



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

EINSTEIN ACADEMY OF TECHNOLOGY AND MANAGEMENT

**EINSTEIN ACADEMY OF TECHNOLOGY AND MANAGEMENT. AT-
BANIATANGI PO-BAJAPUR DIST- KHORDHA**

752060

www.eatm.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

INTRODUCTION

The Einstein Academy of Technology and Management (EATM), situated in Baniatangi, Khordha, was established in 2009 by the Founder Chairman under the Udayanath Educational and Charitable Trust, Nayapali, Bhubaneswar. Approved by AICTE - New Delhi and affiliated with Biju Patnaik University of Technology (BPUT), Rourkela, Odisha, it obtained accreditation from NAAC in 2018. Subsequently, its undergraduate programs Computer Science and Engineering (CSE) and Mechanical Engineering (ME) were accredited by NBA in 2022.

The institute started its journey with the primary objective to offer quality, affordable, self-reliant, and job-oriented technical education to students from Odisha and beyond. Nestled in Baniatangi, Khordha, the campus is conveniently located at a distance of 28 kilometers from the Babasaheb Bhim Rao Ambedkar Bus Terminal (BSABT), Baramunda, Bhubaneswar, and 33 kilometers from the Biju Patnaik International Airport, Bhubaneswar, spanning across 10.05 acres of land behind the historical Barunei Hills. The campus features lush green landscaped lawns enhances the academic environment. It comprises four blocks housing well-furnished, spacious administrative offices, classrooms and laboratories.

Celebrating fourteen years of successful operation, the institute continues to advance toward its vision with defined missions under the able guidance of our Chairman & Managing Trustee. EATM offers a range of courses including B. Tech, M. Tech, MBA, and Diploma in Engineering (2nd shift), with facilities including an on-campus boys' and girls' hostels, accommodating over 800 inmates. The institute is recognized for its systematic approach and excellence in professional education and it stands out throughout Odisha and gradually spreading its name across eastern part of India. It provides state-of-the-art facilities, laboratories, and top-notch academics to its students through well planned approach.

EATM's Governing Body comprises members from diverse professions, offering strategic leadership. Upholding principles of integrity, accountability, inclusiveness, commitment, and sustainability, stakeholders adhere to institutional policies and practices in line with the institute's Vision and Mission. The outcome-based teaching-learning process ensures excellence in technical education, meeting the needs of stakeholders and societal requirements.

Collaborations with esteemed institutes and organizations enrich teaching and learning quality, while the Research and Development (R&D) Cell fosters the research activities carried out by faculty and students. The Internal Quality Assurance Cell (IQAC) ensures quality across all spheres, and the Training & Placement (T&P) Cell focuses on the industry-readiness of students by enhancing their communication and soft skills. Additionally, IQAC specifically monitors the academic initiatives and the certification / value-added courses offered by the departments to their students in different years to enhance the technical skills.

EATM implements a structured mentoring system to guide students towards achieving successful careers, fostering confidence and emotional security. Academic forums, including debates, seminars, workshops, and competitive programs, allow students to showcase their talents. Moreover, the institute also emphasizes students' social responsibilities through outreach programs organized by NSS and various other club activities.

In addition to this the institute has received the approval to introduce an NCC wing from the academic session 2024-25.

Vision

To grow into an ideal technical institution by imparting affordable, job-oriented, progressive and self-reliant education to all sections of the society, keeping abreast of the advancements in science and technology along with promotion of research activities to enable every individual to be successful in this technically competitive era.

Mission

1. : Imparting quality technical and professional education through student-centric and innovative teaching-learning processes.
2. Emphasizing, supporting and supplementing the scientific temperament of associates for the development of research activities.
3. Providing unremitting efforts to create first-rate technocrats and entrepreneurs through dwindling the gap amid academia and industry.
4. Providing financial and moral support to needy segments of the society in technical studies.
5. Adapting and inculcating a strong set of ethical values among the budding technocrats.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Good reputation among peripheral community.
2. Management is committed to adopt creative changes.
3. Transparent, participative and decentralized administrative system.
4. Encouraging the essence of "Education for all" through an inclusive admission policy.
5. Decentralized approach in both finance and administration helps in continuous growth of the institute.
6. Better coordination between the staff and management establishing a healthy work culture.
7. Well-equipped infrastructure with adequate classrooms, laboratories, sports facilities and other amenities.
8. Well stacked, organized and partially automated Library with sufficient text and reference books, periodicals, journals and e-resources
9. The institute is accredited by NAAC and has two NBA accredited disciplines (CSE and ME).
10. Environmental friendly green campus.
11. Good faculty retention ratio.
12. Remarkable improvement in publication of papers in reputed journals.
13. Well implemented student mentoring system.
14. A well-equipped Training and Placement (T& P) cell with highly dedicated staff.
15. MOU with well-established organizations for certification and skill development.
16. Delivery of content beyond the syllabus to fill the curriculum gap between Industry and Institute.
17. Social awareness and social responsibility are instilled within the students through extension activities.
18. TheinstitutehasastrongAlumniAssociationwhichsharesitsvisionandactivelyinvolvedindifferent

institutional activities like academic, co-curricular and social work initiatives.

19. Scope for overall development of the students in terms of innovation, research, sport and cultural activities.
20. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.
21. Significant achievements in professional body activities.
22. Remarkable participation and achievements in co and extracurricular activities by students.

Institutional Weakness

1. Need to improve communication skill of students.
2. Industry-institution interface can be enhanced further.
3. More number of structured entrepreneurship activities to be initiated.
4. Quality of publications to be improved.
5. More number of FDPs needs to be conducted.
6. Research projects from agencies like DST, AICTE must be targeted.
7. Need to involve graduate students in research and sponsored project activities.
8. Students opting for higher studies must be improved.
9. Consultancy and extension activities need improvement
10. Not a fully residential campus with staff quarters.

Institutional Opportunity

1. Departments need to focus more in research activities.
2. Opting for research grants from various industries and government agencies.
3. Exposure in participation of students in co-curricular and extracurricular activities outside the institute campus.
4. Interdisciplinary growth across departments.
5. Enhancing the collaboration with external agencies.
6. Arranging more number of FDPs/STTPs/ Seminars/ Workshops etc.
7. To get accreditation from NBA for other disciplines like CE, ECE, EE, EEE and MBA.
8. To strengthen alumni base for institutional excellence and better industry collaboration.
9. Institute should keep an eye to become autonomous.
10. To sign MOUs with national and international organizations for student and teacher exchange programmes, initiate research activities and generate employment opportunities.
11. To translate augmented industry – institution interface into collaborations.

More utilization of UGC SWAYAM portal, NPTEL for MOOC courses

Institutional Challenge

1. Societal and student perception of education is solely means to go for job only.
2. Lack of sincere interest among the students for engineering studies.
3. Less interest among students towards higher studies and research activities.
4. Improvement in the communication skills of students from rural areas with diverse background.

5. More expectations of industries from engineering graduates.
6. Filling the gap between the Industry requirements and the curriculum in the fast changing environment.
7. Stagnation in the job market.
8. More interest to opt for studies in Computer Science Engineering.
9. Unchecked student behaviour.
10. Difficulty in pursuing cutting edge research due to limited research funding.

Networking and strengthening the relationship with the stakeholders.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Einstein Academy of Technology and Management (EATM) focuses on Outcome Based Education (OBE), with clearly defined objectives and learning outcomes that align with its vision and mission. The institute offers six undergraduate, four postgraduate (two in engineering and two in MBA), and two diploma programs tailored to meet the industrial needs of the engineering and management domain. EATM operates as a self-financing institute affiliated with the Biju Patnaik University of Technology, Odisha (BPUT), strictly adhering to the prescribed curriculum of BPUT. The institute's academic calendar is formulated in accordance with the declared academic schedule of the affiliating university.

Events viz. value added courses, guest lectures, workshops, seminars, symposiums, conferences, industrial visits, and other technical events are scheduled in alignment with the institute's academic calendar. If additional components are required to fulfill Course Outcomes (COs) and Program Outcomes (POs), they are addressed through the "Contents beyond Syllabus" section, identified through a Gap Analysis process.

The Institute adheres to the Choice Based Credit System (CBCS) mandated by the University. Students are encouraged and granted the freedom to select elective courses from both inter-disciplinary and intra-disciplinary fields.

Various activities aimed at supporting gender sensitization, environmental issues, human values, and professional ethics are organized to foster individual responsibility towards society, thereby ensuring the overall development of students. Additionally, courses beyond the syllabus, add-on courses, and value-added courses are delivered to complement students' knowledge and skills within their field of study.

Seminars, workshops, and technical talks led by industry experts are organized to provide students with insight into current industry trends and practices. The primary objective is to equip students with knowledge aligned with contemporary technologies and to bridge the gap between academia and industry. The institute encourages and facilitates student internships and training in industry and corporate settings to enhance their employability.

The Institute solicits feedback from all stakeholders, through both online and off-line mode. The feedback from students and stakeholders is meticulously analyzed, discussed, and used to initiate appropriate actions across various bodies, including the Department Academic Committee, Academic Council, and Governing Council. Based on the analysis of the feedback, the institute implements corrective measures and progressive steps.

Teaching-learning and Evaluation

A straightforward and well-structured admission process prescribed by the OJEE cell is adopted. Student enrollment process adheres to the rules and regulations established by the regulating authorities AICTE, Government of India and BPUT, Government of Odisha. Admission to various courses offered by the institute requires students to qualify in examinations such as JEE Main, OJEE, GATE, P-GATE, CAT, XAT, etc.

The institute follows the Student-Teacher Ratio guidelines outlined by AICTE, with each department overseen by faculty members holding doctoral degrees. It maintains a roster of full-time teachers with a commendable retention rate of 8.85 over the past five years.

The institute employs effective teaching and learning methodologies, including traditional methods such as green board teaching, as well as modern techniques such as PowerPoint presentations, interactive teaching methods, collaborative learning, inquiry-based instruction, numerical problem-solving approaches, and experiential learning. Each department and individual faculty member diligently endeavors to meet the diverse needs of slow, average, and fast learners.

The integration of ICT tools into teaching practices enhances students' academic performance and cultivates employability skills. Throughout the COVID-19 pandemic, all faculty members have conducted online classes through the Google Meet platform. To facilitate remote learning, teachers have created instructional videos, which are then shared with students through the institute's website and students' WhatsApp group.

The institute boasts an adequate number of highly qualified faculty members, both men and women, holding doctoral degrees. Additionally, a few faculty members are also pursuing their PhDs currently in their respective fields of expertise.

Program outcomes, program-specific outcomes, and course outcomes for all programs are effectively communicated to stakeholders through the college website. Embracing the Outcome Based Education (OBE) framework, the teaching-learning process is enriched through various means such as invited talks, workshops, industry visits, mock tests, group discussions, and personal interviews. The Internal Quality Assurance Cell (IQAC) ensures the efficient implementation of all procedures aimed at enhancing the operational ethics of the institute, fostering continuous improvement across all facets.

At the conclusion of each semester, learning outcomes are evaluated to pinpoint areas for improvement in the Teaching-Learning Process (T-L). As a component of ongoing assessment, two internal examinations are administered by a dedicated internal examination committee, ensuring transparent and effective evaluation. The examination structure, marking scheme, and term work assessment guidelines are communicated to students at the onset of each semester. External evaluation is overseen by the University through semester examinations. Outstanding student achievements are acknowledged and celebrated during the annual college day.

