphabetically. Author's-name, title and publishing house details are placed in the Software.
- Central Library offers an 'Online Public Access Catalogue (OPAC)' facility accessible to both students and faculty members through the ILMS, providing bibliographical details about the library's collections. OPAC system enables online book check availability, holds, and renewals.

ILMS records transactions accurately, managing library resources efficiently.

- ILMS software - ERP-FEDENA (partially-automated, version-3.9)

1. **Optimal Utilization by Faculty and Students:**

- Faculties encouraged for research and professional development, collaborative initiatives. Students benefit from diverse resources, conducive environment for academic exploration, and self-directed learning.
- Recognizing the diverse needs of its community, the reading room extends its services beyond regular hours, from 8.00 am to 8.00 pm, especially for hostel students.
- At each academic year's end, the Institute assesses the library's inventory, removing physically damaged or outdated syllabus books with BOG's approval. New books are procured to replace those removed or damaged, ensuring the collection remains relevant to evolving courses and curriculum changes.
- By integrating ILMS and subscribing to e-resources and journals, our library remains dynamic and indispensable.

Library Facilities

1. A separate 953 Sq.meters space in the 1st Floor.
2. Air-conditioned reading room.
3. Wi-Fi enabled and equipped with CCTV Cameras.
4. Books -36877, Titles – 7043, Journals-164
5. Books other than academics

- Reasoning-Aptitude
- Dictionary/ thesaurus, encyclopedias/biographies, competitive/GATE exam books.

1. 200 Sitting capacity
2. Rare book stack
3. Other facilities

- Book-Bank Facility
- Question-Bank
- Delnet
- JGate
- Reprographic

1. About digital library

- 20 nos of computers.
- e-books - 1017, e-journals - 15000+

1. Photocopy/ Scanner and Printer/ Internet browsing facilities available
2. Barcode Technology for Circulation and gate entries.

File Description	Document
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

GIET boasts cutting-edge IT infrastructure continually updated to meet teaching, learning, and technological needs. Equipped with top-tier PCs, ample bandwidth, central servers, IP CCTV, licensed/open-source software, Wi-Fi, UPS, Network Plan, Firewall, Internet switches, and RFID-based attendance system integrated with ERP, it ensures seamless operations. Upgraded to a 200 Mbps internet leased line and fiber optic connectivity, the campus network ensures robust connectivity. CAT 6 connectivity, regularly upgraded, enhances the campus-wide network. Indoor dual-band wireless access points provide comprehensive solutions for optimal performance, reflecting the institute's commitment to technological advancement and seamless campus connectivity.

GIET upholds AICTE norms by continuously enhancing its IT infrastructure for optimal teaching and learning. Computer labs feature Intel i5 and i7 setups fostering a conducive learning environment, with Intel i3 for specific domains. High-speed internet, printers, and scanners complement computers, while 200 Mbps network connectivity ensures seamless data flow. Open-source software enhances practical instruction. Desk PCs aid staff in academic, administrative, and research tasks. Wi-Fi routers and 24-port switches with 100/1000 D connectivity in labs promote effective data flow, with a ring topology design maximizing bandwidth. College-wide Wi-Fi accessibility enables students to utilize personal devices for internet connectivity, underscoring GIET's commitment to cutting-edge technology meeting industry standards.

GIET exhibits its dedication to experiential learning by offering hands-on open-source software training sessions for students and faculty members. This leverages the ICT tools for skill enrichment. Amid the COVID-19 pandemic, the institution seamlessly transitioned to open source online platforms like Zoom, Webex, Google Classroom, Google Meet and Microsoft Team for effective teaching and learning. LMS software was critical in supplying course study materials and administering internal assessment tests, ensuring a strong educational experience that meets today's needs and challenges.

A dynamic learning environment is fostered at GIET by a wide range of open-source software, which includes MATLAB, Xilinx, Keil 5, PSpice, Multisim, Proteus, AutoCAD 2007 Student Version, Solid Edge Student Version, ANSYS Student Version, CNC simulator, Ubuntu, Android Studio, Eclipse, Mathematica, and ChemDraw. Licensed programs like Turbo C/C++, Oracle 10g, Orell English

Language Learning, Simplex, Cadence Tool, and Staad Pro V8i give students access to state-of-the-art resources and technology that enable them to develop their skills across a wide range of disciplines. These programs enhance the educational experience.

GIET enhances cybersecurity measures with intrusion detection systems, user authentication, and firewall upgrades to safeguard critical data and IT infrastructure. Strategically placed CCTV cameras ensure safety across administrative areas, labs, hostels, and exam halls. A team of faculty members designated to identify old digital waste material is used by the institute to verify and check it before it is disposed of with prior approval of the management.

GIET, Baniatangi is committed to maintaining state-of-the-art IT facilities and providing ample internet bandwidth to support the educational objectives of our institution. Through regular updates and enhancements to our IT infrastructure, including Wi-Fi connectivity and network resources, we strive to create a technology-enabled learning environment that fosters innovation, collaboration, and academic excellence.

File Description	Document
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 4.85

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

Response: 552

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 26.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
490.69350	414.00282	451.39800	381.74370	398.20005

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 67.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
1820	1784	1637	1600	1539

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

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

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

Response: 55.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
1680	1485	1182	1507	1035

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: 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 motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 86.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
753	679	482	574	443

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

2022-23	2021-22	2020-21	2019-20	2018-19
865	780	554	671	532

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

Response: 10.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	13	20	19

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
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 (award for a team event should be counted as one) during the last five years

Response: 55

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	12	10	07

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

5.3.2

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

Response: 6.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	4	7	5

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

GIET, Baniatangi, holds its alumni community in high regard, recognizing their significant value in bridging the gap between the past and present. The GIET Alumni Association (GIETAA), established in 2013, stands as a registered organization dedicated to advancing the institute's development through financial support and various services. Comprised of former students, the association plays a crucial role in propelling GIET towards continued excellence. The GIETAA's unique structure includes a core committee of college-employed alumni, fostering collaboration. Faculty liaisons ensure communication with the alumni committee, while alumni representatives in the IQAC enrich institutional activities. Notable alumni visit for Alumni Connect Sessions, providing valuable insights. Annual gatherings facilitate sharing experiences and accomplishments. Moreover, alumni actively contribute to organizing technical activities, webinars, seminars, student development programs, and placement opportunities. A dedicated portal (https://alumni.giet.edu.in) ensures continuous engagement and connectivity, underscoring the institution's commitment to fostering a strong and vibrant alumni community.

