SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

MITS SCHOOL OF BIOTECHNOLOGY

MITS SCHOOL BIOTECHNOLOGY, 2(P) INFO CITY PATIA CHANDAKA INDUSTRIAL ESTATE, NEAR INFO CITY, BHUBANESWAR, KHORDHA, ODISHA.

751024

www.msb.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 2003 by Basantdevi Charitable Trust (BCT), MITS School of Biotechnology (MSB) aims to deliver quality education in life science and IT. BCT, founded in 1987 by Sri Balakrishna Panda, strives to provide professional and higher education to students from backward rural and semi-urban areas in and around Odisha.

BCT Trust, registered under the Indian Trust Act of 1882, is led by visionary Vice Chairman Shri Biswajeet Panda and Chief Executive Er. Sriram Panda. Dedicated to quality education aligned with evolving technology, the trust aims to nurture competent professionals, shaping students into proud Indian citizens. Since inception, it has actively established educational institutions in various fields, including Biotechnology, Microbiology, IT, Food Science, Agriculture Science and Engineering. Engaging in industrial initiatives and skill development programs in Odisha, the trust emphasizes the integral link between a country's progress and educational development, echoing the saying, "Swa Deshe Pujyate Raja, Vidwan Sarvatra Pujyathe."

MSB campus spans 1.26 acres of lush greenery and is a self-financed institute offering programs in B.Sc-Biotechnology, B.Sc.-Information Technology & Management (ITM), Bachelor of Computer Application (BCA), M.Sc.-Biotechnology, and M.Sc.-Applied Microbiology (AMB). Established in 2003, MSB introduced postgraduate and undergraduate courses, expanding its offerings in subsequent years. Affiliated with Utkal University (UU) and approved by the Higher Education Department (HED), Govt. of Odisha, the institution holds ISO 9001:2015 certification. The Biotechnology and Computer Science labs are well-equipped, meeting HED and Utkal University guidelines.

The college's admission department follows HED and UU guidelines and the fee structure aligns with their guidelines, regularly updated on scholarship portals. The institution employs UU's choice-based curriculum, utilizing advanced facilities and digital resources for a high-quality education.

The college features a well-equipped library with a diverse book and journal collection, along with internet and digital resources. Focused on academic and professional growth, the institution nurtures students in biotechnology and computer science, empowering them with skills to meet societal needs. Active participation in programs, seminars, workshops, and development initiatives is encouraged. MSB students secure successful placements in IT, Pharma, Biotechnology, hospitals, clinical research organizations, and government agencies.

Vision

To become a globally recognized institute excelling in life sciences, IT and management education, alongside innovative research, skill development and industry collaborations.

Mission

- To develop critical thinking, leadership and high standards of professional skills in disciplines of Life Science, IT and management education.

- To elevate the quality and content of teaching-learning process for the attainment of academic excellence.
- To promote students and teachers for improvement of research competence.
- To foster holistic student growth, emphasizing ethical values and social responsibilities.
- To promote creativity, employability and entrepreneurship spirit in linkage with industry-institute specific skills.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The institution is located in the centre of Infocity, offering a serene and pollution-free environment with abundant greenery, creating a conducive environment for peaceful learning.
2. One of the oldest institutions in the capital of Odisha state, providing quality education in Biotechnology and Computer Science.
3. The institution, led by a well-educated and experienced management with over 25 years of service in education, research and industry is characterized by a foresighted leader ensuring friendly mentoring and promoting a professional working environment.
4. A professional institution approved by the Higher Education Department, Government of Odisha and affiliated with Utkal University, Bhubaneswar, a renowned and one of the oldest government universities in India.
5. Availability of well-developed transportation system, making it the preferred choice for students and employees from both the city and its neighbouring areas.
6. The team, consisting of highly qualified and skilled staffs who uphold the highest standards of professionalism and ethics, is dedicated to guiding students on every aspect of their educational journey.
7. Remedial classes in English and the local language are provided for students from rural backgrounds to enhance their comprehension of subjects.
8. Possessing meticulously designed and developed infrastructure facilities to support curricular, co-curricular and extracurricular activities.
9. Laboratories furnished with state-of-the-art modern equipment to facilitate high-quality experimentation, project works and research.
10. A well-established library featuring sufficient and ample collection of prescribed text books, reference books, journals, periodicals, e-journals and digital library systems with internet access.
11. Accessible library for extra time before and after the college time for the convenience of the students.
12. Extended laboratory hours are available before and after college hours for project and research works.
13. To enhance student well-being, a dedicated mentoring program, separate hostel accommodations for girls and boys, special guidance for competitive examinations, workshops on career counselling and personality development, pre-placement training, industry visits and a variety of extracurricular activities are provided.
14. Institution-industry strong linkages for facilitating professional industrial training and placement.
15. Training sessions in a timely manner for exploring entrepreneurship opportunities.
16. An active alumni association, registered to showcase influential roles in global industry and academia, offering robust support.

Institutional Weakness

1. Limited communication skills are observed among a fraction of students, primarily stemming from their early education being conducted in a regional language.
2. Establishment of funding for projects from government agencies and consultancy, indicating a need for concentrated efforts in this area.
3. Intensify advanced research efforts by faculty for securing patent grants and publishing in high-impact factor journals.
4. The institute's lack of accreditation results in missed opportunities for funding and other resources.
5. The state of Odisha faces a dearth of biotech companies and significant multinational corporations in the field of Information Technology.

Institutional Opportunity

1. To acquire profound knowledge and skills, student engage in mentorship programs involving both intuitional and industrial experts.
2. To learn and habituate ethical and moral principles.
3. To expand infrastructure and learning resources for quality output.
4. To enhance research and developmental activities by interacting with experts from industry and scientific agencies.
5. To nurture collaboration with biotechnology, pharmaceutical industries, research laboratories and life science research organisations, providing students with enhanced exposure and future opportunities.
6. To encourage faculty members to pursue advanced studies such as PhD or Post-doctoral programs through the Quality Improvement Programme.
7. To motivate faculty members to seek research grants from different funding agencies.
8. To establish connections with a larger number of industries for student training and placements.

Institutional Challenge

1. Students show less inclination towards academic positions due to attractive opportunities in the industrial sector.
2. Education poses a challenge, given that a fraction of students come from a background of regional language medium education.
3. To narrow the divide among students with diverse backgrounds.
4. To meet the ever-evolving needs and demands of the Biotechnology and IT industry.
5. To address the increasing expectations of stakeholders.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

MITS School of Biotechnology (MSB) is a self-financing institution affiliated with Utkal University (UU), Odisha, and adheres to their approved CBCS syllabus. The institute obtains recognition approval from the Higher Education Department, Govt. of Odisha. The curriculum is meticulously delivered in accordance with UU regulations across all programs. MSB provides three undergraduate courses: B.Sc. Biotechnology, BCA, and BSc Information Technology Management, along with two postgraduate courses: M.Sc. Biotechnology and M.Sc. Applied Microbiology.

The institute consistently monitors academic activities through established committees, promptly responding and implementing necessary measures to enhance students' interest in education. Academic flexibility is ensured by allowing students to choose certificate/value-added courses, skills-embedded courses and choice-based credit courses, enabling them to broaden their knowledge beyond their specific domain.

The institute arranged a variety of inclusive activities, including Health Awareness Camps, Women Empowerment Programs, Youth Initiatives, Social Engagement Projects, seminars, guest lectures and industrial training, contributing to an enriched learning experience for students. Additionally, the institute initiated various programs such as yoga and meditation classes, annual cultural and sports events, aiming to foster holistic development by addressing students' physical, mental, emotional, and spiritual well-being. The Training and Placement Cell plays a crucial role, providing expert training to enhance students' soft skills, communication skills, and overall personality development.

Over the past five years, the institute has offered 30 Certificate/Add-on courses, with an impressive 99.50% enrollment of students from all courses in these programs. 58.18% 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. In the academic year 2022-23, a total of 384 students actively engaged in project work, industrial visits, and internships. The incorporation of Minor/Major project work in the curriculum across all courses encourages a research-oriented culture among students, providing valuable hands-on training. Feedback from various stakeholders, including students, teachers, parents, and employers, was gathered and submitted to the university.

Teaching-learning and Evaluation

Student admissions at MITS School of Biotechnology follow the guidelines of Utkal University and are solely based on merit. Students securing more than 90% in 12th/higher secondary education receive a 10% discount on fees. The institute prioritizes the teaching-learning process and encourages faculty to create a positive and supportive environment that inspires students in all aspects of their lives. The Institution maintains an enrolment percentage of 81.94 and reserved categories of 57.39. Student-Fulltime ratio is maintained as 21.64.

Students are motivated to engage with equipments in Biotechnology/ Microbiology and other Wetlabs, deliver seminars, write articles, create scientific models, present research papers, undergo internships in diverse industries, hospitals, and research institutes, and prepare for competitive examinations such as CSIR NET, GATE, etc. The institute is dedicated to achieving excellence and providing high-quality education by implementing student-centric methods to enhance involvement in curricular, co-curricular, and extra-curricular activities. There is a focus on guiding students in choosing their future career paths through guidance programs. To boost teaching abilities and encourage innovation, faculty members are consistently encouraged to participate in conferences, seminars, FDPs, and orientation/refresher courses. Over the last five years, the overall percentage of full-time teachers with NET/Ph.D. has been 44.

The institute adheres to Utkal University's Program Outcomes (POs), and it has established Course Outcomes (COs) for M.Sc., B.Sc., and BCA programs. Examinations and evaluations follow a systematic and transparent approach, resulting in an overall pass percentage of 90.97% over the last five years.

Senior faculty members and the Internal Quality Assurance Cell (IQAC) play active roles in monitoring all activities that contribute to students' holistic development and promote an effective teaching and learning process.

Research, Innovations and Extension

The institution places utmost emphasis on research and education, motivating faculty members to submit research proposals and engage in research activities. It has dedicated committees such as the Research Committee, Research & Development Cell, Intellectual Property Rights (IPR) Cell, and Entrepreneurship Development (EDC) Cell. The institute promotes active participation in research and innovation among both students and faculty. The Research Committee oversees rewards, supplies, and oversight for research, organizing seminars and sensitization programs to foster a research-oriented spirit among teachers and students.

Many teachers have authored research and review articles in well-regarded peer-reviewed national and international journals, contributing to edited book chapters with high impact factors. Both teachers and students are encouraged to join professional bodies and societies. Over the past five years, the institute has organized 42 seminars on research methods, intellectual property rights, and entrepreneurship. The institution actively participates in extension activities, utilizing a dedicated wing for faculty and students to engage in social and community services. Professors instill a sense of social responsibility in students, motivating them to participate in projects such as community health awareness, safety initiatives, medical camps in villages, blood donation drives, coronavirus awareness campaigns, and hygiene promotion efforts.

The institute has conducted campaigns to raise awareness about the spread and prevention of communicable diseases such as Dengue and Malaria. Student volunteers were encouraged to participate in community health awareness, safety, and service projects, including blood donation drives, coronavirus awareness campaigns, and initiatives promoting good hygiene, environmental protection, and proper disposal of expired materials. Extension activities aimed at creating awareness were organized in adoptive, rural, and local communities, with the institute engaging in 43 extension and outreach activities over the past five years. Additionally, the institute collaborates with various reputable Biotechnology and IT companies, organizations, and institutes, establishing 23 functional memorandums of understanding (MoUs) in the last five years. These collaborations support students in their research projects, internships, and industrial visits, serving as a conduit for knowledge transfer.

Infrastructure and Learning Resources

MITS School of Biotechnology (MSB) is situated across a sprawling 1.26-acre expanse of lush greenery. The campus comprises administrative and academic blocks, a sports room, yoga space, parking facilities, and a cafeteria. The institution meets the standards set by statutory bodies, the Higher Education Department, Govt. of Odisha/Utkal University, Govt. of Odisha, and possesses ample infrastructure on the premises.

