SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

CT INSTITUTE OF MANAGEMENT AND IT

GREATER KAILASH MAQSUDAN
144008
www.ctimit.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

CT Institute of Management & IT (CTIMIT) was started in 2001 by the CT Educational Society which was established in the year 1997 by CT Group. CT Educational Society is a premier education service provider in Panjab, which promotes and provide primary and higher education in the country, having 12 institutions and **5000** students offering 20 academic programs. In line with current and emerging demands, CTIMIT offers a wide array of undergraduate and postgraduate programmes in the Commerce, Multimedia, Management and IT. The courses are affiliated to IKG Panjab Technical University (IKGPTU), Jalandhar. The MBA, Hotel Management and MCA program are approved by AICTE. It offers 08 UG, 02 PG programmes with 565 and 120 intake respectively.

The institute is located in a district Jalandhar in the North Punjab region, well connected byroad and railway and the nearest International Airport is in Amritsar. The institute is surrounded by a green environment, away from pollution. The entire campus is maintained green powered by solar energy. The institute is now in its Twenty two year of dedicated service.

The institute is headed by Dr. Yogesh Chhabra. He worked in various capacities such as HOD and Principal in esteemed institutions in India.

The institute strives to improve the socio-economic status of the economically weak and backward section byproviding opportunities for engineering and technical education at an affordable cost. The institute has the bestphysical and intellectual infrastructure compared to any other institute in Jalandhar region. CTIMIT is committed to providing holistic education by continually improving the services to produceemployable graduates.

Vision

To be a leading Institution in providing quality education that prepares students to be responsible citizens.

Mission

- To provide dynamic learning environment that enables students to excel in their chosen fields of study.
- To develop in students a sense of social responsibility and commitment to make a positive difference in their communities.
- To enable high-quality education delivered by dedicated academicians who act as industry liaisons.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary and committed management.

- ISO 9001: 2015 Certified Institution
- Outstanding facilities with cutting edge labs, ICT-enabled classrooms, and contemporary learning resources
- An ideal atmosphere for the faculty's and students' overall development.
- Communication Lab with latest learning software.
- Intense involvement of students in community service initiatives.
- Distinguished and Experienced faculty.
- Active CCPC Cell
- Dynamic Mentoring system for students.
- Promoting E-learning through NPTEL and Swayam platforms.
- Encourage students towards project-based learning / innovative thinking skills.
- Industry- Institute -Interaction-Cell
- Providing an environment for projects, internships, industrial visits, and other forms of hands-on learning for students.
- Ragging free campus.
- Democratic governance through decentralization of responsibilities and participative management.
- The Entire Campus is under CCTV surveillance.

Institutional Weakness

- Lack of funded projects for research from government agencies
- Lack of staff and students exchange programmes
- Less number of admissions.

Institutional Opportunity

- Accreditation from statutory bodies.
- Establishment of centers of Excellence in all departments.
- Enhancement of departmental research activities.
- Academic Autonomy conferred by UGC.
- Boosting e-learning materials to help teachers and students learn more.

Institutional Challenge

- Encouraging students towards professional education.
- Strengthening the communication skills of students from rural backgrounds.
- Getting highly reputed companies for on-campus placements.
- Carrying out interdisciplinary research activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution uses a variety of cutting-edge techniques and procedures to teach knowledge to the young brains

while adhering to the curriculum created by IKG Panjab Technical University (IKGPTU). Every department is in charge of carrying out the recommended curriculum in an efficient manner. They have internal processes in place for allocating workloads, holding internal exams, and evaluating student performance. Plans that must be carried out for their pupils are kept up to date in course files by departments. The material to be presented in each lecture, as well as semester and lecture plans, are prepared by staff. The university's criteria are followed in the preparation and implementation of the academic calendar. The college offers a variety of value-added and add-on courses to help students develop their life skills. Through projects, internships, and field trips, students also gain experiential learning. The inclusion of value-based education courses in the curriculum, such as environmental studies, human rights, and women's rights, encourages students to take responsibility for their community and environment. Regular feedback collection, analysis, and remedial action are implemented to enhance the teaching and learning process.

Teaching-learning and Evaluation

The admission process of the Institute is governed by the rules and regulations prescribed by the Government of Punjab through IKG PTU, Kapurthala. Admitted students come from a variety of backgrounds, cultures, languages, and religions. The Advanced Learners Institute provides career planning guidance, research paper reading and discussion, seminars on advanced topics, research paper communication guidance and encouragement in conferences and journals, training programmes for competitive examinations to gain advanced technical know-how, and opportunities for students to participate in various symposiums such as quizzes and poster presentations. Remedial or additional classes are offered by the institute for slow learners, with a focus on the relevant subject or topic codes. The concerned subject teacher provides individual academic counselling, student study groups are formed for peer-to-peer learning, and individual counselling is carried out through the Teacher Guardian or Mentorship Scheme. Project-based learning, experiential learning, and participatory learning are methods of fostering student-centered learning. Teachers are utilising ICT-based teaching and learning approaches extensively. The institute follows Centralized Examination and Evaluation System to improve the Continuous Internal evaluation process. The Institute displays Vision, Mission and POs / PSOs on its notice boards along with website. The institute follows the mechanism to state learning outcomes in terms of Program Outcomes (POs) and Program Specific Outcomes (PSOs) for each program which is achieved through Course Outcomes (COs) in individual departments.

Research, Innovations and Extension

The institution recognizes the need of research activity timely along with academic component It is the policy of the institute to encourage PG holders to enroll for Ph.D course. Special leaves are granted forfaculties who are pursuing Ph.D and attending for various academic fulfilment of the course. Also the faculty will be permitted to attend the research related workshops or seminars organizing outside the campus. The students are driven by their guides towards innovative/creative thoughts based on the contemporary problemsfacing by the society/nation. The faculty and students drive the technology to the society as needed. Particularlyin this region there is scope for development of automated equipment for agriculture sector.

The institution is also well aware of extensions activities to be carried out in the neighbourhood community. There is NSS unit recognized by the affiliating university which helps to organize the events related to NSS in a structured manner. Many national/international importance days are also organized to make the minds of the student and faculty service oriented.

The institution by establishing MoUs with the institution and industries carry out the collaborative activities ofresearch and others. The institution also carries out consultancy works being nearby industrialists as customers.

Infrastructure and Learning Resources

The institution has adequate infrastructure and physical facilitates for teaching-learning. Viz., classroom, laboratories, computing equipment etc. also having facilities for cultural activities, sports games, gymnasium, yoga etc. Each classroom is of adequate size and has enough lighting, air ventilation and good ambience. Classrooms are equipped with LCD projectors to facilitate the teachers to adopt varied teaching methods. The infrastructure is also made available to conduct various technical activities. The Institute has 6 departments with 18 classrooms & 17 Laboratories.

All laboratories are operational, and well maintained. Tutorial rooms are available to conduct tutorial classes toaddress the personal level doubts and queries of the students. The Institute has well equipped seminar hall. Nearly 200 people can be accommodated in the conference hall. Institute has sufficient Institute has sufficient Computing facilities with total 157 computers for staff and students. All computers are equipped with high speed internet of 130 Mbps speed. CTIMIT has adequate facilities to promote extracurricular activities like cultural events, sports, games, gymnasium and yoga.

Student Support and Progression

The institution is of more concern of welfare of the students particularly. The management in view of promoting the admissions with meritorious students offers scholarships and freeships every year. Apart fromthe scholarships providing by the government of Punjab. The underlying motto is to give anopportunity to more number of students to get educated in this backward region. Students are encouraged to learn various set of skills like soft, language and communication, life, computing etc. the institution trains thestudents through skill development center for competitive examinations and carrier counselling programmes are organized. The institution also having a transparent mechanism for timely addressing the student grievances including sexual harassments and ragging cases.

The job-oriented trainings are organized by the training and placements cell. 70- 80% of eligible students are getting placed in small to enlarge scale industries.

Participation in sports and cultural events at the university, state, national, and international levels is encouraged for students. Students have the chance to participate in a variety of institutional committees, which helps them develop their managerial skills. The goal of the alumni interactive sessions is also to educate the students about the newest developments in technology. Alumni have made a little donation to assist a few underprivileged students by giving books, etc.

Governance, Leadership and Management

The governance of the institution is structure to reflect the vision and mission of the institute. The effective leadership is visible in various institutional practices such as decentralization and participative management. The students are allowed to be members of various committees at institutional level. This decentralization and

participative management helps to take the decisions quickly and makes the students to enhance their leadership skills respectively. The institution for effective functioning framed various committees at institutional level with clearly defined objectives and functions. Almost in all administrative domains rules and policies are inpractice. In the important domains like admin finance student support and examination e-governance isimplemented. The institution is running under the umbrella of CT Group. The faculty also encouraged and financially supported to participate in conferencesworkshops etc., the teachers are continuously motivated to undergo FDPs. At the end of every yearperformance appraisal will be looked in by the management. The institution established IQAC in 2018 to impart high quality of education with effective planning and close monitoring. The institution undergoesacademics and admin quality checks at appropriate times.