1. **Financial Contributions**

The GIETAA actively supports the institute financially through various initiatives as follows:

- **Scholarship Funds:**

Alumni donations establish scholarships and endowments that provide financial aid to deserving students, ensuring access to quality education regardless of background.

- **Infrastructure Development:**

Alumni contributions have been instrumental in upgrading facilities and infrastructure. This includes funding for new laboratories, libraries, classrooms, and IT equipment, enhancing the learning environment for current students.

- **Faculty Development Programs:**

The association supports faculty development programs, enabling them to attend workshops, conferences, and pursue advanced degrees. This fosters a culture of continuous learning and improves the quality of education offered.

1. **Beyond Financial Support**

The GIETAA extends its contributions beyond finances, providing invaluable support services:

- **Mentorship Programs:**

Alumni mentors connect with current students, offering guidance on career paths, academic challenges, and personal development.

- **Guest Lectures and Workshops:**

Experienced alumni are invited to deliver guest lectures and workshops, sharing their industry expertise with students.

- **Placement Assistance:**

The association facilitates career opportunities for current students by connecting them with potential employers. Alumni working in diverse fields can offer valuable job market insights and recommendations.

- **Networking Events:**

The GIETAA hosts networking events to unite alumni, fostering professional development and lifelong connections with GIET. It funds and organizes an annual meet, including a Convocation Ceremony and alumni recognition on Annual Day.

1. **Benefits for Alumni**

Being a member of the GIETAA offers numerous benefits to former students:

- **Stay Connected:**

The association provides a platform for alumni to reconnect with classmates, professors, and the institute, fostering a sense of belonging and shared history.

- **Professional Development:**

The association offers opportunities for professional development through workshops, seminars, and access to industry mentorship.

- **Give Back to the Institution:**

Alumni can contribute their time, talent, and expertise to shape the future of GIET, ensuring its continued success.

The GIETAA bridges the institute and its alumni, contributing financially and providing support services to propel GIET towards academic excellence. We are dedicated to nurturing this partnership for a brighter future.

File Description	Document
Provide 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:

GIET's governance structure is dedicated to its vision and mission, embracing the NEP, fostering innovation, and continuously improving. Its Institutional Perspective Plan guides continuous development and ensures GIET a top institution for aspiring engineers.

VISION

"To be a global leader in providing Technical Education, Research and Innovation."

MISSION

- **To bring out efficient engineers for global requirements by imparting quality Education**
- **To explore, create, and develop innovations in various aspects of engineering through industries and institutions**
- **To emphasize practical skills and socially relevant Technology**

Gandhi Institute for Education & Technology (GIET) is a pioneering institution in Odisha, established in 2009 under the SPBM Foundation. Dr. SatyaPrakash Panda, a philanthropist, lawyer, educationist, and social reformer, envisioned GIET as a catalyst for societal progress through quality technical education. Under his leadership and the SPBM Foundation's stewardship, GIET has become synonymous with academic excellence, innovation, and social responsibility, showcasing the institution's commitment to quality technical education.

GIET has been a top academic institution for over 15 years, thanks to the continuous review and improvement of quality policies by the Governing Body, Principal, and faculty. Their collaborative efforts in policy design and implementation have been instrumental in maintaining academic excellence. The Governing Body oversees the monitoring and implementation of these strategic action plans.

At GIET, the Principal-cum-Member Secretary, an eminent academician, and administrator, implements/guides the institute by GB directives, assisted by Deans, HODs, and committees; they interact with stakeholders periodically for continuous improvement. The institute supports interdisciplinary research through its Research and Development Cell to accomplish its goals of academic excellence and an innovative ecosystem. The principal/Dean R & D is authorized to sign MoUs with industry and academic institutions, and correspond with regulatory bodies and affiliating universities. They encourage faculty members to conduct research projects, publish papers, and organize value-added courses, soft skill development programs, industrial visits, and internships for students.

Faculty members also undertake mentoring, co-curricular activities, and organize departmental events. This holistic approach ensures GIET's commitment to achieve its Vision and Mission, enhancing student employability, and fostering academic excellence. Effective leadership translates into tangible practices shaping the student experience and propelling the institution forward.

GIET is implementing the National Educational Policy (NEP) mandated by the BPUT, demonstrating its commitment to educational innovation. Students actively participate in various programs and fulfill their Social Connect & Responsibilities, aligning with the NEP and BPUT's description. GIET's growth is evident through increased enrolment, program expansion, top-notch faculty, and improved facilities, showcasing its commitment to future growth.

GIET's governance structure is decentralized, ensuring responsiveness and effectiveness through decision-making authority distributed across multiple levels. The Principal executes major academic and administrative decisions, while Deans, HODs, IQAC, committee convenors, and faculty members implement policies. Active participation from staff, students, and faculty demonstrates a collaborative approach. Financial autonomy is granted to various stakeholders. GIET has created a comprehensive Institutional Perspective Plan (IPP) with short-term and long-term goals, focusing on strategic initiatives in Faculty Development, Research, and Development, Industry Collaboration, Student Services, Infrastructure, and Facilities.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institutional Perspective Plan (IPP) is a roadmap for Gandhi Institute for Education & Technology (GIET), Baniatangi, outlining strategic priorities and initiatives to achieve its vision and mission. The governing body members are crucial for maintaining the institution's financial stability and providing top-notch education. The teaching and learning processes are closely linked to this strategic goal, demonstrating a comprehensive approach to education. The Institute uses a participatory methodology for policymaking, with the Principal as the chairperson of administrative and academic activities. Other posts, such as Dean Academics, Dean Administration, and PIC T & P, assist the Principal. The Academic Council, consisting of Deans, PICs, and HoDs, is also active under the Principal's chairmanship.