Facilities available for Teaching-Learning:

- 7 lecture halls with smart boards, along with common rooms for both girls and boys.
- ICT-enabled seminar hall for various academic and other activities is available.
- Wi-Fi enabled campus, with 250 Mbps internet access.

The institute features 4 computer labs, 5 biotechnology labs, a seminar hall, a conference room, and a placement cell with internet facilities. The Biotechnology department houses advanced laboratories specializing in Molecular Biology, Microbiology, Cell Biology, Biochemistry, and Chemistry. Equipped with cutting-edge instruments such as UV-Visible Spectrophotometer, Laminar Airflow, Biosafety Cabinet, RTPCR, Incubator shaker, and more, the labs are well-furnished. The institution is affiliated with the Microbiology Society of

India, and students have access to valuable reference materials through subscriptions like DELNET and a diverse collection of national and international journals in the library.

Academic staff are recognized for completing online courses, including Infosys Springboard and the NEP sensitization program at Malviya Mission Teacher Training Centre. Student- Computer ratio is maintained as 4.43. The institution provides high-speed internet at 250 Mbps and creates a pleasant environment for staff and students through shared amenities like the cafeteria, ATM, hostel, and sports facilities. The institute offers photocopying services, and accessible restrooms and ramps cater to students with disabilities. With DELNET subscriptions for e-resources, spacious classrooms, a digital library, and a computer lab, both staff and students enhance their academic work. The institute prioritizes safety with 36 CCTV cameras for housekeeping and surveillance.

During the last five years, over 21.13% of the expenditure has been allocated to infrastructure development and augmentation, excluding salaries. Additionally, more than 77.77% of the expenditure has been directed towards maintaining physical and academic support facilities, excluding the salary component.

Student Support and Progression

MITS School of Biotechnology serves as a comprehensive platform for nurturing academic, administrative, extracurricular, and leadership skills in students. The institution features a student council that encourages active participation in various technical, academic, sports, and cultural activities. Skill development programs, including soft skills, life skills, communication skills, and ICT skills, are organized. The institute provides coaching for competitive exams, offers career counseling to align students with the current job market, and maintains committees like Grievance Redressal, Anti-Ragging and Disciplinary Committees for student welfare and conflict resolution. The college boasts well-equipped facilities, including a library, seminar hall, gender-specific common rooms, washrooms, computer lab, smart classrooms, broadband and internet facilities, sports room, yoga room and canteen, catering to the diverse needs of students.

The institution has a registered alumni association that facilitates skill and career development for students by providing opportunities to interact with alumni. The institution also consistently promotes government scholarship programs and offers freeships to meritious but economically underprivileged students. Actively involved in student support activities, the institution has benefited 78.76% of students with scholarships and freeships over the last five years. Moreover, 42.11% of students received guidance for competitive exams and career counseling during this period. Over the last five years, 65.01% of students secured placements or advanced to higher education and a significant number excelled in state-level examinations. The institution actively participated in a total of 79 sports and cultural programs organized by the college and other institutions in the last five years. Notably, 47 students received awards and medals for outstanding sports performances at the state level during this period. The alumni association plays a crucial role in keeping students informed about the latest industry trends.

Governance, Leadership and Management

MITS School of Biotechnology follows its vision, mission, and quality policy as guiding principles. The college's Governing Body, formed in accordance with the Regional Director of Higher Education, Govt. of Odisha guidelines, includes approved representatives. The institution is driven by participatory management and decentralized authority in policymaking and decision-making processes. Stakeholders play a significant

role in influencing both academic and administrative activities. The involvement of faculty, non-teaching staff, and student representatives serves as an additional advantage in monitoring both academic and non-academic activities.

Welfare initiatives for both teaching and non-teaching staff contribute to creating a practical and positive working environment. The institution adheres to service rules, facilitating various leave options, including medical leave, maternity/paternity leave and academic leave. Faculty members receive financial support for conferences, seminars, workshops, FDPs, and their research endeavors. The institute ensures transparency and responsiveness in the appraisal system for both teaching and non-teaching staff. An internal appraisal system is in place to acknowledge and reward high-performing non-teaching staff. Stakeholders are provided with a code of conduct, and adherence is encouraged. The institution operates with a strategic plan, and the Internal Quality Assurance Cell (IQAC) consistently works to uphold and enhance the institution's quality.

The institution employs various audit types, including internal and external audits, inventory control, and technical audits, to enhance quality, financial management, resource mobilization, and infrastructure maintenance. These audits operate under a well-defined mechanism, ensuring transparency.

Teaching members are incentivized with financial support to attend refresher courses, conferences, workshops, enroll in doctoral programs, and join professional associations. Over the last five years, 92.8% of the teaching faculty received financial support, while 51.1% of both teaching and non-teaching staff participated in professional and administrative development programs within and outside the organization. Non-teaching staff also have opportunities to engage in professional development programs offered by the college. The institute holds recognitions, including ISO certification.

Institutional Values and Best Practices

The institution promotes a rigorous learning environment for academic excellence and instills lifelong learning with a focus on social consciousness. It organizes traditional days, value-added events, and cultural programs following state, central, and university guidelines. Additionally, it ensures student and teacher safety through grievance cells and anti-ragging measures.The institution practices sustainability by utilizing solar-based resources, LED lights, and energy-efficient measures. Green initiatives are informed by energy and environmental audits. Additionally, the campus is disability-friendly, equipped with ramps, wheelchairs, special washrooms, and scribes to ensure comfortable access.

The best two practices are

- **SADHANA, NIPUNA, NAIPUNYA**
- **PARYAVEKSHANA**

1. SADHANA, NIPUNA, NAIPUNYA

Objective of the Practice:

- Alongside innovative teaching and active student engagement, the institute provides a 30-day orientation program and over 200 hours of pre-placement training in technical and industry skills. This hands-on experience empowers students to develop disciplined practices, contributing to academic and placement success.

- Financial assistance (freeship) in the form of fee concessions for academics, transportation, and hostel fees is provided to academically excellent but economically disadvantaged students without government scholarships. The assistance is granted up to Rs. 25,000 for those with an annual income below 2.4 lakh.
- Teaching faculty consistently monitors students, offering ongoing motivation and counseling while stressing the importance of professional ethics, examination discipline, and high academic achievement for attaining excellence.

2. PARYAVEKSHANA

The shift from secondary to higher education brings challenges like economic stress, limited parental guidance, societal pressures and the influence of social media on well-being. Other complexities include forming connections, handling friendship disappointments, health concerns, body image issues and stress management. Adult learners often feel overwhelmed without clear support, causing frustration and emotional distress.

Objective of the practice:

- The institution prioritizes impactful mentoring in college education, crucial due to English being the medium of instruction and students having diverse backgrounds.
- Faculty members offer encouragement, steadfast assistance, clear guidance, and positive role modeling for mentees navigating higher education complexities.
- The institute has a structured Mentoring Program, pairing students with faculty accessible for discussions on academic, exam-related, skill development, and social issues.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MITS SCHOOL OF BIOTECHNOLOGY
Address	MITS School Biotechnology, 2(P) Info city Patia Chandaka Industrial Estate, Near Info city, Bhubaneswar, Khordha, Odisha.
City	Bhubaneswar
State	Orissa
Pin	751024
Website	www.msb.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	G K Panda	0674-233416	7008632223	-	principal@msb.ac.in
IQAC / CIQA coordinator	Bibhudatta Tripathy	-	9040134987	-	bibhudatta2019@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Orissa	Utkal University	[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**
No contents				

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	MITS School Biotechnology, 2(P) Info city Patia Chandaka Industrial Estate, Near Info city, Bhubaneswar, Khordha, Odisha.	Urban	1.26	5099.039

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Computer Science,Information Technology and Management	36	Intermediate	English	120	66
UG	BCA,Computer Science,	36	Intermediate	English	196	147
UG	BSc,Bio Technology,Biotechnology	36	Intermediate	English	180	112
PG	MSc,Bio Technology,Applied Microbiology	24	Degree	English	64	24
PG	MSc,Bio Technology,Biotechnology	24	Degree	English	64	53

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	1				4				24			
Recruited	1	0	0	1	3	1	0	4	12	12	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				36
Recruited	26	10	0	36
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				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	1	0	1	4	0	9
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	1	0	0	8	5	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	152	12	0	0	164
	Female	150	11	0	0	161
	Others	0	0	0	0	0
PG	Male	16	0	0	0	16
	Female	59	2	0	0	61
	Others	0	0	0	0	0

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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	8	15	10	8
	Female	11	17	6	10
	Others	0	0	0	0
ST	Male	0	18	22	1
	Female	6	18	10	1
	Others	0	0	0	0
OBC	Male	40	47	45	28
	Female	50	51	40	17
	Others	0	0	0	0
General	Male	94	94	83	90
	Female	158	159	125	155
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		367	419	341	310

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision of National Education Policy (NEP) is to deliver high quality education to transform the people of our nation as global citizens. This concept truly inspired and adopted by MITS School of Biotechnology (MSB). The concepts and core principles of NEP including diversity in curriculum and pedagogy with technology advancements in teaching and learning, supporting rational decision-making and innovation, critical thinking and creativity were widely inspired many faculty members and regularly discussing for effective implementation. Affiliating university Utkal University periodically redesigns academic programs to integrate Multi-disciplinary / Inter-disciplinary

	courses as elective subjects in light of the NEP. All programmes offered by Utkal university are choice based credit system, designed in such a way that students get maximum flexibility to choose elective courses offered in other specializations. It is obvious that the affiliating University is actively working to put the recommendations of NEP into practice. MSB has started new inter disciplinary clubs integrating various specialities in addition to the existing academic programs. The objective of the National Educational Policy (NEP-2020) for higher education is to stop fragmentation / decentralization of higher education by transforming the institutions into enormous, multidisciplinary universities, colleges, and higher education institutions and making these as Knowledge Hubs. According to NEP guidelines, NICP's goal is to receive an acceptable grade from the National Assessment Accreditation Board (NAAC) and to aim for excellence in pharmacy education. MITS School of Biotechnology is adopted multidisciplinary programs in curriculumin abides to holistic multidisciplinary education to enrich the campus students' knowledge. In accordance to that, As per the Utkal University guidelines, MSB delivered courses on Human values and Professional ethics and Stress Management by Yoga, disaster Management, Personality Development through Life Enlightenment Skills, constitution of India, Essence of Indian Traditional Knowledge for the students on campus. Additionally, our students conducted community outreach programmes in neighborhood wards/villages such as health awareness programs on various diseases like Tuberculosis, AIDS, Dengue, BreastCancer, communicable diseases, Personal hygiene First Aid, CPR in cardiac arrest & Rational use of medicines etc. Leadership and effective governance and Leadershipfor Higher Education Institution: A) MSB is a self-finance private HEI affiliated to Utkal University, Bhubaneswar and it aims to become independent self-governing institution, pursuing innovation and Quality through accreditations and recognitions. B) MSB has a strategic institutional development plan which is in alignment with the vision of NEP.
2. Academic bank of credits (ABC):	Academic bank credits are crucial element of the NEP-2020 that every academic institution must be implement. Integration of all Higher Educational

