SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GANDHI ACADEMY OF TECHNOLOGY AND ENGINEERING

N.H-16, AT/PO- GOLANTHARA, TAHASIL-KONISI, CITY-BERHAMPUR
761008
http://gate.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gandhi Academy of Technology and Engineering began its journey in the year 2009 in Berhampur, Odisha's Silk City under Tarini Educational Trust. GATE is an institute that has been approved by the All India Council for Technical Education (AICTE), New Delhi, and recognised by the Government of Odisha, and is affiliated to Biju Patnaik University of Technology, Odisha. The Institute aspires to play an important role in providing Quality Technical Education to young minds with a dedication and excellence spirit. Prof. (Dr.) Satya Prakash Panda, Chairman, Prof. (Dr.) Chandra Dhwaj Panda, Secretary, and Mr. Manoj Kumar Palo, Vice-Chairman lead the organisation. GATE at the highest level of education is a combination of cutting-edge technologies, skilled professionals, and dedicated faculty with a passion for knowledge. The Institute continues to expand with the goal of excelling, adding new feathers to its cap each year. The Institute's mission is to expand human knowledge that is beneficial to society through inclusive education that is integrated with application and research. It strives to investigate the challenging basic problems faced by Science and Technology in an inter-disciplinary environment and encourages its students to reach their destination, coming up qualitatively and creatively and contributing fruitfully. This is not only its goal, but also the ultimate path to success with truth and brilliance.

Vision

To emerge as one of the best value-based and globally recognised educational institute working for excellence in imparting quality education to the students to nurture their inherent talent as Innovative Professional in technical and managerial fields there by making them competitiveness to meet all the future challenges of global economy.

Mission

- To be a student centric institute focusing on experiential, innovative and lifelong learning skills to address the societal problems.
- To prepare the students with high professional skills and ethical values
- To impart knowledge through best practices
- To establish a spirit of innovation through training, R &D and by strengthening the indusrty collaborations
- To achieve the academic excellence through intellectual, emotional and social stimulations

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Advanced laboratories, libraries, and workshops;
- Faculty who are highly qualified, experienced, and dedicated.
- University distinctions and notable placements

- A well-located workplace with an environmentally friendly environment.
- On-campus hostels encourage students to stay; and • Curriculum has been updated to provide students with futuristic technical education that will help them succeed in today's global marketplace.
- Faculty members are constantly encouraged to pursue Ph.D.-level research activities.
- Preparing students for exams such as the GRE, TOFEL, GATE, GMAT, CAT, CSE, IES, and PSU, among others.
- E-governance tools are being used to manage the institute.
- CCTV cameras monitor the entire campus.
- Wi-Fi is available throughout the campus.
- Seminars/workshops/FDPs are regularly held. Adequate interactions with sports industries.
- A qualified and trained Physical Education trainer provides the PET facility.
- latest computer system version with internet access

Institutional Weakness

- In the absence of any international collaboration, Project and Consultancy work in the field should be improved.
- Not a member of any professional body.
- Not owning any Patent.
- There is no government funding for R&D activities or projects.

Institutional Opportunity

- Professional Courses are becoming more popular in areas where there was previously no demand.
- Opportunities for New Technological Development Research in specialised and niche areas
- Active Collaborations with Industries to strengthen the concept of "Make in India" launched by Prime Minister of India ensuring Job Opportunities

Institutional Challenge

- In the education market, educational/professional institutions are sprouting up, resulting in increased competition.
- Obtaining funding for research projects, intellectual property rights, and patents.
- Creating an R&D and consulting environment that is expected to meet societal and industrial expectations.
- Attract and retain top faculty members.
- Students' interest in technical subjects is gradually dwindling as their overall employability declines.
- Students' entitlement mentalities are becoming more prevalent.
- Increased emphasis on industrial training for faculty and students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Gandhi Academy of Technology and Engineering is affiliated to BPUT, Rourkela, Odisha and adheres to the curriculum as defined by the university. The design of the curriculum is well planned for various programs offered by the Institute as per the academic calendar provided by the affiliating university: BPUT, Rourkela. All the programs imparted by the institution have migrated to CBCS system since its inception as per the affiliating university curriculum. In order to improve the learning experience and fulfill industry expectations, CBCS offers its students a variety of elective options, including professional core electives (intra-disciplinary courses) and open electives that are inter-disciplinary based on their learning needs, interests, and aptitude. In order to support their holistic growth, faculties are assigned to participate in academic/administrative programs, refresher courses, faculty development programs, and other initiatives run by the Institute.

Departments assist students in obtaining summer internships, host guest lecturers who focus on cutting edge technology, and plan industrial trips to give them a taste of what it's like to work in an actual sector. In order to improve academic flexibility and encourage good involvement, departments and student professional bodies also offer a variety of certificate courses. To fulfill the demands of the evolving global job market, the Institute's training and placement cell collaborates with a select few firms to organize programs like Campus Recruitment Training (CRT) and Soft skills/Communication skill programs. Several courses and activities that use both internal and external resources to raise students' awareness of gender issues, human values, the environment, and professional ethics enhance the curriculum. Feedback on the curriculum is regularly collected from all relevant parties, including employers, industry, parents, and students, to make sure that all goals are fulfilled.

Teaching-learning and Evaluation

Students get enrolled as per state Government and Affiliating University Guidelines. Average Enrolment Percentage: Around **61%.** Average Percentage of seats filled as per reservation Policy is very good. Teachers and Students of all Programmes are made well aware of PO, PSO, CO& BTL. Institution implements innovative Teaching-learning Practices with interactive techniques, for facilitating slow learners by Collaborative learning process, clarifying doubts, remedial classes/makeup classes, motivational classes, study material, etc. to support the slow learners. Each Mentor is allocated 15-20 students, to the advice in academics and stress-related counseling. The SFR and student mentor ratio is as per AICTE norms**.** Interactive Instructional techniques like Innovative Thinking \Critical assessment through mock interviews focused group discussions, debates, projects \presentations, internships, certification courses and application of ICT resources are also constructively implemented. Faculties are using ICT tools for effective teaching and also to utilize e-resources to enrich teaching-learning methods. To achieve teaching objectives, the teachers adapt different instructional tools like the use of smart classrooms; conduct of workshops, guest lectures, video lectures, Industrial visits, Project-based learning, NPTEL for Effective Teaching Learning. The teaching laerning process is continuously monitored by Head of the Departments. The number of Ph.D. holders are good. The institution maintains transparency in all like CVV, Project assessments as per BPUT, norms. A mechanism to deal with examination-related grievances with time-bound and efficiency is also implemented. Program outcomes and course outcomes are attained as per internal and external assessment. The institution evaluates the attainment of CO, PO, and PSO in line with NBA guidelines. Vision, Mission, PEO, PO, PSO, and CO are published in various sources and are disseminated among various stakeholders.

Research, Innovations and Extension

The process of promoting research culture among faculty and students is ensured by facilitating participation in

research and related activities by providing resources and other facilities.

Required infrastructure in terms of space, equipment, and supporting facilities are available on the campus for improvising research to further. The institution collaborates with other R&D agencies/universities/research bodies by sharing research facilities for collaborative research. The institution provides support in terms of financial, academic and human resources required as and when timely administrative decisions are taken to encourage faculty to submit project proposals in R&D for mobilizing financial research. The faculties are empowered to take up research activities and engage in interdisciplinary and interdepartmental research activities for resource sharing.

Surmounting in research expertise along with the utility of available resources by attending workshops/conferences and publishing the same in proficient journals. Partaking of knowledge especially theoretical and practical investigations of research through various media enhances the quality of teaching and learning.The Faculty members have good number of publications in journals as well as in conferences.

The institute has a NSS unit. The NSS unit along with other students carries out extension activities at nearby villages which not only exhibits human values and nation building charasteristics among the students but also creat awarness in the society. Like Blood donation camp, Beti bachao beti padhao, Trafic Awarness, Cancer Awarness etc.Every year around 15-20 extension activities are carried out by NSS unit.

There are **36** formal agreement/ MOUs between the institution and other organizations for training/student exchange/faculty exchange/ research for resource sharing etc. Institute contineously carries out activities in perview of the MOUs.

Infrastructure and Learning Resources

The college campus is situated in 10.035 acres of land with a total built up area of 33189.85 sq. mts, which inhabits well-furnished Offices and Departments, ICT enabled classrooms, seminar halls, a Boardroom, well-equipped labs, central library, central computing facility and a canteen commissioned as per the norms of the statutory bodies.

The physical facilities comprise of 45 classrooms, 52 laboratories, 6 seminar halls, Auditorium, R&D Centre, computer center and a well-established training and placement department with a provision for usage of Information and Communications Technology (ICT), ample space for outdoor & indoor sports activities with GYM, health care center facilities. Adequate fund is Allocated in the Budget. The well-stacked central library comprises of good number of books with digital facility & department libraries.

Institute has a very strong IT infrastructure and with regular updates, IT facilities in terms of hardware and software as per need. The college possesses 465 computers with the latest configuration and required software's to meet the IT needs of the faculty and students. The internet connectivity with 120 Mbps capacity along with the Wi-fi facility is made available in the college. All the departments are allocated the required funds to meet their infrastructural and recurring and non-recurring expenditure.

The college has contributed separate committees exclusively to maintain the infrastructure and maintenance of the campus. The institute has appointed external agencies for housekeeping and security of the campus. Emergency exits and firefighting system are provided to counter situations like a fire hazard and natural calamities.

Student Support and Progression

Gandhi Academy Of Technology and Engineering is one of the premier institute in Berhampur, Odisha. The delivery of the curriculum is well planned for various programs offered by the institute as per the almanac provided by the affiliating university BPUT, Raurkela. The institution adopts many innovative and interactive teaching and learning practices for slow learners to improve the performance of the students.

Students are facilitated with indoor and outdoor sports infrastructure along with financial aid. Students are encouraged to take part in extra co-curricular activities. Students are utilizing the scholarship schemes, sponsored by state and central governments. The college has established career guidance and counselling cell, EDC and Training and Placement cell for guiding the students to have a bright career with job opportunities through campus placements.

The institution conducts CRT classes for students to meet global economic employment needs. The college has constituted various committees like Grievance and Redressal Committee, Library Committee, AntiRagging Committee, Social responsibility cell, Women empowerment cell, Student welfare cell, Faculty development cell, Sports committee and IQAC of the college.

The faculty and students are nominated as members of various committees for the smooth conduction of various activities. The guidance for competitive exams at state and national level is provided by the institute .The institution conducts many programmes every year like "Dakshya" a sport meet at college level, a technical fest, college Annual day. The Alumni association contributes significantly to the development of the institution. The suggestions offered by the alumni in its meetings carry more importance and weightage in college and student developmental activities.