The strategic plan is reviewed and adopted by various committees, including the Academic, Student Welfare, Discipline, and Cultural committees. The principal distributes a detailed academic calendar at the start of each academic year, outlining the timetable for classes, seminars, parent-teacher meetings,

events, and semester-end assessments. This calendar is adjusted by each department to meet its academic requirements. The Research & Development cell of GIET focuses on fostering a culture of research and innovation among faculty and students. The IPP includes provisions for establishing research centres, promoting interdisciplinary collaboration, and providing funding support. GIET also submits research proposals to government and non-government agencies for grants.

The institute employs a structured learning approach through a dynamic teaching and evaluation plan. Faculty members design lecture plans using advanced instructional strategies like PowerPoint presentations and video lectures. Students can view their answer scripts and provide feedback, which is evaluated by IQAC. The evaluation sheet is submitted to department heads and the principal, leading to necessary counseling and enhancements. The institute also encourages student participation through seminars, workshops, expert lectures, research projects, internships, and compulsory projects.

The faculty members at the institution utilize various instructional techniques, including traditional methods and advanced equipment like LCD projectors and smart boards. They prioritize the integration of theoretical knowledge with practical applications and assist students in finding external resources to enhance their understanding. The academic committee oversees lesson plans, course files, and assessments, providing information on student performance. The IQAC collects faculty appraisal forms and evaluates them, recommending improvements for approval. Before academic sessions, department heads submit faculty requirements to the Principal. Staff recruitment follows AICTE norms, with advertisements in the media. The Selection Committee is formed by the principal, and joining letters and final orders are sent out in accordance with the institute's HR policy. Service guidelines are adhered to by DTET, AICTE, the Government of Odisha, and BPUT.

GIET's commitment to effective IPP deployment goes beyond policies and procedures. We foster a culture of continuous improvement, encouraging active participation and feedback from all stakeholders. This combined approach ensures the IPP remains relevant, achievable, and a central driver of GIET's on-going success as a leader in technical education.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: 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:

Building a Thriving Academic Environment

Gandhi Institute for Education and Technology (GIET), Baniatangi, is valued faculty and staff members' contributions to a healthy learning environment through efficient welfare programs and performance appraisal systems, promoting a vibrant learning environment.

Performance Appraisal System: Fostering Continuous Improvement

Teaching staff:

The management evaluates faculty members' performance through various aspects such as teaching, research, teamwork, and publication. Each member submits a Self-Appraisal Form to their HoD, which is reviewed by IQAC. The principal receives a report outlining strengths and areas for improvement, with positive feedback leading to increments.

Evaluation Parameters: The appraisal system evaluates teaching faculty members' contributions to teaching, learning, student engagement, project guidance, pedagogical initiatives, and support for co-curricular activities. It also considers their leadership, research, publications, funding, and intellectual property rights generation. The system also evaluates their ability to attract external funding. Apart from these, the following factors are also analyzed in the appraisal:

- Experience
- participation in Conferences, Workshops, FDP

- Innovative teaching practices
- Pursuing higher studies (Ph.D., PDF)
- Result analysis in the University Examination
- Mentoring/Counseling
- Feedback from the principal and students
- Undertaking new academic ventures and being team-leads
- Awards for being a good academician – state and national level
- Community service through the institution and outside

Non-teaching staff: The Institute evaluates non-teaching staff performance using technical proficiency, behavioral approach, laboratory, and dead-stock maintenance work, with the same evaluation and process as teaching staff. The following factors are also deeply analyzed in the appraisal system for non-teaching staff:

- Experience
- Skill-upgradation through Orientation Programs, Refresher-Courses, Short-Term-Courses
- FDP
- Higher Studies
- Feedback from HOD and Principal
- Active participation in teamwork
- Participation in Community services

Effective Welfare Measures: Investing in Our People

- Eligible staff members are well supported with Employee Provident Fund Contributions, from the Management.
- TATA AIG offers medical insurance and free health check-up camps for both teaching and non-teaching staff to provide financial security and improve their well-being.
- Faculty members are encouraged to participate in conferences, short-term training programs, FDP, and research work, which are financially supported and granted duty leave by the institution.
- Financial assistance for publications
- Recognizing the importance of work-life balance, both teaching and non-teaching female staff members are entitled to maternity leave with full salary for a period of six months.
- For the admission process, children of employees are given top priority along with fee concessions.
- The institution offers campus staff quarters, providing convenient accommodation for both teaching and non-teaching staff.
- Provision for study leave for pursuing higher studies after providing a stipulated period of service.
- The institute felicitates teaching and non-teaching staff for their remarkable contribution in their respective areas.
- Free transportation is provided to staff members.
- Lunch is offered at a subsidized price in the canteen for employees.
- Picnics and tours for staff recreation once a year.
- The faculty welfare committee organizes a convene every year for motivational talks followed by a ceremonial banquet.

Leave policies, such as Casual Leave, Earned Leave, Special Leave, Medical Leave, and Duty Leave, are implemented for the convenience of teaching and non-teaching staff.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 84.58

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
132	129	81	118	116

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

6.3.3

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

Response: 31.26

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development**

/administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
40	90	104	66	31

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	76	69	75	71

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

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

Response:

The Gandhi Institute for Education and Technology (GIET), Baniatangi employs proactive strategies to efficiently utilize resources/funds, ensuring transparency, accountability, and efficient financial management to support its vision/mission.

Strategies for Resource Mobilization and Optimal Utilization of Resources:

The SPBM foundation governs the institution, which has a strong financial foundation. It follows a systematic procedure for efficient resource usage, infrastructure development, and facility development with regular monitoring by the Accounts section.