	Institutions is crucial and vital as we move forward in a globally. MSB been encouraging, implementing it, Postgraduate students of MSB have been encouraged to create their ABC id, Digilocker id and integrated with their university examination systems. Online courses through National schemes like SWAYAM, NPTEL, Coursera, etc., for our students and consideration of credits earned.
3. Skill development:	Introduction & Conduct of add on programs in addition to curriculum is essential for accelerating skill development in students' community. MSB provided various resources for personality development, interview skills, and life skills training for B.Sc., BCA, and M.Sc. students. With the clear intention and goal of ensuring young students' empowerment and to meet life science and IT industry and research requirements, MSB is proceeding with clear mottos as follows. ? To develop real time industry work related skills and attitudes through training & internship through corporate training programs. ? To introduce new learning methods with ICT Tools and digital tools, like Massive Open Online Courses (MOOC) and flipped classroom for training and empowering teachers ? To focus on inclusion of good practices and innovations in teaching-learning. ? To collaborate with industries for imparting practical skills and hands-on experience and design industry-relevant courses. ? Developing and implementing a holistic assessment and evaluation system. ? To introduce an outcome-based education system to evaluate students from all angles and to assess their learning outcomes. MSB believes in giving equal dignity for people pursuing add on courses and contribute in developing the workforce of a country.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The India a hub of diversified religion, cultures and always moving with unity (Vasudaiva Kutumbam). The promotion of Indian arts and culture is useful not only to the nation but also to the individuals. Being Professional institution, using English as a primary language of communication for all academic activities. To foster a sense of regional pride, the institution, on the other hand, celebrates important dates and sponsors events in regional languages. Independence Day and Republic Day, World Pharmacist' Day and Teacher's Day are examples of celebrations where students are addressed in their

	native languages. Women's Day is prominent day that are commemorated with cultural events. As India is known diversified cultures, MSB celebrates traditional days during festivals- Makar Sankranti, Rama Navami, Janmastami, Durga Puja, Rasa Purnima, Deepavali and also organizes Pre-Christmas celebs, Iftar in Ramadan, Rangoli competitions that promote the national integrity and awareness of Indian National and Regional languages, as well as the culture associated with them. In MSB all religious festivals have given equal importance and well celebrated to prove unity in diversity. In additions to the above, Special Program are conducting to provide essence of Indian origin's Ayurveda, Yoga etc.
5. Focus on Outcome based education (OBE):	MITS School of Biotechnology has adopted outcome-based education in accordance with the standards of the Utkal University with clearly stated Programme Outcomes, and course outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. The Course Outcomes (COs) are also aligned to the PO philosophy. All course syllabus has been designed by affiliating Utkal university with due consideration to macro-economic and social needs at large so as to apply the spirit of NEP. Community participation and service, environmental education, and value-based education are all part of an innovative curriculum that includes credit-based courses and projects. Lab experiments, mini projects and major projects with a focus on community health awareness and promotion are included in the curriculum. Professional Ethics & Human Values, Gender sensitizationare value-based education courses that are introduced in the B.Sc. Environmental Sciences is a course that looks at all areas of environmental sustainability. Thus, MSB has various community outreach initiatives such as Student welfare Committee which caters extension activity to community.
6. Distance education/online education:	From the inception of Covid -19 pandemic, all the educational institutions in the country have been adopted gradually increasing the use of digital

platforms for conducting classes, organising seminars, conferences and professional meetings. The new digital platform "online education" has broken the geographical barriers between learners / students and experts from far off places and creating effective connections to exchange the knowledge. The adoption of a hybrid educational model that combines online and offline resources has been made possible by the opening up of the economy, including that of educational institutions. This might be viewed as the new norm that is also anticipated in the New Education Policy. Due to the knowledge, experience obtained during Covid-19's lockdown phase, access to online resources by learners / students and mentors will not be a constraint anymore. Students are advised and encouraged to do MOOC courses at MSB. MSB has successfully delivered all course content in online mode during the Covid-19 out break with digital tools like Zoom, Microsoft Team and Google Meet.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	MITS School of Biotechnology has set up Electoral Literacy Club with the main objective of providing students with practical experiences to educate them on voter registration, the electoral process and related subjects. The focus is to empower the target audience to confidently, comfortably and morally responsibly exercise their right to vote.
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?	The Institution has the ELC functional with the following office bearers SNo Name Designation Functional Role 1 Dr. Satyananda Patel Associate Professor ELC Coordinator 2 Dr. Diptipriya Sethi Asst. Professor ELC Additional Coordinator 3 Sai Saumyaranjan Pradhan IV MSc student Student Representative 4 Ankita Samanta VI B.Sc.-BT student Student Representative 5 Deepak Mohanty III B.C.A. Student Student Representative 6 Anshuman Sahoo I B.Sc.-ITM Student Student Representative
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	The institution conducted a voter registration awareness program in collaboration with booth level officers from wards/Gram Panchayats within the institute premises and also organized awareness

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.	rallies in the surrounding neighborhood. The activities performed by the Electoral Literacy Club (ELC) of MITS School of Biotechnology are outlined as follows. 1. Participated in assisting eligible members who have not yet registered in the voter registration process. 2. Conducted awareness campaigns to educate the public in nearby wards. 3. Provided hands-on experience to educate targeted populations about voter registration, the electoral process and related matters. 4. Raised awareness among students and faculty through workshop in collaboration with the Ward Members of nearby wards of Bhubaneswar.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institution wants to develop the electoral engagement culture among young people and potential voters through the ELC. The activities have been thoughtfully created to transmit certain knowledge that would enable them to become "Empowered (Prospective) Voters. The ELC takes initiatives to host programs that are socially relevant to electoral-related issues and raise understanding of electoral processes, through debates, elocution, essay writing and poster presentations. 1. To ensure that the target audience comprehends their right to vote with confidence, ease and moral responsibility by emphasizing the significance of their vote. 2. To encourage electoral participation and enhance the ethical aspects of voting.
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.	By involving students in interactive activities and hands-on experiences, the ELC functions as a platform to promote electoral literacy for individuals (students) aged 18 to 21. Its purpose extends to informing them about their voting rights and acquainting them with the registration and voting procedures, all while maintain a stance of being apolitical, neutral and nonpartisan. The designed activities aim to inspire and motivate students, encouraging them to participate and raise questions. On the eve of Republic day celebrations (January 26), we conducted an awareness session for both students and staff, culminating in a collective pledge to exercise our voting rights.

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
909	921	815	753	722

File Description	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: 49

File Description	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
41	21	21	20	21

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
173.77	130.21	75.78	136.46	128.84

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:

MITS School of Biotechnology, affiliated with Utkal University in Bhubaneswar, meticulously follows the curriculum set forth by the university, subject to periodic revisions by the University Board of Studies. The university issues time table for form-fill-up and end-term semester examinations and the college follows an academic calendar for both semesters, highlighting crucial details such as the commencement of class work, instructional weeks for mid-term syllabi and schedules of mid-term semester examinations.

The oversight of the curriculum's effective delivery lies with the Internal Quality Assurance Cell (IQAC), which employs a well-planned and documented process. The IQAC provides recommendations to the College Academic Committee (CAC), consisting of department heads led by the Director. Aligned with the university's academic schedule, the CAC formulates and disseminates the college academic calendar to the departments. This calendar encompasses schedules for classroom instruction, examinations, public holidays, training and placement activities, add-on/certification courses and other extension activities.

Following subject allotment, faculty members meticulously prepare and document detailed teaching plans and notes. Adherence to the academic calendar is strictly observed by faculty members while devising their teaching plans. Day-wise progress is diligently recorded in the teaching plan and the attendance register. The institution follows a mentoring system and conducts remedial classes to slow learners to improve their academic performance. The mentors continuously observe their activities and advise students to improve their performance. The IQAC consistently monitors compliance with the teaching plan according to the academic calendar. The institution emphasizes through a mentoring system to elevate students' academic performance, ensuring ongoing monitoring and guidance for holistic development.

In line with the University's directives, the institution follows the academic calendar for the implementation of Continuous Internal Evaluation (CIE). For Bachelor of Computer Application and Bachelor of Science in Biotechnology, one internal examination is conducted in each semester for both theory and practical papers; for Master of Science in Biotechnology and Master of Science in Applied Microbiology, one internal examination is conducted for both theory and practical papers. The timetable for internal examinations is communicated well in advance. Any last-minute deviations from the university's schedule, arising from unforeseen circumstances, prompt the institution to adopt the revised schedule. Activities related to internal examinations, such as the evaluation of answer scripts, posting of marks in the university examination portal and displaying marks on the notice board for students, are systematically and time-bound, adhering strictly to the university academic calendar.

In addition to traditional methodologies, content is delivered in the smart classroom by the projector and students are encouraged with cloud computing-based experimenting problems. Cutting-edge teaching techniques such as group discussions, quizzes, PowerPoint presentations, seminars, industrial visit, study tour, webinar and online classes are conducted for delivering content. Class notes for all undergraduate and post graduate courses are available in the college website.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 24

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional data in the prescribed format	[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: 53.88

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
541	435	471	437	336

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:

MITS School of Biotechnology is committed to fostering an inclusive and values-driven educational environment. The institution integrates value added impactful educational programs focused on professional ethics, human values, environmental sustainability and ethical improvement for both local and global communities. The curriculum includes cross-cutting themes like female empowerment, environmental sustainability, human values and professional ethics. Through social engagement initiatives, students are guided to develop critical perspectives and actively contribute to the public good. Recognizing students as future nation builders and agents of change, the institution aims to shape them into dedicated individuals who positively impact society.

Professional Ethics and Human Values:

- Provide basic inputs to students in order to instill human values and help them grow into responsible citizens with proper personalities.
- It provides an overview of the numerous challenges that every professional faces when performing their tasks.
- The course focuses on character education, virtues such as honesty, kindness, responsibility and cooperation, making proper judgments and applying their skills in professional and personal lives.
- Ethical dilemma decisions, service learning combined with academic learning allows student to learn teamwork and the value of contributing positively to their communities and to develop more confidence and commitment to understand, learn and act accordingly.
- Universal Human Values helps the students strengthen self reflection, motivates energy of youth through various extra-curricular activities.

It gives the student the sensitivity and global perspective needed to properly fulfill professional commitments in today's society.

Gender:

The institution fosters gender sensitization through engaging students in discussions on the political and economic aspects of labor, and facilitating critical reflection on gender violence. Students receive comprehensive education encompassing biological, sociological, psychological, and legal facets of gender. Ongoing improvements in gender sensitization are informed by researched facts. This approach contributes to fostering professional collaboration between men and women, promoting equality in both

work and daily life. Every learner cultivates a profound respect for women across diverse spheres. Additionally, the institute aligns with the Odisha Government's reservation policy, ensuring equitable opportunities for female students.

Environment and sustainability:

The course Environment Studies provides various aspects of sustainability and environmental studies. Environment plays an important role in the healthy living of human beings. Through this course, the students learn about

- The importance of natural resources and conservation in a proper way.
- Rural and urban environmental issues and assessment.
- Various attributes of pollution and its control.
- Sustainable strategies to protect environment.
- Self-sustaining green campus about energy, water and waste management, plantation and rainwater harvesting.

The institution promotes student involvement in diverse initiatives, such as cleanup and spill prevention, green purchasing, plastic-free campaigns, Swachh Bharat (Clean India), solid waste management, tree plantation, and World Environment Day activities.

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

1.3.2

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

Response: 42.02

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

Response: 382

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from

various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

File Description	**Document**
Feedback analysis report submitted to appropriate bodies	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.94

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
367	419	341	310	274

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

2022-23	2021-22	2020-21	2019-20	2018-19
436	436	436	436	344

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](#)

2.1.2

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

Response: 26.77

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
50	50	50	50	50

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
195	195	195	195	154

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](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 22.17

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:

Since its establishment, MITS School of Biotechnology (MSB) has prioritized the comprehensive development of its students, aiming to prepare them for successful careers in the future. MSB is dedicated to creating a conducive environment for students to nurture essential skills, knowledge, attitudes and values that will guide their behavior appropriately. Emphasizing student-centric approaches, the institute is committed to fostering lifelong learning skills. Teachers actively engage in making the learning experience more interactive, employing the student-centric methods outlined below.