Governance, Leadership and Management

Gandhi Academy of Technology and Engineering is distinctively different from other Engineering colleges across Odisha state as it is rich in facilities, spacious and beautiful campus. Governance is the key activity that connects among the management, staff, students, and Community. The vision & mission statements along with institutional ethics of the institute are in line with the Society policies. The administration is carried out with various committees and bodies in framing and implementation of the policies with the active participation of Principal, HoDs, and faculty.

The college follows BPUT curriculum, offering Engineering courses and MBA & MCA with a focus on Value-Based Education by strengthening the learning process of the curriculum through reinforcing with value-added courses in association with NPTEL and Entrepreneurship Network.

The college is specific about meeting statutory requirements of AICET, BPUT. All Departments organize Parent-Teacher meeting frequently in association with Class Counsellors and Attendance Committee as per the BPUT calendar. The annual audit is conducted and tax returns are filed every year.

GATE constituted IQAC on 11th July 2017 with the objective of development and application of quality benchmarks for various academic and administrative activities of the institute through channelizing efforts and procedures towards academic excellence in the fields of Engineering and Management. GATE has various committees well controlled by IQAC and Governing Body.

According to the directions of IQAC, placements are increased with an improvement in training programs. Faculties are given financial support for conferences and publications. Faculty published huge number of papers in national & international conferences, journals, and membership in professional bodies.

Strengths of the college include dynamic and experienced staff, excellent infrastructure and good placements. Self-financing is a challenge for strengthening collaborations with industry and research institutes. The management has designed a Performance Appraisal System that includes academic performance and other roles & responsibilities suitable for self-appraisal and also by the management, for monetary benefits.

GATE is a perfect destination for engineering and management students to attain value-based socialistic and holistic education which is the need of the hour for contemporary society.

Institutional Values and Best Practices

PRACTICE A:

Title: Systematic Upgradation of students.

Objective:

With an objective of a holistic development of students both morally as well as academically it is essential for the survival in the professional field. Thus, it is the duty of the college to provide a systematic upgrading facility for the students so that he or she may survive later in their profession.

Context: Systemic upgrading is brought about by

 • Ideal learning facility

• Learning through mutual participation

• Standard learning aids to make the process more interactive.

• Building an interface between professional experts and students.

• Improve the teacher student relationship

• Highlighting problems of the student to the higher authorities

Practice: The College has tried to create an academic environment which presents a curriculum without prejudice to the fundamentals of any subject which are required.

• The curriculum offers courses like term paper, mini project, major project where the topics are self-selected or based on guide suggestion.

• Every student has to submit a home assignment in every course which has been evaluated for 5 marks.

• The program planned weekly time table and facilities in such a way that the students have space and time to explore and implement their ideas.

• Computer Lab with well-equipped and internet facility opened throughout college hours for students. • Monthly meeting of the faculties (Mentor) with the students.

• Number of faculty Mentors: 15 Approximate number of students per Mentor: two   meeting: Once in a month. (30 days) A faculty member (Mentor) is assigned for a group of 20±5 students.

A. Information about the student.

B. Previous Record of the student.

C. Academic Performance in the college

D. Competitive Examination details

E. Guidance is given to the individual student with respect to their academic problems.

PRACTICE B:

Title: Training and placement with IIPC (Industry Institute partnership cell)

Objective: The main motive or aim of a professional college is to train the students by exposing them to the work culture of the outside professional field followed by placing them in suitable jobs.

Context:

• Providing industrial training necessary for an initial exposure to the would-be profession.

• Sustainability with the problems in the working environment

• Hand on experience with the machinery tools and the environment of the industry.

• Providing good placement as a door to be successful in the life

Practice:

• The Training Placement Cell firmly believes in 'Industry Institute Interaction'.

• It encourages visits to the industries by the institute students and arranges industrial problems to be worked out by students.

• It also takes suggestions from members of the industry regarding designing/changing of curriculum.

• The committee also actively seeks consultancy work from industrial houses to enhance the industry institution bonding.

Evidence of Success:

The Institute is able to send students for Industrial training to the industries.

Problems encountered:

Due to pandemic situations Industrial training was difficult to be managed. Most of the plants were not allowing training.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GANDHI ACADEMY OF TECHNOLOGY AND ENGINEERING
Address	N.H-16, AT/Po- Golanthara, Tahasil-Konisi, City-Berhampur
City	Berhampur
State	Orissa
Pin	761008
Website	http://gate.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Gouri Shankar Mohapatro	0680-2492440	9337753377	0680-2492440	principal.gate.bam@gmail.com
Professor	Santanu Kumar Das	0680-2492450	9337733010	0680-2492450	sanatanu.das.kumar@gamil.com

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		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	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?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	N.H-16, AT/Po- Golanthara, Tahasil-Konisi, City-Berhampur	Rural	10.035	33189.85

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,Computer Science And Engineering,Computer Science and Engineering	48	PLUS TWO SCIENCE	English	120	110
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	PLUS TWO SCIENCE	English	90	22
UG	BTech,Electrical Engineering,Electrical Engineering	48	PLUS TWO SCIENCE	English	60	14
UG	BTech,Civil Engineering, Civil Engineering	48	PLUS TWO SCIENCE	English	60	19
UG	BTech,Electronics And Communication Engineering, Electronics and Communication Engineering	48	PLUS TWO SCIENCE	English	30	14
PG	MCA,Master In Computer Applications, Master in computer Applications	24	BACHELOR IN SCIENCE	English	180	180
PG	MBA,Mba,General Management	24	ANY GRADUATE	English	60	38
PG	MBA,Mba,In	24	ANY	English	60	42

	ternational Business		GRADUATE			
PG	MBA,Mba,Marketing Management	24	ANY GRADUATE	English	60	1
PG	MBA,Mba,Finance Management	24	ANY GRADUATE	English	120	68

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	23				38				45			
Recruited	18	5	0	23	30	8	0	38	30	15	0	45
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				25
Recruited	18	7	0	25
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				12
Recruited	7	5	0	12
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	18	5	0	30	8	0	0	0	0	61
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	30	15	0	45
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	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 Qualificatio n	**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**
	6	3	0	9

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	153	0	0	0	153
	Female	26	0	0	0	26
	Others	0	0	0	0	0
PG	Male	220	0	0	0	220
	Female	113	0	0	0	113
	Others	0	0	0	0	0
Diploma	Male	415	0	0	0	415
	Female	24	0	0	0	24
	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	99	165	90	90
	Female	49	80	12	9
	Others	0	0	0	0
ST	Male	28	41	12	11
	Female	8	19	5	1
	Others	0	0	0	0
OBC	Male	0	70	27	2
	Female	0	17	1	0
	Others	0	0	0	0
General	Male	246	252	159	143
	Female	82	50	25	19
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		512	694	331	275

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our college has started focusing on holistic and multidisciplinary education which will develop all capacities of human beings- intellectual, aesthetic, social, physical, emotional and moral in an integrated manner. This type of multidisciplinary and interdisciplinary programmes shall be in the long term the approach of all engineering programmes. The Institution in its preparedness for NEP plans to focus more on departments like humanities, Mathematics, Statistics, Pure and Applied Science, ICT based learning, Sports, Translation and Interpretation and our college has started focusing on holistic and multidisciplinary education which will develop all capacities of human beings- intellectual,

	aesthetic, social, physical, emotional and moral in an integrated manner. This type of multidisciplinary and interdisciplinary programmes shall be in the long term the approach of all undergraduate programmes, including those in basic, professional and vocational discipline. The Institution plans to form 'light but tight' regulatory system which will held to move towards a multidisciplinary concept of education. Finally students will be given opportunities for internship with local industry, business, crafts person etc, so that they may actively engage with the practical side of their learning and finally improve their employability. In this way we enable students to realize their full potential in their professions as professionals and engineers so as to expand the image of the engineering and technology profession.
2. Academic bank of credits (ABC):	GATE is affiliated to Biju Patnaik University of Technology, Raurkela, Odisha. We adhere to the University's choice-based crediting system. Beginning with the 2016–17 academic year, CBCS was implemented, incorporating Professional & Open electives into the curriculum to support the interdisciplinary approach to engineering problem solving. The option to choose an open and professional elective subject in conjunction with NPTEL (MOOCS) courses that are at least eight weeks long is provided to the students, and it is reflected in the credit-based system. In accordance with the university's framework, faculty members are encouraged to create their own curricula and teaching approaches for a given subject. The University establishes the framework for the assessment. Group Discussions, quizzes, Role Plays, Case Studies, Assignments, Interactive Seminars, Workshops, Guest Lectures, Conferences and Working Models/Demos are some of the educational strategies used by our faculty members.
3. Skill development:	The Institute focuses on quality standards and updates academic programs on a regular basis in order to fortify students' technical and soft abilities. In accordance with industry standards, the Institute offers students excellent placement possibilities and career counseling. Additionally, it promotes entrepreneurship. Students are taught life sciences and humanities courses including environmental sciences, gender sensitization, and professional ethics in addition to their core curriculum.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	GATE adheres to university regulations as we are affiliated to Biju Patnaik University of Technology. Although the university does not currently have any requirements regarding bilingual mode, certain staff members use it as necessary to increase student learning and comprehension.
5. Focus on Outcome based education (OBE):	Outcome Based Education was introduced by our institute in 2014, and we adhere to it strictly. Additionally, we are strictly following the NBA's defined POs for our programs. When framing the internal question papers, utmost care is made to adhere to Bloom's Taxonomy. Program-wise, the Institute defines the COs and PSOs. The institution follows OBE guidelines and defines the course plan formulated by College Academic Committee (CAC).
6. Distance education/online education:	Gandhi Academy of Technology and Engineering is a private institute affiliate to BPUT and therefore we cannot offer distance education/ online education/ courses on our own. Our faculty made a swift transition from classroom to online teaching and effectively used platforms like Google Meet, Google Classroom, ZOOM, CISCO WEBEX & YouTube during the pandemic and continue to do so for blended learning purpose.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Gandhi Academy of Technology and Engineering has taken steps to promote electoral literacy and civic engagement. Recognizing the significance of voting as fundamental democratic rights and responsibility, the College has set up an Electoral Literacy Club on January 2022, with a dynamic team of students and faculty coordinators.
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, The ELC has 25 student coordinators and 5 Faculty coordinators appointed by the College. The ELC is functional with following objectives: 1. Empowering its academic community with the knowledge and motivation needed to participate meaningfully in the electoral process. 2. Educating the students about the importance of voting in a democracy, their rights and responsibilities as voters. 3. Guiding on how to register to vote and help