Before the start of every academic year, after taking into consideration the requirements of every Department, a meeting is called by the principal for the budget estimation, allocation, and finalization with all the HoDs, other department Heads, Dean R & D, Library, Examinations, T & P and Accounts, etc. The final commutative budget is then forwarded to the Management through the principal by the Department of Finance. The management determines the final expenditure budget and sends it back to the principal. If the quotation/requisition amount is less than Rs.50,000/-, the principal can sanction it, while over Rs.50,000/- requires management approval.

A separate purchase committee, comprising management representatives, principals, and HODs from various departments, has been established to monitor the Institute's purchase procedures, including calls for quotations, technical bids, comparative statements, and negotiation meetings, ensuring the procurement of suitable equipment at competitive prices.

Our institution's primary financial resources come from tuition and facilities fees collected from students. Faculty members receive funding from national agencies like AICTE, UGC, TEQIP, and BPUT for programs like FDP, conferences, and STTP. Alumni Committee members also provide financial support for existing students to succeed in their careers.

Funds are utilized in the following areas:

- Salary of teaching and non-teaching staff
- Library books, E-journals, subscriptions, rare books, periodicals and newspapers
- Computers, Furniture
- Research & Development, Laboratory equipment, consumables, Software.
- New structure construction, additional laboratories
- Repair and maintenance of equipment, infrastructure
- Green-campus, in-house safety precautions, Annual Techno-cultural Fest, Sports meet, T & P
- Honorarium
- Miscellaneous.

Auditing Process:

GIET recognizes the importance of maintaining transparency and accountability in financial management. We conduct regular internal and external financial audits to ensure fiscal responsibility.

Internal audits:

The Institute has a dedicated team of auditors who conduct internal audits before passing any payment bills. Consolidated audits are conducted monthly, and the financial assets are managed effectively. Only authorized individuals can operate bank accounts, and cash-sheets are matched daily by accountants. Internal auditors ensure checks and verification of payments, receipts, journal vouchers, cash books, and ledger accounts, identifying discrepancies and areas for improvement. Documentary evidence of inadequate payments, compliances of T.D.S., and reconciliations are recorded, and accounts are regularly regularized by the Manager of Finance. The Director of Finance or Principal analyzes and preserves the weekly accounts report.

External Audit:

A yearly statutory audit is conducted by registered Chartered Accountants (CA) professionals to review the institute's accounts and verify financial transactions like income and expenditure statements, and balance sheets. The CA also countersigns Utilization Certificates to grant-giving agencies, which are then filed with the income tax department during the annual tax return filing.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) was established in 2014 to promote excellence in teaching and learning resources, research, infrastructure, and placement. Its main aim is to raise awareness of excellence as a journey rather than a destination. IQAC conducts regular Academic Audits of all departments and analyzes stakeholder feedback. To upgrade the Institute's status, it holds meetings with officials and faculty members, planning conferences, seminars, and workshops on issues like intellectual property rights, cyber safety, healthcare, quality research publication, participation in NIRF, IIC, SIRO (DSIR), and the importance of various clubs and committees.

IQAC has played a crucial role in establishing quality assurance strategies at GIET. Its robust mechanisms and regular assessments ensure stringent quality standards are upheld across all operations. This proactive approach fosters a culture of excellence and continuous improvement, driving the institution towards delivering high-quality education and maintaining stakeholder satisfaction. Regular reviews and assessments identify areas for improvement, and IQAC proactively implements measures to enhance overall quality. This contributes to stakeholder satisfaction and institutional advancement.

IQAC reviews the teaching-learning process, focusing on instructional methodologies, pedagogical approaches, and learning resources. It ensures faculty members use quality education to enhance student engagement and contribute to academic excellence. The organization gathers information from various sources, including assessment results and student feedback, to assess the process and learning outcomes. Strategies are developed, which may involve faculty development programs, infrastructural improvements, and improved student support services. IQAC also scrutinizes administrative processes, workflow efficiency, and resource utilization. By identifying inefficiencies, IQAC improves organizational effectiveness and productivity.

IQAC Contribution at GIET, Baniatangi:

- Implementing effective Outcome-Based-Education (OBE)
- Achieving Accreditation and Ranking
- Executing a regular and robust feedback System
- Fostering research, IPR and startups
- Elevating Industry Institute Interaction (III)
- Promote the activities toward professional, ethical, and societal issues
- Synchronization in various activities of the institution
- Institutional best practices.

The IQAC has played a pivotal role in the reforms of the style of the teaching-learning process. Two of them are discussed below:

Curriculum Delivery and Assessment

The Dean Academics forms a committee to audit lesson plans, lecture schedules, and course progress. They identify flaws in session delivery and advise faculty members to correct them. The report is submitted to IQAC, which then passes it to the principal. Continuous internal assessments, including class tests, quizzes, surprise tests, assignments, and practical assessments, are used to achieve learning outcomes. IQAC ensures appropriate online tools are used for curriculum delivery and assessment.

Research, Innovation& Entrepreneurship Ecosystem

The R&D cell assists faculty members in publishing research articles in international journals and conferences, collaborating with IQAC. Grant proposals are submitted to funding agencies, with many departments receiving grants from AICTE and BPUT. The EDI cell organizes events to encourage critical thinking and design thinking, including idea contests and HACKATHON. The Institute secured Band C in 2020 and Band Excellent in 2021 in ARIIA, and CSE & Mechanical acting as Nodal Centres of Research. The Institute is recognized by SIRO and encourages participation in various activities, including recommending e-journals and virtual laboratories.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 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:

Since its inception, Gandhi Institute for Education and Technology (GIET) has championed gender equity and inclusivity, fostering sensitivity and equality. Through seminars, workshops, and gender audits, it promotes awareness and maintains balance, with a zero-tolerance stance on sexual harassment and prioritized women's safety. Excellence, Compassion, Sustainability, Inclusivity and Integrity are the five core values of GIET. Women are equitably represented in committees and leadership roles, fostering equal opportunities for all genders. GIET's commitment to nurturing competent citizens and preserving gender equilibrium underscores its dedication to creating a respectful and inclusive campus environment