Experimental Learning:

- **Information and Communication Technology (ICT) Enabled Teaching:** Teaching methods incorporating ICT are employed to enhance the learning experience, utilizing animated lectures and PowerPoint presentations in classes. Students have access to both physical and digital

libraries (DELNET), and in response to the challenges posed by COVID, online classes were conducted through Microsoft TEAMS.

- **Practical training:** Practical classes are conducted to offer students hands-on experience, providing a clearer understanding of the subjects they are learning.
- **Industry and Laboratory Visits:** Departments organize visits to industries or laboratories, exposing students to new instruments, technologies and software. These visits also familiarize students with the practical professional environment.
- **Add-on courses:** Students are encouraged to enroll in additional courses from time to time and through Infosys Springboard LMS. They are also granted access to online libraries (DELNET). Teachers supplement their teachings with online resources from various websites, including NPTEL. The curriculum includes soft skills training programs aimed at refining and developing communication, interpersonal, teamwork, leadership, and presentation skills.

Participative learning

- **Guest Lectures, Seminars and Workshops:** The institution arranges lectures, seminars, and workshops featuring distinguished experts from both industries and academia, along with college faculty, to complement the teaching-learning process.
- **Student-led Seminars:** Regular seminars and presentations are conducted to refine students' presentation skills and deepen their understanding of their respective subjects.
- **Participation in Competitions at Various Levels:** Students are actively encouraged to engage in various intra-college and inter-college competitions, including quizzes and debates, to enrich their knowledge and develop additional skills.
- **Student Activities:** MSB organizes events to raise awareness about societal responsibilities, enhance knowledge and promote teamwork. These include tree plantation, Swachh Bharat Abhiyan, health campaigns like AIDS awareness and philanthropy initiatives both on and off-campus.

Problem-solving methodologies

- **Assignments and Assessments:** Students undergo regular tests to enhance problem-solving skills, receiving constructive feedback for improvement.

- **Projects and Internships:** Emphasis is placed on internships in relevant fields, fostering critical thinking and analytical skills. Postgraduates dedicate six months to a project in the fourth semester, while undergraduates undertake a minor project in the sixth semester as part of the curriculum.

File Description	Document	
Provide Link for Additional information	View Document	

2.4 Teacher Profile and Quality

2.4.1

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

Response: 99.2

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
42	21	21	20	21

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: 40.32

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
13	10	9	9	9

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](#)

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:

MITS School of Biotechnology (MSB) invites all newcomers, branch-wise along with their parents, to participate in the Orientation Program. During the orientation program on the first day of reporting, students and parents are briefed about the syllabus, assessment methods, internal and university examination systems, class test patterns, tentative schedules, question patterns, marking systems and the evaluation process. New students of all branches of MSB undergo a test after a course-specific bridge course. Exam schedules are provided in advance and performances are assessed through internal assessments and end-semester exams. The Examination cell manages schedules, duty charts and exam hall allotments.

For seminars, internal teachers assess performances; while project based dissertation presentations involve internal and external examiners for graduation and MSc projects, respectively. Practical assessments have external invigilators awarding marks based on performance. Regular class tests are conducted, with mark sheets shared with parents and students. Answer sheets are explained and guidance on answering questions is provided. During online teaching (COVID time), weekly tests were conducted in online-mode and results communicated to students and parents.

Parent-Teacher meetings after internal tests help to discuss performance and provide feedback. Grievances regarding assessments, questions and difficulties are addressed promptly. Common student grievances include (a) dissatisfaction with descriptive answer evaluations, (b) discrepancies in marks totaling, (c) wrong postings in mark sheets, (d) discrepancies in aggregate internal marks totaling and (e) errors in objective question papers.

Students can approach subject teachers for issues related to all tests including university-pattern mock tests and further clarification can be sought from the head of the department. University regulations are followed for internals and end-term examinations. Anomalies in marksheets and certificates are addressed through online university platforms (UUEMS, Utkallokaseba portals) by the MSB examination section and the Head of the Institution.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution and its teaching members adopt a strategic approach to assess and improve student performance, aligning with outcome-based education. The institute through each department defines Programme Outcomes (POs), Course Outcomes (COs), Program Educational Objectives (PEOs) and Program specific Outcomes (PSO). Department Heads (HODs) bring attention to POs) and COs and teachers, mentors, course coordinators and program/ISO coordinators communicate with students, emphasizing the importance of achieving these outcomes. Here's a summary of the key elements of this approach:

Planning and modifying: Teachers establish distinct learning goals for each course with the aim of students reaching these objectives. These learning goals undergo annual review and adjustment, taking into account student performance and comprehension to ensure their continued relevance and achievability. Subsequent modifications are then planned based on these assessments.

Assessment: Each course has distinct targets and objectives, resulting in varied assignments for students. Student performance in these assignments is carefully assessed through grades for future reference and improvement. Teachers adjust lesson plans based on the analysis of student performance.

Verification: Lesson plans are well-crafted not just by course teachers but also scrutinized by senior teachers and HOD, ensuring their quality and alignment with course objectives.

Evaluation and Mapping: Various attainment levels are established within the COs to monitor and track student progress in each semester.

Processes for achieving both POs and COs are delineated with input from teachers responsible for the courses and oversight from both the Head of Departments (HODs) and the Director of the institute.

A mapping matrix is employed to correlate and assess the effectiveness and relevance of programs, ensuring they align with their intended objectives.

The development and implementation of all COs span the entire duration of both undergraduate and postgraduate programs, encompassing the initial years through the final years.

Mapping matrices are utilized for each course, including elective courses, to evaluate alignment and practicality.

Student Evaluation and Feedback: The assessments of teaching courses in the institute undergo with a standardized pattern of internal and external assessments covering theory, practical and project.

Analysis of examination results contributes to the enhancement of both POs and COs, facilitating data-driven improvements in education. Faculty feedback and evaluations offer additional insights into students' knowledge and progress, while internal assessments and extra classes are utilized to help students address any gaps in achieving course objectives.

The POs and COs are disseminated through electronic media on individual department sites located on the college website: https://msb.ac.in. Throughout interactions with students, there is a deliberate effort to raise awareness about POs, PSOs and COs.

This approach signifies a commitment to continuous improvement, data-driven decision-making and

ensuring that the education provided aligns with the institution's objectives and the students' needs.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The different methods to analyze POs and COs are:

Direct Measures: These are assessment methods that directly measure students' performance or achievement of specific outcomes.

In direct attainment level, the following methods are considered for evaluation.

1. Internal Tests   Model Examinations: These are used to evaluate students' understanding and achievement of COs. These are designed through assignments, tutorials, quizzes, practical work, examination results etc.
2. Curriculum Design and Mapping: The curriculum is structured based on the Outcome-Based Education (OBE) pattern, with clear definitions of Program Outcomes (POs), Course Outcomes (COs), and Program Educational Objectives (PEOs). COs for each course are established, and each CO is mapped to relevant POs, creating a PO-CO articulation matrix.
3. Assessment by Faculty: Faculty members assess students' attainment of COs using various methods, including setting question papers that align with specific COs. Higher-order thinking skills are assessed through activities such as case studies, mini projects, seminars, quizzes, and group activities, with mapping to the respective COs.
4. Weightage of Assessments: A student's total attainment level is determined by a combination of internal and external assessment.
5. Alignment of COs and POs: POs are considered attained when students successfully achieve the associated COs. A PO-CO mapping table is used to measure the attainment of specific POs based on the attainment levels of the corresponding COs.

Indirect Measures: These are assessment methods that indirectly infer student achievement through various means, such as surveys, self-assessments, feedback from instructors, or course evaluations. Here's an overview of these surveys and their purposes:

1. **Student Satisfactory Survey:** This survey is administered to students to gather feedback on the teaching and learning process. It helps assess the attainment levels of students by understanding their satisfaction with various aspects of their education.
2. **Student Exit Survey:** It is conducted for final year students upon completion of their program. It provides comprehensive feedback regarding the attainment of POs as students reflect on their overall educational experience.
3. **Placement Rate Survey:** It measures the number of students who have secured placement or employment after completing their degree. It helps assess the attainment levels by determining

the practical applicability of the education provided.

4. **Employer Survey:** This survey is taken from employers who have hired graduates from the institution. Employers assess the skillset and competencies of the placed students, offering insights into how well the institution's education aligns with industry needs.

5. **Alumni Survey:** It is conducted with alumni students on an annual basis. It gathers feedback and suggestions on the attainment of POs in real-world societal and professional settings, helping the institution adapt and improve its programs.

The data collected from these surveys can be used to refine programs, curricula, and teaching methodologies to better meet the needs of students and the demands of the job market. The articulation of COs with POs is analyzed to find out the gaps. The gaps are bridged by compensating for the observations that may include updating of curriculum, arranging invited lectures, and workshops and by mentoring the students with other suitable measures as required. The evaluation of COs and POs is analyzed by concerned faculty/senior faculty/Head and corrective measures are taken accordingly.

2.6.3

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

Response: 90.97

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
273	295	260	239	233

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
298	326	272	273	260

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](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.9

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: 0

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
00	00	00	00	00

File Description	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:

MITS School of Biotechnology (MSB) has undertaken significant measures to create a vibrant research and innovation environment, promoting active engagement of faculty and students in research within the fields of biotechnology, applied microbiology and computer science. The institution arranges seminars and guest lectures, featuring distinguished individuals from academia and industry with expertise in life science and computer science. The insights shared by these resource persons have greatly contributed to enhancing the Research and Development (R&D) skills among both faculty members and students.

The MSB library provides a variety of books by different authors and titles, along with open-access research journals, to enrich the resources available for literature surveys. The institution has implemented measures to enhance the knowledge and research skills of faculty members by organizing numerous national and international conferences and seminars. In response to the challenges posed by the COVID pandemic, webinars were conducted in a hybrid format to support both faculty and students. Faculty members are actively encouraged to pursue research and apply for grants from various funding departments, including DST, DBT, CSIR, UGC, etc. MSB has established Memoranda of Understanding

(MOUs) with various research organizations, biotechnology and IT industries, and colleges, facilitating academic programs, student activities, and faculty exchange programs with institutions in the fields of biotechnology and computer science.

A list of MOUs with different colleges is outlined below:

1. Sri Sivani College of Engineering
2. Einstein Academy of Tech & Management
3. Einstein School of Engineering
4. Einstein College of Computer Application & Management
5. United School of Business Management
6. Capital Engineering College
7. Dept. Computer Science (Berhempur University)
8. Gandhi Institute of Technology

The institution has also undertaken measures to provide research skills to both students and faculty members. In pursuit of this goal, MSB has entered into MOUs with industries as well as research organizations. The detailed list of MOUs with different Biotechnology and Information Technology industries and research organizations is as follows:

1. Central Institute of Fresh Water and Aquaculture (CIFA, ICAR)
2. CSC Academy
3. CSC Academy (Spring board LMS
4. Kalinga Euro
5. JEEVA Organic Pvt.Ltd.
6. Naandi Foundation
7. SBIO Science Pvt./Ltd.
8. OMICS Int. Pvt. Ltd.
9. EXPO Biotech Pvt.Ltd.
10. Maitri Employability Services & Consultancy Pvt Ltd.

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: 36

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
08	07	06	07	08

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.14

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
01	01	03	02	00

File Description	Document
Institutional data in the prescribed format	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: 0.16

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
02	00	03	02	01

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

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:

Extension activities serve as a vital link between higher education and practical real-world experiences. Consequently, MITS School of Biotechnology (MSB) arranges numerous extension activities aimed at raising awareness in the local community and enhancing students' understanding of community needs. Active participation in social service activities by our students has significantly contributed to their personal development. The institute is actively taking steps to enhance the quality of life for the community around it. All students are instructed to engage in various social activity programs organized by the institution, with monitoring by the Director and IQAC members. The primary goal is to instill social awareness and responsibility among both students and faculty.