Institutional Values and Best Practices

The institution promotes the measures for the gender equity by conducting various curricular and cocurricular activities. Separate facilities are made available for women ion campus like safety and security, counselling, common rooms and one hour extra permission at lunch time for needy women to feed their babies. The institution has facilities for alternative sources of energy and energy conservation measures viz. solar power plant of 0.05MW, sensor based energy conservation and using LED bulbs. There is a separate mechanism for solid, E, wastes management. In the campus there are 8 recharge pits for ensuring good ground level water. Also rain water is collected effectively and directed to a large ground level tank to store water. Inside the campus many green initiatives are in practice. Every year quality audits on green, environment and energy are regularly undertaken. The institution maintains disabled friendly, barrier free environment. The institution promotes human values and professional ethics among the student and faculty communities by organizing various events. The institution gives utmost to the discipline by bringing code of conduct for student, teacher and administrators and other staff. Our Institute believes in the transformative power of education and the pivotal role innovative teaching practice plays in shaping the learning experience. To promote this practice CTIMIT organize two best practices every year one is Innovative Teaching Pedagogy Week and other is Annual Sarpanch Conclave.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CT INSTITUTE OF MANAGEMENT AND IT
Address	Greater Kailash Maqsudan
City	Jalandhar
State	Punjab
Pin	144008
Website	www.ctimit.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Yogesh Chhabra	0181-5009605	9855622076	-	director.maqsudan @ctgroup.in
IQAC / CIQA coordinator	Ramandeep Gautam	0181-5009594	9465580520	-	iqac.maqsudan@ct group.in

Status of the Institution	
Institution Status	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
Punjab	The I.K. Gujaral Punjab Technical University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	25-04-2022	View Document
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Greater Kailash Maqsudan	Urban	4	9138.12

2.2 ACADEMIC INFORMATION

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

Programme Level	Name of Programme/Co	Duration in Months	Entry Qualificatio	Medium of Instruction	Sanctioned Strength	No.of Students

	urse		**n**			**Admitted**
UG	BHMCT,Hotel Management And Catering,	48	Intermediate	English	30	26
UG	BHMCT,Hotel Management And Catering,	48	Intermediate	English	120	67
UG	BVoc,Beauty Therapy And Aesthetics,	36	Intermediate	English	25	22
UG	BBA,Business Administration,	36	Intermediate	English	90	51
UG	BCA,Computer Applications,	36	Intermediate	English	90	58
UG	BCom,Commerce,	36	Intermediate	English	60	23
UG	BTTM,Tourisms And Travel Management,	48	Intermediate	English	60	13
UG	BA,Journalism And Mass Communication,	36	Intermediate	English	30	10
UG	BSc,Multimedia,	36	Intermediate	English	60	58
PG	MBA,Business Administration,	24	UG	English	90	22
PG	MCA,Computer Applications,	24	UG	English	30	4

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				2				37			
Recruited	1	0	0	1	2	0	0	2	14	23	0	37
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				7
Recruited	4	3	0	7
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				17
Recruited	11	6	0	17
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	23	0	37
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	393	10	0	0	403
	Female	287	7	0	0	294
	Others	0	0	0	0	0
PG	Male	27	0	0	0	27
	Female	41	0	0	0	41
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	101	74	3	42
	Female	95	76	3	50
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	97	65	44	41
	Female	60	35	55	34
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		353	250	105	167

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	CTIMIT, Maqsudan, Jalandhar has a vision and mission that supports multidisciplinary education. Various subjects of humanities and science with STEM form part of scheme such as Environmental Sciences, Human Values and Professional Ethics, etc. Students are offered interdisciplinary add-on courses/certifications, events like Business Plan, Workshop on Python, Workshop on Game Development, Importance of Business Case Study etc. Various steps including attending seminars/webinars related to NEP, while closely following the norms of the IKGPTU are followed. Institute organizes various conferences/seminars/outreach programs to encourage multidisciplinary research.
2. Academic bank of credits (ABC):	IKGPTU has already started the process of implementation of ABC. Collaboration with institutes from abroad is in place though Department of International Affairs which offers International Internships and Pathways Program. Faculties are supported to design their own assignments, curricula for topics beyond syllabus, attend various FDPs/Conferences/ Seminars/ workshops and encouragedto use innovative teaching methods.
3. Skill development:	For the purpose of delivering industry-ready skills, the institute has an IIC cell and an MOU with companies. The curriculum covers a number of topics, such as Environmental Sciences and Universal Human Values. Our academic programmes are deeply entwined with our fundamental values: knowledge, character, excellence, honesty, transparency, quality, teamwork, and execution with passion, trust, continual, and student-centric learning.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Universal Human Values, among other disciplines, are offered by the institute in accordance with the curriculum established by the affiliated university. Although all courses are taught in English, faculty members converse with students in both English and local dialect to promote harmony in the community and region. Events and celebrations including Baisakhi, Lohri, Diwali, Hindi Day, and Photography Day are organised by the institute.
5. Focus on Outcome based education (OBE):	OBE ensures that the learner must understand, what is expected to be accomplished by the end of the program. Internal Quality Assurance Cell (IQAC) of

	the institute implements the OBE through the formulation of well-defined Course Outcomes (COs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) for all its UG and PG Programs. All student assignments, Mid Semester Tests (MSTs) etc. are mapped with the COs. The assessment of answer sheets is done CO wise which leads to the attainment of COs, POs and PSOs of the Program.
6. Distance education/online education:	The institute does not provide any programmes using the ODL modality, in accordance with the curriculum established by the affiliated university. The institute has created numerous animated and video lectures, makes use of ICT resources, pushes teachers and students to finish, and offers additional courses via a variety of MOOCs platforms, including SWAYAM-NPTEL. The NPTEL has a local chapter at our institute. Like DELNET, we have access to a wealth of electronic resources. During the COVID era, the college effectively delivered all of its course material online.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes CTIMIT, Jalandhar has established the Electoral Literacy Club (ELC) with following objectives: i. To educate the target population about voter registration, electoral process and related matters ii. To motivate voter registration for its members as they attain the age of 18. The aim of this club is to educate the targeted citizens about voter registration, electoral process and related matters through hands on experience so that they understand the value of their vote and exercise their right to franchise in a confident, comfortable and ethical manner.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes the Institute has established the Electoral Literacy Club (ELC) where students' co-ordinator and co-ordinating as well as faculty members are appointed. The details are as under: Dr Rohit Sharma Nodal Officer, Mohit Kumar, BHM 3rd sem , Campus Ambassador, Chintpreet Kaur, Campus Ambassador , BHM 1st sem .
3. What innovative programmes and initiatives	The ELC at CTIMIT, Jalandhar has undertaken

undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	following activities: a) Voter awareness campaigns under Systematic Voters Education and Electoral Participation (SVEEP) for new voters' registration, electoral process and related matters have been conducted through the ELC student members. Workshops have been conducted for the faculties and students to make them aware about the electoral process. b) Electoral Literacy Club of the institute organized an awareness drive under SVEEP for electoral process and related matters. The drive was held in association with Jalandhar Administration in village on 17.02.2023. c) Our students have visited booths during the Punjab State Assembly elections.
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 Electoral literacy club of CTIMIT, Jalandhar has taken various initiatives that are socially relevant including awareness drives creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes. a) The students and staff members were made aware about election process, voter registrations and related matters. b) The target population was sensitized for their electoral rights and got familiarized with the electoral process of registration and EVM Voting. c) ELC sensitized electorates by distributing brochure contacting step by step EVM voting process. d) Various street plays were organized in the nearby areas for the awareness of citizens for electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students above 18 years who are to be enrolled as voters were motivated for voter registration and sensitized about Indian democratic process and procedure. The Electoral literacy club (ELC) had conducted various awareness drives to give the experience-based learning of the democratic setup. They were sensitized for their electoral rights and got them formalized with the electoral process of registration and EVM voting.

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
632	461	338	422	450

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

2 Teachers

2.1

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

Response: 79

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
39	45	34	30	31

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
424.71	352.40	342.03	67.86	158.30

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college was founded in 2001 and is connected to Jalandhar, Punjab's IKGPTU. The IKGPTU launched the CBCS programme for all of its associated colleges in the academic year 2015–16. Afterwards, IKGPTU mandated that all of its associated colleges use the OBE system in the academic year 2018–19.

The College follows the IKGPTU requirements for curriculum delivery to the letter. With regard to curriculum implementation, CTIMIT has an efficient approach that is outlined below**.**

Curriculum Analysis and Delivery Plan

1. Curriculum Analysis

According to AICTE and UGC criteria, the curriculum of IKGTU is analysed and found to be a combination of different course types. In addition to fulfilling industry demands, the curriculum instils moral and ethical principles in students.

2. Curriculum Delivery Plan:

The curriculum delivery strategy outlined below will meet the OBE components, as specified by regulatory organisations, and address the institute's vision and mission. PEOs, POs, PSOs, and COs are just a few examples of these components.

The institute set up IQAC, which handles academic planning and oversight.

- The academic calendar of the IKGPTU and the academic schedules created by IQAC, which include departmental extracurricular and co-curricular activities, are closely followed by the institution.
- Departments assign subjects according to their areas of specialisation and subject-matter competence. Academic activities, libraries, sports, aptitude classes, English language labs, programming skill labs, aviation labs, advance training kitchens, basic training kitchens, etc. are all included in the department-level timetables that are generated.
- By implementing a variety of learning techniques, including active learning, collaborative learning, inductive reasoning, and self-learning, the faculty will receive clear instruction on how to run the course.