	individuals understand the requirements and procedures involved. 4. Encouraging citizens to vote ethically, which includes voting without being influenced by money, gifts, or any other undue influence? 5. Empowering young people to become active participants in elections and civic activities.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. The Electoral Literacy Club at Gandhi Academy of Technology and Engineering is dedicated in fostering civic engagement and democratic participation among the student body through a range of innovative programs and initiatives. • Awareness Programs: These programs demystify the electoral process, covering voter registration and the electoral system to equip students with the knowledge they need to be active citizens. • Guest Lectures and Expert Speakers: The club invites experts, including election officers, to provide valuable insights and facilitate direct student engagement with key figures in the field. • Voter Registration Drive: The club conducts in-class voter registration drives, making it easy and convenient for students to register, ensuring their voices are heard in the democratic process. • Panel Discussions: The club hosts panel discussions on political and social issues to encourage critical thinking, diverse perspective exploration, and constructive dialogue. • Ethical Voting Promotion: Ethical voting is promoted to instill integrity and responsibility in student voters, ensuring they exercise their franchise ethically. • Inclusive Participation: The club actively works to enhance participation among underprivileged sections of society by removing voting barriers. • Increased Voter Registration and Turnout: By conducting these initiatives, the club aims to boost voter registration and turnout among students, recognizing that an informed and engaged youth is vital for a resilient democracy. In conclusion, the Electoral Literacy Club at Gandhi Academy of Technology and Engineering is committed to shaping informed,

	responsible, and active citizens through innovative programs. Their goal is to empower students to participate in the democratic process, promoting ethical voting, inclusivity, and the responsible exercise of their franchise, ensuring a brighter, more participative future for the society and nation.
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.	The commitment of Gandhi Academy of Technology and Engineering to democratic participation goes beyond mere theoretical knowledge. The Electoral Literacy Club, a driving force on campus, is committed to transforming awareness into tangible action. One of the pivotal initiatives undertaken by the club is organizing voter registration drives on campus. These drives are strategically designed to simplify the often-complex voter registration process, ensuring that eligible members of the College community can exercise their fundamental right to vote. Under the guidance of the club coordinators and in collaboration with election officials, eligible students are empowered to complete the voter registration process using a convenient mobile app. This proactive approach has streamlined the registration process, eliminating many of the hurdles that often deter individuals from participating in the democratic process. The Voter Registration Campaign spearheaded by the Electoral Literacy Club is a testament to their commitment to raising awareness about the significance of voting. This campaign has illuminated the crucial role of civic duty and highlighted the profound impact of individual participation in the democratic process. The campaign's innovative and informative strategies have engaged students and faculty alike, fostering a deeper understanding of the importance of active citizenship. Moreover, the College's students have taken a solemn pledge to uphold democratic values. This pledge represents a resolute commitment to the core principles of democracy, including the right to vote, the responsibility to stay informed about the issues that matter, and the duty to engage constructively in the democratic process. The pledge-taking ceremony was conducted simultaneously across all faculties and departments within the College, emphasizing the democratic values and the collective responsibility of the entire College community. By conducting these activities, the Electoral Literacy Club not only instills a sense of

	civic responsibility in its students but also actively contributes to nurturing responsible and engaged citizens. In a world where democratic values are cherished and safeguarded, the initiatives of the Electoral Literacy Club serve as a shining example of how educational institutions can go beyond classroom instruction to empower the future leaders of the nation. These initiatives underscore the College's vision, which goes far beyond producing educated individuals; it is about fostering individuals who are not only well-informed but also responsible, engaged, and committed citizens who actively contribute to the democratic fabric of our society.
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.	75% of the eligible students above 18 years of age have been already registered as Voters in the Electoral Roll. About 25% of the students above 18 yrs of age and eligible to vote are yet to be enrolled as voters in the electoral roll. The College has initiated a process to increase registration in electoral roll at the time of admission itself. Every student is required to submit his / her EPIC number in the application for College. In addition to the above, the ELC conducts voter registration drive through its club once every semester.

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
1423	979	906	944	1068
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: 82

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
82	63	63	63	63

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
656.73	387	389.31	449.97	512.82

File Description	Document
Upload Supporting Document	View Document

02-07-2024 06:14:40

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:

Gandhi Academy of Technology and Engineering (GATE) is affiliated with Biju Patnaik University of Technology (BPUT) in Odisha and follows the University's syllabus and programme. To efficiently execute the curriculum established by BPUT, Odisha, the institute designs the academic calendar in line with the university academic calendar. The following are the several committees and processes that the college has formed in the course of curriculum delivery:

The academic committee of the Institute meets with the HoDs of many departments. Representatives from many departments attend internal meetings to discuss academic goals for the upcoming academic year.

Every semester, the Head of the Department gathers from the faculty the themes of interest for the upcoming semester. The subject allocation is then carried out in a transparent manner. The faculty then presents a lesson plan/lecture schedule for the topic which is based on the University's academic calendar.

The adherence to the lecture plan is frequently assessed by collecting the syllabus coverage on a regular basis.

Based on their expertise and competence, individual faculty members are allocated theoretical and laboratory courses. Institute has adopted the OBE l teaching strategies, faculty communicate the curriculum using creative teaching methods such as presentations, assignments, debates, workshops, seminars, industrial visits, ICT tools etc.

The college also has an excellent Learning Management System (LMS) via which the faculty uploads the lesson plan, tutorials, previous question papers, class notes, assignments, handouts, quizzes, and other relevant material. This helps to expand the learning environment outside of the classroom.

Students who obtained less than 50% on the first internal assessment are consider as slow learner and respective remedial classes are aloted to them .

The institution provides well-equipped laboratories to students in order to improve their practical knowledge. Each student is given a computer with the necessary software and internet access to use in the software laboratories. For the hardware laboratories, the necessary high-quality equipment is given to each batch as per AICTE norms. To achieve cooperation between theory and the accompanying laboratory, the same faculty handles both parts to a great extent. Lab manuals are also provided in the lab

for the benefit of students. List of experiments and charts are displayed in each lab.

Design projects are conducted as micro projects/term projects in order to strengthen students' design and skill sets. Students create modest projects in accordance with their course curriculum. Technical contests include these projects. Various student workshops are held to help students develop their practical skill sets.

Apart from Two internal tests ,other test like   quiz,assigments , suprise test are conducted as per the Academic calender prepared by the college .

The Institute operates an engaging and effective feedback system via which students and teachers may express their concerns and comments on the teaching-learning process, curriculum covering, and classroom management. The college management analyzes the input on a regular basis and takes necessary action.

In addition, an induction session is held for newly accepted batch students to familiarize them with various Engineering elements.

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: 35

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: 95.13

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
1360	936	874	880	1011

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:

The institution incorporates cross-cutting concerns such as Gender, Environment and Sustainability, Human Values, and Professional Ethics into the curriculum. Students must complete necessary courses on the environment, the Indian Constitution, and Indian traditional knowledge in order to graduate from any program. These required courses address the following concerns.

(a) Environment and Sustainability

The Mechanical Engineering department's curriculum focuses on health, safety, and environmental regulations for industrial applications. The Civil Engineering Department's curriculum considers environmental issues such as water quality, air quality, and pollution, as well as a topic on green ambiance. The Electrical Engineering Department's curriculum focuses on the effective use of electrical energy and the environmental impact of electrical installations.

(b) Gender, Human Values and Professional Ethics

The curriculum of programs includes two necessary courses that incorporate Gender, Human Values, and Professional Ethics. These required courses include "Professional ethics and human values," "Indian Traditional Knowledge," and "Indian Constitution."

The Professional ethics and human values course is scheduled for two hours every week in the first year of study. The course is divided into six units: Human values, Principles for Harmony, Engineering Ethics and Social Experimentation, Engineers' Responsibilities towards Safety and Risk, Engineers' Duties and Rights, and Global Issues- Globalization, business ethics, media ethics, computer ethics, bioethics, and Cross Culture Issues.

The course's goal is to help students realize the importance of human values, ethics, and morality, as well as to encourage them to practice ethical behavior in their daily lives.The classes go through the specifics of how a professional should conduct himself while working for the business. It also covers the shift from personal ethics to professional ethics, as well as specifics on morals and values and how they contribute to professional ethics. The function of human interactions and values is also discussed throughout the course.

The 'Constitution of India' course teaches students how to grasp constitutional ethos and principles, how to relate to the political system and constitutional precepts, how to instill and pursue civic ideals, and how to execute their rights and obligations rationally. The training promotes the notions of gender equality and human values, which are the conceptual backbones of the Indian constitution.

The 'Indian Traditional Knowledge' course attempts to teach students the fundamentals of cognition, reasoning, and inference. The connection between society and nature lies at the heart of Indian Traditional Knowledge Systems. With rapid technology breakthroughs and societal changes, the holistic living style of yogic science and wisdom capsules in Sanskrit literature is equally relevant in current culture. The course introduces Indian Knowledge Systems, the Indian viewpoint on current scientific worldview, and the fundamental concepts of Yoga and holistic health treatment. In addition, the course covers Indian intellectual traditions, Indian linguistic traditions, and Indian artistic traditions.

Overall, the curriculum offers the groundwork for educating young minds about gender issues, the environment and sustainability, human values, and professional ethics.

Institute also encourages faculties to undergo UHV-I and UHV-II FDP for successful implementation of Human values.

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: 88.83

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

Response: 1264

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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: 49.66

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
482	214	177	96	62

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

2022-23	2021-22	2020-21	2019-20	2018-19
720	420	300	240	396

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: 26.01

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
115	40	43	31	41

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
360	210	150	120	198

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: 17.35

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:

In order to make learning student-centric, the college employs a proper combination of classic and new methodologies. Faculty have been assisting students with distinct learning styles using a variety of student-centered teaching processes:

Experiential Learning Design Projects allow students experience the engineering design process in their particular professions throughout the pre-final year of the programmes.

Main projects throughout the final year equip students with in-depth understanding of their field of study. The execution of these projects contributes significantly to the development of skills such as independent thinking, organizational capacity, and problem-solving abilities. These initiatives encourage students' creativity and inventiveness.

The institute's frequent hands-on workshops give an opportunity to become acquainted with developing technology.

Other infrastructure facilities at our institute include a Innovation Lab, an IoT Lab, and so on. Students are given the opportunity to create their own products by using these facilities.

Participative Learning

In the classroom, a participatory learning atmosphere is built so that students may actively contribute during lectures.

- Our institute includes a plethora of organisations and groups that allow students to enhance their abilities.
- Our institute's IoT Club hosts several hands-on seminars and hackathon events, exposing students to the true joy of participatory learning.
- The IEDC (Innovation & Entrepreneurship Development Cell) organises several sessions for students in which they may meet with successful entrepreneurs.
- Quiz Club and Encon Club hold quiz tournaments that always draw a large number of pupils.
- Exhibitions and contests organized by our students as part of annual **Technical Festival**
- **Laboratory courses** in the curriculum are a great means of giving students an exposure to the practical aspects.
- As part of courses like 'Design & Engineering', students are given group assignments to take up **Case Studies**.