The IQAC at MSB directs the departments to fulfill its role in molding students into responsible citizens of the country. Numerous programs are organized, focusing on environmental conservation, including events like World Environment Day, Swachh Bharat Abhiyan, World AIDS Day, National Water Day Awareness Program, Dengue Awareness Program, Blood Donation Camp, World Hepatitis Day Awareness Program, National Technology Day and more. These activities have a positive impact on students, fostering relationships between students and the community, nurturing leadership skills and boosting self-confidence. Engaging in such activities undeniably instills a sense of social responsibility among students. These conducted activities guide students toward embracing values related to social obligations, such as:

1. Creating awareness among the people for better and healthy life
2. Understanding the needs of the society
3. Making an awareness about cleanliness in public places
4. Leaning social values and environmental related issues.

Outcomes of the activities:

1. Enhanced understanding of social issues and effective problem-solving techniques applicable to their lives.
2. Nurturing of affection and a friendly disposition towards the public, as well as those affected in social life.
3. Acquisition of a diverse skill set encompassing social skills, communication skills, management skills, leadership skills, analytical skills, and problem-solving abilities.
4. Establishment of relationships and collaborations with NGO organizations for the implementation of future activities.
5. The IQAC at MSB has organized additional programs, such as health checkups, voters' day, and Swachh Bharat Abhiyan, to shape students into responsible citizens.
6. The comprehensive activities have elicited a positive response from students, fostering the development of leadership skills and self-confidence while maintaining strong connections

between students and the public.

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

3.4.2

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

Response:

MITS School of Biotechnology integrates the teachings of professional ethics and human values into academic curricula and various activity programs to foster awareness among students and local communities. The institute reinforces the understanding of social responsibilities and engages in institutional activities for both faculty and students. The institution has been honored with Awards and Recognition for its commitment to extension activities by government and government-recognized bodies. Over the past five academic years, the staff and students of the institution have actively participated in numerous extension programs across various Gram Panchayats in the Khurdha district of Bhubaneswar, Odisha.

Name of the Activity	Year of Award
Awareness Programme on World Environment Day	2022-23
National Water Day Awareness Programme, Sundarpur	2022-23
Awareness Programme on Zoonoses	2021-22
Awareness Programme on CoVid-19 Disease	2020-21
Leprosy Awareness Programme, Andharua	2019-20
Blood Donation Programme, Kalarahanga	2019-20
Swachh Bharat Abhiyan	2019-20
Food Distribution Camp, Saliasahi	2018-19
World Mosquito Day, Daruthenga	2018-19
Tuberculosis Awareness Programme, Andharua	2018-19
Awareness Programme on Men's Health Awareness Day	2018-19

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

3.4.3

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

Response: 20

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
03	05	02	05	05

File Description	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](#)

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
Institutional data in the prescribed format	[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:

MITS School of Biotechnology (MSB), a prominent institution established in 2003 under the Basantdevi Charitable Trust, has consistently led in innovative education and infrastructure development. Affiliated with Utkal University, MSB offers diverse academic programs, including BCA, B.Sc. Biotechnology (UG courses) and M.Sc. Biotechnology and M.Sc. Applied Microbiology (PG Courses).

MSB has proactively pursued expansion plans, adapting its infrastructure to cater to the evolving needs of students. Generous funding has enabled the establishment of modern facilities, including smart classrooms, a well-stocked library, standby generators, high-speed internet, and campus-wide Wi-Fi. Strategically located 15 km from Biju Pattnaik Airport and 10 km from railway station, MSB enjoys proximity to major transportation routes and is surrounded by renowned software companies. Situated on a sprawling 1.269-acre campus, MSB takes pride in being a plastic- and tobacco-free zone, fostering a conducive environment for both academic pursuits and extracurricular activities.

Classrooms: MSB's academic spaces are characterized by adequacy and spaciousness, with classrooms ranging from 81.53 sqm to 64.77 sqm, accommodating up to sixty-four students each. These classrooms are equipped with ceiling-mounted LCD projectors, enhancing the learning experience through the integration of smart technologies.

Laboratories: The Biotechnology department features advanced laboratories dedicated to Molecular Biology, Microbiology, Cell Biology, Biochemistry and Chemistry. Additionally, the Computer Science department boasts four laboratories, including two Programming labs, one Internet lab, and one Unix lab. Cutting-edge e-software has been integrated into the computer labs, aligning seamlessly with the curriculum to provide students with a practical and contemporary educational experience.

Conference Hall: The MSB Conference Hall, spanning approximately 120.60 square meters, stands as an elegant and air-conditioned space capable of accommodating 200 students. Adorned with tasteful furnishings, the hall is equipped with state-of-the-art audiovisual technology, facilitating various engaging activities throughout the year and contributing to a dynamic learning environment.

Training and Placement: The Training and Placement Cell at MSB plays a pivotal role in shaping the promising careers of our students, and guiding them towards successful professional trajectories.

Transport Facilities: MSB's modern fleet of vehicles ensures the safe and timely transportation of students to and from the campus, covering a radius of 30 km in and around campus. This service enhances the overall student experience, particularly for hostel residents.

Library: MSB library, spanning 153 sq. m., provides seating for a hundred students and faculty members. Operating from 8:30 AM to 6:00 PM on working days, the library offers a rich collection of reference books, textbooks, and digital resources.

Sports Facility: MSB prioritizes holistic student development, offering well-equipped indoor and outdoor sports facilities, including a yoga center. MSB provides ample opportunities for students to engage in sports such as Volleyball, Throwball, Badminton, and Kabaddi, with spacious grounds covering 167 sq.m for volleyball and badminton and 323 sq.m for kabaddi.

Cultural Activities: Cultural activities thrive at MSB, with a versatile conference hall serving as a stage for student-led initiatives, allowing creativity and entertainment to flourish, whether indoors or in the open air.

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

4.1.2

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

Response: 21.13

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
39.66	28.16	13.09	38.08	17.28

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The MSB Central Library, covering an area of 153 square meters, serves as a valuable knowledge hub that enhances the educational experience for both faculty and students. Operating from 8:00 AM to 6:00 PM on weekdays, the library is staffed by a dedicated team of two members, contributing to the academic growth fostered within this knowledge sanctuary.

Established in 1988 at the India International Centre Library, DELNET is a society registered in 1992 with support from NISSAT and subsequent backing from the National Informatics Centre. It promotes resource sharing among libraries through network development, offering computerized services and coordinating collection development to minimize duplication.

The library utilizes the ILMS software "Del plus," provided by DELNET, which is fully automated and currently in version 2.0 since its automation in the year 2023. Adhering to an Open Access System, the institute's library proudly houses an extensive collection comprising 4215 volumes across 767 titles, spanning diverse subjects such as biotechnology, computer science, science, management and linguistic topics. Additionally, the library subscribes to numerous online national and international journals, while also maintaining a collection of periodicals, newspapers, UG and PG student project reports, and past question papers. A dedicated photocopying machine is available for duplicating reference books and materials.

The digital library at MSB is enhanced by a remarkable assortment of electronic resources, encompassing DELNET and electronic books. Furthermore, the digital library is furnished with an internet browsing center comprising ten systems, providing unrestricted access to a wide range of academic resources accessible on the internet.

DELNET's E-Journal access is a valuable resource that opens the door to an extensive collection of approximately 35,247 journals. Among these, there is a specific focus on 160 journals dedicated to the field of computer science, covering a wide array of topics and developments within the discipline. Additionally, there are 71 journals facilitated under the verticals of Botany, Life Sciences and Natural Sciences are specifically curated for Biotechnology and Microbiology, providing in-depth insights into the latest research, advancements, and discoveries in these fields.

The significance of these journals is evident in their substantial usage by both teachers and students. The wealth of information contained in these resources serves as a valuable asset for academic purposes, enabling educators to stay abreast of the latest developments in their respective fields and students to access comprehensive and authoritative materials for their studies. The diverse range of journals ensures that the academic community at MSB has access to a rich and varied pool of knowledge, contributing to the overall academic excellence and research endeavors within the institution.

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:

MITS School of Biotechnology (MSB) consistently updates its IT infrastructure to meet the latest technical standards. The goal is to offer internet access across the campus, ICT amenities in classrooms, online capabilities in laboratories and efficient management and optimizing processes in Planning and Development, Administration, Student Admission, Fee Collection, Examination, Finance and Accounts, Staff Attendance, and Library automation.

The entire campus, encompassing buildings, hostels, seminar halls, auditorium and common areas, is equipped with Wi-Fi connectivity. Classrooms feature either LAN/Wi-Fi connections, complemented by ICT-enabled PEARSON digital LCD projection to enhance the teaching-learning process. In the midst of the COVID pandemic, MSB acquired Microsoft Teams to facilitate its online classroom management activities. Computer laboratories maintain a reasonable ratio of computers for students, incorporating ICT and Wi-Fi facilities. The institution employs a cloud-based SAAS, "NoPaperForms," for admission automation, Anthem for fee collection, and Tally Server-based solutions for financial operations, facilitating timely reporting and efficient resource allocation.

The Training & Placement Department initiates industrial technical training for students starting from their first year to ensure preparedness for exams and goal achievement. A biometric attendance system is implemented for staff attendance and payroll management. The entire process is executed using dedicated internet as the backbone, supported by continuous power supply through a 100 Kva 3 Ph STD panel and DG Set. The institute strategically incorporates ICT in all interactions with college stakeholders. Examination-related activities, such as students' university enrolment, form fill-up, marks entry, results, and migration, are conducted through UUEMS, Utkal Lokaseba portals and examerp.

- **Desktop Systems: Total: 205 Nos**
- Dell Vostro 3250 Core i-3-3.70 Ghz, 4-GB RAM, 500-GB HDD
- Wipro PDC-1.80 GHZ with 1-GB RAM, 160-GB HDD
- Zebronics Core i5,4G 8-GB RAM, 256-GB SSD
- Wipro PDC-2.20 GHZ with 1-GB RAM, 160-GB HDD
- Acer AMD Pro 3.50 Ghz A-6, 4-GB RAM, 1-TB HDD
- Dell V260T Core i-3-3.10-Ghz, 2-GB RAM, 500-GB HDD
- Wipro: DC 2.80 GHZ with 2-GB RAM, 500-GB HDD
- HP: DC 2.80 GHZ with 2-GB RAM, 500-GB HDD
- **Internet Facility:** ILL(1:1)– 20 Mbps, Tata Tele Services Limited.
- **Internet Facility:** Broad Band up to 250 Mbps, Jetspot Networks Pvt Ltd.
- **IP Surveillances:** IP-camera (2-MP, D-Link, Full color): 16-No's, 1-NVR 16-Port with 2-TB, 2-DVR'S 08 Port with 1-TB, HD Camera: 08 No's (SECURE EYE,COREL,HIKVISION)

- **Wi-Fi Routers**: 05-No's D-Link 3200 AP, 1-No TP-Link
- **ONLINE UPS:** Switching AVO 20-KVA(1), Tata Liebert 20-KVA(1)
- **Switches:** D-Link, L-3 24-Port 10/100 managed switch(1), L-2 24-Port GB managed switch (1), L-2 24-Port 10/100 managed switch(4), 24-Port 10/100 unmanaged switch (2), 8-Port 10/100 unmanaged switch(2), 8-Port GB POE Switch(2), HCL-16-Port 10/100 unmanaged switch(2-No's), HIKVISION-8-Port GB POE Switch(1).
- **LCD Projectors:** Sony(2), BenQ(06), NEC(2)
- **Printers:** HP-Laserjet M72625DN Copier Machine(1), HP-Laser(03), CANON Laser(4), EPSON-Inkjet(1)
- Biometric-Attendance-Device(1)

4.3.2

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

Response: 6.73

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

Response: 135

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[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: 77.77

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
131.75	100.65	61.39	97.44	110.45

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[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: 72.72

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
698	698	600	500	500

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Institutional data in the prescribed format	[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](#)
Institutional data in the prescribed format	[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: 42.11

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
409	339	289	433	265

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 28.23

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
90	85	65	68	59

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
273	295	260	239	233

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](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 0.54

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
04	01	00	00	00

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](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[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: 7.4

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
7	7	6	9	8

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:

MITS School of Biotechnology, Bhubaneswar Alumni Association is reinforced every year with the progressive contributions made by the Alumni. Our Institution grows perpetually by its achievements in every sphere of academics and applied knowledge.We share a common bond that transcends time and distance. Our alumni association serves as the heartbeat of this connection, nurturing relationships among students and supporting the ongoing success of our alma mater.