Standardized systems are in place for addressing assessment-related complaints. Each faculty member is assigned a group of twenty students for mentoring, providing guidance, direction, and oversight for their academic progress and other concerns. Feedback from students regarding the Teaching-Learning (T-L) process is systematically collected and analyzed to pinpoint areas for improvement. Subsequently, corrective actions are planned and implemented accordingly.

Research, Innovations and Extension

The institute houses an R&D Cell and an incubation center dedicated to foster innovation, development, and

incubation initiatives. Faculty members and students are encouraged to engage themselves in research and consultancy activities. Institute allocates funds annually for the purchase of equipments and other related expenses. Additionally, the institute has a policy in place to share revenue derived from consultancy and testing projects between the institute and the involved faculty members.

Students are strongly encouraged to design and execute projects aimed at showcasing and refining their skills. They are also given the opportunity to participate in a variety of technical competitions. The institute prioritizes the creation and dissemination of knowledge through activities such as publishing research papers, undertaking industrial projects, attending seminars, fostering innovations, and engaging in consultancy and development endeavors. In order to cultivate a vibrant research ecosystem, the institute offers sponsorship to both students and faculty members to participate in diverse research-related activities.

The Institute has initiated Industry-Institute interaction programs such as industrial tours, internships, and invited talks by industry professionals to enhance students' knowledge of recent trends in the industry and bridge the gap between the curriculum and industry requirements. The Industry-Institute Cell (IIC) and Training & Placement (T&P) Cell collaborate with industries to organize visits, hands-on training, expert lectures, internships, sponsored projects, and placements. The Institute has signed memorandums of understanding with various industries to achieve the aforementioned objectives. Additionally, the Institute has conducted 46 workshops/ seminars/ conferences, including programs on Research Methodology, Intellectual Property Rights (IPR), and Entrepreneurship Development. Every department undertakes research projects funded by various agencies. Faculty members have published 304 research papers in UGC-recognized, peer-reviewed journals and books/conference publications.

The extension activities conducted by the institute have had a significant impact on its students, employees, the regional community, and the environment. The institute prioritizes giving back to the local community, promoting enrichment programs through NSS, student associations, and professional society student chapters. More than 50 activities were conducted through these programs.

The college has tried its best for a noteworthy contribution to the society and environment by making a participation to promote college-neighborhood-community. Institute has collaborations for exchange of faculty, sharing of resources like laboratories, and collaborative research activities etc. with other institutes. We have adopted 3 villages nearby for helping them out to address problems like uncleanliness, unhygienic, Go Green, Mobile awareness, awareness regarding the use of polythene, AIDs awareness programs, voter sensitization etc.

Infrastructure and Learning Resources

The institute adheres to the norms prescribed by AICTE, New Delhi, and the affiliating University, BPUT to provide infrastructure conducive to effective teaching and learning processes. It spans over an area of 10.05 acres, equipped with state-of-the-art facilities to ensure the best possible learning environment for its students. The infrastructure includes academic buildings, housing departmental laboratories, classrooms with some of them having ICT facilities, seminar halls, power supply with backup, RO water supply, and fire safety measures. Administrative facilities encompass the administrative office, principal's office, student training & placement cell, housekeeping, store, examination section with a strong room, security, and boardroom. Amenities include common rooms for both boys and girls, a cafeteria, dispensary, and stationery store. Separate hostels for boys and girls within the campus offer all essential facilities. Laboratories are equipped with cutting-edge equipment and both open-source and latest proprietary software.

The institute boasts a sizable playground furnished with necessary equipment for outdoor games such as cricket and football. Courts are also available for sports like volleyball, basketball, and badminton. Additionally, indoor facilities cater to games such as table tennis, chess, carom, as well as activities like judo, gym, and yoga.

The library occupies an area of 647 sqm with a reference room capable of seating 150 individuals. It is automated using the Soflib Management Software for Library Information Management. Books are organized department wise and classified using the Dewey Decimal Classification system. Barcode is employed to efficiently manage daily transactions. An Open Public Access Catalogue link facilitates the search for available books and other resources. The library also subscribes to e-journals/books and holds membership of e-Shodh Sindhu.

Titles - 5457 & Volumes- 26,393. National & International print journals: 107.

On-line access to E-Journals & E-Resources (DELNET, J-Gate, IEI)

Club Member of National Digital Library (NDL), NPTEL e-learning.

Reprographic/ Scanning/ Printing facilities, With 1002 CD's & DVD's

The institute boasts high-end IT facilities, including Wi-Fi connectivity. With an internet leased line bandwidth of 200 Mbps and strategically placed Wi-Fi access points, students and faculty can access the internet seamlessly from various locations within the institute. The institute has 410 computers with 200 Mbps fiber optic internet connectivity, along with a 2 Mbps standby backup link. Centralized bandwidth is used for network monitoring, management, and internet security. A three-layer switching LAN is available on campus.

The institute has an adequate budget/expenditure for the purchase and maintenance of infrastructure. Laboratories are maintained through annual maintenance contracts (AMCs) for computers, peripherals, networking, UPS, etc. Minor maintenance (breakdown) is carried out by laboratory assistants/technicians/workshop staff. Maintenance work for major equipment is assigned to an external agency through a work order. Elevators, firefighting systems, water tanks/coolers, RO plants, DG sets, gardens, pest control, and sanitization of the entire building are maintained through AMCs. Adequate firefighting facilities and extensive parking space are among the other facilities provided. Adequate budgetary provision has ensured the proper maintenance of infrastructure and academic support facilities.

Student Support and Progression

A well-structured proctorial/mentoring system is adopted in the institute to provide moral and academic support to the students as needed. Proctor periods are also included in the regular timetable for effective implementation.

The college has a functional SC, ST, and OBC welfare committee and a Scholarship Cell that assists students in applying for scholarships from various government schemes through both online and offline modes. Each year, students receive scholarships based on eligibility criteria set by the agencies. On average, 70% of students have benefited from government scholarships since 2015.

For the overall development of students, the institute provides training in soft skills, language and communication skills, life skills, and ICT/computing skills. Students are being benefited through such training

programs in various competitive examinations and career development. The college has a transparent mechanism for timely redressal of student grievances, including sexual harassment and ragging. Functional committees such as the Anti-Ragging Committee, Anti-Ragging Squad, and Grievance Redressal Committee are in place to address such issues if they arise. The college campus is designated as a ragging-free environment.

The Training & Placement Cell of the institute offers career guidance and organizes campus recruitment drives. It prepares students for placement activities through various initiatives, including assessment tests and the Campus to Corporate Readiness Programs, which comprises different levels from the first year to the final year. These programs cover essential skills such as aptitude, communication, personality development, resume writing, and group discussions. As a result, there has been an increase in placements, with 265 candidates got selected in various companies with the highest package of 4.2 lakhs in the year 2022-23. On average, 71.96% of students have been placed / opted for higher studies over the last five years. The college encourages students to participate in various administrative and academic committees.

Students are encouraged to participate in both co-curricular, extracurricular and extension activities initiated by the departments & the NSS wing. Students are generously participating in Sports & Cultural Events and also awarded at College level, Inter college level & University Level. Institute also observes its annual day with various cultural & sports activities.

Einstein Academy of Technology & Management has always prioritized the functioning of its Alma Mater since the inception of its journey in 2009. It has an Alumni Association, registered in 2014. EATM takes pride in nurturing students who hold important positions in top-notch companies. It has produced engineers, managers, scientists, and individuals in the Indian Administrative Service (IAS). EATM alumni are employed in companies and organizations such as Bhabha Atomic Research Centre, Government of India (Civil Services), Accenture, Tata Technologies, Cipher, and Weber, among others. The alumni contribute regularly sharing their experiences with the present students by mentoring, guiding in placement, knowledge sharing, creating internship and job opportunities etc.

Governance, Leadership and Management

The institute has inculcated the practice of decentralized and participative style of Management with well-established mutual relationships among all the stakeholders. Effective leadership is visible through designing, planning, implementing and executing quality policy of the Institute, and this is all about to achieve its Vision and Mission. Institute has a well-defined procedure to monitor effective and efficient utilization of available financial resources for the development of existing infrastructure and execution of academic processes. In this process senior faculty and staff members are given various responsibilities by making them as the head of various committees. They used to take the decision from time to time for the betterment of the institute.

Institute has an organizational structure for effective functioning of its perspective/strategic plan. It has implemented e-governance in the areas of administration, finance, accounts, student admission, support, examination.

Effective welfare measures for both teaching and non-teaching staff have been adopted for their well being and motivation. They are given recognition for good work based on performance and outstanding contributions. Casual leave, duty leave, medical/ sick leave, extra ordinary leave, accommodation facilities etc. are provided to the faculty and staff for various purposes. Faculties are sponsored to attend seminar/ conference/ workshop in

every academic year and he/she may also be paid with for the same. It conducts both internal and external financial audits in regular manner. It has a fulltime treasurer and accounts department since inception to ensure maintenance of annual accounts, internal audits and external audits.

IQAC of the institute has number of committees viz. anti-ragging committee, grievance redressal committee, SC/ ST welfare committee, academic audit committee etc. under its ambit to access, analyse and ensure quality in teaching –learning, R&D, industry interaction, training and placements activities. IQAC conducts internal academic and administrative audit to ensure the quality policy in all respect.

Institutional Values and Best Practices

The institute is committed to respect equality and diversity in each individual for age, gender, race, cultural back ground, learning level, experience, skills, beliefs and sexual orientation. Institute's grievance redressal committee and feedback system always cater any such issues on priority basis and take necessary actions whenever required. To promote equality, institute provides equal opportunity to male/ female staff and students in administrative/ teaching/ co-curricular/ extracurricular/ sports activities and deputation to the courses, programs, higher studies, appointments, committees, placements etc.

The Institute organizes various programs under the National Service Scheme (NSS) to sensitize students about gender equality. Institute has also taken efforts for providing inclusive environment to enhance harmony towards cultural, regional, linguistic, communal, social, economic and other diversities. Institute has taken initiative to sensitize and inculcate values, rights, duties and responsibilities of citizens through activities mainly organized by NSS. The Institute has a friendly campus for differently abled students with facilities like ramp, elevators, and direct access to all class rooms and labs.

In order to save energy, institution has facilities such as solar energy, wheeling to the grid, use of LED bulbs, biogas plant etc. Water conservation facilities available in the institution include rain water harvesting, bore-well recharge, construction of tanks and waste water recycling.