II. Process of implementation of curriculum and monitoring

- The faculty will use the existing infrastructure and maintain course files in accordance with the Time Table to deliver the programme in an efficient manner.
- At the commencement of the first semester, newly enrolled students participate in an orientation programme designed to acquaint them with the salient aspects of the higher education system, the operation of the college, and the observance of institutional regulations.
- In addition to traditional instruction, expert lectures, field trips, internships, projects, workshops, industry visits, and hands-on training in hotel management labs are some of the ways that experiential learning is supported.
- Every two weeks, IQAC will keep a close eye on attendance and syllabus coverage.
- To advance their professional development, faculty members are encouraged to attend workshops, conferences, FDPs, and seminars.
- The outcomes of the university and internal exams are analysed and recorded. Students that received lower grades are recognised and encouraged to improve their percentage. Higher-scoring students receive coaching in order to advance to university rankings.

Stakeholder input is gathered and reviewed on a regular basis to enhance the curriculum's content and delivery.

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: 45

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 60.23

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
398	344	153	313	179

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:

Professional Ethics and Environment Studies are well integrated into the Curriculum prescribed by IKGPTU, and listed below:

Program Name	Course Code	Core Course Name
BAJMC/BCA/BBA /B.Co/BHMCT/BTTM	EVS 102-18	Environment Studies
BCA/BBA /B.Com/BHMCT	HVPE 101-18	Human Values

1. Professional Ethics and Human values

The IKGPTU has included professional ethics as a credit course with the goal of fostering professional ethics among engineering graduates.

- Students who complete this course will be able to recognise their personal roles in society as well as their ethical responsibilities, as well as fundamental rights, guiding principles, and citizen duties.
- A variety of events, including seminars, guest lectures, and workshops on human values and professional ethics, have been planned for the students.
- Human values and professional ethics deal with the moral issues that affect an organization's success and students' personal growth.

- The institute makes an attempt to integrate moral and human values through extracurricular programmes like yoga, meditation, and personality development, even if it is part of the academic curriculum.
- The institute is teaching students human values through a variety of NSS courses.

2. Environment and Sustainability

- The IKGPTU curriculum includes environmental studies, which educate students about ecology and problems pertaining to the air, land, and water.
- Numerous environmental awareness events and initiatives, such as World Environment Day, Earth Day, plastic free drives, seminars, and guest lectures, are organised.
- CTIMIT has installed solar power panel with 50.22KW power generation and partly it is used by the institute and the other part is contributed to the grid.
- Environment, Green and Energy Audits are carried out periodically.

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: 31.17

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

Response: 197

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 37.31

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
353	250	105	166	167

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

2022-23	2021-22	2020-21	2019-20	2018-19
480	540	570	600	600

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: 42.15

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
110	114	3	69	69

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
150	168	178	185	185

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: 16.21

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:

The institution uses a student-centered approach, wherein the course instructor integrates each unit of the required syllabus into a larger curricular overview as they teach it. Learning experiences are improved by using student-centric techniques like problem solving approaches, experiential learning, and participatory learning.

Experiential Learning:

- Laboratory sessions;
- Audio visual learning ;
- Community Outreach and engagement programme;
- Internship programme
- Industry visits

- Role Plays
- Educational tours help the students getting practical exposure and it is cultivating an entrepreneurial culture among the students

Participative learning:

- Organizing inter-collegiate events in the institution
- Paper Presentation and Participation in conferences
- Paper Publication
- Peer Group Learning
- Seminar, workshop and expert lecture etc.,
- MoUs are signed with reputed Companies to facilitate participative learning with industries
- Opportunity to participate in different projects

Problem solving

- Case studies to develop problem solving skills
- Project-based learning
- Soft skill programme
- Culinary skill programme
- Discussion on resume writing skills
- Discussions on NET/SET and Competitive Examination questions
- Verbal and non-verbal reasoning; and
- Discussions on research paper for subject updates

Undergraduate group projects assist students in solving complicated issues and cultivating abilities unique to teamwork. Students have more opportunity to deepen their societal concern by involvement in NSS units.

Because they are exposed to immersive, interactive, and problem-solving approaches, students quickly overcome their first discomfort and begin studying in a relaxed and fearless manner. The institution uses every resource at its disposal to improve students' educational experiences.

The campus of the institution has Wi-Fi available. ICT resources are used by all teachers for instruction, assessment, and learning. The teachers received training in creating electronic content, which improved their ability to use ICT for assessment and teaching-learning. Innovative communication between educators and learners is enabled by ICT-based teaching and learning. With the use of e-demonstrations and other ICT technologies, concepts are made understandable, which increases student attention and helps them retain the material for longer.

Different departments have set up Whatsapp groups based on classes where students can publish and watch content such as articles and debates on various issues. They are also encouraged to provide comments.

Google Forms is used to administer online exams. Students receive instructions on how to use the Google Classroom programme to turn in their assignments. The subject notes are also being posted by the faculty members on Google Classroom.

The following are some of the ICT tools used by the faculty members for innovative teaching:

1. Google Classroom
2. YouTube channels
3. NPTEL – SWAYAM
4. Power-Point Presentations
5. Recorded Video Lectures
6. DELNET
7. National Digital Library in India (NDLI)

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: 95.21

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	50	35	30	31

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[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: 7.82

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
4	4	2	2	2

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:

The institution has an examination cell to ensure the effective implementation of the assessment and evaluation reforms of the University. The Mechanism of Internal Assessment will be as per the norms of the affiliating University and are mentioned below:

Conduct of Internal Assessment Test

- Two internal assessments for programmes will be conducted in accordance with the academic calendar.
- Teachers in charge of subjects are instructed to create question papers in accordance with IQAC. The examination team arranges the seating and prepares the instructions for the students and the invigilator, including the invigilation duty roaster. Answer sheets will be issued to the respective faculty for evaluation.

Procedure for Conducting University Practical's / Viva-Voce Examinations

The Director of the Institution makes the final appointment of external examiners, which are made by the Head of the Department.

A circular containing the information on the internal and external examiners for each practical lab and viva-voce is given to all HODs in order to conduct university practical examinations each semester. Batch-wise examination is done for the practical exams.

The mark statements are prepared and signed by both Internal and External Examiner. The marks are uploaded in IKGPTU Portal on the same day. The hard copy of the marks signed by Internal and

External Examiner are submitted in University after competition of all Viva- Voce.

The External and Internal examiners conduct the viva-voce for the project as per university protocol.

Conduct of University Theory Examinations Examination schedule and fee circular for filling the examination form are display on notice boards.

Candidates fill the examination form on the IKGPTU portal that can be approved by HOD's on his university portal, and approved candidates are allowed to appear in end semester examination.

The Centre Superintendent and examination team are appointed by the Director and uploaded on the I.K.G. Punjab Technical University portal. IKGPTU assign the required data on their respective college id's allocated by university.

Question papers are uploaded on the Printing Cell Coordinator Id by the IKGPTU before 45 minutes start of the exam. Printing Cell Coordinator after getting the security password by the COE, download and get it printed by Photocopy operator as per sitting arrangement. IKGPTU appoints an Observer from any IKGPTU affiliated colleges for smooth conduct of examination. Invigilation duty, Hall & Seating arrangements are made by the Exam Cell as per IKG PTU requirements.

IKGPTU assigns a Nodal Centre near the college. Answer Sheets and other required materials are provided by Nodal centre. The sealed answer sheets are handed over to the Nodal Centre by the Centre Superintendent on the same day.

Any malpractice of the candidate is booked and reported by the hall superintendent to the Chief Superintendent/COE. IKGPTU releases a circular to inform the commencement of central evaluation.

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:

Framing of Outcomes

The curriculum for a programme provided at CTIMIT is created by IKGPTU using the following criteria: course outcomes (COs), programme outcomes (POs)/specific outcomes (PSOs), and programme educational objectives (PEOs). The bottom-up method is used in the assessment and achievement of these goals. establishing the program's Educational Objectives, a crucial first step in determining

Outcomes, is part of the curriculum and syllabus design process.

Process of Framing PO and PSO

Programme Specific Outcomes (PSOs) in accordance with DAC recommendations (comprising expertise and experience) and Programme Outcomes (POs) specified by the National Board of Accreditation are framed upon acceptance of PEOs. Each outcome is then further broken down into smaller categories to create Course Outcomes (COs), which are subsequently transformed into the curriculum for appropriate courses, or syllabi. Each student who registers for a course is expected by COs to have a sufficient skill set and be able to understand the facts, concepts, and procedures. This procedure guarantees full stating and mapping of COs with POs, PSOs, and PEOsThe degree of curriculum compliance for mapping and achieving the POs/PSOs is checked, and after receiving Academic Council approval, the curriculum is finally put into practise. Once authorised, the PEOs, POs, PSOs, and COs are distributed to stakeholders so that instructors and students are aware of them and can respond to expectations and build their capacities.

Dissemination of COs: In order to help students and others fully comprehend the purpose of curricula, the Course Outcomes (COs) for each course are provided as pre-reading material in the curriculum and are positioned before the syllabus. The kids' capacities to execute or exhibit. Course outcomes are taken into account when crafting assessment and evaluation questions in order to determine the percentage of marks awarded and to support the mapping of POs and PSOs.

Attainment of programme outcomes and course outcomes are evaluated by the institution. A bottom-up technique is used to assess and achieve POs and PSOs. This involves first calculating the achievement of various course outcomes, then mapping those outcomes to pertinent POs and PSOs, and then calculating the POs and PSOs' outcomes, comparing them to goal values. Steps Associated with It: 1.COs assessment categories are used to construct an assessment matrix for each course. Achievement is defined as the average score on assessments made against the items for each CO. 2. The department head and the course coordinator collaborate to determine the target. The difference between the target and actual score is used to identify attainment gaps. 3. Based on this outcome, the achievement of each course competency is examined, evaluated, and if goals are met, it is concluded that the competency has been accomplished for that time frame.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of COs

Course Outcomes are narrower statements that describe what students are expected to know, and be able to do at the end of each course. These relate to the skills, knowledge, and behavior that students acquire in their matriculation through the course.