Problem SolvingMethodologies:

- In the third year of BTech, '**Design Project**' course is included for all branches. Students are asked to design technical solutions for real-life problems as part of this course.

- In the final year of all UG and PG courses, **Main Project** is included in the curriculum, in which student groups are asked to take up exciting problems and develop solutions for them. Throughout the course of the project, students get exposed to many challenges and their problem-solving skills are thoroughly tested.

- For many courses, mandatory **Tutorial hours** are included in the time table. These hours are fully dedicated for solving problems related to that course.

- Students are motivated to participate in problem-solving competitions like **Coding & Design contests, Circuit Debugging, Hackathons**, etc. which are frequently organized by different clubs or as part of Technical Festival.

- To increase understanding of the subject, **higher level problem-solving questions** are included in **assignments** for some courses.

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: 81.66

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
116	76	70	70	77

File Description	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: 64.97

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
57	40	40	40	40

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**
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:

The affiliating university, BPUT, Odisha, prescribes the examination standards for continual internal evaluation, and the institute carefully complies to the university's norms and regulations. In addition to this, the institute conducts evaluation methods such as quizzes and examinations to evaluate students.

Distribution and Weightage of Marks (R16)

Sl. No.	Distribution	Frequency	Description
1	Internal Tests	Twice in a Semester	**Internal Test-1** | Q. No.	1	2	3
Marks	10	10	10 | **DAC will ensure the quality of question and scheme of evaluation**

			The internal descriptive marks are reduced to 15 marks
2	*Assignment*	**Twice in a Semester**	*Assignment 1 questions covering Unit 1-3 is given to students.* *before the internal test1 to evaluate for 5 marks as per the schedule.* *Assignment 2 questions covering Unit 4-6 is given to students* *before the internal test2 to evaluate for 5 marks as per the rubric*
3	*Online quiz*	**Twice in a Semester**	*Quiz 1 of 20 questions covering unit 1-3 is conducted for the* *students during the internal test1 by BPUT to evaluate for marks* *Quiz 2 of 20 questions covering unit 4-6 is conducted for the* *students during the internal test2 by BPUT to evaluate for marks*

The total marks secured by the student in each mid-term examination are evaluated for 30

- **The total marks secured by the student in each mid-term examination are evaluated for 30 marks**
- **The marks secured by the students from the above internal tests 1 & 2 (Descriptive + Objective +Assignment) are finally considered as 80% of the best and 20% of the other**
- **Final internal Marks = (Best of (Mid-1/Mid-2) marks x 0.8 + Least of (Mid-1/Mid-2) marks**

x 0.2)

The following processes ensure that the review process is transparent and robust:

- At the start of the course, students are informed of the academic regulations, which are published in the student handbook and on the college website.
- The academic calendar for the college is based on the Academic calendar supplied by the affiliating university and includes the university's examination schedule.All internal evaluations and end-of-semester exams are disseminated to students and teachers via the college website, notice boards, and e-mails. The assessment evaluation technique is distributed through class committee meetings, rubrics, and so on.
- **Transparency** of the evaluation process is maintained by following rubrics for assessment. The procedure include:

1. A plan of assessment is created for assessing internal descriptive offline examinations.
2. The college strictly adheres to a three-stage verification method while finalising the assessment scheme.
3. Preset rubrics serve as the foundation for continual assessment in the laboratory, workshop, and engineering drawing.
4. Two tasks per subject each semester are graded using predefined rubrics.

- ERP software allows parents to monitor their children's progress, attendance, grades, and other academic information.
- Internal examination marks are published on notice boards for students to examine for discrepancies and bring them to the attention of the examination committee.

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:

Since 2014, our Institute has used Outcome Based Education (OBE) to emphasise what is expected of students after they complete their degree. The NBA has established 12 well-defined Programme Outcomes (POs) for UG programmes and 5 Programme Outcomes (POs) for PG programmes. For all programmes at the institution, a minimum of two Programme Specific Outcomes (PSOs) are defined. Course Outcomes (COs) are clear statements that identify the important and persistent disciplinary knowledge and abilities that students should acquire, as well as the degree of learning expected upon course completion. The blooming taxonomy is used for designating the COs. Each course has a minimum of four COs and a maximum of six. Course outcomes are established for each course in the institution's programmes. topic handling professors and topic specialists define course outcomes, which are then accepted by the Department Advisory Committee (DAC). After that, the Course Outcomes are mapped to Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). At the end of the course, students complete a course end survey, which is important in fine-tuning the CO's.

The institution adheres to the curriculum and academic rules established by the affiliating university, BPUT, Odisha. The university develops the objectives and learning outcomes for all courses, publishes them in the syllabus book, and uploads them on the university's website, www.bput.edu.in. It is accessible to all stakeholders. However, there are a few typos and missing course results.

In order to broaden the university's dissemination, the institution reframes and realigns the course outcomes (COs) linked with the programmes offered in the college. The following is the method that was followed:

Program Outcomes (PO's):

PO1: Engineering knowledge.

PO2: Problem analysis.

PO3: Design/development of solutions.

PO4: Conduct investigations of complex problems.

PO5: Modern tool usage.

PO6: The engineer and society.

PO7: Environment and sustainability.

PO8: Ethics.

PO9: Individual and team work.

PO10: Communication.

PO11: Project management and finance.

PO12: Life-long learning.

Sample Program Specific Outcomes (PSOs) of CSE:

PSO1: To possess competent skills and knowledge for innovations in computer science and engineering.

PSO2: An ability to involve the student in multidisciplinary environment for understanding the functionality of computer system effectively,

Sample Course outcomes (CO's):

Course Name: Microwave Engineering

At the end of the course the student will be able to:

CO1:	Recollect the concepts of wave transmission through Waveguides and derive the field equations for TE, of propagation.
CO2:	Analyze the characteristics of cavity resonators, waveguide components and their applications.
CO3:	Analyze the characteristics of microwave tubes and compare them.
CO4:	Explain the principal of operation of various microwave solid state devices.
CO5:	Set up the microwave bench and use the bench for measuring microwave parameters

The Vision and Mission of the institution and departments, the POs, PSOs and COs are published at College website, Department page, HOD Chamber, Department Staff Rooms, Notice Boards of the department, Department Library, Department Laboratories, Department Corridor, Department Newsletter, Course Files and Survey forms.

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:

Attainment of Course Outcomes:

The process of achieving COs, POs, and PSOs begins with the creation of appropriate COs for each course in the programme. The course results are created by the appropriate faculty member using action verbs from the redesigned learning levels. Taxonomy of Bloom's Predefined POs are gathered. Every course's COs are mapped with POs and PSOs. On a scale of 1 to 3, a link is established between COs and POs, PSOs.

'1' denotes a low correlation, '2' a medium correlation, and '3' a strong correlation.

'-' implies that there is no association.

In this regard, a mapping matrix of COs-POs and COs-PSOs is produced for each program's courses. CO accomplishments are divided into two categories: direct and indirect.

For ultimate CO attainment, 80% of direct attainment and 20% of indirect attainment are taken into account.

a) Direct Achievement (80%):

1. Internal Examination: This sort of performance evaluation takes place during the examination sessions, which are done twice a semester in conjunction with the Assignment. Each internal examination is aimed at attaining the course objectives.

2. Semester End Examination: The semester end examination, which covers the whole course syllabus, is used to determine whether or not all of the COs have been met.

To acquire direct attainment, 25% of internal examination and 75% of semester end examination are taken into account.

b) Indirect Attainment (20%):

Each course's course departure survey aids in the achievement of Course Outcomes. Students' feedback is gathered at the conclusion of the semester to evaluate the course outcomes.

Programme Outcomes and Programme Specific Outcomes Attainment:

The following generalised formulas are used to achieve programme outcomes.

PO/PSO achievement = 80% direct achievement + 20% indirect achievement

a) Direct Achievement (80%): CO-PO/PSO mapping is used to assess the direct accomplishment of PO and PSO.

Direct PO/PSO achievement= (Average of a PO's COs) /3 * final CO achievement for the course

b) Attainment Through Indirect Means (20%):

This method of attainment is based on Graduate Exit survey, Alumni survey, and Employer survey. These provide a sampling of what students know and/or can do and provide strong evidence of student

satisfaction. Indirect attainment of PO/PSO is the average of all Surveys.

1. **Graduate Exit Survey:** At the end of the programme, collect comments regarding the programme from final year students.
2. **Alumni survey:** After one year of graduation, collect comments on programme satisfaction from graduates.
3. **Employer survey:** Collect input from companies on the quality of pupils.

Indirect PO/PSO attainment = Average of (Graduate Exit Survey, Alumni Survey, Employer Survey)

PO and PSO achievement levels are on a scale of 1 to 3.

1. Less than 60% achievement equals Level 1

2. 60% or above but less than 70% achievement equals Level 2

3. Attainment of 70% or more equals Level 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: 92.77

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
232	186	164	217	241

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
255	202	178	234	252

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: 3.93

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: 6.61

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
6.61	00	00	00	00

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:

THE INNOVATION, INCUBATION, AND ENTREPRENEURSHIP CENTRE (IIEC):

Objectives

- To build the physical infrastructure and support systems required for incubation activities and to build a network of researchers, mentors, and entrepreneurs.
- Identifying and incubating potentially viable products
- To conduct training courses in the field of entrepreneurial skill development;
- To give assistance and facilities to first-time entrepreneurs throughout gestation; and
- To instill in pupils an entrepreneurial spirit.
- To build a Technology Development group from enthusiastic passed out students, thereby inspiring for self-employment.

02-07-2024 06:14:40

- To tap potential entrepreneurs.
- Transfer technical and management experience;
- Create new products from original ideas;
- Create a prototype;
- Research product marketability; and
- After entrepreneurs decide to invest, provide the required assistance in establishing a firm.

The purpose of GATE's Innovation, Incubation, and Entrepreneurship Centre is to encourage and nurture technology-based creative potential among graduates and students in the process of graduating.

The GATE incubation center aims to turn students with innovative ideas into creators of new goods and concepts.

The IIEC at GATE works with the primary goal of supporting innovation by establishing an environment in which new products are generated based on the pool of expertise available at the institution. These products are further developed into commercial items. If an entrepreneur expresses an interest in a product, the IIEC encourages knowledge transfer so that the firm can eventually become self-sufficient. IIEC supports relationships with industry and incubation in areas such as rural technology and industrial solutions.

The IIEC at GATE looks forward to the participation of students and its alumni who have vibrant ideas toget wide knowledge on technical assistance provided by governmental and non- governmental agencies.