Established with the vision of fostering lifelong connections and giving back to the institution that has shaped us, our alumni association is a dynamic community of accomplished individuals spanning various fields, industries, and regions. Our association is founded on the principles of camaraderie, engagement, and service. Through a wide range of activities, events, and initiatives, we strive to provide meaningful opportunities for alumni to connect, grow, and make a positive impact. From networking mixers and professional development workshops to philanthropic endeavors and mentorship programs, there is something for everyone in our diverse alumni community.

Our Alumni association has always aim to foster strong connections and relationships among graduates of the institution. This involves creating platforms for networking, communication, and collaboration among alumni. The association often seek to support their alma mater through various means, including fundraising, volunteering, advocacy, and promoting the institution's achievements and initiatives. The association has been involved in organizing events, reunions, and activities that appeal to alumni interests and encourage their involvement with the association and the institution. They have offered educational and professional development opportunities to help alumni continue their personal and career growth beyond graduation. This could include workshops, seminars, webinars, and other educational resources. The alumni association are committed to supporting current students through scholarships, mentorship programs, career counseling, and other forms of assistance. This helps to foster a sense of community and continuity between current students and alumni. The alumni association have often worked to enhance the reputation and prestige of their alma mater by promoting its accomplishments, values, and contributions to society.

In conclusion, alumni associations serve as vital bridges between graduates and their alma mater, fostering a sense of community, pride, and support that extends far beyond graduation. Through their

various initiatives and objectives, alumni associations play a crucial role in strengthening relationships among alumni, supporting the institution, and enriching the experiences of both current students and graduates.

By providing avenues for networking, lifelong learning, and engagement, alumni associations create opportunities for personal and professional growth for their members. Additionally, their contributions to fundraising, advocacy, and student support help to ensure the continued success and excellence of the alma mater.

Ultimately, alumni associations embody the enduring connection between graduates and their alma mater, celebrating shared experiences, achievements, and values while also paving the way for future generations of students to benefit from the legacy of their institution.

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: To establish itself as a globally recognized institute of excellence, offering holistic and smart education in life sciences, IT and management, complemented by innovative research, skill development and industry collaborations.

Mission:

- Maintaining high standards in Life Science and IT education through effectively integrating critical thinking, troubleshooting, team spirit and leadership abilities.
- Promoting students' academic, professional and entrepreneurial development as well as ethics, human values and social duties for long-term development.
- Enriching students with cutting-edge research in Life Science, IT and Management to meet the evolving needs of the industry and technological advancements.
- Establishing of Institution & industry collaborations with companies, esteemed academic institutions and research organisations in the fields of life science, IT and management, fostering and environment that promotes and rewards creativity, productivity, and lifelong learning.

Sri Balakrishna Panda's strong conviction in the transformative potential of education, both for individuals and society, served as the driving force behind the establishment of the Basantdevi Charitable Trust. Sri Balakrishna Panda firmly believes that education is a powerful catalyst for positive social change, and this guiding principle shapes the ethos of the institutions he has founded. MITS School of Biotechnology (MSB) is dedicated to this vision, offering targeted education with a focus on career-oriented courses and high-quality teaching. The goal is to empower students with knowledge and skills, enabling them to evolve into true professionals of international calibre.

Guided by its mission, vision and quality policy, the institute formulates both short-term and long-term objectives. Decision-making processes, including policy development and coordination of academic, symposium and sports activities are authorized by the Director of MSB in consultation with the respective Heads of Departments (HoDs). Emphasizing a collaborative approach, the management fosters teamwork, encouraging active employee participation at all levels in both academic and non-academic initiatives of the institute.

The Chief Executive convenes regular meetings , involving the Director, HoDs, teaching and non teaching staff, cells, students and parents. Faculty meetings with the HOD play a pivotal role as the collective suggestions are well analysed later in the HODs meetings with the Director. The Director, in turn, conducts meetings with top management and the Governing Council, ensuring a seamless flow of

information and suggestions from bottom to top and vice versa.

Different committees with specific objectives collaboratively organized and executed all the programs, working together cohesively to ensure the successful culmination of the event.

Various Committees

1. Academic Council Committee.
2. Woman grievance cum redressal committee.
3. Discipline and welfare committee.
4. Anti ragging committee.
5. Woman's cell.
6. SC/ST cell.
7. Placement cell.
8. Exam Cell
9. Grievance Redressal Committee.
10. Electoral Literacy Committee

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:

Institutional Strategic Plan

MITS School of Biotechnology (MSB) aspires to motivate students into intellectual leaders through a comprehensive education that fosters social responsibility in an evolving, technology-driven world. The strategic plan critically evaluates the development of students and confronts challenges to ensure a fulfilling future. The primary focus of the strategic plan is to enhance the quality of education and achieve measured improvements aligned with the institute's Vision and Mission. The strategy involves emphasizing the cultivation of core strengths such as outstanding infrastructure, talented students and faculty and a dedicated management to effectively address the opportunities presented by emerging challenges. MSB has outlined the following objectives:

Objective 1: Empower students through a comprehensive education that promotes global employability and social responsibility, achieved by establishing a student counselling centre.

Objective 2: Improve institute infrastructure to accommodate increased capacity, support research, technology development and facilitate transfers. This includes modernizing facilities such as the library, internet access, hostels, and sports facilities.

Objective 3: Motivate faculty to pursue Ph.D. degrees and engage in minor research projects.

Objective 4: Introduce new and diverse courses tailored to local needs and aligned with the National Education Policy (NEP).

Objective 5: Explore opportunities for partnerships and collaborations in Biotechnology, Microbiology, Computer Science, Management and related areas with major industries in the vicinity.

Objective 6: Promote and maintain a campus environment that promotes a high quality of life and learning.

To achieve the above Strategic Plans/Perspective Plan, the following actions have been initiated

1. Purchased new smart boards/ICT-enabled white boards.
2. Innovative teaching-learning have been introduced.
3. Library Automation.
4. Increased the speed of internet, providing hostel facility to girls, sports and recreation facilities.
5. Faculties were encouraged to register for guideship and enrolling students for Ph.Ds.

Governing Body

Governing Body is the highest authority being recognized by the Regional Director of Education, Govt. of Odisha, a statute of State Government which comprises the President, Secretary, Head of the Institute, Teacher representatives and nominees of the academy, few external members nominated by Managing Committee and a Representative from the staff, University.

The Governing Body serves as the highest authority and is acknowledged by the Regional Director of Education, Government of Odisha, as per a statute of the State Government. It is constituted by the President, Secretary, Head of the Institute, Teacher representatives, academy nominees, external members appointed by the Managing Committee, and staff representatives.

Governing Body Functions

- Review the academic performance of institution.
- To direct the institute towards the achievement of pre-determined goals.
- To frame, amend and approve principles and policies.
- Approves the annual budget of college
- To approve the increase/reduction of intake, courses- new and closure.

The governing body comprises the following:

- President Governing Body advises Director on academic, administrative and developmental activities by keeping space with the latest trends in education.
- Director cum Secretary Governing Body is the functional head of the college. He mainly focusses on the academics, development of education, and growth of the institutions and can cause any action to be initiated.
- HoD is responsible for the functioning of the department as per the laid down policies of the college.

- The in-charges of various sections will be guided by the policies of the college in the matters that come under their purview.

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](#)

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:

Welfare Measures

MITS School of Biotechnology considers employee welfare an integral aspect of its organizational framework. Incorporating welfare measures is seen as essential for sustaining employee confidence and fostering long-term retention. This approach not only enhances the quality of employee performance but also cultivates a sense of comfort, commitment, and wholehearted dedication to the organization.

The institution is committed to providing effective welfare measures for both teaching and non-teaching staff, ensuring compliance with all statutory requirements. The welfare initiatives encompass a range of both monetary and non-monetary measures aimed at facilitating personal and professional growth, despite the organization being a not-for-profit institution.

The three-fold welfare measures available for teaching and non-teaching staff within the institution include:

I. Statutory Welfare measures as per Government norms:

- EPF facility to the teaching faculty and non-teaching staff.

- Medical, Maternity and Paternity Leave and benefits are sanctioned for the required Staff (Teaching & Non-teaching)

II. Monetary or Non-monetary welfare support measures/initiatives:

- Marriage leaves are sanctioned with salary for the faculty/staff.
- Adjustable timings benefits are extended to Faculty /Staff who are nursing mothers.
- Financial help is extended wherever necessary like hospital expenditures, wedding expenses or shelter with money collected or from special funds like alumni contributions etc.
- Encouragement to Teaching Faculty for attending conferences, seminars and FDPs.
- Research support (PhD) through time allowances and usage of library facilities and infrastructure.
- Funding Registration fees and Travel expenses for Faculty attending Conferences, Workshops and FDPs.
- Reinstating staff who went on study leave.
- Advance amounts disbursed by the institute in case of emergency for faculty.
- Provision of the canteen on the campus

III. Performance Appraisal system:

The faculty's performance appraisal system is assessed and managed based on recommendations from departmental Heads of Departments (HoDs) and the Director, who gather information through the following process.

Step-1: The IQAC formulates a self-appraisal form in accordance with UGC norms, incorporating diverse parameters that shed light on the faculty's effectiveness. This assessment is conducted regularly and encompasses factors such as examination results, student feedback, interactive teaching methods, research publications in journals and books, participation in conferences/seminars/workshops/faculty development programs, as well as examination and co-curricular/extra-curricular duties assigned by the institute. Each teacher is required to submit a self-appraisal form at the conclusion of each semester in the academic year.

Step-2:-The students of all groups give feedback on the courses and teachers during the year. The same is analyzed and assessed by the IQAC coordinator and the Director as in the peer evaluation.

Step-3:-HoD recommendations.

The decision taken is based on the outcome of their view of the performance appraisal reports by the management. It is conveyed by

1. One-to-one interactions.
2. Discussions of general issues in departmental meetings.

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: 86.29

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
29	20	20	18	20

File Description	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](#)

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: 32.48

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
19	21	21	20	21

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
38	38	38	38	38

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	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:

Financial Audits: A well-defined mechanism is in force for financial audits to have discipline and transparency in financial management. The accounts of the institution are in compliance with internal and external audits.

(i)Internal audit: The college have a dedicated in-house internal audit person available, and they conduct periodic audits in various aspects, which includes revenue audit, payroll audit and review of day-to-day transactions etc. Internal audit is an ongoing and continuous process which focus on ensuring that the systems and processes of the organization are working well. Internal auditors act as consultants to the organization providing assurance on the organization risk management governance and internal control processes. They deal with issues that are fundamentally important to the survival and prosperity of organization.

(ii)External audit: Apart from internal audit, all accounts of the Institution are audited regularly by Certified Statutory Auditors(external) on annual basis. External auditors review internal control mechanism, accounting policies, accounting standards, financial analysis and prepare financial statements. It involves effective management of internal controls and strengthens the operations in an effective manner. In a case where the external auditor identifies a significant issue with the accounts, they will provide the managers in the institute with an "audit management letter" which records any issues and how they should be resolved. External auditors are important towards promoting confidence and trust in financial management and information.

The final Annual Audited Accounts are kept before the Board of Management/Governing Body for discussion and approval.