The Institute has introduced few innovations in teaching-learning process. The best practices include adopting outcome based education, reaching to the community to sensitize about the schemes and benefits being offered by state and central government, peer study group, academic monitoring, student mentoring, feedback system, reward system, technical clubs, study circle for competitive examinations. These practices ensure continuous improvement in the performance of students and faculty members and help to achieve the vision and mission of the institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	EINSTEIN ACADEMY OF TECHNOLOGY AND MANAGEMENT
Address	Einstein Academy of Technology and Management. At- Baniatangi Po-Bajapur Dist- Khordha
City	Bhubaneswar
State	Orissa
Pin	752060
Website	www.eatm.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Suwendu Prasad Sahu	0674-2558245	9437101492	-	info@eatm.in
IQAC / CIQA coordinator	Biswajit Nayak	0674-2558255	7852969838	-	iqac@eatm.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
-----------------------	--

State	University name	Document
Orissa	Biju Patnaik University of Technology	View 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	30-03-2017	12	EOA in the time of last NAAC peer team visit
AICTE	View Document	30-03-2017	12	EOA in the time of last NAAC peer team visit

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	Einstein Academy of Technology and Management. At- Baniatangi Po-Bajapur Dist- Khordha	Rural	10.05	16013.17

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Computer Science And Engineering,Data Science	48	Intermediate	English	60	29
UG	BTech,Computer Science And Engineering,	48	Intermediate	English	240	211
UG	BTech,Electronics And Communication Engineering,	48	Intermediate	English	60	43
UG	BTech,Electrical And Electronics Engineering,	48	Intermediate	English	60	41
UG	BTech,Mechanical Engineering,	48	Intermediate	English	120	84
UG	BTech,Civil Engineering,	48	Intermediate	English	60	46
UG	BTech,Electrical Engineering,	48	Intermediate	English	60	39

Self Study Report of EINSTEIN ACADEMY OF TECHNOLOGY AND MANAGEMENT

PG	Mtech,Mechanical Engineering,SYSTEM DESIGN	48	B.Tech	English	18	4
PG	Mtech,Civil Engineering, STRUCTURAL ENGINEERING	48	B.Tech	English	18	16
PG	MBA,Management,MARKETING MANAGEMENT	48	Any Graduate Degree	English	60	46
PG	MBA,Management,FINANCE MANAGEMENT	48	Any Graduate Degree	English	120	106

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	14				29				90			
Recruited	13	1	0	14	23	4	0	27	54	14	0	68
Yet to Recruit	0				2				22			

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				30
Recruited	23	7	0	30
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				24
Recruited	20	4	0	24
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	13	1	0	23	4	0	12	6	0	59
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	42	8	0	50
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	406	0	0	0	406
	Female	87	0	0	0	87
	Others	0	0	0	0	0
PG	Male	108	0	0	0	108
	Female	64	0	0	0	64
	Others	0	0	0	0	0
Diploma	Male	126	0	0	0	126
	Female	4	0	0	0	4
	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	150	126	66	68
	Female	31	24	15	29
	Others	0	0	0	0
ST	Male	29	36	23	34
	Female	12	13	13	11
	Others	0	0	0	0
OBC	Male	110	70	71	57
	Female	29	18	19	15
	Others	0	0	0	0
General	Male	166	105	106	87
	Female	42	27	28	22
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		569	419	341	323

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>In connection to the adoption and implementation of NEP 2020, EATM has taken steps in offering multidisciplinary/ interdisciplinary courses to its students of various branches as prescribed by the affiliated university. Courses viz. Communicative English, Humanity, Social Science, Environmental Science are imparted for students in their different semesters of study. Students of all departments regularly participate in activities like seminars, workshops, expert talks, visiting lectures etc. From such practices they learn interdisciplinary concepts and try to apply the same in developing interdisciplinary projects. This helps them in addressing social problems while doing their final</p>
--	--

	<p>year project work. EATM has various student chapters at Institute level such as IE (India), ISTE, CSI, IETE etc. as the part of student club activities. Above all students are encouraged to participate in various interdisciplinary activities outside the campus</p>
2. Academic bank of credits (ABC):	<p>EATM is affiliated to Biju Patnaik University of Technology (BPUT) and offering courses with Choice Based Credit System (CBCS). Members in the Board of Studies of the university design the syllabus with requisite credit points. But at the time of execution concerned subject faculty has the liberty to prepare the lesson plan and decide to impart beyond syllabus chapters. For assessment faculties define the assessment tools such as assignments, class tests, quizzes, surprise test etc.</p>
3. Skill development:	<p>The college provides opportunities for students to enhance their skills in accordance with the evolving needs of the industry. This includes quality improvement training, add-on courses, internships, final year project works etc. Regular interactions with alumni and industry professionals further enrich students' skill sets. The majority of our graduates find employment in the private sector or venture into entrepreneurship, with some securing government positions. To inculcate professional ethics, human values, and decorum, value-added courses are conducted department-wise to raise students' awareness and understanding.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>EATM students perform various activities through cultural committee in local language Odia, Hindi and other languages on various occasions / festivals throughout the year. Programs like drama, dance competitions, song competition, debate etc. are arranged by the students to inculcate the fragrance of Indian culture. Recently we signed a MOU with INTACH to use their expertise to expose our students in the area of Art and Cultural Heritage.</p>
5. Focus on Outcome based education (OBE):	<p>EATM follows Program Outcomes (POs) as defined by National Board of Accreditation and it defines its own Program Specific Outcomes (PSO) and Program Education Objectives (PEO) to meet the requirements of OBE. The POs, PSOs and PEOs are achieved through the well-established teaching-learning process and the additional programs conducted at the Institute from time to time. All courses conducted at</p>

	<p>the Institute have well defined Course Outcomes (COs) which are mapped to POs and PSOs. Each department has a Program Assessment Committee (PAC) to assess the achievement of OBE objectives. Before commencement of the semester, PAC analyzes the CO-PO mapping of the courses and defines the curriculum gap and accordingly various activities are planned and conducted to cover the curriculum gaps. During the semester, various assessment tools such as class tests, assignment, quizzes, etc. are used to analyze the attainment of POs and PSOs. External assessment tools are also considered to compute the final attainment of POs and PSOs. Thus, the Institute follows a well-defined OBE system. Teachers are provided with apt IT infrastructure and ICT enabled classrooms for effective curriculum delivery which also focus on outcome-based education.</p>
6. Distance education/online education:	<p>The institute has adopted the change from classroom teaching to blended learning. It has smart classrooms to offer both online & offline teaching. During COVID All classes were taken online. Platforms like google meet, zoom were used. The assessments of the courses are done through online assignments, quizzes. The MCQ tests are conducted using Google Forms. Student activities were also conducted online using Google meet. Institute encourages faculty to organize webinars. It also takes every chance for collaborative activities in online and offline mode. MoU with other agencies also support distance communication. All correspondence to NAAC, NBA, and Parent University is done through mail.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>No, however the activities related to ELC are being organized by NSS. We have submitted an application to the Khordha District Election Office's for the formation of Electoral Literacy Club (ELC) in the institute. They are assessing the eligibility criterion of the institution to set up an ELC. The primary objective is sensitizing the students' community about democratic rights from time to time which mainly includes casting of votes in general elections such that they can participate in the formation of a</p>
--	--

	democratic government.
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?	As ELC activities are being carried out by NSS. The objectives are: <ul style="list-style-type: none"> • To create awareness and interest among faculty, students and nearby communities. • To educate about voter registration, electoral process and related matters. • To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. • To make understand the value of a vote in a democratic country. • To encourage for voter registration of eligible members who are not yet registered. • To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'. • To motivate the students to participate in the ELC 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.	The NSS wing has organized different innovative programs related to ELC. Some of the programs are constitution oath, voting awareness campaign, voting awareness rally, seminars to educate the targeted populations about voter registration, electoral process and related matters through hands on experience to strengthen the democracy.
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.	Following activities have been taken up: <ul style="list-style-type: none"> • Awareness rally in the neighborhood villages of the EATM. • Distribution of literature on the Electoral Code of Conduct. • A survey undertaken by NSS to find the number of students above the age of 18 years not yet enrolled in the Electoral List. • Awareness campaigns are done to motivate and educate students for Voter registration. • To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind' to keep this in mind the institute had organized the street play about voter awareness.
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.	The NSS has organized a special voter registration drive for the students, whoever turned 18 years by March 15, 2023. The importance of voter registration and the different forms-Form 6 for voter enrollment, Form 8 for any necessary revisions, and Form 7 for

removal from the voter list-were explained to the students. Many students took part in the special pushup programme and many who have completed their eighteen years have registered to vote in the process of developing the Nation. District representatives, the Director, the Principal, Deans, Heads of departments, and faculty members have joined this programme and made a grand success.

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
1649	1472	1410	1506	1631

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: 110

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
98	95	91	89	83

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
803.15	701.71	739.63	707.47	878.88

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institute abides the norms and guidelines prescribed by the affiliated university for CBCS curriculum delivery and implementation.

1. The institute prepares its academic calendar in line with the University, consists of all technical and nontechnical activities in detail. Classes and internal examinations are planned as per the calendar, thus ensuring complete adherence.
2. The university provides the syllabus with evaluation schemes and course objectives for every course. Courses of the curriculum are allotted to faculty members based on their field of expertise and interest through meeting in the department, well before the start of the semester.
3. Faculty members prepare their individual teaching plan and course file of allotted subject as per the institute academic planner. Accordingly, laboratory manuals are also prepared.
4. In addition to traditional teaching methods, faculty members also follow power point presentations, video lectures, NPTEL lectures, projects, case studies, etc.
5. Invited/guest lectures, seminars, workshops, FDPs, conferences are planned as per the academic calendar.
6. Industrial visits are arranged for industry exposure related to the curriculum.
7. HODs monitor day to day activities in the department w.r.t the time table and academic planner. Students with poor attendance are identified and accordingly class teachers and proctors counsel them for the improvement.
8. HOD takes academic review biweekly and suggests remedial measures. In semester ending he takes feedback from students on implementation of teaching learning process and analyses in the department meeting. For poor feedback corrective measures are advised by HOD and Dean, Academics with the help of IQAC.
9. The schedule for the continuous internal Assessment (CIA) is disseminated well in advance for the convenience of both students and staff. The internal assessment of the course delivery is done by assignments, two internal tests, quiz tests and surprise tests. Performance of the students in laboratory experiments are timely assessed and graded according to the performance indicators.
10. Students are also assessed based on their performance in active participation in technical – non technical, cultural, sports etc. students show their talent on various platform provided by institute, Department level students association, Inter collegiate level, state level, National level, International level.
11. The CIA (Continuous Internal Assessment) system comprises (i). Preparation of Question paper based on percentage of syllabus coverage, CO's and Bloom Taxonomy levels by the respective faculty in conjunction with course coordinator. (ii). Scrutiny and Approval of Question paper: is done by the Head of the Department. (iii). Printed question papers in a sealed cover are handed

over to the CIA coordinator for the smooth conduction of CIA.

12. The review of internal assessment is taken by the IQAC regularly. The record of internal assessment is maintained at college level.
13. In order to bridge the gap in the curriculum, workshops and value added courses are conducted on regular basis to enhance the technical skills.

File Description	Document
Upload Additional information	View 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: 00

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

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: 0

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
00	00	00	00	00

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 curriculum prescribed by the affiliated University, includes courses on Professional Ethics, Gender sensitization, Human Values, Environment and its sustainability etc. helps in a broader sense socially for the holistic development of a student.

At the Institute level we also recognize the need of the hour about the ethical growth in the profession of the students, gender equality, respecting human value, and environmental leadership and sustainability. Students engage with issues such as climate change, resource management, and sustainable development, gaining a sound understanding of the interconnectedness between human activity and the environment. Through seminars, expert talks, activities they develop the skills and knowledge needed to address such issues. We empower our students to become agents of positive change, leading the way towards a more sustainable future.