FOSTERING A GENDER SENSITIVE PLACE OF WORK

- Session on gender sensitizationfor allis a mandatory module of the Orientation/Induction Programme organized by the Institution.
- The Technical Campus has a robust security, safety system with numerous checks at entry points for all persons and vehicles. Security personnel including well trained women security guards at the entry/exit gates and patrolling of the campus round the clock.
- The Institute provides separate hostels with warden and security guards for both girls and boys with caring and experienced resident warden/matron and senior faculty members of the Institute. Entry and exit in the girls' hostel are strictly maintained.
- 24x7 CCTV-surveillance at sensitive locations, departments, laboratories, hostels and administrative buildings are installed to add further security.
- Institute displays emergency contact numbers in college campus.
- Female faculty and girl students are frequently counseled on safety and security.
- Safety measures have been taken in transport, campus, canteen, library, sports area to scrutinize the movement of students and ensure safety of the scholars.

COUNSELING

GIET implements a faculty mentoring system(20-25 mentees assigned per mentor) to address student concerns, covering emotional, financial, academic, and career matters. Specialized cells ensure gender-equity, women-empowerment, and grievance-redressal. Faculty members undergo both formal evaluations and informal interactions to enhance their capabilities, guided by department heads. They provide crucial support to female students, fostering academic and personal success. Faculty, staff, and

management remain accessible to resolve student issues. Regular parent-teacher meetings facilitate issue recognition and solutions, contributing to a supportive campus environment

COMMON ROOM

The institute has different common room for both boys and girl students, which is spacious and well ventilated with clean & hygienic washroom and also separate washroom for PWD students. The institute provides spacious and well-equipped gym, yoga center etc. with separate timings for girls and boys so that they can use the facility as per their convenience. Magazines and newspapers along with indoor game amenities like carom board and chess etc. are made available in the common room for recreation of the students. Sanitary napkin vending and destroyer machines are available in the girls' common room.

MEDICAL FACILITIES

A Doctor and female Nurse are available within the premises ensures immediate medical care and facility to the faculty, staff, and students. A dedicated medical center, 24x7 ambulance, and first aid kit are also available.

INTERNAL COMPLAINTS AND GRIEVANCE REDRESSAL CELL:

The Institute has Internal Complaints Cell and Grievance Redressal Cell to ensure an anodyne working atmosphere.

File Description	Document
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Inclusiveness is one of the core values of GIET and it seeks to endorse this value with utmost sincerity, imbibing the same in its extensive academic and co-curricular activities with much consistency and enthusiasm. Adhering to AICTE/BPUT/Government guidelines, the institute admits students without discrimination based on region, caste, or religion, fostering a diverse student body. The institution actively promotes respect for diversity in gender, religion, and race, incorporating the Constitution of India and professional ethics into the curriculum. Orientation programs instill a culture of tolerance and harmony, while faculty identify slow and advanced learners and support students with varying learning needs. Mentorship programs offer personalized guidance, reducing learning gaps and promoting harmony. Soft skills and communication classes facilitate effective intercultural communication. Industrial and rural visits reinforce these values, and seminars and conferences engage students in societal issues. Through regular activities organized by IQAC, departments, and NSS unit, GIET cultivates responsible citizenship, instilling values of inclusivity and tolerance in students' collective psyche and way of life.

GIET fosters communal, socio-economic, gender, and cultural harmony through various institutional committees and events like "EK BHARAT SHRESHTHA BHARAT" day, celebrating diverse traditions. Uniforms ensure economic equality, while hostel facilities and food are non-classified. Patriotism is instilled through Independence Day, Republic Day, and cultural festivals like Diwali to Eid and Christmas. Students organize events reflecting their beliefs and traditions, promoting inclusivity. GIET also engages in environmental and community initiatives, such as tree plantations and road safety campaigns, and also celebration of days of eminent personalities fostering a sense of responsibility and awareness among students. These efforts collectively promote tolerance, harmony, and respect for diversity among the student community.

GIET actively engages in social initiatives like Blood Donation Camps, Education Camps for underprivileged children, and Winter Cloth Distribution, Celebrating RakshaBandhan at orphanage etc. with the active support of management. During the pandemic, NSS students and faculty formed GIET COVID Warriors, providing aid to those in need. Philanthropic efforts include visits to rehabilitation centers, orphanages, and old age homes, as well as aiding the homeless. During crises like floods, students and faculty collect donations and distribute relief, exemplifying community service. These actions not only demonstrate GIET's commitment to social responsibility but also embody values of compassion, altruism, and solidarity, fostering a culture of empathy and social engagement among students.

A fabulous array of artistic and cultural opportunities provided to all the students to showcase their talent. 'Garimaa and Sparkel', the two annual techno-cultural fest, have made a distinctive mark among the students. Student-driven extracurricular activities through various clubs and committees of the Institute inculcate the spirit of teamwork and event management, which gives tremendous input to boost team spirit and coherence among them. Every year the Language Club of the Institute organizes various events where students showcase their culture through dance, drama and music from different demographic locations in their mother language. In conclusion, the Institution reveals a robust assurance

to cater an inclusive environment characterized by tolerance, harmony, and respect for diversity through different initiatives.

File Description	Document	
Provide Link for Additional information	[View Document](#)	

7.2 Best Practices

7.2.1

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

Response:

GIET,Baniatangi, prioritizes holistic education, implementing successful practices. The Mentoring System and dedication to Quality Education, integrating SWAYAM, MOOCs, and NPTEL, enrich student experience and readiness for real-world challenges.

Best Practice-1:Mentoring System

GIET's Mentoring System offers tailored support to nurture students' academic, personal, and professional development. It's a cornerstone of our educational philosophy, meticulously crafted to provide individualized attention and aid to every student.

Objectives:

- Assist in discerning vocational avenues for students while nurturing their personal development.
- Offer students a platform to acquire and hone their abilities in professional networking.
- Empower students with ethical wisdom and decision-making tools.
- Nurture student confidence in essential skills for the professional world.
- Guide students in pinpointing and actively pursuing employment avenues relevant to their academic pursuits.