Mobilization and Optimal Utilization of Resources: The availability of funds is essential for any organization, society, family, or co-operatives but mobility of funds is even more important. If the mobility of the fund is in right direction, then the level of progress will be as expected otherwise it becomes ineffective even though the fund is available. Therefore, mobility of funds is important for the development of the organization. The institution has clear, well-defined, and systematic strategies to ensure the ideal utilization of available resources.

(i) Mobilization of Funds: The major financial resources of institution are the fee collected from students and donations from the management, philanthropists and public and finances generated through consultancy/University services. In addition to these regular sources, efforts are made to mobilize additional finances to meet the demands of institutional needs and requirements. Merit scholarships, medals are instituted for honouring outstanding students out of the donations collected from individuals or institutions and Alumni while maintaining good relations with them.

(ii)Optimal utilization of resources: Financial Planning is exercised well in advance for the organization with efficient Budgeting, after involving all the Academic Departments and Administrative Sections of Institute. Every year institute prepares a budget, which involves projected revenue and expenditure and capital expenditure to manage and plan the funds effectively. While preparing budget the department requirements include co-curricular and extracurricular activities. After reviewing budget by Director, final consolidated budget is forwarded to Managing Committee for approval. The institute is running with self-sufficient funds by generating cash inflow from tuition fee from students and other miscellaneous income.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The establishment of the Internal Quality Assurance Cell (IQAC) took place in 2022 with the approval of the Governing Body, MITS School of Biotechnology. Its primary role is to oversee the quality of the teaching and learning procedures, ensuring compliance with quality assurance policies and processes. The IQAC identifies institutional shortcomings, devises strategies to address them and endeavours to enhance the overall quality of the institution. The following outlines the functions of institute's IQAC:

- Development of academic and administrative benchmarks.
- Creation of a student-centric environment.
- Supervised course files, CO-PO alignment, Bloom's taxonomy and helping the faculty to set realistic targets.
- Record and documentation of various activities taking place in the institute.
- Ensuring the best practices in-terms of academics and administration.
- Maintenance and regular update of website .

Best Practices:

Academic and Administrative Audit

Every year, the IQAC conducts a comprehensive assessment of both academic and administrative

aspects, evaluating the performance of diverse departments and committees. This involves recognizing accomplishments and offering recommendations to enhance the quality of teaching, research, administration, as well as curricular and extra-curricular activities.

Use of ICT Tools

The teaching-learning process now incorporates the essential use of ICT tools. Teachers have consistently received encouragement to integrate these resources into both laboratory and classroom settings. The IQAC has organized periodic seminars to provide training for both teaching and non-teaching staff in utilizing ICT. A feedback system is employed in the teaching and learning process to evaluate the reliability and application of ICT resources.

Periodical Review:

The IQAC regularly assesses the teaching and learning procedures, workload, timetable, placements, results, feedback and learning outcomes. It scrutinizes these elements, documenting incremental enhancements in diverse activities. The quality initiatives undertaken by the IQAC encompass:

- Ensuring consistent progressive performance in academic activities
- Students support and mentoring through mentor-mentee system
- Continuous review on academic activities through Academic Monitoring Team
- Enhancing teaching and learning process to promote student centric learning by adopting course files.
- Preparation of question banks for the benefit of students according to the current university examination scheme.
- Hold parent-teacher meetings twice a year to improve quality
- Ensuring the holistic development of students by promoting frequent co-curricular and extra-curricular activities.
- Enhancing research activities through the Research and Incubation Centre .
- Promoting consultancy projects to encourage inter disciplinary activities.
- Promoting social and environmental responsibilities through student activities.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[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:

In recognition of the importance of fostering a campus environment that values gender equity, our college has implemented a series of comprehensive measures and initiatives. These efforts are aimed at promoting equal opportunities, rights, and representation for all genders, fostering inclusivity, and creating a supportive community for students, faculty, and staff alike.

One of the fundamental pillars of our approach to promoting gender equity is the establishment of gender-inclusive policies. These policies are designed to uphold principles of equality and non-discrimination, ensuring that individuals of all genders are treated fairly and respectfully within the college community. They encompass areas such as admissions, hiring practices, promotion criteria, and disciplinary procedures, aiming to create a level playing field for everyone.

Our college Ensures that individuals of all genders have equal access to educational opportunities, including enrolment, scholarships, and academic support services. This involves addressing barriers to access and participation, such as gender-based stereotypes, discrimination, and socio-economic factors. It also places a strong emphasis on gender sensitization and awareness-raising. Regular workshops, seminars, and training sessions are organized to educate members of the college community about gender issues, stereotypes, biases, and their impact on individuals and society as a whole. These initiatives foster a culture of respect, understanding, and empathy, helping to challenge harmful norms and behaviours.

Furthermore, our college is committed to empowering women through targeted leadership development programs. These programs provide women with opportunities to enhance their leadership skills, confidence, and career advancement prospects. By equipping women with the necessary tools and support, we aim to break down barriers and encourage greater participation and representation of women in leadership roles across various spheres.

In line with our commitment to inclusivity, University has integrated gender perspectives, issues, and experiences into the curriculum in B.Sc. Biotechnology. Our college also has implemented gender-neutral facilities to accommodate individuals of all gender identities comfortably. These facilities, including restrooms and changing rooms, promote inclusivity and respect individuals' privacy and dignity, ensuring that everyone feels welcome and supported on campus.

Finally, our college is committed to integrating gender perspectives into its curriculum across various disciplines. By incorporating discussions and analysis of gender-related issues, social norms, and inequalities, we aim to raise awareness and promote critical thinking among students. This approach

helps to foster a deeper understanding of the complexities of gender dynamics and encourages students to become agents of change in promoting gender equity and social justice.

In conclusion, the measures and initiatives implemented by our college reflect our unwavering commitment to promoting gender equity, diversity, and inclusion. By creating a supportive and inclusive environment where everyone is valued and respected, we strive to empower individuals to reach their full potential and contribute positively to society. Promoting gender equity at college requires a comprehensive and intersectional approach that addresses the complex interplay of gender with other social identities such as race, ethnicity, class, sexuality, and disability.

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](#)

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: B. Any 3 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](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

In fostering an inclusive environment characterized by tolerance and harmony towards cultural, regional, linguistic, communal, and socioeconomic diversity, our college has implemented a range of efforts and initiatives. These initiatives are aimed at promoting understanding, respect, and appreciation for diverse perspectives, backgrounds, and identities among students, faculty, and staff. Additionally, there is a concerted effort to sensitize all members of the college community to their constitutional obligations, values, rights, duties, and responsibilities as citizens of our nation.

One of the primary initiatives undertaken by the college is the promotion of cultural diversity and intercultural understanding through various programs and events. These include cultural festivals, celebrations, and awareness campaigns that highlight the richness and diversity of different cultures, languages, and traditions represented within the college community. These events provide opportunities for students, faculty, and staff to learn from one another, exchange ideas, and celebrate their shared humanity.

Moreover, the college actively promotes regional and linguistic diversity by offering courses, workshops, and resources that support the preservation and promotion of regional languages and dialects. Additionally, efforts are made to ensure that all members of the college community feel valued and respected regardless of their linguistic background or proficiency.

In addressing communal diversity, the college is committed to fostering an environment of mutual respect, understanding, and dialogue among individuals from different religious and communal backgrounds. Interfaith dialogues, seminars on religious tolerance, and community service initiatives that bring together students from diverse religious and cultural backgrounds are organized regularly to promote harmony and solidarity.

Furthermore, the college recognizes the importance of addressing socioeconomic diversity and ensuring that all students have access to educational opportunities and support services regardless of their financial background. Scholarships, grants, and financial aid programs are available to support students from economically disadvantaged backgrounds, while mentorship programs and career counselling services help to level the playing field and support students in achieving their academic and professional goals.

In addition to promoting diversity and inclusion, the college places a strong emphasis on sensitizing students and employees to their constitutional obligations, values, rights, duties, and responsibilities as citizens of our nation. Workshops, seminars, and lectures on citizenship education, human rights, and civic engagement are organized to promote awareness and understanding of these important issues.

In conclusion, our college is deeply committed to creating an inclusive environment characterized by tolerance, harmony, and respect for cultural, regional, linguistic, communal, and socioeconomic diversity. Through a range of initiatives aimed at promoting intercultural understanding, addressing communal diversity, supporting socioeconomic inclusion, and promoting civic education, we strive to foster a campus community that embraces diversity, promotes equity, and empowers individuals to

become responsible and engaged citizens of our nation.

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-I

1. Title of the Practice: Sadhana, Nipuna, Naipunya *(Pre-placement Training to enhance the Aptitude, Soft Skills and Technical Skills for Under Graduate and Post- Graduate students)*

2. Objective: The main objective of pre-placement training is to prepare students with the essential skills and knowledge needed to meet the demands of the industry. This program aims to shape students into versatile professionals by providing training in areas such as personality development, communication skills, resume building, aptitude testing, interview techniques and group discussion activities.

3. Context: Companies actively look for students who demonstrate traits such as vitality, enthusiasm, a willingness to tackle challenges, attentiveness, quick learning capabilities, openness to learning, and effective communication skills. In today's era of privatization and globalization, there is an increasing need in industries for professionals with a strong employability index. The pre-placement training activities concentrate on instilling crucial interview skills, covering elements such as adhering to dress codes, building confidence, fostering creativity, developing adept reaction and response capabilities, and managing stress effectively.

4. The Practice: The pre-placement training program at MSB places significant emphasis on both technical and non-technical facets of preparation, enabling students to excel in interviews and recruitment processes. Consistent motivation and counselling play a crucial role in boosting students' confidence, underscoring the importance of maintaining strong academic performance, a key determinant in the recruitment process.

In addition to regular academic pursuits, each student undergoes over 200 hours of training that encompasses a wide range of skills. We actively encourage students to visit industries relevant to their fields, providing them with firsthand exposure to the industrial environment. To ensure a harmonious match between students and job profiles, our training unit employs various online testing methodologies for student assessments. Soft skills training, aptitude skill training, and technical skill training are systematically conducted with careful planning before the start of the academic year.

Soft Skill Training Programme:

These engaging activities concentrate on the work environment and real-world scenarios, aiming to improve the following skills:

- Presentation Skills
- Group Discussion
- Resume Preparation
- Interview Preparation
- Leadership Qualities
- Goal Setting
- Time Management
- Assertiveness, etc.

Aptitude Skill Trainings: It is intended to increase the following abilities to the students:

- Reasoning
- Data Interpretation
- Logical

Analytical Technical Skill Trainings: It is focused on training the students in advanced techniques

- Programming languages such as, C/C+ ,Java
- Robotics
- Mobile Apps
- RT- PCR
- Fermentation technology

5. Evidence of success: Our students distinguish themselves through several commendable qualities, including:

- Innovative and Out-of-the-Box Thinking
- Demonstrated Leadership Skills
- Effective Team Collaboration
- High Intelligence Quotient (IQ)
- Ability to Balance Work and Life
- Responsible Citizens

Over the years, there has been a steady and notable improvement in the calibre and quality of placements, especially with well-established companies.

6. **Problems encountered and Resources Required:** While MSB prioritizes pre-placement training activities, certain challenges have been encountered, necessitating strategic resource allocation:

- **Competent Faculty Recruitment**
- **Student Commitment and Monitoring**
- **Mentoring and Counselling System**
- **Addressing Varied Student Backgrounds**

In spite of the above challenges, MSB remains committed to overcoming hurdles by implementing specific solutions and consistently improving its pre-placement training strategies. The dedication to staying current, addressing individual needs and nurturing a supportive learning environment highlights the institution's commitment to ensuring the success and employability of its students.

BEST PRACTICE - II

1. Title of the Practice: Paryavekshana*(Mentor- mentee programme)*

Mentoring is essential in offering genuine support and guidance to students participating in Tertiary Education Programs who face learning challenges arising from educational, social, emotional, and behavioral issues that impact their academic performance.