The unit's mission is to promote and encourage advances in science and technology that may be applied in any sector. It collaborates with numerous technical groups, societies, and teams on campus to create a healthy atmosphere where skills are cultivated and ideas are formed. Icell is a subsidiary of the Centre for Innovation. GATE has had an established IoT centre since the 2014-15 academic year. This also acts as the Industry Oriented lab, where students learn and apply topics. GATE management is enthusiastic about academic research. The institution offers funds for the establishment and enhancement of cutting-edge infrastructure and laboratories. If the proposed invention has economic feasibility, faculty and students are encouraged to pursue patents. GATE management also workswith reputed industries to forge alliance to offer consultancy and advance training programs in theemerging fields which necessitates the faculty to take up Advance Research problems.

The following facilities are available at the Incubation centre.

• ARDUINO Boards

• Texas Instrument DSP KITS

• FPGA KITS

• LCD Projector

• Online UPS system, Printer

SOFTWARES

• Matlab

• Mentor graphics

• Multisim

• Xilinx

• Labview

• Arduino

• Octave

• Keil

• MASM

• CC Studio

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: 29

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
5	6	6	6	6

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

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

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

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

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
0	0	0	0	0

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:

The only purpose of the National Service Scheme (NSS) is to offer young pupils with hands-on experience in performing community service. Our college was able to sensitize our students to social concerns by actively participating in high-profile extension programmes in disadvantaged areas during the previous five years, contributing to their holistic development. They understood the community in which they worked as well as themselves in connection to their community. They identified the community's needs and challenges and were heavily active in problem-solving. They acquired a feeling of social and civic duty among themselves and used their knowledge to find practical answers to individual and societal issues.

The Gandhi Academy of Engineering & Technology's NSS Unit organised a variety of societal initiatives. The institution has a very active NSS unit with 100 students from all disciplines. The NSS Programme Officer and Departmental faculty coordinators keep an eye on it. Every year, students participate in activities such as rural development, health checkups, blood donation, assistance to the needy, poor, and elderly, tree planting, environmental awareness, village development, and awareness of Swaccha Bharat Abhiyan, women safety, gender equality, and so on.The unit has been authorised by the government plan. The college promotes health awareness and yoga on a daily basis. Faculty and students are subjected to regular health education initiatives. Gramme Swachhta Abhiyan (village cleaning), Water Conservation, Computer Literacy, Blood Donation Camps, Educating Rural Population, Plastic Bag Awareness, and Coastal Cleaning are among the social outreach programmes. One of the outreach programmes that our kids participate in is tree planting. They organised tree plantation camps and planted saplings on our college campus and in surrounding regions. our type of activity educates our pupils and the general public in our region about the need of keeping our environment as green as possible. The following are some of the projects we work on:

Blood Donation Camp, Seminar on Government Job opportunities, social responsibility and child abuse

awareness, Blood donation camp. Tree Plantation, Road Safety Programme, Dengue Awareness Camp, Road Safety Programme, Costal Cleaning, Blood Donation Camp.

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:

We at Gandhi Academy of Technology and Engineering not only excel in academics but also in other extension activities. The NSS of the college actively organized various social activities. Our students took part and got awards and accolades at various events.

During the last five years GATE has carried out various extension activities outside the campus – in and around the campus and has received various rewards and appreciation letters from government and non-government agencies. The students of the institution with the support of faculty members have carried out various activities. The prime objective of carrying out the extension activities is to enable the student community to be socially responsible. Possessing an attitude of service is considered essential for professional by the institution. The extension activities are carried out in multiprone way by our NSS team. The activities carried out by the institution for which recognition are extended are herewith described in brief: The students of GATE have carried out various social service programs which include Tobacco awareness Program, Save Girl Child Program, Avoid Polythene Program, Blood Donation Camp, Traffic and Road Safety Awareness Program, Village Cleaning Program, Covid-19 Awareness Program etc. The students of the institution actively participate every year in the annual festivities of the Dussarah, Siva Ratri at Isaneswara Temple, Golanthara. The students provide drinking water, butter milk, other food items to the pilgrams who visit, The Berhampur City Police takes the support of the students of GATE regularly to conduct awareness programs on ``Road Safety Measures''. In a similar way various other government and government agencies also involve the students of the college in their respective service activities. The letters of appreciation/awards/recognitions received the institution from various government and other recognized bodies is given here below:

Sl. No.	Name of the Activity	Name of the Award/ Recognition	Name of the Awarding Bodies
1	Village Cleaning Program at Panchama For the year 2018-2019	APPRECIATION LETTER	Gram Panchyata, Panchama
2	Family Welfare & Population Awareness Program at Panchama For the year 2018-2019	APPRECIATION LETTER	Gram Panchyata, Panchama

3	Blood Donation Camp at Conference Hall of GATE College For the year 2019-2020	APPRECIATION LETTER	Red cross
4	Traffic and Road Safety Awareness Program at Golanthara For the year 2019-2020	APPRECIATION LETTER	Gram Panchyata, Golanthara
5	Jal Shakti Mission Program at Sunadei For the year 2020-2021	APPRECIATION LETTER	Red cross
6	Awareness Program on Girl's Education at Randha For the year 2020-2021	APPRECIATION LETTER	Gram Panchyata, Randha
7	Dengue Awareness Program at Golanthara For the year 2021-2022	APPRECIATION LETTER	Sriram Hospital, Berhampur
8	Tobacco Awareness Program at at Golanthara For the year2021-2022	APPRECIATION LETTER	Sriram Hospital, Berhampur
9	Voter Awareness Program at Sunadei For the year 2022-2023	APPRECIATION LETTER	Global Unit for Integrated Developmental Education (GUIDE)
10	Digital Literacy Campaign at Jhinkipadar For the year 2022-2023	APPRECIATION LETTER	Global Unit for Integrated Developmental Education (GUIDE)

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: 78

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
16	16	16	15	15

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: 7

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 college campus is situated on 10.03 acres of land and has a total built up area of 12000 sq. m, which houses well-furnished Offices and Departments, ICT enabled classrooms, seminar halls, a Boardroom, well-equipped labs, a central library, a central computing facility, and a canteen that has been commissioned in accordance with the statutory bodies' norms. There are also football, basketball, and badminton courts on campus. The institution offers enough computing facilities on campus, and students can take several online courses. In addition, the college is an official National Test Centre of the National Testing Agency (NTA), through which registered applicants may take tests and practice for online examinations such as JEE, RRB, and Bank Test, among others.

The strategies of the institution for building and improving infrastructural facilities are designed primarily to facilitate the teaching-learning process, in accordance with the AICTE and BPUT regulations and recommendations. The enhancement in laboratory equipment, built-up area, and computer facilities are created well in advance for the effective teaching and learning process, well equipped laboratories, ventilated class rooms, auditorium, library, hostel for boys and girls, gymnasium, power backup, and computing facility with internet.

For the advantage of the student body, the university has created the following infrastructure.

· Industry collaborative laboratories

· Additional laboratory equipments beyond the syllabus

· New Product development through innovation center

Features at GATE

- GATE fosters a good learning environment with ICT-enabled classrooms and well-equipped laboratories.
- Facilitate research by utilising University-recognized research centers located in four departments.
- The institute provides adequate amenities such as RO Mineral Water canteen, transport, gymnasium, playgrounds, and stationery store, among others.

- A comfortable study hall for dormitory students.
- Wi-Fi is available at the hostel and has a speed of 100Mbps.
- High Tension electric supply with two 225kVA transformers provides 24x7 power supply to the entire campus, which is well backed by four backup captive generators of 140 kVA, 62.5 KVA, 50 KVA, and 7.5 KVA.

The details of the infrastructural facilities are given below:

S.No	Category	Availability
Academic Purpose		
1	Class rooms	45
2	Tutorial rooms	4
3	Laboratories	52
4	Drawing Hall	2
5	Workshop	3
6	Seminar hall	6
7	Central Library	1
Administrative Purpose		
8	Chairman Room	1
9	Principal Room	1
10	Board Room	1
11	Placement office	1
12	Exam Control office	1
13	Cabin for HODs	6
14	Maintenance	1
Additional Amenities		
15	Boys Hostel	1 (400)
16	Girls Hostel	1 (200)
17	Cafeteria	1
18	Stationery cum Store Room	1
19	First aid cum sick Room	1
20	Auditorium	1
21	Security office	1

Club /Chapter/Cell

IEEE Student Chapter, IETE, ISTE Student Chapter, IE (I), CSI Student Chapter,   Renewable Energy Club,   Environmental Club,   Elite Club, ED Cell,   MSME Incubation Centre, NSS, IPR Cell, Photography Club,   Institute Innovation cell, Literary and Fine Arts Club.

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: 25.37

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
168.52	100.73	98.13	112.57	127.82

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 Institute's Central Library is central to the campus. It aids in the study, teaching-learning, and research processes. It serves as a learning place for students (both undergraduate and graduate), staff, and faculty members. It is located in a large three-story structure with a carpet surface of 650 square metres. It has adequate no of titles and volumes.

Automation of Libraries

In today's technological age, library automation is critical. Due to the great increase in many disciplines of knowledge, there is a demand for access to the needed literature. The Institute has also taken steps to make its library paperless by implementing automated library administration software.Manually controlled gadgets make it harder to gain access to the necessary literature. Library automation is the use of automatic and semi-automatic data processing equipment to undertake conventional tasks like as acquisition, cataloguing, and circulation.

[Intranet and Internet] Library Networking

The Central Library is completely automated for Circulation, Procurement, Online Public Access Catalogue (OPAC), and Project Reports. All library papers are barcoded, and books are provided to patrons by scanning the document's barcode. The assets include books and journals, as well as a curriculum, question papers, and project reports. Users of the Library may access articles from all major online journals. Users have access to large no of E-books and International journals.

The Central Library is also a member of DELNET (Developing Library Network), a significant resource sharing library network in India that provides access to E-Books and 5000 full text E-journals, both national and international.

The Central Library is also a member of NDL, which has a collection of over 6 lakh e-books that students and employees may access.

Wi-Fi is accessible for use in accessing library materials. E-resources are available around the campus via network connectivity.

Besides printed books and journals, the Central Library subscribes to large number of e-journals in the field of Engineering, Science and Management. It also comprises of an Electronic Library with facilities for accessing online and offline databases. Library organizes book fairs every year in the Institute.

The library features a unique feature in the shape of the Book Bank Section, which gives the required quantity of text books to each student at the start of each semester.

The Institute undertakes library stock verification at the end of each year and finds volumes that need to be weeded out due to syllabus obsolescence or physical damage. Following BOG permission, such works are removed from the library. New books are added in adequate quantities as curriculum modifications or new courses are launched, as well as to replace weeded out/damaged volumes.

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:

By offering IT resources, the institution hopes to achieve a paperless office. All departments offer well-equipped classrooms with portable PCs, projectors, and Wi-Fi. We shared resources like printers, scanners, and photocopiers in the office and test sections to ensure that IT resources were used efficiently and effectively.