The institute tries to inculcate ethical excellence in it's our culture. It prioritizes integrity, responsibility, and respect in all its aspects. We foster transparency and accountability. Ethics education is integrated into our curriculum, encouraging critical thinking and ethical decision-making. We promote integrity and honesty.

Institute has undertaken initiatives to sensitize and inculcate human values, rights, duties and responsibilities of citizens through various activities mainly organized by National Service Scheme (NSS).

The activities include the following program:

- Talks on women in science, engineering and research, violence against women, motivating approach for unemployed women aspirant, global humanitarian crisis, women sense of self worth

etc.

- Observation of international day for violence against women, international day of women and girls in science, international women's day, world environment day, national engineers day, international day of women safety and security, empowering girls in national security and self defense etc.
- Various competitions viz. debate, rangoli, quiz, drawing, poster presentation for sensitization for gender equality, environment sustainability.
- Seminars/ webinars/ workshops on how to plan for start up: legal and ethical steps, entrepreneurship skill, attitude and behavior etc.
- Awareness programs like remedies on breast cancer etc. are being organized on regular basis.

The Institute focuses on to create a positive vive among the new comers to get acclimatize with the new environment. In the orientation program, newcomers are assured of comprehensive support from the institute, encompassing teaching, training, and placement assistance. Following the orientation, an induction program is conducted to sensitize newcomers about ethics, human values, social responsibility, and environmental sustainability. This is facilitated through invited talks/ lectures by guests and senior faculty members. The institute consistently endeavors to inculcate values among its students.

File Description	Document
Upload Additional information	View 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: 39.3

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

Response: 648

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: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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: 62.22

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
569	419	341	323	364

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
756	696	636	576	576

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: 71.74

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
98	106	81	94	88

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
152	140	127	116	116

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: 16.83

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:

EATM imparts education through a student centric approach to develop skills, knowledge, ethics and values to shape students' career. Faculty members put efforts in making the learning activity more interactive by adopting student-centric methods, viz.

Experiential learning:

- 1. Summer Internship:** As a part of curriculum, it is mandatory for the students to go for the internship during semester gaps. It is the best way to relate classroom knowledge with practical experience.
- 2. Industrial Visits:** Industrial visits are arranged in a regular and systematic manner in each year to get exposure to the working environment of the industries.
- 3. Projects:** Doing projects is the first step that how best the subject knowledge can be used in designing, fabricating, assembling of components, implementing of software knowledge in programming etc.
- 4. Technical Events:** Students' participation in the events like Hackathons, Tech-fests, Workshops, seminars etc. give immense knowledge in the field of engineering and technology, management to face real-life problems.

Participative Learning:

- 1. Students' participation in teaching:** Good students are allowed to explain, derive and solve the subject matter in the black board while a teacher conducting his class.
- 2. Group study:** Students are making into small groups (5 to 6 students in a group) for discussion and understanding. It helps them to understand the topic completely.
- 3. Brainstorming:** Such approach is used to generate new ideas where judgment is suspended. The main objective is to accumulate more ideas without evaluation or judgment.
- 4. Case Studies:** Students are allowed to discuss on an imaginary or real-time situation to arrive at a solution.
- 5. Seminars or Workshops:** Students are involved in activities like student lead seminars, group discussions which help them to develop the team spirit and leadership qualities.
- 6. Creativity:** The institute promotes creativity amongst students by encouraging them to publish articles in the college magazine and wallpapers.
- 7. Hobby Club activities:** It encourages students to participate in co-curricular and extracurricular activities through various clubs.

Problem Solving Methodologies:

- **Use of Technologies:** Use of technologies and tools like MATLAB, AutoCAD, Ansys etc. are being used in solving engineering problems by the students.
- **Programming/quiz Contests:** Inter and Intra college programming /quiz contests are arranged where students design and develop solutions to the given problem statement.
- **Real life Projects:** Students are encouraged and guided to involve themselves in various real life projects such as bio-gas preparation, rainwater harvesting, Waste management etc.

Use of ICT tools

The use of multimedia teaching aids like, LCD projectors, smart classrooms with internet enabled computer/laptops/tablet systems are usually adopted inside classroom. Writing pads are extensively used while conducting online classes for students. The quiz and surprise tests are conducted through different online platforms like ZOOM, Google Meet, Microsoft Team etc.

The college has its own web based Enterprise resource planning (ERP). ERP is designed to take care of whole academic process of each student in institution, starting from First year to final year.

File Description	Document
Upload Additional information	View 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: 76.25

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
128	125	119	113	113

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

2.4.2

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

Response: 56.14

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
65	57	51	45	38

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

The mechanism adopted for the assessment of students are as follows

- The internal assessment examinations (class tests) are conducted according to the academic calendar of the institute prepared in parallel to the University and its guidelines. The Professor-In-Charge (PIC) Examination prepares the examination schedule at the commencement of the concerned semester with consultation with Dean (Academics) and Heads of the departments which is displayed in the Notice board for the reference of students and faculty members. It is also published in the college website for wide circulation. In unavoidable circumstances a little alteration may be adopted in schedule, pattern or methods related to examination.
- The respective subject teachers set the internal question papers by using Blooms taxonomy by keeping in view the defined Course Outcomes. The prepared question sets then send to the examination cell for further course of action. The examination cell organizes the questions as per the student strength well before the examinations.
- The PIC examination prepares the seating arrangements for the students and the invigilation duty chart. The duty chart is communicated to the faculty members through circulars. Examination section notified the sitting arrangement to the students through notices.
- During examination, student attendance is taken by the invigilators for the record. If someone

found absent in the examination then a message is sent to the parent by the examination cell. Absentees are then subsequently taken care by the individual departments.

- Post examination, answer scripts are collected at the examination cell. Then answer scripts are sent to the respective subject teachers for evaluation. The evaluated answer scripts are shown to the students within 7 days of completion of the test. If any complaint comes from students' side, it is resolved by the concerned faculty then and there. After that the final marks are sent to the examination section and then uploaded in the CMS for the information of students and parents.
- Projects and seminars are jointly assessed by a committee of faculty members and external experts. Generally students are supervised by the department faculty members. They guide the students for demonstration of their own project idea along with individual communication, leadership, management and teamwork.
- The laboratory assessment of student is being done through experimentation, attendance, viva-voce, representation in a continuous manner as per the curriculum of the University.
- The end semester examinations (external examinations) are conducted and controlled by the governed rules and regulations of the University. Any type of grievances related to end semester examination such as answer scripts; question paper etc. is addressed by the center superintendent to the Director of Examination of the University immediately.
- For the grievances related to external examination assessment, students may apply for re-checking, may also get the photocopy of the evaluated answer scripts through proper channel by paying the prescribed university fees.

The queries related to results, name corrections in grade sheets/certificates issued by university are addressed by the Principal/ PIC examination to the Director of Examination.

File Description	Document
Upload Additional information	View 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:

EATM is continuously working with the objective of Outcome Based Education (OBE). As a part of compliance of OBE, Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs) are prepared. As defined by NBA, the twelve engineering graduate attributes are referred as Program Outcomes (POs). Program Specific Outcomes (PSOs) are framed by the respective programs in-lined with vision and mission of the program. Course Outcomes (COs) are defined for every course by respective course coordinators.

Program Outcomes (POs): It represents the knowledge, skills and attitudes the students should have by the time of completion of their respective engineering program.

Course Outcomes (COs): It gives the resultant knowledge and skills the student acquires at the end of each course. It defines the cognitive processes a course provides. The course outcomes are defined as per the contents (units) of the each course. Generally four to six course outcomes are defined for each course. The course outcomes are provided by the BPUT along with the syllabus. As per the requirement course outcomes are modified and re-framed by the course coordinators. Course Outcomes are communicated to the students during the introduction class itself. During the discussion of the course, the outcomes of the course are also focused.

Program Specific Outcomes (PSOs): These are what the students should be able to achieve at the time of graduation. Each program has defined two to three program specific outcomes.

Dissemination

The Vision, Mission of the institute and departments, POs, PSOs, PEOs and COs, are displayed for teachers, students and other stake holders at following locations:

- Institute website (<https://eatm.in/>).
- Principal's chamber, HOD chambers and faculty cabins
- At prominent locations of the campus.
- Departmental Corridors, laboratories, library, Lab Manuals
- Communicated to parents during the Parent Teacher Meeting (PTM).
- Attached in the course files, seminar reports and project reports etc.

CO-PO Evaluation:

- The course coordinator prepares a matrix of CO-PO & CO-PSO mapping.
- The justification of CO-PO & CO-PSO mapping is also provided.
- The tools for attainment of CO are defined for each course.
- The attainment of CO, PO and PSO is calculated by using various tools.

Tools for direct attainment

- Internal Assessment Tools: Class Tests, Assignments, Surprise Tests, Quiz Test and Course Exit Survey.
- External Assessment Tools: End Semester Examination

Tools for indirect attainment

Indirect attainment of PO and PSO is also calculated based on various surveys and feedbacks collected from stakeholders.

File Description	Document
Upload Additional information	View 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:

Evaluation of the attainment of POs, COs and PSOs are key to assure the quality enhancement process of an institute. The academic progress of the students is regularly monitored by subject teachers and Heads of Departments for effective program outcomes and attainments. Various assessment tools and processes are adopted for direct and indirect attainment of each PO's, PSO's and CO's are.

Direct Assessment is made through the results obtained in the external examination (University) by the individual students, supplemented by the internal assessments like class tests, surprise test, quiz tests and assignments.

Indirect assessment is made through students' feedback, surveys like course exit survey, employers' survey, alumni survey.

The methods adopted for the evaluations of POs, PSOs and COs are as follows:

$$\text{PO/PSO Attainment (\%)} = (\text{weightage: 90\%}) \times (\text{Average CO attainment in direct method}) \\ + (\text{weightage: 10\%}) \times (\text{Average CO attainment in indirect method})$$

Attainment of COs

COs for each course of the program from first to last year are defined by the respective faculty members. A correlation is established between CO's, PO's and PSO's in a scale of 1 (Being the slight/low), 2 (Being moderate/medium) and 3 (Being substantial, high).

A mapping matrix is prepared for every course offered in the program. The CO attainment levels is measured based on the results of the internal assessments and external examination. This is a form of direct measurement of attainment. Two class tests, quiz tests, surprise tests and assignment are conducted for each course in a semester. In each test, the percentage of students who achieve a set target for the COs is computed.

Average CO Attainment of individual Course

- The CO attainment level for each subject is fixed by considering a set value higher than the average performance at the university level.
- The Set Value for internal, quiz and surprise is consider as 60% while for assignment the set value is 70%.
- Percentage of student securing equal or more than the set value is determined.
- Percentage of student attainment of the set value is converted to attainment level of individuals with a correlation level (X) as follows: X=1 for a range of 60% to 70%; X=2 if the range is more than 70% and less that 80 % and X=3 if the range is more than 80%.
- Average attainment of individual level of quiz, surprise and assignment is calculated.
- Attainment of individual CO is calculated as [50% weightage to University examination + 20% weightage to internal tests + 5% Quiz + 5% surprise test + 10% Assignment].
- Average CO attainment of a course is calculated.
- Attainment for particular PO/PSO is calculated by taking weighted average of all course outcome attainment addressing that particular PO & PSO. The POs/PSOs attainment for a batch of students is computed by taking average of PO/PSO attainments of all courses.