CO attainment levels can be measured based on the results of the internal assessment and external examination conducted by the university. This is a form of direct measurement of attainment.

For arriving at an attainment level the following rubrics are followed.

Attainment of Course Outcomes (COs):

- Establishing a correlation between Course Outcomes (COs) and Program Outcomes (POs) in the scale of 1 to 3 (i.e. Mapping COs with POs).
- Measure overall CO attainment level. The overall CO attainment level can be measured based on the results of Internal Assessment (IA) and Semester End Examination.

Internal Assessment (IA)

For each course in a semester, two or three IA tests could be taken into account

- For each IA test, calculate the % of students who achieved a set target for each CO prepared (i.e. calculate % of students attaining CO1, CO2, CO3,…..etc. respectively)
- After three IA tests, calculate the average of % of students attaining the prepared COs. This will decide the CO attainment level of a particular course in IA.

Semester End Examination (SEE)

- Set target level 60% of the maximum university marks in a course
- Calculate the % of students scored ? 60% of the maximum university marks in a course (orreached the target level).

This will decide the CO attainment level of a particular course.

Overall CO attainment level

Overall CO attainment level = 20% of CO attainment level in IA tests + 80% of CO attainment level

Attainment of POs

Programme Outcomes (POs):

Program Outcomes (POs) are one step broader statements than COs that describe what students are expected to know and be able to do upon the graduation.

It is required to compute the attainment levels for PSOs in addition to computing attainment of POs. Program outcomes and 'program specific outcomes' are attained through the attainment of COs. This iscalled direct attainment of POs and PSOs.

Steps for attainment of Programme Outcomes (POs):

- Prepare the COs and POs mapping matrix for each course (starting from I- Sem. to final Sem.)
- Prepare the Course- PO matrix for all courses. It is the average PO values, obtained in CO-PO mapping matrix, for each course
- Calculate the PO attainment values using the Course-PO matrix and overall CO attainment value for course

Overall PO attainment values- It is computed by adding direct PO attainment and indirect PO attainment values in proportion (as per the regulations).

Direct PO attainment- It is the average of individual PO attainment values

Indirect PO attainment: For determining indirect attainment of POs, SAR suggests the activities such as student exit surveys, employer's survey, co-curricular activities, extra-curricular activities etc.

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

2.6.3

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

Response: 85.87

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
74	80	115	105	94

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
84	111	119	110	121

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: 3.99

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

With its own Innovation and Entrepreneurship Cell, CTIMIT offers a venue for collaboration and interaction between students, teachers, and business professionals in order to spark novel ideas by combining the unusual, taking chances, and thinking broadly.

Innovation Cell: With the rapid development in Science and Technology, the management has decided to establish CTIMIT Innovation Cell in our Institute. A distinct office for the innovation activities was setup.

The main objectives are to:

- Invoke innovative ideas and increase job opportunities.
- Increase effectiveness and utilization of resources on research and development activities.

Entrepreneur Development Cell:

With a faculty coordinator and faculty members serving as committee members in each department, the ED Cell was founded at CTIMIT. The main goal of the cell is to mould the next generation of business people to change the world and enable improved living standards. The cell's objective is to find, prepare, and inspire students to become entrepreneurs in order to develop and nurture an entrepreneurial culture among students.

The Cell's goals are to raise students' understanding of the advantages and prospects of entrepreneurship, help them launch their ideal businesses using cutting-edge goods, and foster an entrepreneurial culture.

Overall Objectives:

- Motivate and create a permanent network among the students and researchers for knowledge exchange and technology transfer.
- Transfer of knowledge, methodology and practice of entrepreneurship and support to students with creative thoughts and ideas.
- Create awareness on patents, copy rights and trade marks among faculty, students and researchers.
- Link higher educational institutes and industries.
- Encourage students and faculty to participate in innovation, idea generation and product development.
- Create platform to share knowledge and implement real time research and applications

Functions

- Workspace provision, connectivity and infrastructure facilities for the students to work
- Arrangement of workshops on Entrepreneurship for students and faculties
- Provide training in latest technologies

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

3.2.2

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

Response: 55

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
27	15	03	05	05

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	2	2

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View 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

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
00	00	00	00	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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:

In addition to promoting students' social engagement in sports and NSS events including blood donation drives, health fairs, tree planting campaigns, and Swachh Bharat Abhiyan, CTIMIT strives to fulfil its mission of offering technical education with moral principles.

Every activity conducted under the NSS wing is overseen and directed by faculty members. The pupils' participation in these events is tracked, and they receive certificates as rewards. Through NSS and other community development services, CTIMIT carries out a number of programmes. Under the direction of faculty coordinators, student "volunteer" teams are organised and participate in all school events, such as sporting events and technical and cultural festivals. The coordinators of these sections will brief new students on the advantages and range of the extended programmes at induction. The institution's notice board, circulars, and class instructors' oral interactions and briefings are the main ways that the proposed activities' details are shared.

The Women's Cell of the Institute handles any complaints of harassment that female students may have. Every year, Women's Day is observed to honour the contributions made by women to society. The institute's women's cell hosts seminars on women's empowerment, celebrates Women's Day with cultural events for female students, and maintains a lady's lounge complete with first aid supplies in every department.

Periodically, seminars on environmental and social awareness are held to help students develop social responsibility. The library offers socio-economic magazines to promote awareness of social obligations. CTIMIT has worked hard to advance social justice as a principle in instructional design and administrative relations. The institute assists students in securing all kinds of state and federal funding opportunities.

Every year during CTIMIT, a one-day cultural and technical festival called Colors 2023 will take place.

The numerous events are planned to highlight the pupils' ingenuity and talent. combining collegiate technical, cultural, business plan competitions, literacy, and many more elements. The institute fully sponsors the prizes given to the finest events. Every year, technical festivals are held, inviting students from various institutions to participate in events such as project displays, technical quizzes, poster presentations, and paper presentations.

Students receive training in aptitude, personality development, and other areas to help them become excellent entrepreneurs and employable. These initiatives raise a lot of awareness and are critical to students' overall development. The purpose of the English Language & Communication Skill Lab (ELCS) is to assist students with a vernacular background. Students can enhance their soft skills, writing, and communication abilities by using the ELCS lab. To prepare pupils for the workforce, verbal and nonverbal communication skills as well as aptitude are taught.

CTIMIT is conscious of its role in campus community connection, well-being of its neighborhood and has initiated a number of community development activities. These activities include Blood Donation Camps, Swachh Bharath Abhiyan, Sports Meet, World Environment Day, Earth Day, Women's Day, etc.

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:

CT Institute of Management & IT (CTIMIT) was started in 2001 by the CT Educational Society which was established in the year 1997 by CT Group, has made a significant impact not only in academics but also in Educational and Social Responsibility (ESR), extension activities, and community engagement with government and non-government agencies. The institution has been recognized and awarded for a range of extension initiatives, including health awareness campaigns, blood donation camps, rural education and technology awareness programs, development of rural-specific technologies, support for old age homes and orphanages, and contributions during the COVID-19 pandemic.

The institute has received appreciation from district administration Jalandhar, Letter of Appreciation for implementing the recommendations suggested during the Green, Energy and Environment Audit Process from Greenvio. Additionally, it has been received the ISO certification of the institution and the certification of excellence awarded by **International Institute of Organized Research I2OR**. The Institution has well established Innovation cell under **Institutes Innovation Council (IIC).** Another feather in the crown of CT Group of Institutions is the recognition from the **University Grant Commission (UGC) - New Delhi under section 2(f) of the UGC ACT, 1956.**

In healthcare, the institution has consistently organized blood donation camps, alongside various medical

aid programs, garnering recognition from government-recognized agencies. Over 200 students and faculty members have donated blood, showcasing their commitment to public health. Collaboration with the **'Mother Taresa NGO'** for donation, the institution has consistently extended support to the underprivileged, including the elderly, disabled individuals, and orphans. Initiatives such as 'share & care,' cloth donations, financial assistance, and healthcare support to old age homes, orphanages, and shelters have garnered recognition from relevant agencies. During the COVID-19 pandemic, the institution's resilience shone through. The institution donated masks, sanitizers, and medical aid. Environmental consciousness is another area where the institution excels. Students and faculty actively participated in cleanliness drives under the Swachha Bharat Abhiyan, earning praise from the foundation's trustees.

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: 43

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
21	10	02	09	01

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: 12

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View 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:

Provision of adequate infrastructural facilities for teaching and learning has always been a priority area for the Institute CTIMIT campus is situated in 4 acres with built up area of 9138.12 Sq.Mts. Buildings are constructed for each department meeting the areas like Instructional, Administrative, Amenities and Circulation as per AICTE and UGC norms. CTIMIT has the state-of-art infrastructure, creating an environment for progressive learning and development which includes classrooms, laboratories, HOD Chambers, tutorial rooms, library, faculty cabins, conference hall, multimedia studio and communication lab. The infrastructure is also made available to conduct various technical activities such as seminars, workshops, expert lectures, conference, campus recruitments and training sessions etc. The Institute has 6 departments with 27 classrooms & 17 Laboratories.