The institution's IT facilities are routinely updated to give the greatest amenities for its students, such as 15 lecture rooms with projectors and audio visual systems for creating a live class experience.

Inside our Central Library, we offer a Digital Library that can be accessed by internet and Wi-Fi connectivity at a speed of 50 MBPS.On our campus, we have two vendors, BSNL and JIO. The library's E-learning resource includes NPTEL videos, NPTEL courses and e-Books, as well as Moodle. A total of 60 CCTV cameras cover the whole campus. CCTV has been deployed across the campus, including the dormitories and canteen.

We also have a Visitor administration System (VMS) to keep track of visits to the campus for seamless and quick database administration.

Through Wi-Fi, Internet access is available in all classrooms, labs, offices, departments, and hostels. Wherever high-speed access is necessary, wired Ethernet/optical cable LAN services are available.

Internet connectivity of bandwidth 100 Mbps (1:1) is provided by M/S Risenet. Additionally 50Mbps is provided by M/S JIO and 50 Mbps is provided by BSNL.

We have a well-equipped English language lab with internet facility for the benefit of students to develop the fluency and accuracy of their communication skill and to make ready with the global environment. We also have latest software of the relevant discipline in the computer laboratories.

Our ERP system,manages library transactions. The library's book borrowing system has been digitised. Every book, as well as every student's ID card, has its own unique barcode. While borrowing a book, these two are entered into the system. This facilitates the tracking of books in the library. This ERP also stores all of a student's information, including their address. The marks achieved by a student and his attendance are preserved in ERP, so that the student can access his entire information, including the semester marks, class tests, and quiz tests, for review and updating. This allows the students to review the marks being forwarded to the university and report any mistakes that might have been made.

In addition to computer laboratories in each department, D Block has a separate computer centre with over 100 system for browsing and accessing e-resources.

With a high-speed internet connection, students have several options to collaborate on open-source solutions. The majority of the classrooms are ICT-enabled, and portable LCD projectors are available for the remaining classrooms. The departments' lecture halls include video conferencing capabilities.

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

4.3.2

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

Response: 3.06

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

Response: 465

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: 25.46

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
163.56	100.89	98.36	117.34	129.83

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: 82.8

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
1236	844	755	789	781

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: A. All 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: 43.65

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
625	412	408	416	461

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: 67.5

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
183	123	128	119	149

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
232	186	164	217	241

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: 100

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
19	37	18	22	26

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: 0

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
0	0	0	0	0

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: 23

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
27	19	20	28	21

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:

Gandhi Academy of Technology and Engineering Alumni Association (GATEAA)

Gandhi Academy of Technology and Engineering (GATE) Alumni Association (GATEAA), the objective of this society is to provide an organization through the alumni of the GATE, faculties, staff and the students of the institute can interact with each other for mutual benefit and the society at large.

The Alumni Association (GATEAA) of Gandhi Academy of Technology and Engineering (GATE), established two decades ago, is a source of pride for the institution. It plays a pivotal role in its advancement by offering various forms of support, including financial aid and other assistance services. This association serves as a crucial link between the college and its former students, fostering collaboration and involvement in the institution's progress.

Financial contributions from alumni are utilized for diverse purposes such as student enhancement, research endeavours, faculty development initiatives, and the organization of events and workshops. These funds significantly enhance the college's quality and resources. Moreover, the association extends beyond monetary aid, providing valuable non-financial services like mentoring programs, internship opportunities, and career guidance, thereby establishing strong connections between alumni and current students.

The annual alumni meet, held every December, underscores the institution's commitment to fostering a sense of community and facilitating engagement between alumni and the college. In summary, the Alumni Association of Gandhi Academy of Technology and Engineering (GATE) plays an indispensable role in its growth and prosperity. Through financial support, assistance programs, and community-building efforts, the association contributes significantly to the college's development, benefiting both present and future generations of students.

GATEAA through its executive committee conducts seminars, meetings and events, publishes magazines and newsletters, and maintains its website, technology infrastructure and any other activities that facilitate to achievement of the vision of the GATEAA .

File Description	Document
Provide Link for Additional information	<u>View Document</u>

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:

Vision: To emerge as one of the best value-based and globally recognized educational institute working for excellence in imparting quality education to the students to nurture their inherent talent as Innovative Professional in technical and managerial fields there by making them competitiveness to meet all the future challenges of global economy.

Mission:

- To be a student centric institute focusing on experiential, innovative and lifelong learning skills to address the societal problems.
- To prepare the students with high professional skills and ethical values
- To impart knowledge through best practices
- To establish a spirit of innovation through training, R &D and by strengthening the industry collaborations
- To achieve the academic excellence through intellectual, emotional and social stimulations

GOVERNANCE

Leadership in ensuring policy statements and action plans are in place to achieve the stated Vision and Mission: For more than nine years, the Institution has succeeded in academics thanks to the constant evaluation and improvement of quality policies under the exceptional leadership of our General Body and Principal. The GB, Principal, and concerned faculty members all play essential roles in the establishment and implementation of the quality policies and practices listed below.As a supreme body of the institution Governing Body took the responsibility of good governance adopting participatory and decentralisation of powers module at par with the vision and mission.

1. GB decides the policies and frames the rules and regulations keeping in a view to attain the goals in the line of vision and mission of the institute. GB takes the decisions in consultation with stake holders, prominent educationist and professors from different institutions.
2. GB made the principal-cum-Member Secretary as chief executive authority of the institution to execute the policies as decided in the GB meetings. Principal-Cum-Member Secretary is fully authorised by the GB to take decisions as and when required for the all-round development of the institutions
3. Principal-cum-member Secretary gives the leadership to the institution on behalf of the GB by

constituting 30 plus different committees like IQAC, anti-ragging committee, ICC, Grievance redressal committee, Disciplinary committee, Academic advisory committee, Selection committee, Academic audit committee, Finance committee, purchase committee, Examination committee, , etc

4. As a measure of decentralisation of power Deans, HODs, Registrar, Administrative Officers, Chief Librarian, Examination – in – charge, Hostel Superintendent are fully authorised to take decisions in their respective fields. These officers conduct meetings with their staffs and takes decisions.

5. Committees like selection committee, purchase committee, academic advisory committee, academic audit committee, IQAC, Anti ragging committee, ICC, Grievance redressal committee, disciplinary committee, SC/ST development committee, etc are free to recommend their views to the principal for implementation.

6. Financial powers are also vested on Deans, HODs, Registrar, Administrative Officers, Chief Librarian, Examination – in – charge, Hostel Superintendent. They are authorised to make the expenditure in their respective fields without administrative approval and later they will submit the bills in central account section.

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:

Institute has 30 plus academic and administrative are set up by Principal-cum-member Secretary to carry forward the activities of the institute.

ORGANOGRAM: A well-defined Organizational model has been devised for the smooth flow of day-to-day affairs and management of the institution

GOVERNING BODY

The Institution Governing Body is responsible for policy formulation and final report attestation via the Secretary and Correspondent. Institutional processes are followed at the appropriate levels of the institutional structure. Statutory entities such as the IQAC Cell, Accreditation Cell, Discipline Committee, and so on, as defined by the university/government, are also included in the institutional framework. A committee is constituted, consisting of certain faculty members and administrative

employees, to design and execute academic audit strategies.

SERVICE RULES

- Every employee shall at all times maintain absolute integrity and devotion to duty, and also be strictly honest and impartial in his / her official dealings.
- An employee should at all times be courteous in his / her dealings with other members of the staff, students and members of the public.
- An employee shall be required to observe the schedule hours of work, as may be notified from time to time, during which he/she must be present at the place of his/her duty. Unless otherwise stated, all employees of the Institute are required to work effectively for at least 42 hours per week.
- Except for valid reasons and/or unforeseen contingencies no employee shall absent himself/herself from duty without prior permission of the designated authority.
- No employee shall leave station except with the prior permission of the Principal and in his/her absence, the Head of Department.
- Whenever leaving the station, an employee shall inform the Principal and in his/her absence, the Head of the Department to which he/she is attached, the address where he/she would be available during the period of his/her absence from station.
- Any association, active or passive by any employee with any unlawful organization is strictly forbidden.

Recruitment Policies:

- All posts at the Institute shall normally and, as far as possible, be filled by the Governing Body through open advertisement; but, the "GB" is the exclusive power to decide, either on its own or on the recommendations of the Principal or recommendation of selection committee that a particular post be filled by invitation or by promotion from amongst the members of the staff of the Institute.

- All appointments on the staff of the Institute shall be made only by the "GB" of the Institute, through its selection committee of the institute. Appointments, with or without grades, in the Institute will be created on Ad-hoc, Temporary, Regular and Permanent basis by the "GB" as per the requirement of actual manpower, from time to time.
- The qualification for a post concerned is strictly as per the norms prescribed by the AICTE, New Delhi, Govt. of Odisha and Affiliating University.

- Additional posts may also be created, as required, for the extension of specific projects and or research and development activities.

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](#)
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:

To encourage and enhance the work culture among the faculties and non-teaching staffs of the institutes following welfare measures and performance appraisal systems adopted in Gandhi Academy Technology and Engineering.

Welfare measures:

1.   All the staff members are treated on par with each other in obtaining benefits from the institution.

2.   It expresses its gratitude and offers monetary rewards in shape of increment/promotions to faculty members who earn their PhDs.

3.   To meet the urgencies of employees can avail the following kind of paid leaves

a.   CL for 15 days in a year

b.   Maternity leave for 6 months

c.   Paternity leave for 15 days

d.   Leave on marriage of self for 15 days

e.   Leave for sad demise of parents for 15 days

f.   15 days academic leave at the end of academic year for pursuing higher studies

g.   One day leave at week end for faculties pursuing PhD

h.   Medical leave up to 3 month with full salary or as directed by medical officer for serious disease or injuries

i.   Earned leave for 15 days per year

4.   Study leave for one year pursuing PhD degree

5.   50% fees concession for the wards pursuing degree in GATE

6.   Providing monetary assistance in order to facilitate attendance at Seminars, Workshops, or Conferences

7.   Provides monetary assistance to publish in quality journal

8.   R&D assistances are provided to faculty members

9.   Interest free vehicle loan up to 1.00 Lakh repayable in 20 easy installments

10.   Interest free festival advance upto 15000/- repayable in 10 easy installments

11.   Free transport for travelling from their place of stay to institute by college buses

12.   Subsidized lunch on all working days

13.   As Institution has a multicultural environment in the campus, the management ensure the

        celebration of all the festivals together

14.   Availing of all facilities like computer center, internet, Library, etc. are free of cost.

15.   Members of the faculty are strongly encouraged to become affiliated with professional bodies at the state, national, and international levels

16.   Provident fund, group insurance, ESI are provided to all employees

17.   Faculty development programs (FDP) for faculty members on regular basis

18.   Skill development courses are organized for non- teaching staff to enhance their skills in work environment.

19.   Training in newly developed areas such as Tally for the accounts department, software,   and other similar programmes

20.   Training for supporting staff in specific areas such as the preservation of plants and   animals,

the preparation of stock solutions, the safe method to store chemicals among others. Performance appraisal.