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

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

2.6.3

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

Response: 92.59

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
379	384	353	425	434

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
408	415	380	456	474

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

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.99</p>	
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: 21.87

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
5.36	7.13	0.65	3.32	5.41

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:

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

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

The purpose of expediting research activities at EATM by R&D cell are to respond to current social demands, and to contribute to the creation and development of scientific technologies. At the same time, the EATM aims to create excellent educational resources and a student friendly educational environment through frontline researches.

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

- Maintain a sound academic and conduct research activities in each engineering domain
- Focusing on globalize research and education
- Provide guidance to its disciples based on high-level academic foundations and vision
- Conduct researches that contribute to the development of human resources who can play a leading and core role in society and researchers who can conduct cutting-edge researches
- Emphasizing on experiential learning to cultivate the interest among students towards research and development activities in the respective domain.
- Life-skills are needed in today’s globalized society and are imparted through several means such as internships, industry projects and professional chapters viz. CSI, ISTE, IEI, IETE etc.

Objectives of R&D Cell

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

Bringing Research to class rooms by inviting scientists for interaction with students.

File Description	Document
Upload Additional information	View 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: 46

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on

Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	7	11	10

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

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

Response: 2.62

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
59	61	61	59	48

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: 0.17

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
07	6	3	2	1

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:

EATM is continuously trying its best for a note worthy contribution to the society and environment through various activities in college and neighborhood-community. It is putting more importance on the service oriented activities among students for a holistic development for the responsibility towards good citizenship.

The NSS club has taken many initiatives involving both teaching and non-teaching staffs. The institute has adopted 3 neighborhood villages and trying to solve their problems related to un-cleanliness, unhygienic, plantation, saving and storage of water resource. Awareness programs also have been undertaken for optimal use of mobile phone, hazard of using polythene, AIDs etc. The institute has organized several medical camps like Dental check-up, regular health check-up camp in the college

campus and in the nearby villages as well. Every year Blood donation camps are organized in collaboration with the Red cross, Khurda. Being the coastal region of the state it experiences cyclone every year, hence students participate in relief work in the cyclone affected areas and render all types of possible helps to the needy people. The students also organize cyclone sensitization programs in the villages.

Various awareness programs/ workshops/ rallies/ road shows/ voluntary activities with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule, road safety, voting right, save water, demonetization and digital payment, rural development, national Swachh Bharat Abhiyan, blood donation camps, international yoga day and women empowerment etc. are organized under NSS unit of the institute.

The NSS wing has organized several literacy programs for the children of nearby villages. It also imparts free training on computers to the students of nearby schools, provides training on sewing machine operation and promoting the rural people to be self-sufficient. Social activities enhance and create social awareness and responsibilities in the students. Apart from these various student chapters with different cultural and social activities are being organized to create sense of social responsibilities among the students. Similarly we have conducted several other programs as mentioned below:

- Vocational Training on Firefighting awareness to college students & staffs
- Yoga and Meditation camp in the college
- Awareness program on prevention of critical illness are conducted in collaboration with NGO SAMPARK, Khordha.
- Awareness Camp on observing Eco Friendly Diwali, using organic colour during Holi,
- Drives of Tree Plantation in the college campus and also outside of the campus.
- Distributed Groceries and medicines to the needy people like Senior citizens, pregnant ladies, physically handicapped etc. during the COVID-19 pandemic lock down period with the help of State Govt. of Odisha.

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

3.4.2

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

Response:

It is important to provide service to the society and make a positive impact on students and the society as well. Being an educational institute our goal is to contribute for the betterment of the society in addition to doing well for ourselves. This can be accomplished through conducting awareness programs, participating actively in government-organized drives, and many other things.

The NSS wing, students and faculty members understand the value of social work and hence they are engaged in such activities regularly from time to time in addressing and resolving the social issues by conducting awareness programs, camps, plantations etc. Generally in the days of importance Gandhi Jayanti, International day of Yoga, International day of Women, World environment day etc.

The events organized are

- Swatch Bharat Abhijan
- Observation of International Yoga Day
- Tree plantation programs
- Blood donation camps
- Health check up camps
- Voting rights awareness program
- Empowerment of women and girl child
- Save water and save earth
- Observation of road safety week
- Literacy camps, etc

Against such efforts the institute has been recognized / appreciated by various govt. and non-govt. agencies, viz

- By Khordha Municipality Corporation, Khordha for the awareness program on Cleanliness Campaign Drive
- By Khordha Municipality Corporation, Khordha for the awareness program on Plantation Drive
- By District Session Judge, Khordha for the awareness program on Human Right
- By Odisha Blood Center, DHQH, Khordha for the blood donation camp
- By the District Forest Officer, Khordha for the plantation drive program near Barunei hill
- By the District Election officer for the awareness program on observation of Voters Day
- By OSACS, Bhubaneswar for the blood donation camp in association with Red-Cross society
- By Chief District Medical Officer, Khordha for dental check-up camp at Sialiapatana, Khordha

The extremely severe cyclonic storm FANI made extensive severe damage in four coastal districts of odisha. Students and faculty members of EATM with the members of the NGO, SAMPARK a social organization who have whole heartedly come forward to render service to the needy people in the cyclone affected area.

During the pandemic COVID -19, our college made significant efforts to raise awareness and preparedness to fight against COVID – 19 among the healthcare workers, villagers and all others. Additionally, our college has also been recognized for our efforts in tree plantation.

File Description	Document
Upload Additional information	View 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: 33

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
9	7	1	7	9

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: 18

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:

EATM has adequate infrastructure as per the norms outlined by AICTE and the affiliated university BPUT to facilitate effective delivery of the curriculum and implementation of teaching-learning methodologies. Available classrooms, laboratories, tutorial rooms, technology-enabled learning spaces, workshops, seminar halls, and drawing halls, creating an environment conducive to progressive learning and development. The institute is also equipped with infrastructure and physical amenities to support sports & cultural activities, gymnasium, and yoga.

Most of the classrooms are equipped with audio-visual teaching aids. Modernization and updating of infrastructure resources are carried out periodically. Periodic and breakdown maintenance procedures are adopted for all equipment in the laboratories to address wear and tear, and any damaged equipment is replaced or repaired as needed. Before the start of each academic semester, faculty members ensure the availability of required software/ equipment for the smooth conduct of laboratory classes. Laboratories are furnished with sufficient hardware and licensed software to align with the program-specific curriculum. Additionally, each department is equipped with dedicated computing resources and a departmental library.

In addition to the above amenities, the institute has a central library stocked with national and international journals, with spacious reading room facility (150). A digital library (10 no. of computers) further enhances resources for both students and staff members. Access to NPTEL and other content is facilitated through a high-end library server. Essential facilities include a language laboratory, ample computer stations equipped with internet access, system software, application software, and computer peripherals.

The detail of classrooms, tutorials, seminar halls, library, and laboratories are as follows:

Classrooms: The institute has sufficient number (41) of well-furnished, well ventilated, spacious classrooms for theory classes. All the class rooms of individual departments are at close proximity in order to have better access for the students.

Technology enabled learning rooms:

1. Each department is provided with e-classrooms having public addressing system to facilitate active

learning.

2. All class rooms have a seating capacity of 60 or more, out of which a few are provided with Smart interactive boards, LCD projectors, Wi-Fi enabled internet connectivity etc.

3. Few classrooms are also ideal to conduct seminars/ workshops.

Seminar Halls:

1. The institute has well designed seminar halls (4) to conduct conferences, workshops and symposia for students and faculty. They are equipped with LCD projectors, white board and public addressing system.

2. Kalam seminar halls have a seating capacity of an average of 200 and is fully air-conditioned.

Laboratories and workshops:

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

Computing facility:

There are 01 computer center, 10 numbers of labs and others consisting of around 410 computers. Softwares like MATLAB, ANSYS, Auto CAD etc. are available in the PCs of respective laboratories. The campus is well connected with Wi-Fi network with internet speed of 200 Mbps.

The Institution has adequate facilities for cultural and sports activities. Facilities for indoor, outdoor games, Gymnasium and yoga are available.

File Description	Document
Upload Additional information	View 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: 25.32

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
208.17	177.42	186.44	176.77	221.22

File Description	Document
Institutional data in the prescribed format	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 has its central library, and each department has its own library to provide study materials adequately to faculty members. The central library is automated with Library Information Management software – Softlib, which manages library activities through a computerized system. Softlib facilitates various functions, such as adding new books along with relevant information, handling book transactions for students and faculty members, and searching for books from the library's collection.

The software helps in monitoring the library's usage by both students and faculty members. Detailed descriptions of the books in the College Library are accessible to staff and students alike. The notable advantages of this computerized system are its hassle-free record-keeping of books. Separate modules are designated to track all library activities, ranging from book record-keeping to issuing books to both students and employees. An Open Public Access Catalogue link is provided for searching available books and other resources in the library. Additionally, the library has subscriptions to e-journals/ books and is a member of e-Shodh Sindhu.

A significant number of books are purchased annually based on requirements from faculty and students. In connection to this the central library is having 26,393 numbers of books of 5,056 number of titles. Subscriptions to e-resources are renewed annually. The e-resources available at our Institute library include IEI, J-Gate Science and Technology, and DELNET. Additionally, the central library is a Club Member of the National Digital Library (NDL), and it provides reprographic, scanning, and printing facilities. We receive 10 newspapers in three different languages (English, Hindi, and Odia), and we procure 15 different magazines (such as India Today, Outlook, Electronics for You, Competition Success, Current Affairs, Sports Star, etc.) for the reference section.

At the library entrance, a register is kept where students and faculty sign upon entry and exit, ensuring both book security and individual accountability. The reading room, located close to the library, has seating capacity of 150 individuals. The central library remains open from 9 a.m. to 6 p.m. on week days. However it remains open till 8 p.m. and on Sundays during Semester examinations. On an average 150 number of students report to library on daily basis for return/ issue of books and for reference. More than 1,000 number of books are circulated every month.

File Description	Document
Upload Additional information	View 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:

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

LAN Facility

There are 26 data network switches (Giga byte), 02 POE network switches for access points, CCTV cameras, 200 Mbps of internet connectivity is shared across the campus.

Server configurations in data centre

There 02 servers with Xeon E-5 version-2, 8GB RAM, 1.0 TB hard drive, which are served as Domain Controller (DC), Additional Domain Controller, student biometric server, faculty biometric server and application servers.

Back up device- 2TB for critical server back up

Workstation

410 desktops are now available with configurations of Pentium dual core / i3 processors, 3rd generation, 4GB-RAM, 1TB / 500 GB harddisk with LAN connectivity. Out of which 359 PCs are exclusively available in different laboratories, computer centre, e-library etc. for students.

Software

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

Printers

26 Laser jet printers, 3 Xerox center's and 2 scanners are provided across the campus for academic and administrative purposes.

Updates and up gradation

Updates are maintained regularly through WSUS (Windows Server Update Service) and anti-viruses are updated through cloud portal. Ram has upgraded from 2GB to 4 GB.