Class rooms: Every classroom has enough space, adequate lighting, air ventilation, and a pleasant atmosphere. LCD projectors are used in classrooms to enable teachers to use a variety of teaching strategies.

Laboratories/Workshops: There are seventeen nicely furnished labs. Technology in the institute's laboratories allows students to complete practical courses. In addition, every department has a computer lab. Every laboratory is functional and kept up to date, serving both educational purposes such as conducting research projects and curriculum-based lab exercises.

Tutorial rooms: Tutorial rooms are available in Institute to conduct tutorial classes to address the personal level doubts and queries of the students.

Conference Hall: The Conference halls at the institute are well-equipped. The Conference hall can hold close to 200 persons. The Institute frequently hosts lectures at the state and federal levels in the hall.

Computing Equipment's: Institute has sufficient Computing facilities with total 157 computers for staff and students. All computers are equipped with high speed internet of 130 Mbps speed. SonicWall 2650Hardware firewall, D-Link switches and Cisco Routers 1901.

E- Learning: The ERP module is used to facilitate effective management education. The institute created Learning Management System Modules to facilitate a more user-friendly learning environment. These modules allow all branches to access a single source of e-material and slide/video-based

presentations.

Cultural Activities

The institution offers top-notch facilities for planning, carrying out, and introducing students to cultural events. College-level large-scale events can be held in the open space. As part of its annual cultural and technological festival, the college hosts COLORS, an event where students from other colleges participate and showcase their talents in various capacities. The institution encourages students to participate in cultural events at the college, university, and other levels so they can display their abilities and creativity.

Sports and Games

A department for sports exists the CTIMIT campus, the institution is able to use shared resources like games both indoors and outdoors. Sports and games are arranged both within and between departments at the institution level. Engaging in sports at the regional, university, and state levels is something that the college encourages its students to do.

Gymnasium

CTIMIT has a separate multi facility gym for boys and girl students to build their physical strength to stay healthy.

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: 3.17

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
14.27	13.91	7.41	3.91	3.08

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:

CTIMIT library holds the rich collection of 8641 volumes of books comprising of 2626 titles. The library has facilities which include 04 Indian journals, 03 International journals, 7 daily newspapers and 4 monthly magazines. Library consists of books for all the departments to encourage the students for higher education and to prepare them for competitive exams. The digital library provides online access to e-resources using DELNET (Digital Library Platform and Remote access). The digital library has 06 computers.

Library Services:

CTIMIT Central Library offer various types of information services to its users such as 'Intranet Based Current Awareness Services (OPAC)', 'Newspaper Clippings', 'Digital Library' for Digital Collection Mgmt., 'Seminar & Conference Alerts', 'Reference Services', 'Additional borrowing privileges for Reserved Category & Topper Students', provision of 'Important Links from Library portal, Use of group e-mails and social media for instant outreach of the current information to the end users.

Library Automation: Library is partially automated using Nimbus software, which provides a single window search and the user can search the required books subject/author-wise and it can be issued to the user quickly. Online Public Access Catalogue (OPAC) has resulted in easy access information of subject/author-wise book, account information etc. Nimbus is extensively used for generating all the reports that are required in day to day of the Library such as circulation status, fine status, contact details, reading & circulation history. Easy to use interface makes the user experience a pleasant one.

OPAC (Online Public Access Catalogue): Yes

In-house/remote access to e-resources: Yes

Library automation: Yes

Total number of computers for public access :02

Total numbers of printers for public access: 01

Internet band width/ speed :120 Mbps

NDL Active Members: Yes

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

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

LAN Facility:

The institute has 157 systems with 120 Mbps internet speed are available for students and all these systems are provided with LAN and Wi-fi connection.

Server configuration in Data Centre:

There are 3 servers installed in the campus. These servers are used for to store, retrieve and send the data to other computers on a network. The configuration of Domain Controller is IBM X 3100 M4, Intel Xeon 3.10 GHz, 4GB RAM, 500 GB. Institute also has Student and faculty biometric devices which are connected to the main server through Wi-fi connectivity.

Software's:

Institute has open source windows operating systems and 1 Windows Server 2016. We also access open-source operating systems such as Ubuntu, Fedora & CentOS. The college has also open access to Auto desk Educational Licenses like Revit 2017,2019,2020 Nastran 2017,2018, 3DS Max 2017 etc. also Licensed Open Source Software provided by Visual Studio-MATLAB which includes MW-MATLAB, Signal Processing Tool Box, Communication system Tool Box, SIM Power Systems etc. All the systems are protected with firewall.

Printers:

The Institute has 21 Laser jet printers, 2 Xerox machine and 6 scanners for academic and administrative usage.

Cameras:

As per the IKGPTU guidelines the institution installed the 43 CCTV's which covers administrative, classrooms, parking and common areas for student's safety, prevention from unauthorized visitors and safety of campus.

Updates and Up-gradation:

Institute upgraded the computers as per the needs. Updates are maintained regularly through WSUS (Windows Server Update Service) and antivirus is updated.

Wi-Fi:

6 Extendable Wi-Fi routers are placed in various places like Admin, all departments. Wi-Fi access is provided to all the students which is monitored and controlled by firewall at the server room for secure content access.

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

4.3.2

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

Response: 4.03

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

Response: 157

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: 1.68

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
9.03	8.04	2.63	1.45	1.42

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: 74.47

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
528	356	241	294	296

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](#)

27-03-2024 03:03:35

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: 99.22

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
614	461	338	422	450

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
Details of statutory/regulatory Committees (to be notified in institutional website also)	[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: 72.22

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
62	56	83	63	74

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
74	80	115	105	94

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: 10

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
09	03	00	00	01

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: 27

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
4	12	0	0	11

File Description	Document
Upload supporting document	[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: 15

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
15	15	12	13	20

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:

Alumni Association:

The CTIMIT Alumni Association (CTIMITAA) aims to link the alumni to the institution, develop synergistic plans to support the institution and achieve its vision, and to enable the institute to add value to all its stakeholders. The Institute established alumni cell in 2017 to maintain a good linkage between institute and alumni. The alumni association was registered in 2023 with register no. DIC/JAL/OL/098 Dated 5th July 2023 . The main objective is to enrol all alumni as members of the association and facilitating active participation of the alumnae in appropriate activities, events, and initiatives of the Institute. The alumni association helps in building a network of the alumni and helps in being in touch with the corporate world. The alumni meet is conducted once in a year.

Also keeping the busy schedule of the alumni in mind CTIMIT has changed its strategy regarding interaction with the alumni. Most of the alumni during their weekend will be available in city. The Alumni coordinator gets the information of the availability and will be invited to come and interact with the students during their availability. This has become the continuous practice of the institution. This concept is helping a lot to the students and fetching good results.

The Following are the activities carried out with the help of Alumni.

Curriculum Enrichment: Alumni assist in identifying gaps in the curriculum and developing modules of value-added courses.

Interactive Sessions: The alumni organisation assists in organising interactive seminars aimed at inspiring current students about international education opportunities and employability. In forums, blogs, and social networks, they express their ideas.

Industry connect: MoUs with industries are established with the assistance of alumni. Entrepreneurial alumni organise industrial visits for students and offer advice on starting a new business to help them become employers. Alumni offer their assistance with student internships.

Mentorship: Alumni can actively participate in volunteer programmes such as providing students with mentorship in their fields of expertise. to gain from the extensive experiences of former college students. to help the students find employment that suits them.

Placements/ References: One of the main places where students might find employment prospects is through a college's alumni network. Alumni can assist students in connecting with businesses and securing employment at the appropriate establishments. The alumni lead career-focused training sessions and simulated in-person interviews.

Generosity: Few of the alumni of various departments have donated for departmental library.

Administration: Alumni contribute to the IQAC as members and help to impart quality systems that are responsive to current trends and industry requirements.

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 be a leading Institution in providing quality education that prepares students to be responsible citizens.

Nature of Governance

Participation of Teachers in Decision Making Bodies

The institution strictly adheres and function as per the rules and regulations laid down by the regulatory bodies. In view of executing the directions/instructions received from regulatory bodies and decisions taken in Governing Council at trust level the institution has a structured administrative system and also framed various statutory and non-statutory committees

Mission

- To provide dynamic learning environment that enables students to excel in their chosen fields of study.
- To develop in students a sense of social responsibility and commitment to make a positive difference in their communities.
- To enable high-quality education delivered by dedicated academicians who act as industry liaisons.

Governing Body provides the technical/non-technical support to an institution for achieving the mission. A governing body of the institute defines the strategies, policies, goals, road-map and quality policy for Institute. The institution is clearly defined its mission in which infrastructure, academic, administrative, research, social, ethical and other co/ extra-curricular components are given more prominence. The governance of the institution is empathic to changes taking place in the current education system

Perspective Plan:

The right to education is not only the right to access education but also the right to receive an education of good quality. Education must be available and accessible but also acceptable and adaptable. Quality is at the heart of education. Based on this philosophy in order to meet the local, technical and global requirement, a perspective plan for Institute is prepared in line with the vision and the strategic plan as

mentioned below are in the process of deployment**.**

1.Enhance engagement with Society

2.Diverse student learning environment

3.Enhance engagement with Industry

4.Improve internal support systems

5.Enhance alumni engagement

6.Develop a cleaner and greener campus

After enabling the State of Art Infrastructure and facilities, the Institution focuses on development in educational, industrial and social change so as to fulfil the corresponding needs by providing qualified staff which leads students towards technical & social excellence.