The performance of each employee is ascertained by a systematic mechanism. And for good apprised employees are getting monetary award as per the following manner

a.   Faculties having good appraisal gets monetary award of Rs. 25,000/-

b.   One faculty of each department will be chosen for such award

c.   Non-teaching staffs with good appraisal will also get monetary award of 10,000/-

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: 76.35

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
62	56	50	46	41

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](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[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: 90.85

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
84	85	88	78	82

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
25	25	25	25	25

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

Gandhi Academy of Technology and Engineering, Berhampur is a Self-supporting private institute. Academic, administrative, and research activities are all supported by a clearly defined financial policy. The college is self-sustaining, relying on tuition fees and other sources of income. If there is a lack of finances, management is helping through secured or unsecured loans. The management is always ready to help out with projects like building expansions and renovations.

Internal audits: The internal audit is an ongoing continuous process. Qualified Internal Auditors are permanently appointed and a team of accounting staff makes a thorough monthly check and verification of all payments, receipts & journal vouchers, cash books, ledger accounts that are carried out in each financial year on an accrual basis system.

External Audits: At the end of each financial year, a chattered firm performs an external audit. The financial statements of the institute are evaluated and examined by an external audit firm M/s O.M.Kejriwal & Co Berhampur. GATE performs a comprehensive statutory audit of the Institute's finances and accounts, looking into every facet of the operation.

Finance, Purchase and Budget Committee: The Committee is an advisory Body to the HOI. The BOG reviews/ratifies the proceedings of this committee. Budgetary provisions for the departments are made based on the requirements/inputs provided by the HOD. The departments propose their budgetary requirement for the particular year. In the capacity of the Member Secretary of the GB, the Principal puts forth proposals on finance related matters and seeks approval and ensures its implementation.

Financial management: All Financial transactions are made through Tally Accounts management software to deal with huge volumes easily. Fee collections/payments are operated through online as well as offline at the convenience of the students/parents. The salaries of all the employees of the institute are paid digitally through online transfer.

Mobilization of funds: GATE Berhampur follows a strategic plan for mobilization of resources and ensuring transparency in the financial management of the institute. Mobilization of funds in the institute is through several ways. The primary source is through collection of tuition fees. **Strategies for Optimal utilization of funds:**

Apart from meeting the recurring expenditures the funds will be used: For effective teaching-learning practices that include conduction of orientation programs, workshops and inter-disciplinary activities For development and maintenance of infrastructure, for social service activities as a social responsibility For green campus and amenities, for in-house security measures, for Research & Development purposes, for conducting annual tech fests, alumni meet, sports meet and parent-teacher meetings, for meeting various expenditures under different heads such as: R&D,T&P, Software and Computers Library Books/Journals/e-subscription

The Major Expenditures of the Institution are Salary and wages payments, Laboratory infrastructure and maintaining building infrastructure, Purchasing of library books, subscription of journals and rare books in the library, Construction of new buildings, Establishment of new laboratories, Up gradation of laboratories.

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:

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

The IQAC at GATE, Berhampur features a method for teaching and learning that has been well worked out. According to BPUT, IQAC is responsible for preparing the Academic schedule at the beginning of each semester. The IQAC investigates not only the attendance of students but also their behavior and

their participation in the classroom. Additionally, the IQAC investigates how effectively teachers are utilising today's technologically advanced teaching and learning facilities. The IQAC is also responsible for administering unexpected assessments alongside timed, internal examinations that are strictly monitored.

Students are encouraged to refer to e-journals, and their work is examined by IQAC. Additionally, students have the opportunity to enroll in NPTEL courses, as well as participate in study trips and industrial visits. Students and other stakeholders in the teaching-learning process provide regular input through a detailed feedback system, meetings with class representatives, Proctoring activities, suggestion boxes, and so on.

The same input is analysed, and actions are performed, in order to improve the level of satisfaction felt by students. At the end of the semester, the students' progress toward reaching the Course Outcome, the Program Outcome, and their own program-specific outcomes are tracked, and appropriate action is taken based on that information.

Faculty empowerment

Faculty members are strongly encouraged to participate in a variety of activities, including recommending e-journals, virtual laboratories, and publications, as well as taking NPTEL courses themselves. The resources that faculty members need to be successful are provided to them in a variety of different ways.

Learning Outcomes

Examples of learning outcomes include a regular improvement in university results, an increase in students' success in placement drives, an increase in GATE qualifiers, tie-ups with various industries, an increase in students' enrolment relative to enrolment at other colleges, and the retention of experienced faculty members.

Academic, Administrative and financial tasks are attained in a systematic manner

Since 2009, BPUT has carried out an academic review, and the conclusions of each review have been used to justify the institution's continued affiliation.

The attendance of the students is tracked on a regular basis, and appropriate measures are implemented if it drops below a predetermined percentage. Attendance at workshops and seminars is strongly encouraged for faculty members as a means of fostering a culture that values excellence and the pursuit of new knowledge. The course files of the faculty members are maintained, along with the implementation of value-added classes, skill training, and laboratory activities.

6.5.2

Quality assurance initiatives of the institution include:

    1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement**

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

Response: D. Any 1 of the above

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[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:

Gender Equality

GATE Shows gender sensitivity through various initiatives and actions for creating safe, Secure and healthy atmosphere in the campus. Sensitization of the students is done through special lectures and functions. Specific initiatives with respect to key areas are as follows:

Safety and security

Safety of girls is a top priority at our college campus. Nowadays, safe and supportive campus community is both an obligation and a challenge for college administrators and students. Institute should provide a comprehensive range of security amenities especially for girls within the premises, through a dedicated team of security personnel. It is a common phenomenon that most of the outstation students enrolling for different courses come out of their homes and cities for the first time in their life. It is therefore of utmost importance for institutions to provide them a comfortable and safe ambience of 'feel at home' within the campus. This problem can only be solved through awareness and prevention programs, dialogue and action. Students were given regular lessons about sexual assault and its prevention from department as wel as institute level itself . So that they become more aware and alert and do not hesitate in taking preventive and safety actions in case such disdainful circumstances are encountered in future. So, following actions have been taken to ensure safety of the girl students

CCTV Camera

24 hour CCTV surveillance is maintained in the college. It helps to keep a check on antisocial activities. Students and other employees in the college too remain cautious about the surveillance. Discipline is also maintained and it also provides a sense of security to the students and even their guardians. Students wear identity cards at all times to ensure their identity. The institution takes good care of the students in every aspect.

Visitor register

The institute keeps visitor log register to record the details of any person entering the college premise

Female Warden Staff in Hostel

Girls' hostels have only female wardens and supervisors. Duties of supervisors are arranged in such a manner that supervisors remain there continuously for 24x7hrs. Hostel wardens also reside within the hostel premises. Female sweepers are there in each girl hostel. No males are allowed in the hostel premises without due permission.

Mess facility for Girls

Separate hostel mess for girls is available within the hostel. A canteen is available in mess to serve the girls tea, coffee and snacks etc.

Apart from the above activities institute contineously organizes different awareness program on Women's day celebrations.

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: A. All 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](#)
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:

In our college we undertake various initiatives in the form of celebration of days of Eminent personalities National Festivals, NSS, YRC, and other such activities to provide for an inclusive environment by bringing students and teachers with diverse backgrounds on a single platform for creating inclusive environment, These functions help in developing tolerance harmony towards culture, region, and linguistics and also communal social economics and other diversities. The subject Constitution of India and professional ethics are made mandatory for all U.G students across disciplines. A convocation ceremony is conducted every year, where the convocation address is delivered to inspire and motivate the students for future journeys. Two important national festivals, Republic Day and Independent Day are celebrated every year in our College Campus. All teaching , and non-teaching staff, and students participate in the cause of the nation. Inspiring speeches are conducted. S. No. Days celebrated Date 1 Gandhi Jayanti 2nd October 2 Teachers day 5th September 3 Yoga day 21st June 4 Independent day 15th August 5 Republic day 26th January 6 NSS day 24th September 7 Women's day 8th March 8 World environmental day 5th June 9 Voters Day 25th January

S. No.	Days celebrated	Date

1	Gandhi Jayanti	2nd October
2	Teachers day	5th September
3	Yoga day	21st June
4	Independent day	15th August
5	Republic day	26th January
6	NSS day	24th September
7	Women's day	8th March
8	World environmental day	5th June
9	Voters Day	25th January

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:

PRACTICE A: Title: Systematic Upgradation of students.

Objective:

With an objective of a holistic development of students both morally as well as academically it is essential for the survival in the professional field. Thus, it is the duty of the college to provide a systematic upgrading facility for the students so that he or she may survive later in their profession.

Context: Systemic upgrading is brought about by

 • Ideal learning facility

• Learning through mutual participation

• Standard learning aids to make the process more interactive.

• Building an interface between professional experts and students.

• Improve the teacher student relationship

• Highlighting problems of the student to the higher authorities

Practice: The College has tried to create an academic environment which presents a curriculum without prejudice to the fundamentals of any subject which are required.

• The curriculum offers courses like term paper, mini project, major project where the topics are self-selected or based on guide suggestion.

• Every student has to submit a home assignment in every course which has been evaluated for 5 marks.

• The program planned weekly time table and facilities in such a way that the students have space and time to explore and implement their ideas.

• Computer Lab with well-equipped and internet facility opened throughout college hours for students. • Monthly meeting of the faculties (Mentor) with the students.

• Number of faculty Mentors: 15 Approximate number of students per Mentor: two   meeting: Once in a month. (30 days) A faculty member (Mentor) is assigned for a group of 20±5 students.

A. Information about the student.

B. Previous Record of the student.

C. Academic Performance in the college

D. Competitive Examination details

E. Guidance is given to the individual student with respect to their academic problems.

PRACTICE B:

Title: Training and placement with IIPC (Industry Institute partnership cell)

Objective: The main motive or aim of a professional college is to train the students by exposing them to the work culture of the outside professional field followed by placing them in suitable jobs.

Context:

• Providing industrial training necessary for an initial exposure to the would-be profession.

• Sustainability with the problems in the working environment

• Hand on experience with the machinery tools and the environment of the industry.

• Providing good placement as a door to be successful in the life

Practice:

• The Training Placement Cell firmly believes in 'Industry Institute Interaction'.

• It encourages visits to the industries by the institute students and arranges industrial problems to be worked out by students.