The Context:

Engineering institutions offer diverse environments to incoming students, posing challenges especially for those from privileged backgrounds. Performance pressures, societal expectations, and personal anxieties often lead to bewilderment, impacting academic performance and long-term career paths. Adolescents hesitate to confide in parents, highlighting mentors' crucial role. Mentors offer support, fostering trust and empowering students to confront challenges confidently.

The Practice:

- Mentor-student meetings are conducted regularly to discuss personal and professional matters.

- Meeting frequency is flexible, either following a schedule or based on individual student needs.
- Student performance is tracked, and improvement suggestions are provided.
- Students needing assistance in specific areas are directed to relevant subject faculty.
- Personal issues are handled with sensitivity, with optional parental involvement.
- Mentors guide students in exploring career paths and personal development.
- They facilitate opportunities for students to practice professional networking.
- Ethical decision-making skills are imparted alongside necessary tools.
- Job-related skills and activities are regularly updated to aid students' development.
- Mentors nurture students into confident graduates with essential workplace skills.
- They assist in identifying and pursuing employment opportunities aligned with students' degrees.
- All faculty members serve as mentors, and interactions are meticulously documented for oversight.

Evidence of Success

- Students opening up about their difficulties mark an initial success for the system.
- Improved confidence, performance, interaction, and attendance indicate the positive impact of proper guidance.
- Visualizing and embracing a bright career is a strong indicator of faculty success.
- Increased placement percentage post-implementation of the Mentoring system is a tangible measure of its effectiveness.

Problems Encountered:

- Absence of established protocols or guidelines for training in the process.
- Limited expertise in counseling.
- Overwhelming academic commitments.
- Conventional moral beliefs and familial norms.
- Organizational structure lacks hierarchy, hindering process adaptability.
- Ineffective mentors who lack the willingness or ability to mentor.
- Participants disengage due to unclear expectations.
- Mandatory mentoring is viewed as punitive.

Resources Required:

- Educators are meticulously groomed to deftly navigate this responsibility.
- Dedicated temporal sanctuaries are meticulously set aside for these enriching endeavors.
- A discreet haven is graciously allocated to conduct these sessions in utmost confidentiality.

Best Practice-2:Quality Education through Online Learning Platforms

GIET's commitment to quality education is reflected in our proactive adoption of online learning platforms such as SWAYAM, MOOCs, and NPTEL. These platforms offer diverse and flexible learning opportunities, allowing students to access high-quality educational content from anywhere at any time.

Objective:

The objective of quality education through online learning platforms is to provide accessible, inclusive,

and flexible education. They aim to deliver high-quality content, personalized learning experiences, and foster lifelong learning, ensuring learners are well-prepared for a dynamic, globalized world while bridging educational gaps and promoting continuous professional development.

Context:

- Online platforms such as SWAYAM, MOOCs, and NPTEL remove geographical barriers, offering education to learners worldwide.
- Students gain access to lectures, assignments, and exams from top-tier educators and institutions. This access to high-quality content helps bridge the gap between different educational standards and enhances the overall learning experience.
- Online platforms provide the flexibility to learn at one's own pace and convenience. This flexibility is particularly beneficial for students balancing academic commitments with internships, part-time jobs, or other personal responsibilities.
- Courses on these platforms often focus on contemporary skills and knowledge areas that are highly relevant in today's job market. By completing these courses, students enhance their employability and stay updated with the latest industry trends.

Practice:

GIET integrates SWAYAM, a Government of India initiative, fostering access, equity, and quality in education. SWAYAM courses, led by top faculty nationwide, span various subjects, augmenting student resources and enabling credit accrual recognized by BPUT. Embracing MOOCs, GIET advocates for global learning opportunities from esteemed institutions, enriching student perspectives. NPTEL, collaboration between IITs and IISc, enriches engineering and science education. NPTEL courses, integrated into the curriculum, harness expertise from India's leading technical institutes, are complementing conventional teaching with advanced knowledge.

Evidence of Success:

By the inclusion of the above platforms students has significantly enriched the educational experience, making it more comprehensive and globally relevant. They have shown improved academic performance, greater engagement in learning, and enhanced readiness for professional challenges. Some direct benefits by adopting the above are

- Skill Enhancement
- Lifelong Learning
- Access to Quality Content
- Flexibility and Convenience
- Increase in placement percentage

Problems encountered:

Difficulty in maintaining student motivation and engagement without face-to-face interaction and Limited access to technology, internet connectivity, particularly in rural and low-income areas was faced during the covid-19.

The successful implementation of the Mentoring System and the integration of online learning platforms

such as SWAYAM, MOOCs, and NPTEL are testament to GIET's commitment to providing a nurturing and forward-thinking educational environment. These best practices not only support students' academic and personal growth but also equip them with the skills and knowledge necessary to excel in their careers. By continuously evolving and adopting innovative educational practices, GIET remains at the forefront of delivering quality education and fostering holistic development.

File Description	Document	
Any other relevant information	[View Document](#)	
Best practices as hosted on the Institutional website	[View Document](#)	

7.3 Institutional Distinctiveness

7.3.1

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

Response:

At GIET, our mission is to offer quality technical education while fostering innovative industrial skills, emphasizing practical and socially relevant technologies. The institution is dedicated to capacity building for students, faculty, and staff, evident in initiatives across academics, co-curricular and extracurricular activities, research, innovation, and training and placement. Academic support includes IPR, R&D, Industry-Institute Interaction, Entrepreneurship Development, Startup, and Innovation Cells. Socially, the institution engages through CSR, NCC, and NSS units, while emotional support is provided through the mentor-mentee program.