Wi-Fi

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

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

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

Response: 4.59

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

Response: 359

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: 61.29

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
511.21341	473.14608	467.00067	438.51584	458.17586

File Description	Document
Institutional data in the prescribed format	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: 79.16

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
1415	1219	1089	1123	1224

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: 54.86

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
873	885	740	853	856

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: B. 3 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: 71.97

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
275	288	261	323	324

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
388	398	362	440	456

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: 4.36

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
5	5	5	5	5

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: 29

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
10	0	0	9	10

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: 4

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
6	1	1	6	6

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:

The Alumni Association of EATM is functioning with the purpose of fostering and sustaining lifelong connections between alumni, the institute, and current students. Alumni from our institute are always eager to contribute in various capacities because the institute maintains a healthy relationship with its alumni and students. Alumni are frequently contacted by their respective departments or may visit the institute voluntarily to interact, share experiences, and provide guidance to current students in academics, training, higher studies, and career opportunities. Additionally, alumni members contribute to a variety of activities such as organizing technical seminars, webinars, guest lectures, serving as mentors for events, and acting as judges for various technical activities.

Every year, our college hosts an Alumni Annual Meeting to encourage a strong bond between institute, faculty members, and alumni. During the meeting, department coordinators inquire about recent industry trends and solicit feedback on potential improvements in infrastructure, research laboratories, sponsored projects, and internships. The Alumni President, Secretary, and other members meet regularly to conduct executive body meetings aimed at activating various programs in the institute. They also engage in regular interactions with junior students for personality development and technical skill enhancement.

Main Objective of Alma matter

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

Other Objectives

1. To exchange professional knowledge, organize technical conferences, seminars, workshops and training courses. To represent and participate in such seminars, conferences, workshops or meetings conducted by various Engineering and professional Associations, Establishments and to seek recognition in various forums of State and Central Governments, Quasi-Governmental Organizations, private and other Autonomous Bodies, with a view to contribute to the further nuances of the objectives of the

Association.

2. To advise and interact with State and Central Government Bodies, Universities, Professional Associations and Associations of Engineering and Engineering Equipment Manufacturing Industries and Marketing Agencies on matters relating to promotion of Engineering Education, training, management and systems.

3. To conduct seminars, conferences, workshops and meetings of engineering professionals and faculties for the purpose of promotion of engineering knowledge and skill.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision of the institution

To grow into an ideal technical institution by imparting affordable, job-oriented, progressive and self-reliant education to all sections of the society, keeping abreast of the advancements in science and technology along with promotion of research activities to enable every individual to be successful in this technically competitive era.

Mission of the institution

- Imparting quality technical and professional education through student-centric and innovative teaching-learning processes.
- Emphasizing, supporting and supplementing the scientific temperament of associates for the development of research activities.
- Providing unremitting efforts to create first-rate technocrats and entrepreneurs through dwindling the gap amid academia and industry.
- Providing financial and moral support to needy segments of the society in technical studies.
- Adapting and inculcating a strong set of ethical values among the budding technocrats.

Institutional principles are reflected in its Vision, Mission, and Quality Policy. It dynamically anticipates organizational changes needed by tracking the expectations of stakeholders for their overall growth. It follows a structured approach for ensuring that changes are smoothly and successfully implemented. The vision and Mission of the institution is disseminated in places such as Principal's office, IQAC cell, central library, at the entrance of the college and each building and HODs' chamber.

The Governing Body (GB) of the Institute has members nominated by trust, nominees from affiliating university, industry, education, and nominees from State Government. The body also includes faculty members of the institution and the Principal. It guides and directs the institute and provides approvals to the institute related policies and activities. The frequency of Governing Body meetings is twice a year.

For the fulfillment of stated vision and mission various committees are formed each headed by Senior faculty members. Decentralization of work through these committees ensures effective execution of all the activities. Internal Quality Assurance Cell (IQAC) provides guidelines and maintains quality in all aspects of these activities.

The IQAC and the Academic Advisory Committee (AAC) comprises HoDs, and senior Professors define

guidelines for effective implementation of academic and administrative activities. This body is to take a review of conducted activities and is authorized with decision making.

Major decisions are made in a participative manner, involving faculty members in the execution of planned activities and assigning them academic and administrative responsibilities. Academic, co-curricular, and extracurricular activities are conducted to foster students' overall growth and excellence in all directions. This approach helps students become globally competent and fosters social awareness among them. Encouraging a decentralized work culture ensures well-planned and smooth functioning of all activities at various levels within the institute.

For grooming research culture, the institute has R&D cell to which professors from each department become the active members of the cell. This cell monitors all R&D and consultancy activities. The Institute Industry Cell (IIC) supplements the support to the R&D cell by monitoring students' exposure to industrial activities and training.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institute focuses on providing quality education for the holistic development of students. It has formulated different policies related to academics and administration and has a well-defined strategic plan. Continuous review of the policies is taken by the members of the Governing body from time to time. Regular meetings are conducted by various constituted committees to decide the strategic action plan for smooth functioning of the institute. The decisions and strategies are communicated to the staff members of the institute for implementation to achieve excellence. Review meetings set objectives and action plans for academic and administrative activities as well as financial needs and its utilization.

Decentralization, participative management and decision making processes are followed through the Principal office, IQAC and various Committees. The institution's policies incorporate strategic planning and execution strategy of the same. It includes different policies such as Academic, administrative, HR, R&D. HR policy is well defined for smooth execution of the administrative activities. Quality policy of the institution is deployed and reviewed through timely feedback from all stakeholders. Management consistently provides support for timely infrastructure enhancements, thereby benefiting all stakeholders.

Institute has established Internal Quality Assurance Cell (IQAC) to uphold quality and higher standards in all respect. IQAC is constituted by a team of representatives from Management, Faculty, Industry, Alumni and Local Societies. IQAC monitors all the activities and suggests quality improvement related to academics and administration. The institution adopts a strategic approach for the development and involves all stakeholders in the deployment process.

Academic planner and calendar are prepared at the start of every semester which includes a schedule of various activities. The IQAC and heads of individual departments periodically monitors department activities and suggest improvements to the program. Meetings of the IQAC are held twice per semester to monitor and discuss.

Students are also involved in various community engagement activities under NSS and student associations. Institution believes in faculty retention and faculty up gradation. All the recruitments are done on the basis of qualification and rules as per AICTE norms. There's a strong emphasis on industry-institution interaction, facilitating industrial training, internships, invited talks, job opportunities, and more for students. The institute has also signed MoUs with various organizations and firms to promote skill development and training courses for students and the faculty members.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The welfare measures taken by the institute are

1. Faculty members are appreciated after completing Doctoral Degree.
2. Group Accident Guard Policy
3. Financial incentive award (20 Thousand) is provided to faculties/ non-teaching staff for performing extraordinary work.
4. Recognition is given for good work based on PBAS.
5. Extending facilities like study leave is provided to the faculty members for completing higher education.
6. Duty Leave, medical Leave, Casual leave is provided to the faculties for various purposes.
7. Maternity leave for female faculty and non-teaching staff.
8. Special paid leave is offered to all faculty members during their marriage.
9. On duty leave is provided for faculties for research activities as per the necessities.
10. Faculties are provided with TA and DA for presenting technical papers in national/ international conferences.
11. Some of the teaching and non-teaching members are provided with Employee Provident Fund which is duly deducted every month from their salaries.
12. Faculties are provided with honorarium under employee referral Programme scheme.
13. Teaching and non-teaching members are provided with free transport facility.
14. ATM facility is provided for all inside the campus.
15. Subsidized meal is available for all with monthly payment basis.
16. Accommodation facilities in quarters are provided for teaching and non-teaching staff.
17. All faculties are allowed to issue max 10 no of books and have free access to different online

magazines, journals and books.

18. Free medical checkup is provided for all.

19. Staffs are provided with free internet and Wi-Fi facility in the college campus.

20. Faculties are sponsored to attend seminar/ conference/ workshop in every academic year with full/ partial registration fee and TA/DA for the same.

Appraisal system for teaching staff

The institution has adopted a performance-based appraisal system for teaching staff based on appraisal system of AICTE known as PBAS.

Appraisal system for non-teaching staff.

The institution has adopted an appraisal system for non-teaching staff, similar to the performance based appraisal for teaching staff with modifications as per their work profile.

File Description	Document
Upload Additional information	View 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: 42.98

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
49	38	30	42	37

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: 42.83

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
39	41	45	42	39

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
3	5	8	4	5

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:

The primary source of revenue for the institute is derived from tuition and development fees paid by students. Additionally, the institute always tries to raise funding from various sources such as universities, government agencies, and non-government organizations. These funds are utilized for various purposes including operational expenses, procurement of equipment for laboratories, organizing workshops, seminars, conferences, R&D activities, consultancies and other academic and administrative activities aimed at enhancing student-centric facilities.

Institution has a standard procedure for utilization of financial resources effectively:

- Institution has a well-defined budgeting system which includes regular expenses like staff payments and benefits, academic expenses, maintenance and expenses on other facilities like audit fees, library, hostel, canteen, sports, gym etc.
- Departmental annual budget is formulated as per revised syllabus requirements, planned co-curricular activities, research work etc. before the start of the academic year. Principal reviews the budget of all departments and forwards it to the Governing body.
- The Governing body takes a review and allocates funds to carry out activities in the institution.
- For purchase, a minimum of three quotations are called from vendors. Comparative statement is prepared with cost, quality and specification details. Purchase order is placed with the due consent of the management after negotiation meeting conducted by purchase committee.
- There is a systematic mechanism for release of payments for day to day expenses like payment for consumables, various bodies and salary.
- Provision is also made for emergency expenditure as per the requirement.

- It is a regular practice to conduct internal and external financial audit every year with well-defined procedure with due permission of the management of the institution.
- Institutional budget is prepared well in advance for the forthcoming financial year. This budget is allocated under different heads like purchase of new lab equipment and maintenance of existing once, consumables, furniture and fixtures, carrying out of research and development activities, general / miscellaneous / any other items
- Internal audit is an on-going continuous process in addition to the external audit to verify and certify the entire income and expenditure of the institution each year.
- The Accounting and Auditing Committee looks after the internal audit to verify that actual expenses are not exceeded the budgeted amount and it is presented to the certified Chartered Accountant.

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

File Description	Document
Upload Additional information	View 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:

- IQAC is responsible for the development and application of quality benchmarks/ parameters in every academic / administrative activity at EATM. In this regard IQAC organizes conferences, workshops, faculty development programs, seminars, etc. every year for the improvement of quality in total. Faculty members are encouraged to involve actively in such activities. Subsequently IQAC encourages attending seminars, workshops & FDP programs organized by other institutions.
- IQAC also constantly motivates encourages the faculty members to enhance their profile through research activities, publication of research papers, to undertake sponsored research projects and to become members of various professional bodies. Prepares Annual Quality Assurance Report (AQAR) as per guidelines/parameters of NAAC, to be submitted to NAAC. Assists departments in getting NBA aiming an outcome that, all UG programmes are NBA Accredited. Supports

departments in obtaining NBA accreditation, aiming for the outcome that all UG programs receive NBA accreditation.