Various committees like Institute Academic committee, IQAC Committee, Career Counseling & Placement Cell (CCPC), Internal Complaint Committee, Hostel Committee, Grievance and Redressal Committee, Anti-Ragging Committee, Women's Grievance Cell, Alumni Cell, Sports and cultural Committee and National Social Service (NSS) constituted at institutional level function in tune with the requirement to meet the vision and mission of the institute. Every department has its own vision and mission established in-line with the institutional vision and Mission.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Strategic Plan seeks to leverage the strengths that CTIMIT has developed over the decades and to build upon them and acquire or develop new strengths.

Strategic Goal	Strategic Planning
Good Governance	1. Vision, Mission and execution.

	2. Student and staff grievance redressal systems. 3. To implement E-Governance. 4. Creation and working of IQAC for maintain the quality
Accreditation and ranking progress	• To lay the path to lead CTIMIT towards a NAAC Accreditation by 2023 • To Participate invarious rankings of national repute like NIRF and ARIIA rankings.
Physical Infrastructure	• To well maintain classrooms and conference hall. • To provide sports and canteen facilities. • To provide basic infrastructure for cultural activities. • To offer a means of transportation. • To upgrade the laboratories.
Library Enrichment	• To Establish and regularly upgrade Digital & E-Library. • To procure books, journals and magazines. • To maximize the circulation of library resources.. • To encourage the faculty and students to visit library and utilize the resources available.
Green Campus	• To promote no vehicle zone in the campus. • To encourage tree plantation activities. • To establish Waste water treatment system, solid waste treatment and rain water harvesting. • To manage e waste and efficient usage of recycled waste.
Teaching Learning and Evaluation Process	• To inculcate the latest teaching learning aids in the pedagogy. • To apply blooms taxonomy for setting of question papers. • To take regular feedbacks from students and GAP analysis on the basis of feedback. • To ensure the proper working of mentor mentee system for the overall development of students. • To introduce add on courses for the students.
Research and Faculty Development	• To encourage faculty to file patents and publish research papers. • To arrange Faculty Development programmes in collaboration with NITTTR to upgrade faculty. • To motivate students and faculty members to participate/organize conferences.

	• To obtain consultancy projects from industries.
Human Resource Management	• To provide a favourable and secure work environment. • To work on welfare aspects of the team members. • To promote incentives, awards, and initiatives. • To encourage the merit based recruitment.
Training and Placement	• To create a separate cell for training and placement activities. • To introduce Personality Development, Soft Skills and Aptitude classes for the students. • To sign MoUs with industries. • To become member of various bodies. • To organize job fairs and on campus/off campus placement drives for the students and mock interviews and various workshops for the students.
Quality Assurance Systems	• To create Internal Quality Assurance & Assessment cell(IQAC). • Timely auditing & improve internal controls.
Alumni Interactions	• To maintain the database of alumni and register alumni association. • To organize alumni meets and alumni association awards.
Social Activities	• To adopt villages. • To organize various awareness programmes and blood donations camps • To take a unit of NSS

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)

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:

Employees are undeniably crucial stakeholders who influence organisational effectiveness by stabilizing the tremor caused by adaptive environment. The management of CTIMIT implemented various monetary as well as non-monetary welfare measures for employees.

Monetary welfare schemes are:

1. Maternity Leave
2. Employee is entitled to use Earned Leaves in case of his/her marriage.
3. The Institution provides incentives/appreciation certificates to the faculty for outstanding performance in the curricular/co-curricular/extra-curricular activities.
4. Vacation leaves provision for all employees as per the Institute norms.
5. Grant of Academic Leaves when faculties are required to go out on official duties or to participate in conferences, seminars, workshops etc.
6. Financial support for Professional Membership Fees.
7. Provision of Special Leave to the existing faculty for the pursuance of their higher studies like PhD.
8. Faculties are encouraged to write and publish books or monographs and incentives are provided.
9. Incentives will be given to the faculty member for publication in national/ international journals of Repute.
10. The institution will pay the registration fee, TA & DA and provide OD (On-Duty) for research paper presentation in the conferences.
11. Support FDP certification programmes for knowledge updation

Apart from monetary schemes various non-monetary welfare schemes are provided to employees for their professional development. The schemes are listed below:

1. Faculty development programs /STTP are conducted in the institute.
2. Experts from the industry and academia are invited for interaction with the staff.
3. The institute motivates the faculty and staff for arranging / attending industrial training programs/ visits.
4. Faculty members are encouraged and benefited from qualification improvement programs such as PhD.
5. Remote Access to Digital Library through IKGPTU Consortium.

6.Sessions for Health and Stress management.

The Institution has put great emphasis on staff performance. The Annual Performance Report formats have been derived as shown here by considering the Knowledge Skills and Behaviour aspects into account.

- University results
- Research & publications/ academic progress
- Students feedback
- Punctuality & adaptability
- Mentoring/ counselling of students
- Administrative contributions

The non-teaching staff are appraised based on the following parameters:

- Punctuality & adaptability
- Administrative contributions

The attitude, commitment, and achievement of staff with regard to above mentioned parameters are the key areas to their appraisal. At the end of academic year, every staff is asked to submit the self-appraisal form to the Human Resources Department. Self-Appraisal reflects the contribution of the faculty members to teaching-learning process, research activity, involvement in department and Institute level activities (academic and administrative). The performance appraisal reports are assessed by the Head of the department, Director and Management. Annual increments and promotions are granted after the approval of the management as per the laid down procedures.

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

6.3.2

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

Response: 0

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
00	00	00	00	00

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](#)

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: 46.47

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
30	30	04	23	25

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
21	12	11	09	09

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:

Primary Sources of funds:

- Tuition Fee collections from the students
- Fee collections for the other services rendered to the students.
- Hostel, Transportation and Mess Fees

Other Sources:

- Grants from PMS
- Relevant funds from IKGPTU
- Consultancy works.

Mobilizations of funds:

- The short term deposits
- Long term deposits

Funds utilization strategies:

The funds will be used to cover regular operational and administrative expenses and also used in the establishment of advanced laboratories of the institute.

- Sufficient funding is allocated for enhancement of teaching-learning practices which includes conducting Faculty Development Programs, Orientation programs, Workshops, Training Programs to improve quality education.
- Purchase of educational technology aids.
- Enough funds are allocated to maintain a green campus, social service activities and amenities.
- Any excess of income over expenditure generated is utilized for infrastructure augmentation.

CTIMIT runs under the umbrella of CT Educational Society. We have centralized audit section which carries out every year the internal and external audits for all the institutions by deputing the audit committee comprising of qualified chartered accountants. After thorough scrutiny/ verification, committees submit their audited statement for follow up action. There have been no major audits objections are identified as the internal financial approval mechanism ensures adherence to financial discipline. The minor objection, if found any, is resolved as per the inputs of the Account Officer and his team.

Audit procedures:

Internal audit is being conducted on a continuous basis by the finance team members every month. The audit procedure is shown below.

- Expenses ,vouchers, supporting bills and invoices are verified.
- Accountings of expenses according to the nature of the expenses are verified.
- Approvals and authorization are verified with Instructions
- Fees receivable statements are verified with the books of account.

- Deductions such as TDS are verified
- All the fees pay-in –slips are vouched with the bank statements.
- Surprise cash verification is conducted to verify the petty cash transactions.
- Bank Reconciliation Statements are verified on a monthly basis.
- Statements of Sundry Creditors ageing are verified.
- Payroll statements along with the attendance registers are verified on monthly basis.

External Audit is regularly conducted on an annual basis by the statutory auditors. The

Procedure is furnished below.

- All the Expenses Vouchers and their supporting documents are verified.
- BRS Statements of financial year is verified to ensure the outstanding payables and receivables.
- Original Fixed Assets Purchase Invoices are verified and physical verification of statements and payments are verified with the payroll reports provided by the HR Department

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The main aim of the quality policy is to impart technical education using the state-of- the-art technology and ensure that the students are industry ready. The work of IQAC is the step towards the internalization and institutionalization of quality enhancement.

Internal Assessment:

The main purpose of introducing Internal Assessment in CTIMIT is to bring consistency and transparency in conduction and evaluation of teaching learning process. The schedules of internal assessments are communicated to students and faculty in the beginning of the semester through the institute academic calendar/schedule. The internal assessment evaluation process is communicated to students by the respective faculty and also during orientation program for first year students.

Facilitating Digitization of Teaching-Learning Process:

The following procedures are ensured, together with the Learning Management System (LMS), which is

a crucial component of the teaching-learning process:

1. **Google Classrooms**: Due to the COVID-19 epidemic, we have switched to Google Classroom, a Learning Management System (LMS) that is accessible to all faculty and students even with limited internet speed.
2. **Online Lectures:** Faculty uses Google Meet to provide the lectures to all of the students in real-time and online, in keeping with the established schedule.
3. **Lab Practical:** It can be a tedious task to do practical's in the online method, but we get around this problem by giving students access to live demonstrations and practical's that are being conducted by staff members.