GIET prioritizes ethical and moral self-development for its students, faculty, and staff, recognizing its importance in navigating the dynamic educational landscape. This commitment underpins the institution's progress, evident in efforts to enhance faculty quality, promote academic research, and ensure effective governance. A pivotal milestone has been the establishment of advanced ICT infrastructure, supporting a collaborative work culture. Through regular training programs, stakeholders stay abreast of cutting-edge technology. Over five years, GIET has intensified capacity-building initiatives, reflecting its unwavering dedication to excellence and continuous improvement across all facets of operation.

Academic Improvement:

Aim: To train students with analytical and critical thinking skills, creativity, and problem-solving abilities to develop innovative solutions for professional growth and lifelong learning.

- **Publications:** To enhance the research activities, the Research and Development cell of the Institute has taken continuous efforts for the publication of journal papers/patents/funded projects

etc. The students and faculty members have published more than 1500 journal papers along with patents, Book chapters etc.

Students Development and Training Programs: Students' development programs have been organized by the Departments. Every year Mock interviews, Training sessions and Motivational sessions are organized by the Industry Institute Interaction cell of the Institute to the students.

- The Institute encourages faculty and staff members to participate and enhances their skill through FDPs/Refresher Courses/Workshop. They are supported financially and administratively.
- GIET prioritizes the professional development of its teachers through workshops and hands-on training aimed at enhancing their skills for effective classroom instruction, whether in offline or online settings. These training sessions focus on various aspects such as utilizing 'Open Educational Resources (OERs)' and leveraging 'Creative Common License (CCL)' for educational materials. Teachers are also trained in using Google applications for collaborative learning experiences and in creating 'Massive Open Online Courses (MOOCs)' and video resources using tools like 'Open Broadcaster Software (OBS)'. By empowering teachers with these tools and techniques, GIET ensures meaningful engagement between teachers and students.
- GIET organizes workshops for non-teaching staff, focusing on ICT skills, administrative tasks, and accounting duties.
- FDPs for library professionals have been organized, including training session
- **Guest Lecture:** The various departments at GIET consistently organize guest lectures for students, featuring experts and professionals who share insights and knowledge on the latest technologies.
- **Industrial Visits and Internship:** The Research and Development Cell at GIET has forged strategic partnerships by signing MoUs with renowned universities and industries worldwide. These collaborations facilitate knowledge exchange, research collaborations, and opportunities for students to engage in global initiatives. Additionally, all departments collaborate with the Industry Institute Interaction Cell to organize industrial visits and internships.
- **Students Projects and Technical Programs:** GIET conducts events like mini projects, project exhibitions, competitions, and technical programs to nurture students' technical skills, innovation, and problem-solving capabilities.
- **ED Cell Activities:** GIET's Entrepreneurship Development (ED) cell fosters innovation and entrepreneurial spirit through startup and IPR sessions. Recognized with a 3-star rating with IIC from the Ministry of Education, it empowers aspiring entrepreneurs among students, faculty, and staff with valuable insights and guidance.

Community Improvement:

Aim: To promote social welfare through NSS, NCC, and CSR club, engaging students in addressing diverse societal issues and fostering solutions for equitable access to education, healthcare, employment, and social protection.

- The NSS unit, CSR club along with other students and faculty and staff members organized various Socio-communal activities for Rehabilitation center, blind school, orphanage center, old-age homes; and rendered helping hands during cyclones/floods etc.
- GIET's NSS and CSR club undertake environmental initiatives like tree planting, campus cleanups, water conservation, and plastic-free campaigns. They also organize health checkups, women's empowerment programs, and yoga sessions, fostering community well-being and

sustainability. Institute has certified as Sustainable Institutions of India (Green Ranking 2023) by **R World Institutional RANKING.**

- Students at GIET actively engage in spreading social awareness on various topics such as **women's health, Swachh Bharat, and road safety** through dedicated initiatives and awareness sessions.
- GIET annually hosts a blood donation camp, showcasing its dedication to community welfare. Students actively engage in AICTE-led social initiatives, fostering a culture of social responsibility.

Physical Improvement:

Aim: To promote physical fitness, enhance coordination, develop potency & endurance and nurture healthy habits for a lifetime.

- Annually, GIET hosts a sports fest where both male and female students showcase their skills, sportsmanship, and team-building abilities through various competitions.
- GIET celebrates International Yoga Day annually, fostering physical and mental well-being. Students' achievements at various platforms contribute to the institute's reputation, with several receiving awards in sports at University, State, and National levels.
- Additionally, GIET students have excelled in Inter-Institute sports competitions, winning various prizes and further solidifying the institute's sporting prowess and competitive spirit.

Responsive Improvement:

Aim: To foster the acquisition of sensitive intelligence, self-awareness, responsiveness, and societal skills to augment their individual and academic success.

- GIET prioritizes student health and well-being through a well-structured Mentor System, where each group of 20-25 students are assigned a mentor.
- Mentors meet with their respective student groups regularly to address academic concerns and individual difficulties faced by students.
- During these meetings, students have the opportunity to discuss their academic progress and personal challenges with faculty members, who provide guidance and support, offering suggested measures to address any issues.
- Additionally, the institute employs a professional counselor who is available to students whenever needed, providing further assistance and support for their mental and emotional well-being.

Thanks to GIET's commitment to holistic development and capacity building, engineering graduates emerge as resilient professionals ready to tackle the challenges of their future careers. Equipped with intellectual prowess, ethical principles, spiritual encouragement, and a strong sense of communal commitment, they excel in various domains.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Gandhi Institute for Education and Technology (GIET) is a swiftly advancing engineering college located in the southern part of Bhubaneswar, the capital city of Odisha. Established in 2009, GIET's mission is to deliver top-notch technical education. The institute is approved by AICTE, New Delhi, and is affiliated with Biju Patnaik University of Technology (BPUT), Rourkela, and SCTE&VT, Government of Odisha. It boasts NBA accreditation for its B.Tech in Computer Science & Engineering, Diploma in Electrical Engineering, and Diploma in Mechanical Engineering programs, and was awarded an A+ grade by NAAC in 2019.