- To ensure the holistic development of students, the institution's guidance to departments emphasizes providing exposure through experiential learning, participative learning and problem solving methodologies etc. The activities include attending internships, enrolling for courses on various technologies via NPTEL, conducting experiments through virtual lab, flipped class/ self-learning, case studies, collaborative learning, role play and demonstration etc. Participative learning includes participating in Hackathons, curricular activities, and extracurricular activities. Problem solving methodologies include final year project development, mini-project development, project based learning and programming/quiz competition.
- The institute has a well-defined teaching learning policy. At the beginning of each academic year, an institute planner is formulated, alongside department-specific academic calendars. The course file is prepared for each course and the contents are planned with the help of course plan and corresponding session plans. The internal and external tools of assessment are defined with the help of rubrics for theory, practical, seminar, project and audit courses. To ensure the quality of teaching learning process two academic audits are carried out for each course in a semester.
- Central monitoring of various activities is conducted to maintain a well-disciplined administration. Student data collection is also undertaken. A yearly performance appraisal of staff is conducted at the end of each academic year.
- The institute has a strong alumni connection. The alumni are involved in the teaching-learning process in the form of expert talks, employment, training, industry exposure and contributions in project evaluations. Alumni meet is organized every year and alumni feedbacks are analyzed and actions are taken.
- Stakeholders play an important role in the growth of the institute. The development activities are regularly shared with the stakeholders and the feedback is collected from time to time. Feedbacks include ICT feedback, expert feedback, industrial visit feedback, course end survey, and student satisfaction survey, graduate exit survey, alumni feedback, employer survey and parental feedback. Feedbacks are analyzed and the actions are taken.
- IQAC conducts activities such as workshop on strategic planning and team building, a one day program for faculty induction, Academic and Administrative Audit, training need analysis for Non-teaching staff and various training programs.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**

4. Participation in NIRF and other recognized rankings**5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.****Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
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:

The institute consistently endeavors to confirm the mental and physical well-being of its stakeholders. A healthy environment is maintained to ensure that gender discrimination is absent. The institute is committed to gender equity, promoting equal access to resources and ensuring that all individuals are treated with respect and dignity. This commitment is evident in the composition of many departments and committees, which include lady faculty members.

The initiatives taken at the institute to promote gender equity are

- Every year women's day, *National Girl Child Day* are celebrated with activities viz. Poster presentation, rangoli competition and debate on theme like 'Beti Bachao Beti Padhao', 'Save Girl Child' to promote gender equity awareness among students.
- The NSS, Sports and other co-curricular and extracurricular units of institute provide equal chance to all girl students to participate in all the activities conducted under these units.

Gender sensitivity which is an inherent value in the cultural ethos of the institute is reflected from the following measures as well:

Safety and Security

- The disciplinary committee, anti-ragging committee, Grievance redressal cell, Internal Complaint Committee includes both male and female members.
- Separate hostel facility for boys and girls with male and female rectors.
- CCTV cameras are installed at various points in the college and hostel premises which provide 24 hours of surveillance.
- Fire extinguishers are installed at college premises.
- Compound wall is provided for campus security as well as for the hostel security.
- The institute has transportation facility for students as well as faculties.
- First aid facility and medical room with all required arrangements for indoor treatment is provided at college campus.
- The institute has a complaint box aimed at collecting suggestions or complaints from all staff members and students.

Counseling

- Under the mentorship program of institute, every faculty is assigned with 20 mentees to counsel them on various aspects of life. Mentors act as guardian, friend and guide to address their needs and counsel the students. They share their wisdom and experience through both formal assignments and informal communication.

Common Rooms

- The institute provides separate, spacious, and well-ventilated common rooms for both boys and girls, each equipped with clean and hygienic washrooms. Additionally, the institute offers a well-equipped gymnasium and yoga center with separate timings allocated for girls and boys, allowing them to utilize the facilities according to their convenience.

The institute observes India's Independence Day and Republic Day annually to inspire pride and motivation among all students and staff, developing a sense of commitment towards the nation's development. It also commemorates a number of other national and international days.

The institute believes in the value of equality among all cultures and traditions, evident in the fact that students from diverse castes, religions, and regions study here without discrimination. Ganesh Puja, Saraswati Puja, Biswakarma Puja and Diwali are the major festivals celebrated in the campus. The institute observes holiday on occasion like Id, Muharram, good-Friday, Christmas, Mahavir Jayanti, Guru Nanak jayanti etc.

File Description	Document
Upload Additional information	View 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: B. 3 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
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

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

EATM has taken initiatives to promote tolerance towards Cultural, regional, communal, socio-economic diversities.

- Events such as musical concert are organized by the cultural committee in each semester where the students of different states showcase the cultural diversity of their native through dance, drama and music.
- The institute organizes a variety of programs through its NSS, sports, and cultural committees aimed at educating students and staff about the values, rights, duties, and responsibilities outlined in the constitution.
- Flag hoisting along with pated march is taken place during the celebrations of Republic and Independence Day. Various activities as guest lecture on Constitution of India, Human Rights, and Indian Judiciary System are also conducted.
- During the pandemic (COVID 19), when classes were offered in online mode students and faculty members were appealed to plant at least one tree nearby their home to acknowledge the importance of tree plantation.
- Students are encouraged to take part in quizzes, Poetry writing, storytelling in different languages thus inculcating linguistic harmony. The students belonging to different states with different languages are accommodated in the same hostel room to bring linguistic harmony.
- The institution celebrates Ganesh Puja, Saraswati Puja, and Viswakarma Puja with great enthusiasm, aiming to introduce cultural rituals to the young generation.
- Sports activities, treks, International Yoga Day, guest lecture on Disaster management, NSS winter camp, blood donation camp, swachata abhiyaan, NSS day, and awareness programs on HIV – AIDS & organ donation are arranged to foster a sense of duty and responsibility among students for building a healthier nation.
- We also take part in events like road safety week, anti-drink and drive.
- As responsible citizen, staff and students of our institution have taken initiatives to help during natural disasters such as Cyclone, flood or pandemic which also includes grocery and clothes Donation, Sanitizer distribution, face mask distribution and family survey program.
- The institute has its own code of conduct that students are required to follow from the day they enter our institution. The document outlining the code of conduct is available on our college website and is thoroughly explained to all students during the induction program.

The institute encourages students to serve our nation by arranging expert sessions of eminent personalities from various fields, such as defense, civil services, medical, entrepreneurs, and engineering.

File Description	Document
Upload Additional information	View 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:

Best Practice: 1

Title: Adapting Outcome Based Education (OBE)

Objectives:

- Assess students learning and effectiveness of all educational and operational activities.
- Foster a culture of continuous improvement in teaching, learning, and assessment methodologies.
- Engage stakeholders in the process to ensure transparency and accountability in educational practices.
- Ensure comprehensive understanding and implementation of OBE within institutional frameworks.

Context:

Outcome Based Education has been adopted in the year of 2019 as per the advice given by the NAAC peer review team visited to the institute in 2018. In the OBE model, outcome assessment plan is prepared with the help of the feedbacks and responses of stake holders and subsequently informed to them. It has defined standards of performance and academic expectations from students in the form of learning outcomes at both course level and Programme level.

The Practice:

- A set of graduate attributes are defined (already defined by National Board of Accreditation) and aligned at all levels. The statements of course outcomes are articulated from the graduate attributes. The course outcomes are defined for all courses and Programmes using measurable action verbs (blooms' taxonomy) to assess students' learning at the end of the course and Programme respectively.
- These outcomes are assessed by using direct and indirect assessment tools. Attainment of outcome indicates that the corresponding PEO is achieved. As these objectives flow from University level to domain, institution and Programme level, and achievement of PEO indicates the corresponding objective at all levels is met. Assessment tools such as alumni, employer and course exit survey are developed online and the results are reported in the standardized format department wise. Based on the results of implementation of outcome assessment, gaps are identified. This is done by the Programme Assessment Committees.

Evidence of Success:

- It helped in identifying the areas of improvement in diverse aspects of teaching and learning. Departments proposed action plan in their implementation report for improvements in teaching

pedagogy, infrastructure, learning resources, facilities and support system etc., which also served as an input during the Programme review and strategic planning of the institute.

- Two of our departments got accredited by NBA in the year of 2022 for a period of three years.

Problems encountered and resources required:

- It required a few expert talks and explanations in communicating and understanding the objectives of OBE in teaching learning process.
- To develop framework for alignment of PEOs with course objective and mission.

Best Practice: 2

Title: Sensitizing and Motivating the Rural and Backward Class Students for Technical and Management Studies

Objectives:

- Motivate and empower these students to overcome socio-economic barriers and pursue higher education in technical and management fields.
- Develop tailored programs and initiatives to address the specific needs and challenges faced by rural and backward class students in accessing and succeeding in technical and management education.
- Foster an inclusive and supportive learning environment that encourages the active participation and engagement of rural and backward class students.
- Collaborate with local communities, educational institutions, and stakeholders to create awareness and provide necessary resources and support systems for the holistic development of these students.

Context:

It has been a continuous effort from both state and central governments to uplift the poor and backward society of the country by providing all kind of support in imparting quality education. Besides this people from rural and backward classes are very much unaware about the schemes available for opting higher studies in diversified areas. Engineering and management are the two vast areas where government is focusing more so that students can take education for self- sustainable and to create opportunities for others.

The Practice:

- A team of faculty members from departments use to visit the higher secondary colleges in rural areas of the different parts of the state especially backward districts to interact with students.
- In similar way the graduates are also motivated to pursue for management studies rather going for masters in their own domain. This approach really helps students who are average students in their carrier.
- In addition to this, students are told about the schemes and financial support that are given by the government agencies and the institute for higher studies in both the fields of engineering and

management.

Evidence of Success:

- The institute has more than 60% of students from rural areas of the state.
- It is also evident from the admission data year wise that more number of students from backward classes taken admission in different years with respect to the available reserve category of seats bench marked by the state government.
- It indicates that the institute is able to reach the students belongs to backward classes for engineering and management studies.
- This practice also helps to the students who do have very less idea about the financial assistance provided by the state and central government for higher studies.

Problems encountered:

Even though the Govt. of Odisha, the Central Govt. and the college are ready to provide financial support to socially and economically under privileged students still many parents are not being able to manage the minimum expenditure required for their ward.

- It is difficult on our part to cover many areas due to time constraints.
- Lack in communication and confidence to come to the forefront of developed or developing world.
- Lack of awareness among parents and students.
- Social stigmas and cultural barriers that discourage girls and marginalized students from pursuing non-traditional fields of study.

Resources Required:

- Enhanced financial aid and scholarship programs for underprivileged students and their families.
- Expansion of outreach initiatives, possibly through partnerships with local organizations or utilizing technology for remote engagement.
- Development and implementation of communication and confidence-building workshops or programs.
- Training and capacity building for counselors to provide comprehensive support and guidance to students facing socio-economic challenges.

Implementation of targeted awareness campaigns and community engagement initiatives to promote the value of technical and management education.

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:

In the realm of higher education, institutions strive to stand out not only for their academic excellence but also for their commitment to providing comprehensive support and resources to their students. At EATM our dedication for fostering innovation, sustainability, and community engagement is matched by our unwavering commitment by providing state-of-the-art facilities that facilitate holistic development and enrich the learning experience of our students.

1. Strategies and Initiatives: Our institution has adopted a multi-faceted approach to foster innovation and entrepreneurship, intertwining education, research, mentorship, and collaboration to create a conducive ecosystem for budding entrepreneurs and innovative thinkers.