IQAC of the Institution has brought the following reforms in the Teaching-Learning Process;

Planning and Monitoring Quality of teaching learning process

A calendar of events including holidays, tests, fests and other academic programs are prepared at least one month before the start of semester at the Institute level in conformity with the university requirements. HoD's plan the department / program activities well before start of the semester as given in the processes below:

1. HoD circulates a list of courses to be delivered for the ensuring semester for teachers to give their preferences.
2. HoD allots courses to Staff members based on experience, expertise and preferences given by the teachers.
3. Faculty prepares a course file containing:
    - Vision of Institute
    - Mission of Institute
    - Program outcomes
    - Program Education Objectives (PEO's)
    - Academic Calendar (Institute)
    - Academic Calendar (Departmental)
    - IKGPTU Course Syllabus
    - Teaching Process
    - List of Registered Students
    - List of ICT Used
    - Lesson Planning
    - Attendance Register
    - Course Performance Sheet
    - List of Academic Weak Students
    - Corrective action on Academically Weak Students
    - Student Feedback
    - Analysis of student Feedback
    - Class Notes
    - Assignment Sheets
    - Tutorial Sheets
    - Previous IKGPTU Question Papers
    - MSTs Question Paper
    - MST answer sheets

The IQAC has developed a continuous review process on teaching-learning to sustain effective teaching and learning for targeted outcome. IQAC believes in appropriate planning for success.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[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 order to solve gender inequality gaps, academic teaching and community outreach are crucial to the establishment of important legislation and initiatives that support women's empowerment. With the mission of "Preserving and Strengthening the Status of Women," the Institute formed the Women Empowerment Cell. Its goals include fostering female students' self-confidence, preventing sexual harassment, and promoting the general wellbeing of female students and College staff, both teaching and non-teaching. Additionally, the Cell aims to provide opportunities and organise programmes on gender-related issues, with a focus on health, safety, preparedness for economic opportunity, and educational attainment. These programmes support women's growth as independent, self-sufficient individuals by empowering them financially, mentally, and emotionally. When planning extracurricular and curricular events, female students and staff members will be given due consideration. A female faculty coordinator will oversee the participation of students and staff in all planned events for each department. Every academic year, the committee presents an action plan that includes information on both co-curricular and curricular initiatives aimed at promoting gender equality. CTIMIT conducts all of these activities using a methodical procedure. This makes it possible for us to get the desired results.

CTIMIT provides specific facilities for women empowerment as follows:

1.Safety and Security

- The entire campus is under CCTV surveillances.
- The district police authorities kept a pink box to drop any complaint of the students.
- Regular patrolling is done by local police also displayed the contact number of police help line.
- Female faculties will be appointed as hostel wardens to take care of the girls residing in hostel.
- The Internal Complain Cell as per the guidelines of IKGPTU is active to address all women grievances.

2. Counselling

For every fifteen student's there will be a faculty counsellor. During counselling the students related academic and other information like health profile, teasing problems, academic grievances, any otherpersonal/family problems will be traced out and necessary action will be initiated.

3. Common Rooms: Every block and floor of CTIMIT is equipped with common rooms which are furnished and easily accessible. There will be a female attendant in each common room to assist the girls

students as needed. In case of any sickness the students will be taken to the Sacred Heart Hospital situated near the campus.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Green audit/environmental audit report from recognized bodies	[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:

Tolerance and Harmony towards Cultural & Regional factors

The institute puts lot of efforts/initiatives in bringing an inclusive environment. The students and staff of this institute are from different cultural background and from different states. The staff and students belong to different communities like Hindus, Muslims, Christians, skihs etc. being their mother tongues different like Hindi, Punjabi, mizo etc. The institution has a very effective approach to maintain tolerance and harmony even though they belong to different communities and with different culture by organizing the events which bring the harmony and integrity among the students. Yoga, seminars on human values are organized every semester to create coherent environment. Organizing youth day, republic day, women's day, Independence Day, etc. promotes nationalism and patriotism among the students and staff community.

Communal factors:

Also, institute organizes events and campaigns by the NSS of CTIMIT like plantation, Blood donations, Environmental day, Swachh Bharath Abhiyan etc. also the women empowerment cell of the institute organizes Ethnic day, Women's day programmes to empower the women/girls. Students and staff demonstrates communal harmony by celebrating the festival Diwali, Eid, Christmas and Holi collectively irrespective of religious, racial, cultural and lingual identities.

Socio-economic & other diversities

 Majority of them are from rural areas and belong to middle class. Nearly 80% of the students got employment and supporting their families. The institute strives for uplifting the students and their families socially and economically.

The majority of the students who seek admission to the institution hail from remote rural areas. They are not fully aware of the great culture of the country. They even do not know about the role the nation had played in the history of the world. The authorities of the Institution know that the students of this generation need to be enlightened about the history and culture of this country. They need to be told about the freedom struggle and contribution given by great stalwarts in the freedom struggle. In view of this the affiliated university IKGPTU has introduced the courses Professional Ethics in the curriculum as mandatory credit courses to fulfil the requirements of getting degree. The objective of these courses, to provide basic information about Indian constitution, to identify individual role and ethical responsibility towards society, to understand human rights and its implications.

Apart from the curricular activities functions like Independence Day, Republic Day, Gandhi Jayanti, Woman's day, Radio Day, Tourism Day, Photography Day etc. are celebrated in the college.

Similarly, the students have to be told about the role they shall be required to play as responsible citizens after completion of their academic pursuits. Birth and Death Anniversaries of the great leaders like Mahatma Gandhi, Dr. A. P. J. Abdul Kalam, Shaheed Bhagat Singh etc, are observed to make the students aware of their contribution in shaping the country. Eminent speakers are invited to speak on such occasions. These speakers throw light on the lives and work of these stalwarts.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practices 1

Title : Community Engagement through Annual Sarpanch Conclave

Introduction:

Every year, our institution takes a proactive approach to engage with the local community by organizing an Annual Sarpanch Conclave. This unique initiative aims to bridge the gap between the academic world and the rural community by inviting Sarpanches from nearby villages in Jalandhar to our campus.

Objective:

The primary objective of the Annual Sarpanch Conclave is to identify societal issues and extend the helping hand to address it. By involving community leaders, we strive to build a strong partnership with the local community, fostering a collaborative environment for mutual growth and development. To make education affordable to economically backward students. To create awareness of the benefits of education to rural people.

Key Activities:

- **Inviting Village Sarpanches:**

- Outreach teams coordinate with the local villages and extend invitations to the Sarpanches to attend the conclave.

- **Interactive Sessions:**

- Organize interactive sessions where faculty members and academic experts present information about the diverse courses offered at the institution.
- Facilitate discussions on the relevance of education in the community's development.

- **Campus Tour:**

- Conduct guided tours of the campus facilities, showcasing infrastructure, laboratories, and other amenities available to students.

- **Showcasing Success Stories:**

- Share success stories of students from the local community who have benefited from the institution's education.

- **Q&A and Feedback:**

- Provide a platform for Sarpanches to ask questions, express concerns, and provide feedback on how the institution can better serve the community.

Outcomes:

- **Increased Awareness:**

- The conclave significantly raises awareness about the educational opportunities available, encouraging parents and students from the community to consider pursuing higher education.

- **Community Partnership:**

- The initiative fosters a sense of partnership and collaboration between the institution and the local community, strengthening the bond for future endeavors.

- **Informed Decision-Making:**

- Sarpanches, as influential community leaders, play a crucial role in guiding individuals toward informed decisions about education, leading to a positive impact on enrollment.

- **Improved Perception:**

- The conclave helps in dispelling myths or misconceptions about higher education and the institution, contributing to a positive perception among the community.

Continuous Improvement:

Feedback obtained during the conclave is valuable for continuous improvement. Suggestions and concerns raised by Sarpanches are carefully considered, helping the institution adapt its strategies to better meet the needs of the community.

Conclusion:

The Annual Sarpanch Conclave exemplifies our institution's commitment to community engagement and the belief that education is a collaborative effort. By actively involving local leaders, we contribute to the holistic development of the community, making education a shared goal for everyone involved. This best practice stands as a testament to our institution's dedication to inclusivity, outreach, and making a meaningful impact beyond the classroom.

Best Practices 2

Title: Innovative Teaching Pedagogy Week

Introduction:

At CTIMIT, we believe in the transformative power of education and the pivotal role innovative teaching practices play in shaping the learning experience. To actively promote creativity, engagement, and deeper understanding, we organize the "Innovative Teaching Pedagogy Week" every semester. To integrate and strengthen ICT in the pedagogy we have taken efforts to disseminate QR codes to reach faculty, Library, Assessment etc.

Objective:

The primary objective of the Innovative Teaching Pedagogy Week is to foster a culture of innovation and experimentation in the teaching-learning process. During this week, subject teachers across disciplines adopt various innovative teaching practices to enhance student comprehension, critical thinking, and overall academic performance.

Key Activities:

Workshops and Training:

Conduct workshops and training sessions for faculty members to explore and learn about innovative teaching methodologies.

Lesson Plan Innovation:

Encourage teachers to design and implement innovative and interactive lesson plans that go beyond traditional lecture formats.

Active Learning Strategies:

Implement active learning strategies such as group discussions, case studies, role-playing, design thinking process, jigsaw, project based learning, crossover teaching and other hands-on activities to enhance student engagement.

Technology Integration:

Explore and integrate educational technology tools and platforms to create interactive and multimedia-rich learning experiences.

Guest Lectures and Expert Sessions:

Invite guest speakers or experts in pedagogy to share insights on innovative teaching methods and best practices.

Feedback and Reflection:

Facilitate regular feedback sessions where faculty members and students can share their experiences and provide constructive feedback on the innovative teaching methods used.