Nestled in a picturesque and tranquil campus, GIET is committed to achieving excellence and continuously enhancing its offerings. The institute focuses on providing superior technical education and fostering innovative industrial skills through practical and socially relevant technologies. GIET houses several industry centers of excellence, such as the CISCO Networking Academy, AWS Academy, Palo Alto Networks, Blue Prism University Academy Programme, Red Hat Academy, and the Microchip Academic Program. These centers enable students to keep pace with the ever-changing industry demands.

GIET emphasizes academic excellence with innovative teaching methodologies to create a sustainable learning environment. Programs like NPTEL, MOOCs, and MOODLE offer flexible learning opportunities, encouraging students to excel. The institute has established MoUs with international partners including Jan Wyzykowski University in Poland, the University of Pitesti in Romania, and Universiti Teknologi in Malaysia, to support research and knowledge exchange.

GIET offers six undergraduate, seven postgraduate, and three diploma programs, catering to over 2,600 students, with nearly one-third being female and hailing from seven different states. The faculty comprises members from prestigious institutions like IITs and NITs. The college maintains a ragging-free campus, ensures zero academic loss, and provides various amenities including Wi-Fi, an air-conditioned library, smart classrooms, and ICT-enabled learning spaces. GIET boasts a high placement record, regular guest lectures, active technical student chapters, and numerous seminars, conferences, and workshops. It is ranked 62nd among private engineering colleges in India by DataQuest,105th by Outlook and 71st by the Times of India, Newspaper.

Concluding Remarks :

The institute has incessantly upgraded its amenities as well as infrastructure to act in response to the varying pedagogic and research environments. Being the educators, we take part in a crucial role in implementing a scaffold which has ensured instructive even-handedness to the communally and ethnically diversified student body. Gandhi Institute for Education and Technology has rationally affluent, dexterous and qualified staff members to disseminate engineering edification amid the students. Our aphorism is to enhance acquaintance, research stance and skills of graduates for future projection. Gandhi Institute for Education and Technology follows the suggestion of its Internal Quality Assurance Cell (IQAC) and implements the same. The guidance and dexterity obligatory to be a triumphant entrepreneur are inculcated among the students to accomplish the 'Make in India' apparition of the nation. Our scholars will turn out to be erudite leaders and global citizens excelling to tackle the challenges of the 21st century. NAAC is the stride towards the authorization progression which can help us prolong our finest services in a more efficient approach. NAAC process helps us distill our

practices and amplify our compass. With the prop up of the munificent management and efficient leadership, the organization will budge from potency to accomplish the vision of the founders to develop into a leading centre of acquaintance at the national level. Gandhi Institute for Education and Technology in path to being a premier autonomous body believes NAAC Accreditation assures it's the quality parameter as benchmark.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :17 Remark : As per documents provided by HEI, and excluding the courses which are part of the regular university curriculum, and multiple counting, thus DVV input is recommended.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2223</td><td>2056</td><td>1802</td><td>1825</td><td>1743</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>505</td><td>340</td><td>213</td><td>190</td><td>381</td></tr></table> Remark : As per documents provided by HEI, and as per changes done in the above related metric id 1.2.1, thus DVV iinput is recommended.
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : As per documents provided by HEI, and action taken has no relevance, thus DVV input is recommended.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during**

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
143	197	161	134	118

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
130	136	113	100	104

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
203	203	179	156	156

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
512	512	452	396	396

Remark : As per documents provided by HEI, and values for the metric id 2.1.2.2 be 50% as per state reservation policy , with the ratio with the 2.1.1.2, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
103	98	90	84	73

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
96	98	90	84	73

Remark : As per documents provided by HEI, and excluding the courses which are having less than 11 months experience, thus DVV input iis recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8.724	5.245	8.47	4.9843	4.9374

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.78	1.25	7.61	2.40	1.57

Remark : As per sanction letter providing from the funding agency and excluding work order and consultancy work, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	7	12	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	09	07	12	10

Remark : As per documents provided by HEI, and and excluding Interative session, talk, lecture series etc. and program held in June 2023, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
308	325	331	317	304

Answer After DVV Verification :

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

09	18	07	15	02

Remark : As per documents provided by HEI, and current UGC care listed entries to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
374	275	283	371	284

Answer After DVV Verification :

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

Remark : As per documents provided by HEI, and ISSN number may not be considered for this metric, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	11	8	14	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	04	10	13

Remark : As per clarification received from HEI, and excluding awareness programs on generic themes, and expert talks, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :34

Remark : as per documents provided by HEI, field visits and guest lectures are not provided, thus DVV input iis recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
485.73700	409.07421	348.36150	386.63785	393.28400

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
242.86	204.53	174.18	193.31	196.64

Remark : As per C.A certificates provided by HEI, and excluding expenditure on wages, electrical fittings, painting and repeat expenditure, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2095	2048	1895	1848	1790

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1820	1784	1637	1600	1539

Remark : As per documents provided by HEI, and non governmental scholarship is not reflected in the audited statement, thus not considered, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per documents provided by HEI, and excluding seminars and workshops, as These are exclusive programs for continuous engagement with students for specific improvement, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
753	679	482	574	443

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
753	679	482	574	443

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
935	850	607	732	585

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
865	780	554	671	532

Remark : As per documents provided by HEI, values for the metric id 5.2.1.2 be same as the values for the metric id 2.6.3.1, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	15	12	11	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	12	10	07

Remark : As per documents provided by HEI, and excluding runner-up certificates, thus DVV input is recommended.

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
73	41	23	44	57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	4	7	5

Remark : DVV has taken the event held in the same month as one and data has been modified accordingly.

6.3.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
172	146	134	167	160

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	90	104	66	31

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
87	76	69	75	71

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
87	76	69	75	71

Remark : DVV has considered the supporting document and made changes accordingly and taken into consideration only those FDPs whose validity are of 5 days and more.

7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per documents provided by HEI, and proper certificates for Auditing from Government / Govt. recognized organizations, University departments, recognized / certified non-profit NGOs shall be considered, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
145	141	138	135	129 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
138	141	138	135	129	