2. Industry Partnerships: Collaboration with industry players is another cornerstone of our institution's strategy, by fostering strategic partnerships with different organizations. Our institution creates opportunities for students and faculty to engage in real-world projects, internships, thereby bridging the gap between academia and industry.

3. Campus Sustainability: Our institution is committed to reduce its environmental footprint and promoting sustainability on campus. This includes initiatives such as energy conservation measures, waste reduction and recycling programs, green building design and construction, and the promotion of eco-friendly practices among students, faculty, and staff.

To measure our success in promoting sustainability, we utilize a combination of quantitative and qualitative metrics. Key performance indicators include:

- Focus on preserving water resource and efforts in recharging the ground water level.
- Increase in use of renewable energy sources
- Implementation of sustainable waste management practices
- Development of sustainable infrastructure and green spaces
- Recognition received for our sustainability efforts
- Student and faculty participation in sustainability initiatives

4. Community Engagement: Our institution actively engages with local communities to promote sustainable development beyond the campus borders. This includes partnerships with local organizations to address environmental and social challenges, such as access to clean water, environmental education, and community-based conservation initiatives. EATM is also committed to serve and accommodate meritorious students from economically and socially underprivileged classes.

5. Student Leadership and Activism: Students play a central role in driving sustainability initiatives on campus and beyond. Student-led organizations, clubs, and initiatives focused on sustainability mobilize

peers, advocate for policy changes, organize sustainability-themed events and campaigns, and lead by example in adopting sustainable lifestyles and behaviors.

6. State-of-the-Art Facilities:

State-of-the-Art Laboratories: EATM is having well-equipped laboratories for various discipline, such as ECE, CSE and its allied branches, ME, CE, EE and EEE. These labs provide hands-on learning experiences for students and allow them to apply theoretical knowledge to practical experiments. A well-equipped communication lab is available for MBA students.

Library Resources: EATM is having very valuable resources for students, offering a vast collection of books, research papers, journals, and digital resources related to engineering and technology. It provides a conducive environment for studying and research. In addition to physical materials, the library offers wide range of digital resources, including e-books, e-journals, research databases, and multimedia content.

Smart class, Classrooms and Seminar Halls: EATM has modern and spacious classrooms with audio-visual aids to facilitate effective teaching and learning.

Computer Centers and Wi-Fi Facilities: EATM is having computer Labs equipped with the latest hardware and software with access to modern computing facilities. Campus-wide Wi-Fi connectivity enables the students to access online resources and stay connected.

Hostel Facilities: The College provides hostel facilities for outstation students, offering a safe and comfortable living environment on campus. Hostels are maintained with hygiene and cleanliness, with regular cleaning and maintenance of rooms, restrooms, and living spaces. Hostels are provided with 24/7 security personnel, CCTV surveillance, and restricted access to ensure the well-being of the residents.

Medical facility is provided for all the hostlers. Ambulance is made available to all the hostlers on 24/7 basis.

Sports Facilities: EATM has sports facilities, including playgrounds for indoor and outdoor games and gymnasiums to promote physical fitness. It has Basketball, Volley ball courts & Cricket ground. IT has expansive sports grounds with well-maintained grass or turf surfaces which accommodates a variety of outdoor games and sports such as football, cricket, and athletics. Basketball court with proper flooring and hoops are available.

Cafeteria and Food Courts: On-campus cafeterias offer a variety of food options for students and faculty. Cafeteria is made available to cater to diverse tastes and dietary preferences, providing a variety of food options. The menu generally includes vegetarian, vegan, and non-vegetarian dishes, as well as options for individuals with specific dietary requirements.

Career Development and Placement Cell: EATM has dedicated career development and placement cells that assist students with internship and job placements. The Placement Cell provides personalized career counseling to students, helping them identify their strengths, interests, and career aspirations.

The Placement Cell assists students in creating effective resumes and preparing for job interviews. They conduct mock interviews and offer feedback to enhance students' interview performance. Placement cell

coordinates and facilitate job placements for graduating students. The Career Development and Placement Cell serves as a bridge between academic learning and professional success.

7. Continuous Monitoring, Evaluation, and Improvement: In line with NAAC's emphasis on continuous improvement, our institution adopts a systematic approach to monitoring, evaluating, and improving our innovation, entrepreneurship, and sustainability practices. Through feedback mechanisms, impact assessments, and periodic reviews, we identify areas for enhancement and implement corrective measures to enhance the effectiveness and impact of our initiatives.

In **conclusion**, the performance of our institution in the domain of sustainability exemplifies our unwavering commitment to excellence, innovation, and societal impact. Through strategic vision, collaborative partnerships, and dedicated action, we have forged a path towards a more sustainable future, both within our campus and in the broader community. As we navigate the complexities of the 21st century, sustainability remains not merely a goal but a moral imperative, calling upon us to be stewards of the planet and architects of a more just and equitable world. With the support of our stakeholders, the dedication of our faculty and staff, and the passion of our students, we are confident in our ability to continue driving positive change and leaving a lasting legacy of sustainability for generations to come.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

1. Institute Background and Achievements:

- Establishment: Founded in 2009 under Udayanath Educational and Charitable Trust with the aim of providing engineering and Management education to all segments of society.
- Program Offerings: Expanded from four undergraduate engineering programs to offering 7 UG programs, 2 PG programs, and 2 Diploma programs in engineering, along with 2 Management programs.
- Value-Added Courses: Offers various value-added courses alongside regular programs to enhance students' skills and employability.
- Technological Integration: Utilizes ICT-enabled classrooms with high-speed internet and Wi-Fi for effective teaching and learning.
- Faculty Contributions: Faculty members have published research papers in national and international journals
- Resource-Rich Library: Houses extensive resources including journals, e-journals, and book banks, facilitating self-learning. Also includes a language lab.
- Audits and Events: Conducts Academic and Administrative Audit, Green Audit, Gender Audit, and Energy Audit. Organizes workshops, conferences, and seminars.
- Student Achievements: Students have achieved medals, prizes, and awards in sports at various levels.
- Community Engagement: Actively participates in community assistance during natural disasters and engages in various social activities.

2. Collaborative Initiatives:

Engages in collaborations with other educational institutions, industry partners, and governmental organizations for joint research projects, exchange programs, and partnerships aimed at skill development and innovation.

3. Faculty Development Programs (FDPs):

Encourage and ensure that faculties attend regular FDPs in-house and outside covering various areas to enhance teaching methodologies, research capabilities, and professional skills of faculty members.

4. Research Funding:

Pursues research funding from external agencies and industry partners, showcasing successful grant applications, ongoing projects, and collaborations.

5. Infrastructure Development:

Provides updates on recent developments or expansions in infrastructure facilities to support teaching, learning, and research activities.

6. Student Support Services:

Details various support services offered including counseling, career guidance, financial aid, accommodation facilities, and health services, promoting student well-being and holistic development.

7. Alumni Engagement:

Engages alumni through networking events, mentorship programs, and contributions to institutional development, highlighting success stories and contributions.

8. Quality Assurance Measures:

Implements processes for quality assurance and continuous improvement, utilizing feedback from stakeholders, internal audits, and external assessments.

9. Social Impact Initiatives:

Undertakes initiatives addressing societal challenges, contributing to community development, including outreach programs, environmental conservation efforts, and social inclusion initiatives.

10. Industry-Academia Collaboration:

Facilitate partnerships with industry leaders for curriculum development, internships, and job placements, ensuring alignment with industry needs and trends.

11. Cultural and Sports Activities:

Promote a vibrant campus culture by organizing cultural events, sports tournaments, and extracurricular activities to foster creativity, teamwork, and personal growth.

12. Community Partnerships:

Collaborate with local communities, NGOs, and governmental agencies on projects and initiatives that address community needs, promote civic engagement, and instill social responsibility.

13. Student Feedback Mechanism:

Establish mechanisms for collecting and acting upon student feedback to ensure student voices are heard and concerns are addressed, fostering a culture of transparency and accountability.

14. Alumni Impact Assessment:

Conduct assessments to evaluate the impact of the institution on alumni career trajectories, societal contributions, and personal development, leveraging alumni feedback to inform institutional improvements.

Concluding Remarks :

We feel extremely privileged to submit this SSR prepared with utmost care and strong inspection. The institute is committed to the philosophy of "Sikshya Sarvopari," i.e. "Education is first". The institute has been

providing quality higher education to the deprived masses, needy and economically weaker sections mostly from rural areas of Odisha and neighboring states. Adhering to the vision & mission of the institute, we are striving to produce knowledgeable, skilled, employable and sociable graduates. The institute has been focusing on providing best infrastructure, experienced faculties, good research culture and support to its disciples during last five years. The institute effectively implements the curriculum and quality practices through able involvement and dedication of faculty and staff with a support from the management and stakeholders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :00</p> <p>Remark : DVV has considered the input as "00" as courses comes under university curriculum cannot be accepted as per SOP.</p>																				
1.2.2	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>785</td> <td>724</td> <td>756</td> <td>802</td> <td>856</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : DVV has considered the input as "00" as courses comes under university curriculum cannot be accepted as per SOP.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	785	724	756	802	856	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
785	724	756	802	856																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	00	00	00	00																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 667</p> <p>Answer after DVV Verification: 648</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
152	140	117	116	116

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
98	106	81	94	88

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
152	140	127	116	116

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
152	140	127	116	116

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
101	105	93	92	75

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
59	61	61	59	48

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	4	8	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	1	7	9

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

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 :18

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

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
515.476	473.1460	466.1175	450.2618	460.1422
	8			8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
208.17	177.42	186.44	176.77	221.22

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

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above
 Remark : DVV has made changes as per the report shared by the 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
12	0	0	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	0	9	10

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

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
14	1	1	12	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	1	1	6	6

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

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**

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

Answer before DVV Verification:

--	--	--	--	--

2022-23	2021-22	2020-21	2019-20	2018-19
51	38	35	42	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49	38	30	42	37

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

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
40	44	48	46	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	41	45	42	39

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
3	5	8	4	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	8	4	5

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

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

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

Answer After DVV Verification: B. 3 of the above

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 114 Answer after DVV Verification : 110</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>101</td> <td>98</td> <td>93</td> <td>89</td> <td>89</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>98</td> <td>95</td> <td>91</td> <td>89</td> <td>83</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	101	98	93	89	89	2022-23	2021-22	2020-21	2019-20	2018-19	98	95	91	89	83
2022-23	2021-22	2020-21	2019-20	2018-19																	
101	98	93	89	89																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
98	95	91	89	83																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1303.0638 5</td> <td>1138.8818 01</td> <td>1125.1904 5</td> <td>1120.5445 02</td> <td>1175.8153 78</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>803.15</td> <td>701.71</td> <td>739.63</td> <td>707.47</td> <td>878.88</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1303.0638 5	1138.8818 01	1125.1904 5	1120.5445 02	1175.8153 78	2022-23	2021-22	2020-21	2019-20	2018-19	803.15	701.71	739.63	707.47	878.88
2022-23	2021-22	2020-21	2019-20	2018-19																	
1303.0638 5	1138.8818 01	1125.1904 5	1120.5445 02	1175.8153 78																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
803.15	701.71	739.63	707.47	878.88																	