Showcasing Best Practices:

Provide a platform for teachers to showcase successful innovative teaching practices that have positively impacted student learning.

Outcomes:

Enhanced Student Engagement:

The week-long focus on innovative pedagogy leads to increased student engagement and active participation in the learning process.

Improved Learning Outcomes:

Innovative teaching methods contribute to improved learning outcomes, fostering a deeper understanding of subjects and concepts.

Teacher Professional Development:

Faculty members benefit from professional development opportunities, expanding their repertoire of teaching methods and strategies.

Cultivation of a Learning Culture:

The initiative contributes to the cultivation of a dynamic learning culture within the institution, where both students and teachers are encouraged to embrace change and innovation.

Continuous Improvement:

Feedback collected during and after the Innovative Teaching Pedagogy Week is crucial for continuous improvement. Suggestions and insights from both faculty and students are considered in refining and expanding the initiative in subsequent semesters.

Conclusion:

The Innovative Teaching Pedagogy Week is a testament to our institution's commitment to providing an enriching and contemporary learning experience. By actively promoting innovative teaching practices, we aim to prepare our students for the challenges of the modern world and instill in them a lifelong love for learning. This best practice reflects our dedication to academic excellence and the continuous pursuit of effective, student-centered pedagogy.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness: CT HALF MARATHON

The CT Half Marathon, a Race for Charity, was conceived with the vision and foresight of CT Institute of Management & IT to promote healthiness, robustness and fitness awareness. This marathon came into existence in 2007. Along with this race for a humanitarian cause, CTIMIT raises funds for the organizations that work for the deprived and under privileged members of the society such as Pingalwara, Unique Home and other social up liftment non government organizations. This laudable noble endeavor also encourages the physically challenged students or children of PRAYAS (A School for Special students) to participate in the race. Besides, the top 3 winners of CT Half Marathon are also conferred with Rs 25,000/-, Rs 11,000/- and Rs 5,100/- for both male and female positions, respectively. This half marathon is an annual event held at Jalandhar on the first Sunday of March every year. It is the largest marathon in Punjab comprising 21.6 Kms., organized by any educational institution. It is an event where more than 10,000 people from all walks of life participate, including celebrities, sports personalities, business tycoons and amateur athletes. The esteemed guests include an ace athlete of yesteryears, Olympian Milkha Singh, Legendary Punjabi Singer and Actor Gurdas Maan, Ace Cricketer Harbhajan Singh etc.

OBJECTIVES:

- To promote interest in the sports field among the people of any age.
- In the name of marathon, to arrange get-togetherness and promote belongingness among the sports lovers and public.
- To prepare the youth for appointment in various departments of security and defence departments at state and national level by generating interest among them in sports and games.
- To prepare and make the students able bodied for undertaking any work and face any challenge in their life.

THE CONTEXT

Student Welfare Society was established with an intention to provide thrust not only to education but also to sports activities. As is widely known 'A Healthy mind can reside in a healthy body'. Keeping in mind this concept, CT Half Marathon was started in the year 2007 to encourage interest in the sports activities by CT Institute of Management & IT. The whole city participates enthusiastically in the Marathon. The

main objective of the program was to create awareness about the fitness among the youth and make them understand the benefits of being fit and healthy.

THE PRACTICE

As has been stated earlier, as a part of social obligation and to give boost to sports activities, Institute started CT Half Marathon in the year 2007. Initially, the number of participants and distances to be covered by different participants under different categories was very limited. As the years passed, all the aforesaid factors began to increase. Different persons involved in it include students, teachers, the management, public etc. Almost all the teachers and students of all the educational institutions running under CT Institute actively take part in the Marathon competition. In addition to this, teachers belonging to other nearby educational institutions voluntarily and wholeheartedly participate as riders, arbitrators etc. in this marathon event. Moreover, the participants from the faraway places have been participating in the event for years.

EVIDENCE OF SUCCESS

The management of CT Institute of Management & IT believes that the purpose behind starting CT Half Marathon is really fulfilled.

Following points highlight the evidence of success of this endeavour.

This practice has created a sense of belongingness and a spirit of sports among the students and the public in general. All the employees working in all the educational institutions come together and work unitedly for the successful conduct of this sports event. This event has been creating a sense of cohesiveness between the educational institutions on the one hand and the general society on the other.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

Mobilization of Human Resources:

Globalization, legal and economical environment and workspace diversity bring new challenges affecting many aspect of human resource management. However, the institution successfully puts its best efforts in this regard.

Mobilization of Financial Resources:

Though the mobilization of financial resources is managed by the parent society, the employees of the institution, along with the employees of other institutions, try their level best in mobilizing the funds required for the event from the individuals and organization

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

- Visionary and committed management.
- ISO 9001: 2015 Certified Institution
- Outstanding facilities with cutting edge labs, ICT-enabled classrooms, and contemporary learning resources
- An ideal atmosphere for the faculty's and students' overall development.
- Communication Lab with latest learning software.
- Intense involvement of students in community service initiatives.
- Distinguished and Experienced faculty.
- Active CCPC Cell
- Dynamic Mentoring system for students.
- Promoting E-learning through NPTEL and Swayam platforms.
- Encourage students towards project-based learning / innovative thinking skills.
- Industry- Institute -Interaction-Cell
- Providing an environment for projects, internships, industrial visits, and other forms of hands-on learning for students.
- Ragging free campus.
- Democratic governance through decentralization of responsibilities and participative management.
- The Entire Campus is under CCTV surveillance.

Concluding Remarks :

With its clearly defined vision, CTIMIT has been able to provide the holistic growth of students. Research culture and the development of positive relationships with the community and industries have been supported via the institution's extension and outreach programmes, technical training, industry-academia interface, and research projects. The CT Educational Society founded the CT Institute of Management & IT (CTIMIT) in 2001. The CT Group established the CT Educational Society in 1997. The modern infrastructure, amenities, and other support services provided on the campus have nurtured the growth of the students as well as the learning process. CTIMIT aspires to continue growing in its quest for greatness in the future. The pursuit of academic excellence and the holistic development of its students remain the institution's top priority. Faculty collaborate passionately to uphold and enhance high-quality education in order to accomplish the institution's vision, mission, and values. Faculty and students alike have the opportunity to make a positive impact on society because of the institution's dedication to social responsibility. As of right now, the institution may brag of its achievements and actions in the areas of academic excellence and social responsibility.

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 :45 　Remark : As per clarification received from HEI, and excluding programs conducted under regular university curriculum, thus DVV input is recommended.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 　1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years 　　Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19 | 　　　|---|---|---|---|---| 	456	349	233	294	334 | 　　Answer After DVV Verification : 	2022-23	2021-22	2020-21	2019-20	2018-19 | 　　　|---|---|---|---|---| 	398	344	153	313	179 | 　　Remark : As per clarification received from HEI, 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 : 274 　　Answer after DVV Verification: 197 　　Remark : As per clarification received from HEI, 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 : E. Feedback not collected 　　　Answer After DVV Verification: C. Feedback collected and analysed

	Remark : As per clarification received from HEI, DVV input is recommended.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
353	250	105	167	167

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
353	250	105	166	167

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
480	510	540	600	600

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
480	540	570	600	600

Remark : As per clarification received from HEI, 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
107	110	3	67	67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
110	114	3	69	69

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

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

144	155	164	180	180

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
150	168	178	185	185

Remark : As per clarification received from HEI, and Filled seats not to exceed the earmarked one. Any excess of admission made in reserved categories to be considered as General Merit, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74	80	115	105	96

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
74	80	115	105	94

2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	111	119	110	121

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
84	111	119	110	121

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

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

9.5	6.5	1.96	0	0

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, institution claimed consultancy from a private firm, which is not considered as grant, thus DVV input is recommended.

3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years* 3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years** Answer before DVV Verification: Answer After DVV Verification :

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	15	4	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	15	03	05	05

Remark : As per clarification received from HEI, 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
0	0	1	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	2	2

Remark : As per 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
500	0	1	14	13

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, 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
21	10	3	12	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	10	02	09	01

Remark : As per clarification received from HEI, 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 :12
Remark : As per clarification received from HEI, and excluding MOUs/ linkage/ collaboration done for conducting workshop, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12.58	9.76	3.49	4.69	5.17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.03	8.04	2.63	1.45	1.42

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

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
387	343	247	329	314

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
614	461	338	422	450

Remark : As per clarification received from HEI, 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
62	56	83	63	74

Answer After DVV Verification :

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

| 62 | 56 | 83 | 63 | 74 |

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
74	80	115	105	96

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
74	80	115	105	94

Remark : As per clarification received from HEI, 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
5	8	1	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	03	00	00	01

Remark : As per clarification received from HEI, 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
4	21	6	0	11

Answer After DVV Verification :

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

4	12	0	0	11

Remark : As per 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
38	38	22	24	30 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
15	15	12	13	20 | Remark : As per clarification received from HEI, DVV input is recommended.

4	12	0	0	11

Remark : As per 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
38	38	22	24	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	12	13	20

Remark : As per clarification received from HEI, 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
30	29	29	23	25

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and as per the guideline in manual applicable for HEI the financial contribution less than Rs. 5000 per year per teacher not to be considered, thus 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
30	29	29	23	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	04	23	25

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
15	6	6	3	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	12	11	09	09

Remark : As per clarification received from HEI, 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 clarification received from HEI, 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 : 87 Answer after DVV Verification : 79
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
42	50	35	30	31

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	45	34	30	31