2. Objectives of the Practices:

The main objectives of successful mentoring in the realm of college education, where English is the medium of instruction and students have diverse social and educational backgrounds, encompass:

- Offering motivation, rock-solid support, directive guidance, and positive role modelling to mentees navigating the challenges of higher education.
- Acting as a consultant and counsellor, providing a trusted confidant to listen with compassion.
- Delivering constructive feedback to facilitate mentee growth.
- Possessing knowledge and maintaining a non-judgmental stance.

3. The Context: The transition from secondary education to tertiary education brings forth numerous challenges for students. These challenges encompass economic stress, a dearth of parental guidance, societal pressures to conform, and the influence of social media on mental and emotional well-being. Furthermore, complexities arise from issues such as forging meaningful connections, coping with friendship disappointments, addressing mental and physical health concerns, grappling with body image issues, managing time and stress and dealing with the absence of positive role models. Adult learners, in particular, may feel overwhelmed, uncertain about where to seek support, resulting in frustration and emotional distress.

4. The Practice: Prior to the widespread adoption of "Mentor-Mentee" relationships in higher education, our institution had already established a structured Mentoring Programme, albeit in an informal manner. Each student was paired with a teaching staff member who was readily available for consultations on both academic and social concerns.

- Mentors met with their assigned students at least once a week on the college premises.
- Mentors submitted tutorial reports to the Principal, including terminal reports on the regularity and progress of their assigned students.
- The program focuses on providing professional guidance for career selection and choosing pathways for higher education.

5. Evidence of Success:

- **Confidence, Support, and Security**: The mentor's genuine interest has instilled confidence, support, and a sense of security in mentees.
- **Improvement in Attendance and Growth**: Consistent caring and guidance act as morale boosters, contributing to improved regular attendance
- **Enhanced Employability**: Continuous monitoring for technical and soft skill enhancement has resulted in an increased number of graduates with improved employability.
- **Alumni Success Stories**: Alumni express maximizing their potential, developing skills,

improving performance, and becoming the individuals they aspire to be.

- **Giving Back to Society**: Mentees, ingrained with the help and guidance received, voluntarily give back to society through extension activities.

6. **Problems Encountered**

- **Maintaining Interest in Mentoring**: Mentoring is a two-way process, and a lack of interest from either side can compromise the health of the relationship.
- **Space Constraints**: Limited space poses difficulties in conducting separate sessions.
- **Teacher Preferences**
- **Faculty Time Constraints**

The success of this initiative is largely attributed to the faculty members who purposefully and consistently maintain open and constructive communication with parents. This mutual relationship goes beyond the boundaries of the classroom, influencing various aspects of life's journey.

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:

MITS School of Biotechnology is dedicated to providing comprehensive and value-based education, aiming to transform students into industry-ready professionals for successful placements or entrepreneurial ventures. The college's commitment to holistic student development aligns with its vision and mission statements, emphasizing excellence in education, and adherence to quality standards.

Context: The college acknowledges that academic excellence is vital for a student's success but recognizes that it is not the sole determinant for complete student development. Beyond academic proficiency, personal abilities and attributes play a pivotal role in guiding students toward realizing their aspirations in the professional world. Given that a majority of students come from Odisha and surrounding areas with a vernacular background, there is a need for extensive preparation and grooming to enhance their English communication, mannerisms, and etiquettes essential for a true professional. The college proactively identifies these preparatory gaps and goes beyond the syllabus to prepare students for the global work environment, focusing not only on domain skills but also on soft skills and behavioural skills.

Practice: The college conducts rigorous brainstorming sessions based on feedback from recruiters to determine the skills required for industry success. An independent Training and Development department designs and implements a comprehensive program spanning seven semesters, comprising 110 lectures (100 minutes each) and 30 hours of workshops in the fourth and fifth semesters. This program, known as the Personal Development Program (PDP), is tailored to meet the professional requirements of engineering and management students, aligning with industry expectations.

The PDP, spanning from the first to the fifth semester, includes a total of 273 hours. The course is meticulously designed to instil soft skills, enhance aptitude, numerical ability, verbal ability, logical and critical reasoning, group discussion, and interview skills. The college boasts a team of competent and experienced trainers who actively guide students in identifying their strengths and weaknesses, honing their skills, and developing confidence and competencies to transform them into industry-ready and employable professionals.

Regular employability tests, conducted through mock group discussions, personal interviews, and extempore sessions, ensure that students are well-prepared for the transition from college to the corporate world. The holistic approach of the Personal Development Program emphasizes not only academic excellence but also the cultivation of essential skills and attributes necessary for success in the professional arena.

At MITS School of Biotechnology (MSB), a holistic and four-step student development program is implemented to ensure the grooming of students into successful industry-ready professionals. This unique approach encompasses professional communication, soft skills, behavioural skills, aptitude/reasoning test preparation, and career counselling over the course of four years.

Step-1: Professional Communication

In the first year, a tailored professional communication course is designed to enhance students' communication skills and English proficiency. Through activity-based interactions, including debates, extempore sessions, meetings, presentations, and just a minute (JAM) sessions, students participate in skill enrichment drills. The focus is on developing listening, speaking, reading, and writing skills (LSRW). Extra care and remedial assignments are provided to slow learners to cater to individual learning requirements.

Step-2: Soft Skills and Behavioural Skills

The second year is dedicated to developing soft skills, communication skills, behavioural and interpersonal skills, along with quantitative skills and aptitude. An employability workshop is conducted at the semester's beginning to underscore the importance of soft skills. Lectures and practice sessions, supervised by experts, expose students to essential soft skills, including emotional intelligence, positive attitudes, and social traits.

Step-3: Aptitude/Reasoning Test Preparation and GD/PI Preparation

In the third year, a well-designed curriculum combines theory and practical aspects to reinforce students' soft skills, communication, quantitative, analytical reasoning, and logical reasoning. Special mock sessions and workshops prepare students for group discussions (GDs) and personal interviews (PIs), boosting their confidence for real-life recruitment processes. Recorded GD and PI sessions facilitate self-evaluation and performance improvement.

Step-4: Career Counselling and Employability Enhancement

In the third year focuses are also on career counselling, aptitude training, reasoning practice, quantitative aptitude training, verbal ability training, and thematic ability training. External experts are invited for workshops on Employability Aptitude Training.

Evidence of Success: The comprehensive three-year training and guidance at MSB have successfully groomed students into industry-ready professionals. Gradual exposure to different employability skills, along with proper training, grooming, and experiential learning, transforms students progressively. Alumni worldwide attest to the success of this intensive grooming program, and testimonials from students, alumni, recruiters, parents, and society serve as compelling evidence of its unique success.

5. CONCLUSION

Additional Information :

MITS School of Biotechnology (MSB) was established in the year 2003 operates as a self-financing and co-educational institution under the Basantdevi Charitable Trust. Its primary mission is to advance education in Life Science (Biotechnology and Microbiology) and Information Technology (IT) education. MSB is located at Infocity, Bhubaneswar campus spread over 1.269-acre lush green landscape. The institute is affiliated with Utkal University, Bhubaneswar and offers both undergraduate and post graduate programs in Life Science and IT education. The campus has all essential facilities like auditorium, canteen, outdoor sports playground, indoor sports facility and yoga space, fostering the overall development- mental, physical and spiritual – of its students. MSB's hostels are conveniently located within one kilometre of the campus. The institution prioritizes sustainable practices, including investments in renewable energy sources, water harvesting, waste segregation and college buses for transportation, etc. The institution conducts diverse enrichment programs for both students and staff within and outside the campus. The students are well trained in professional as well as social aspects by involving them in the social activities. Additionally, the institution has arranged numerous awareness programs addressing various diseases and social issues, particularly emphasising the under privileged population. The institution has been recognized with certificates of appreciation from local Municipal authorities, Gram Panchayat and NGOs in this regard. The MSB Alumni Association (MSBAA) endeavours to foster continuous communication and a sense of community among past students of the institute. MSBAA plays a crucial role in providing a valuable support system, offering expertise, assistance in employability, mentorship and promotions, contributing significantly to positive outcomes. The management demonstrates proactive commitments to the well-being, comfort and safety of both staff and students. The staffs at MSB stay updated in their professional knowledge through active participation in various research and developmental activities. This commitment is reflected in the publication of good number of research papers in peer-reviewed journals and the authoring of text books. Guided by principles of academic excellence, a holistic approach and social relevance, MSB aims to excel in the fields of Life Science (Biotechnology and Microbiology) and IT (Computer Science and Information Technology management) profession with continued support from all stakeholders.

Concluding Remarks :

MITS School of Biotechnology (MSB) adheres to the regulations and guidelines prescribed by the Higher Education Department (HED) of the Government of Odisha and Utkal University. The institute follows the prescribed course structures and syllabi recommended by Utkal University for programs such as B.Sc. (Biotechnology and Information Technology & Management), B.C.A. and M.Sc. (Biotechnology and Applied Microbiology). Admissions are processed in accordance with Utkal University rules and the fee structure aligns with the norms established by the HED. To enhance governance, the institute employs e-governance tools for decentralization and participatory management. Various committees within the institute ensure the smooth execution of events, both within and outside the campus and to supplement the curriculum and foster overall student development. The internal examination evaluation process is meticulously designed with efficient checks, regularly updated and devoid of any bias or gender bias. Equipped with cutting-edge facilities, digital resources, classrooms and teaching aids, the institution delivers an excellent curriculum. Collaborations with reputable institutions and industries facilitate cooperative activities that expose students to practical aspects and contemporary research in the domains of life science and IT, aligning with industrial needs. The institution actively engages in variety of social service activities, organizing awareness initiatives in surrounding rural

communities to instill a sense of social responsibility in students. MSB aims to nurture students into well-rounded individuals by expanding their awareness in Ethics and Morality, Environmental preservation, Traditional values, Cultural diversity and national integrity fostering a commitment to a holistic and virtuous character. The institution actively engages in social service activities, organising awareness initiatives in surrounding rural communities to raise sense of social responsibility in students. The MSB Training & Placement cell conducts personality and skill development programs, contributing to the overall growth and professional development of students. Our dedicated, sincere and skilled faculty continually pursues new areas of study, advancing their knowledge to impart to aspiring individuals in Biotechnology, microbiology and IT domain. The institute is diligently striving to take the forefront in life science and IT education through research endeavours. The institution has a well-defined vision and mission, crafted through periodic feedback from key stakeholders. MSB is unwavering in its commitment to deliver exceptional education in Life Science and IT education and consistently aiming for educational excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :24 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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541	499	471	437	449 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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541	435	471	437	336	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 384 Answer after DVV Verification: 382 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

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

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
115	166	133	65	57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

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
195	195	195	195	154

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
195	195	195	195	154

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	10	10	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	10	9	9	9

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	07	07	08	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	07	06	07	08

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	03	02	00

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in**

national/ international conference proceedings per teacher during last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	00	05	03	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	03	02	01

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	09	05	08	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	05	02	05	05

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :
Answer After DVV Verification :18
Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : 205

Answer after DVV Verification: 135

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
784	798	653	503	507

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
698	698	600	500	500

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
187	211	185	186	160

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
90	85	65	68	59

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
298	326	272	273	260

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
273	295	260	239	233

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.2	*Percentage of students qualifying in state/national/ international level examinations during the last five years*
	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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	02	02	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	01	00	00	00

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	02	06	13

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is

	recommended.
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**
	5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	11	20	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	6	9	8

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
33	21	21	20	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	20	20	18	20

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
33	21	21	20	21

Answer After DVV Verification :

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

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
23	20	19	19	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38	38	38	38	38

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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 : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 43 Answer after DVV Verification : 49
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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42	21	21	20	21 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
41	21	21	20	21	