• It also takes suggestions from members of the industry regarding designing/changing of curriculum.

• The committee also actively seeks consultancy work from industrial houses to enhance the industry institution bonding.

Evidence of Success:

The Institute is able to send students for Industrial training to the industries.

Problems encountered:

Due to pandemic situations Industrial training was difficult to be managed. Most of the plants were not allowing training.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The College has provided tremendous thrust and priority to its Program of Diversity Inclusion and Integration – an area distinctive to the Vision of the College. The Vision of the College is to provide quality education and nurture the innovative talent of young students in the fields of their choice. The Mission is to steer the education it offers not only towards the pragmatic goal of employability, but also to achieve academic excellence through intellectual, emotional and social simulations.

Giving Back to society and Environment

We believe that college life is not all about academics, games, friends, and fun. It is also about learning to interact with other people, being aware of social, environmental and gender issues, and inequities in the society. We provide an opportunity to every student to contribute to make the society in which they live a better place and to grow as better individuals. Gandhi Academy of Technology and Engineering has committed itself to the task of inculcating social values and responsibilities in its students.

In line with its vision of working towards the socio-economic development of the country, the GATE has taken utmost care to give back to the community. Several student committees are formed to carry out the duties towards society. The one-week long intense induction program gives the freshmen an insight into the institute's values and vision.

Along with other sports cultural and technical activities, the NSS unit plans activities like tree plantation and field visits to expose the students to the pressing issues in our society. A session on Universal Human Value (UHV) is arranged by experts. Not only that, every first-year faculty member has completed a short-term course in UHV, they also interact regularly with the students through open discussions on various topics. Several activities are undertaken for the first-year students to expose them to the pressing environmental issues that ail us. They are taken on field visits to related industries and encouraged to participate in competitions dealing with environmental issues. The poster competition event 'Abiskar' was introduced last year exclusively for the first-year engineering students to present their ideas to address the environmental issues.

The Institute aims at instilling a sense of self-discipline and accountability among students and developing respect for democratic, ethical, and moral values. It becomes the duty of the Institute to provide necessary training and polish their skills and expertise and make them ready for the corporate.

The Process: In order to translate the goals into reality, the various Committees, Cells, and Clubs contribute to equip the students with necessary skills that enhance their overall personality. The Institute has a well established Training & Placement Cell under which the professional trainers impart structured Employability Enhancement Program (EEP) and soft skills training to the students of professional programs. This T&P Cell ensures that the students are well trained and prepared to face their campus interviews effectively. The Placement Cell has adopted an effective communication system to keep the students informed about potential job opportunities and guide them from time to time. Training is imparted to the students in technical programs from the second year in soft skills, aptitude and technical skills. The academic and placement processes are complemented with various co-curricular activities to enhance the knowledge of the students beyond traditional classroom teaching. Interaction with peers and alumni during symposia and technical fest has been a vital aspect of education experience of our students. Students are exposed to new experiences and perspectives of the corporate world in the classroom through case study sessions, field trips, educational tours, industry visits, internships and live

projects. Providing opportunities to listen to industry experts and eminent personalities during conferences, seminars, workshops, and guest lectures, and special talks offer powerful learning experiences about work ethics and business practices.

As a special thrust, societal development is also instilled on a large scale into the students through the active NSS unit which undertakes various services to inculcate social values. Throughout the year, the NSS unit undertakes a plethora of events ranging from street plays, cleanliness drives, tree plantation drives, donation drives, waste management drives, gender equity, field visits and many more. The NSS unit has also been started the plastic recycling drive initiated by Bisleri which was successfully implemented in the campus. It emphasized on the topic: Plastic is not bad. How you dispose plastic is bad.

The institute ensures that the social values and feeling of giving back to the society is not limited to the NSS unit. In addition to the activities by NSS, many students are come up with ideas to contribute to society too, and at GATE, we encourage them to go forward by supporting them in executing the ideas. The students have conducted donation drives for flood affected people in the past.

The students are constantly reminded about the importance of knowledge, virtue, courage, righteousness and an adventurous spirit in their journey of life. The Institute also aims at vitalizing the learning skills with a focus on futuristic demands and professionalizing the teaching and learning process. With this goal in mind, the Institute focuses on promotion of Human Values, encourages growth of personality and character, and empowers students to successfully face the challenges of life through quality education.

Academic and administrative planning and execution are well coordinated by the IQAC for a smooth progress, and fulfill the development objectives, directives, and specific plans for the same. For coordination and communication between the Director and the faculty, as well as among the members of the faculty and non-teaching staff, ICT tools are in place like SMS Internal Communication through emails and Whats-App groups that play a significant role in unifying all stakeholders.

5. CONCLUSION

Additional Information :

The college continuously strives to realize its objective of providing quality higher education at an affordable cost to the students. Efforts have been made to meet the needs of students' classrooms by constructing new buildings within our limited space, expanding offices and teachers' staff rooms.

2008 was a landmark year in which GATE became a pioneering College to offer the 4-year Bachelor of Engineering Course under bput. Apart from offering Undergraduate Programs in engineering, the College has also introduced two courses on Management & master in computer science in the year 2021 and 2022. GATE can boast of running a vibrant Placement Cell since 2008. In keeping with its goal of imparting education that focuses on all round integrated development of our students, GATE encourages and facilitates active participation in sports by our students. In the year 2015, the College was honored by the Government of Odisha. Mentor mentee system has been introduced to help students by identifying slow learners as advanced learners by following NACC guidelines. The college also collects online feedback from students regarding teaching learning process and takes appropriate action based on it.

The institution has about 05 societies for extra-curricular activities and our students have been winning many laurels in various state and national events. The College recognizes the significance of promoting a research environment amongst staff and students. To achieve this end, a Research and Collaboration Centre has been established in the College. GATE brings out the annual edition of The IJESPR, an interdisciplinary referred e-journal. A variety of Add-on Courses are offered to students to give them an edge in today's job market. To preserve and nurture the bond with its alumni, the college maintains an active Alumnae Association. The College has Energy and Environment Policies to protect and conserve ecological systems and resources within the campus. The College implements E-governance in all functioning of the institution in order to provide simpler and efficient system of governance which promotes transparency and accountability within the institution. The institution believes in inclusion of people with disabilities by promoting the rights and dignity of each individual.

Concluding Remarks :

By fulfilling our vision mission, our college has been on the path to improve the quality of education since its inception by leveraging small and collective effort. For that purpose, our college was the first among the technical colleges in Ganjam district to be evaluated by NAAC. It was more about identifying our weaknesses and finding ways to overcome them as possible.

Since its inception, the College has expanded its horizons, attaining many a milestone. The students are receiving industry relevant skill-based education with the objective to meet the rising demand in the IT and management sector job market. Research Incubation Centers have been set up by Research and Collaboration Committee (RCC) for undertaking theoretical and applied interdisciplinary research for both students and faculty. Some of the students have written papers and presented them at National and International Conferences and also published in reputed journals. RCC has been successfully conducting FDPs and establishing academic collaborations with eminent Universities. Many Industry-Academia collaborations are established wherein students get the opportunity to keep themselves abreast of the latest trends in the various sectors viz, media, journalism, artificial intelligence, data analysis, film making, fashion designing etc through Add-on-Courses. A

few of these courses are: Financial Management, programmable logic controller, PCB design, Industrial Safety etc.. An Audio-Visual Room has been set up to facilitate teachers to record their lectures. To support interactive/classroom pedagogical methodologies, the teachers are also encouraged to use ICT tools to deliver their lectures using audios, videos and PPTs. Numerous renowned companies visit the College annually and a large number of our students find placements with them. Our NSS students are trained to be of assistance to the country in any National Emergency. The college is proud of many of its alumnae who have made a mark for themselves in various spheres of academics, media, journalism, politics, public services, business entrepreneurship, corporate and film industry. The college strives to fulfill its vision of imparting transformative education for the empowerment of young women and promotion of a more just and humane society.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**
	
	  1.3.2.1. **Number of students undertaking project work/field work / internships**
	  Answer before DVV Verification : 1375
	  Answer after DVV Verification: 1264
	
	  Remark : DVV has made the changes according to the shared internship certificates. Also DVV has excluded duplicate students.

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies
	  Remark : DVV has made changes as per the report shared by HEI.

2.1.1	**Enrolment percentage**
	
	  2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)**
	  Answer before DVV Verification:
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>482</td><td>214</td><td>186</td><td>158</td><td>235</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>482</td><td>214</td><td>177</td><td>96</td><td>62</td></tr></table>
	  2.1.1.2. **Number of sanctioned seats year wise during 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>720</td><td>420</td><td>300</td><td>240</td><td>396</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>720</td><td>420</td><td>300</td><td>240</td><td>396</td></tr></table>

Remark : DVV has made changes as per the report shared by HEI.

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
144	55	60	48	78

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
115	40	43	31	41

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
144	84	60	48	78

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
360	210	150	120	198

Remark : DVV has made the change by looking at seats earmarked against reserved admitted students.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
90	70	70	70	70

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
116	76	70	70	77

Remark : DVV has made changes as per the report shared by HEI.

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
67	50	50	50	50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	40	40	40	40

Remark : DVV has made changes as per the report shared by HEI.

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
8.51	3.97	3.86	3.49	3.78

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.61	00	00	00	00

Remark : DVV has made changes as per the report shared by HEI.

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
6	6	6	6	6

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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
164	126	122	126	128

Answer After DVV Verification :

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

Remark : DVV has considered the input as "0" as none of the research papers are notified in UGC Care List.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
162	124	124	124	124

Answer After DVV Verification :

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

Remark : DVV has not considered Journals (ISSN number) in this metric.

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 :7 Remark : DVV has made the changes according to the data template document functional MoUs/linkages with institutions .
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
168.52100	100.72931	98.13000	112.56545	127.81730

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
168.52	100.73	98.13	112.57	127.82

Remark : Values converted into Lakhs.

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

2022-23	2021-22	2020-21	2019-20	2018-19
163.56450	100.89310	98.36000	117.34000	129.83000

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
163.56	100.89	98.36	117.34	129.83

Remark : Values converted into Lakhs.

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
213	149	146	195	215

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
183	123	128	119	149

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
232	186	164	217	241

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
232	186	164	217	241

Remark : DVV has made changes as per the report shared by HEI.

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
8	4	4	8	8 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0 | Remark : DVV has made changes as per the report shared by HEI.
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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
28	19	20	28	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	19	20	28	21

Remark : DVV has made the changes shared report by HEI sports and cultural programs in which students .

| 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
90	90	88	89	82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
84	85	88	78	82

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
25	25	25	25	25

Answer After DVV Verification :

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

Remark : DVV has made the changes according to the data template document number of teaching and non-teaching staff participating.

| 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.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations