SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CT INSTITUTE OF ENGINEERING, MANAGEMENT AND TECHNOLOGY

URBAN ESTATE II PRATAPPURA ROAD
144020
www.ctiemt.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

CT Institute of Engineering, Management & Technology (CTIEMT) was started in 2004 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 Punjab, which promotes and provides primary and higher education in the country, having 17 institutions and 5000 students offering more than 50 academic programs. CT Institute of Engineering, Management & Technology (CTIEMT) aims at developing as the most respected and sought after technical institution of higher learning in Punjab. Presently the institute is offering 5 B.Tech programmes namely Computer Science Engineering, AI &ML, Civil Engineering, Mechanical Engineering and Electronics and Communication Engineering. Apart from UG programmes, the institute is also offering PG programmes such as M.Tech (CSE), M.Tech (ME), MBA and MCA. All these courses are approved by AICTE, New Delhi (Govt. of India) and affiliated to IKG Punjab Technical University (IKGPTU), Jalandhar. Presently, the intake of the institute in UG program and PG program is 240 and 147 respectively.

The Institute is located in Jalandhar district, the North Punjab region, well connected by the main road and railway station. The nearest International Airport is in Amritsar. The institute is surrounded by green, spacious and pollution free environment. Moreover, the atmosphere is absolutely serene ideally suited for technical and sustainable development. The Institute is a large user of power, however, its associated impacts are reduced by incorporating solar energy into multiple areas of the campus. The institute is now in its 19th year of dedicated service.

The institute is headed by Dr Gurpreet Singh. He had rendered his exceptional services in various capacities such as HOD and Principal in prestigious institutions of Punjab.

The institute strives to improve the socio-economic status of the economically weak and backward sections by providing opportunities for engineering and technical education at an affordable cost. The institute has the best physical and intellectual infrastructure compared to any other institute in Jalandhar region. CTIEMT is committed to provide value-based technical education by continually improving the services to produce qualified and competent technocrats.

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, ISO 14001:2015 Certified Institution.
- Excellent Infrastructure with state of art laboratories, ICT enabled classrooms, Modern Learning Sources.
- Conducive Environment for the overall development of the students and Faculty.
- English Language Lab with latest learning software.
- Implementation of CBCS and Outcome Based Education.
- Eminent and Experienced faculty.
- Active CCPC Cell
- Dynamic Mentoring system for students.
- Promoting E-learning through NPTEL, Swayam platforms etc.
- Encourage students towards project-based learning / innovative thinking skills.
- Industry- Institute -Interaction-Cell Providing a platform for student's practical training in terms of projects, internship, Industrial visits etc..
- Central air conditioned Auditorium with modern facilities.
- Ragging free campus.
- Active student participation in community welfare programmes.
- Democratic governance through decentralization of responsibilities and participative management.
- Back Log Reduction Program for weak students.
- Uninterrupted power and Internet facility.
- Safety and Security: The Entire Campus is under CCTV surveillance.

Institutional Weakness

- Funding / Grants for research activities from AICTE, DST and other agencies are not appreciable.
- Alumni contributions need improvement.
- Limited placement from core companies.
- Less number of admissions.
- Lack of industries nearby.

Institutional Opportunity

- Expanding e-learning resources to enhance the knowledge of students and faculty.
- Accreditation and autonomous status from statutory bodies.
- Establishment of Centres of Excellence in all departments.
- Enrichment of research activities at department level.

Institutional Challenge

- Encouraging students towards engineering education in core branches such as Mechanical and Civil Engineering.

- Enriching the communication skill of the students who hail from rural areas.
- Getting highly reputed companies for on-campus placements.
- Carrying out interdisciplinary research activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution was established in 2004 and is affiliated to IKG Punjab Technical University (IKGPTU), Jalandhar. The institution strictly adheres to rules and regulations of the affiliating university. The institution ensures effective curriculum delivery through a well-planned and documented process. IQAC ensures the quality education transformation through its continuous monitoring. The university curriculum is well structured with the academic elements which mainly focuses on skill based learning.

The institution at its level analyses the curriculum and identifies the gaps which can be addressed by conducting Value Added programmes. The curriculum is composed of cross cutting issues relevant to professional ethics, gender, human values, environmentand sustainability along with the core subjects to graduate the student globally competent.

The curriculum has been structured in such a way that various learning mechanisms can be practiced progressively from first year to final year. The curriculum changes are made by the university after collecting the inputs from various colleges/stakeholders at regular intervals; whereas at college level the curriculum feedback from stake holder's like students, teachers, alumni, employers etc. is taken and suitable actions/initiatives are put into the practice to address the inputs given by the stakeholders.

For effective delivery of the contents there is a structured approach in administering the course by the faculty. On receiving the university academic calendar various co-curricular and extra-curricular events are incorporated and the finalized academic calendar is distributed to all the departments for effective implementation.

Teaching-learning and Evaluation

The management established the institution with the motto of serving the society with low-cost education. The institution well realizes that making the students academically strong would uplift their families and nation. Hence, the institution gives the top priority to the teaching-learning domain.The institution believes in the adoption of the student centric methods to enhance the student involvement as a part of participatory learning and problem solving methodology. Role plays, teamwork, debate, seminar, quizzes and case studies specifically student centric teaching methods are reflected in the project work, field visits, industrial visits and guest lectures . To ensure this, human power and infrastructure needed are well placed. The institution has state-of-art laboratories, stand-alone buildings, well-furnished admin and amenity areas. The academic infrastructure like ICT enabled classrooms, communication skill labs, learning sources digital library, 190 MBPS internet band width, well equipped auditorium, facilities are the assets for the T-L-P to carry more effectively. Nearly 40-50% of total enrolled students belong to reserve categories. The TLP adapts student centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enriching learning experiences. The teachers are well-trained in using ICT enabled tools. Multiple methods are brought into practice while delivering the content, including the chalk and discussion method, audio enabled video

clippings, online sources, PPTs and so on.

The institute established IQAC from 2018-19 academic year onwards to ensure effective planning and monitoring the academics and related activities. The Continuous Internal Evaluation (CIE) and Semester End Examinations (SEE) are conducted as per the guidelines given by the affiliating university without any deviation. The IQAC monitors syllabus coverage and attendance every fortnight and actions to be taken are discussed in the principal meet and take necessary actions in this regard.

The course file is the heart of administering the course of a particular semester. The course file contains the vital elements like list of PEOs, POs ,COs, Session Plan, Academic calendar, list of ICT, Teaching process, lesson planning, course performance sheet, student feedback, tutorial sheets, assignment sheets, Assignment Questions, Mid Exam Question Papers, Identification of Slow Learners, Identification of High Potential Students, Remedial Classes Schedule For Slow Learners, Slow Learners Performance In MID Exam, Content Beyond Syllabus Taught etc.

Research, Innovations and Extension

The Institute has a research policy to encourage the faculty for conducting cutting edge research in their domain and publish their papers in reputed journals. Students and faculty actively conduct drives for social causes like traffic awareness, drug awareness, gender equality and Swachh Bharat Abhiyan. The institute has adopted nearby villages and regularly conducts tree plantation, fogging and civil engineering survey camps for the benefit of the general public. To promote the sense of belongingness, various events like raincoat distribution, first aid kit distribution, cultural program for special children, Yoga for good health and physiotherapy-dental-ortho camps are regularly conducted. Faculty have organized sessions for the public and especially rural women on issues like women empowerment, digital literacy, and green energy.

To promote entrepreneurship among the students, leading industrialists are invited to the campus. They discuss various government and non-government funding opportunities, Intellectual Property Rights and the entire journey from the inception of idea to a profit making and sustainable startup.

The institution by establishing MoUs with industry and other academic institutions carries out collaborative activities of research and innovation. The institute also carries out consultancy works with industrialists as customers. Experts from industry are invited in the Institute to showcase their skills through workshops & guest lectures and students visit the industries for gaining real-time practical experience.

Infrastructure and Learning Resources

The institution has adequate infrastructure and physical facilitates for teaching-learning. viz., classrooms, 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 to facilitate the teachers to adopt varied teaching methods. The infrastructure is also made available to conduct various technical activities. The Institute has four Engineering, one Management and one Applied Science Department with 26 classrooms, 7 tutorial rooms, 31 Laboratories and 5 workshops. All laboratories are operational, and well maintained. Tutorial rooms are available to conduct tutorial classes to address the personal level doubts and queries of the students. The Institute has well equipped seminar hall. Nearly 200 to 250 people can be accommodated in the seminar hall.

The Institute has North India's Largest Auditorium, Sardarni Manjit Kaur Auditorium with seating capacity of 1056. The Institute has sufficient Computing facilities for staff and students. All computers are equipped with high-speed internet of 190 Mbps speed. CTIEMT running under the CT Group, the institution has adequate facilities to promote extracurricular activities like cultural events, sports, games, gymnasium andyoga.

Student Support and Progression

The institution is of more concern of welfare of the students particularly. Apart from the scholarships provided by the government of Punjab, even management offers scholarships to the meritorious students on the basis of percentage of marks in the qualifying examination. The underlying motto is to give an opportunity to more number of students to get educated in this region. Students are encouraged to learn various set of skills like soft, language and communication, life, computing etc. The institution trains the students through Centre for career planning and counselling for competitive examinations and career counseling programmes. The institution also has transparent mechanism for timely addressing the student grievances including sexual harassments and ragging cases.

Online grievance redressal portal is made available for all the stake holders. The job oriented trainings are organized by the training and placements cell. 70-75% of eligible students are getting placed in small to large scale industries. Some students are clearing the government competitive examinations and getting absorbed to PSU.

The students are encouraged to participate in sports/cultural activities at university/state/national/international level. The students are given an opportunity to represent in various committees at institutional level which make them to learn managerial skills. The alumni interactive sessions are also arranged with the objective of bringing awareness among the students regarding latest trends in technology. There is a small contribution of alumni for helping a few poor students viz. donating books etc.

Governance, Leadership and Management

The governance of the institution has been structured 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 in practice. In the important domains , e-goverance is implemented for admin, finance, student support and examination. The institution is running under the umbrella of CT Educational Society which also runs pharmaceutical and paramedical institution. There is a provision for the students and faculties to have low cost medical services. The faculty is also encouraged and financially supported to participate in conferences, workshops etc. The teachers are continuously motivated to undergo FDPs. The management reviews the performance evaluation at the conclusion of each year. The institution established IQAC in 2018 to impart high quality of education with effective planning and close monitoring. The institution undergoes academics 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, co-curricular activities and gender audit. Separate facilities are made available for women like safety and security, counselling, common rooms, sanitary napkin disposal machines. The institution has facilities for alternative sources of energy and energy conservation measures viz. solar power plant of 100kW, sensor-based energy conservation and using of LED bulbs. There is a separate mechanism for solid, liquid and E-waste management. In the campus, there is a compost pit and different coloured bins for ensuring proper solid waste management. Also rain water is collected effectively and directed to a large underground tank to store water. Wastewater is used for harvesting by treating through sewage treatment plant. 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 institute has various facilities for disabled students such as lift, ramps, disabled friendly washrooms and screen reading software etc. The institution promotes human values and professional ethics among the students 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.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CT INSTITUTE OF ENGINEERING, MANAGEMENT AND TECHNOLOGY
Address	Urban Estate II Pratappura Road
City	Shahpur
State	Punjab
Pin	144020
Website	www.ctiemt.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Gurpreet Singh	0181-5055132	9914504905	-	directorctiemt@ctgroup.in
IQAC / CIQA coordinator	Jasdeep Kaur Dhami	0181-5055131	9988507007	-	director.research@ctgroup.in

Status of the Institution	
Institution Status	Self Financing

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

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	03-07-2015	[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](#)	21-07-2023	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	Urban Estate II Pratappura Road	Rural	10	27489

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Artificial Intelligence And Machine Learning,Artificial Intelligence and Machine Learning	48	Intermediate OR Diploma	English	30	30
UG	BTech,Civil Engineering, Civil Engineering	48	Intermediate OR Diploma	English	30	8
UG	BTech,Computer Science And Engineering,Computer Science and Engineering	48	Intermediate OR Diploma	English	120	117
UG	BTech,Electronics And Communication Engineering, Electronics and Communication Engineering	48	Intermediate OR Diploma	English	30	0
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	Intermediate OR Diploma	English	30	7
PG	Mtech,Computer Science And Engineering,Computer Science and	24	UG	English	18	14

	Engineering						
PG	Mtech,Mechanical Engineering,Mechanical Engineering	24	UG	English	9	5
PG	MBA,Master In Business Administration,	24	UG	English	90	46
PG	MCA,Master In Computer Applications,	24	UG	English	30	9

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	5				3				55			
Recruited	4	1	0	5	3	0	0	3	21	34	0	55
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				11
Recruited	4	7	0	11
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				14
Recruited	14	0	0	14
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.	4	1	0	3	0	0	1	6	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	20	28	0	48
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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	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	79	36	0	0	115
	Female	40	7	0	0	47
	Others	0	0	0	0	0
PG	Male	28	11	0	2	41
	Female	30	5	0	0	35
	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	46	30	6	29
	Female	32	21	4	22
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	6	7	4	10
	Female	3	8	3	6
	Others	0	0	0	0
General	Male	48	42	27	32
	Female	32	28	15	22
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		167	136	59	121

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	CTIEMT, Shahpur, 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, Indian Constitution, Foundation Course in Humanities, etc. Students are offered interdisciplinary subjects from open electives, Major and Minor degree program, add-on courses/certifications, events like Business Plan, Workshop on Python, Workshop on Deep Learning, Workshop on Game Development, Training on Railway Electrification Design, Importance of Case Study Design in B Schools 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 encouraged to use innovative teaching methods.
3. Skill development:	To ensure integration of vocational skills with technical education the institute has Centre of Excellence for Research & Innovation (CERI) department for imparting research-oriented skills, Campus to Boardroom program for strengthening soft-skills and encouraged faculty to upgrade their technical skills. The institute has an IIC cell and a MOU with industries for imparting industry ready skills. Various subjects including Universal Human Values, Essence of Indian Traditional Knowledge, Environmental Sciences are part of curriculum. Our core values of knowledge, character, excellence, integrity, transparency, quality, teamwork, and execution with passion, trust, continuous and student-centric learning are all closely integrated into our academic programs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As per the curriculum laid by the affiliating University, the institute offers subjects like, Essence of Indian Traditional Knowledge, Universal Human Values, etc. All courses are taught in English, but to rationalize communal and regional harmony, the faculty communicates with the students in English and vernacular. The festivals and events such as Baisakhi, Lohri, Diwali, Hindi Day, photography competition etc. are organised by 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:	As per the curriculum laid by the affiliating University, the institute does not offer any programs through ODL mode. The institute has developed many video and animated lectures, use ICT tools, encourages the students and faculty to complete, add on courses through various MOOCs platforms such as SWAYAM-NPTEL etc. We are having local chapter of NPTEL at our institute. We are also having many e resources like J-Gate, DELNET etc. The institution successfully imparted all its course content delivery in online mode during the COVID era.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes CTIEMT, Shahpur, 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 Sandeep Ranjan Nodal Officer, Rahul Kashyap, B.Tech CSE 5th , Campus Ambassador, Vikram Singh, Campus Ambassador , B.Tech CSE 5th .
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	The ELC at CTIEMT, Shahpur, Jalandhar has undertaken following activities: a) Voter awareness campaigns under Systematic Voters Education and Electoral Participation (SVEEP) for new voters' registration, electoral process and related matters

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.	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 CTIEMT, Shahpur, 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
449	363	373	542	669

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: 168

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

2.2

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

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

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
259.90	168.70	92.72	318.35	408.69

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institute strictly adheres to the curriculum delivery as per the IKG Punjab Technical University (IKGPTU) guidelines. In view of implementing the curriculum CT Institute of Engineering Management & Technology (CTIEMT) has effective mechanism as described under.

1. Preparing lecture plan
2. Implementing modern teaching aids
3. Evaluating learning of students
4. Reviewing course feedback
5. Improving course delivery

To support the above approaches, following well documented approaches are implemented:

- Institute's academic calendar based on the academic calendar provided by the affiliating university is prepared.
- The subjects are allocated after carefully considering the subject expertise of faculty members and by allocating the most experienced faculty in the domain for a respective subject.
- Instruction Plans (IPs) for theory as well as practical subjects for each of the subjects are prepared before the commencement of the academic semester.
- The faculty members employ learner centric techniques to ensure effective learning, such as peer to peer learning, group discussions, audio-visual aids, projects, working models, Quizzes etc.
- Expert lectures/Industrial Visits are organized to offer experiential learning to the students, the schedule for which is planned in advance via event calendar.
- Students are encouraged to ask as many doubts as possible during classroom discussion.
- The performance of students is monitored & enhanced through a multi-leveled approach by providing a variety of evaluation parameters,
    - Daily attendance of the students
    - Assignments & tutorial sheets
    - Mid Semester Tests (MSTs)
    - Class Tests/Quizzes/Seminars
    - Parent Teacher Meeting
- Students are encouraged to take part in co-curricular activities at various levels, such as, intra-institute, inter-institute, university and inter-university.
- Various industrial visits, technical workshops & seminars are conducted to bridge the gap between theoretical and practical knowledge.
- Syllabus Coverage Reports (SCRs) are analyzed before each mid-semester test to ensure the

timely completion of syllabus.

- Course files are prepared and updated throughout the semester to document all the components of internal assessment. The files are periodically audited by the Head of the Department as well as the Head of the Institution.
- The performance of students is analyzed after every mid-semester test and thereafter, appropriate action is taken to ensure the focus on improvement of slow learners.
- Saturdays are declared working in order to cope up with the loss of working days, if required.
- Remedial classes are organized for the week students whenever required.
- There are periodic classroom inspections done by the Head of the Department (twice in every semester) in the form of random visits during which thorough feedback is taken from the students to ensure effective curriculum delivery.

The internal assessment marks are prepared with full transparency which is further ensured by the academic audits conducted at institute as well as university levels.

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: 22

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: 17.53

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
90	60	90	100	80

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The crosscutting issues relevant to professional Ethics, Gender, Human Values, Environment and Sustainability. Human Values and Professional Ethics are well integrated in the Curriculum prescribed by IKGPTU. Moreover Several initiatives are taken by the institutional level as listed below:

1. Professional Ethics and Human values

In view of promoting the Human Values Professional Ethics among the engineering graduates the IKGPTU has introduced various courses in the curriculum.

- These courses enable students to know fundamental rights, directive principles, and the duties of citizens, to understand engineering ethics and their responsibilities, identify their individual roles and ethical responsibilities towards society.
- It helps to lead the life towards holistic and value-based living.
- The institute strives to inculcate ethics through various initiatives such as "Paying it Forward" wherein Students are encouraged to distribute old but usable clothes, stationary items and funds amongst old age homes, special need children and the needy ones.
- The institute is organizing various programmes under NSS to inculcate human values among students such as Blood Donation Camps, Tree Plantation etc.

2.Gender

- **Gender Equality:** It is a standard practice in the institute to give equal opportunities to all the students and maintain gender equality; in every class, there are two class representatives (CRs); one from each gender. Similarly, equal participation is encouraged in every co-curricular and extra-curricular activity.
- CTIEMT has provided separate hostel facilities for boys and girls with good infrastructure.
- Various seminars/workshops/events are organized for sensitization about gender awareness.
- **Women Grievance Cell**: Women Grievance Cell in the campus ensures to uphold the dignity of women and girls students.
- **Celebration of Special Days:** In order to keep the morale of female students/faculty in our male

dominated society; the institute enthusiastically celebrates special days such as Women's Day, Women Empowerment Day etc. which are meant for sensitizing women in current scenario.

3. Environment and Sustainability

- Environmental studies are a part of IKGPTU curriculum which provides information about ecology and environmental issues that apply to air, land, and water.
- NSS organizes various environment related programmes like Earth Day, World Environment Day, plastic free drive, seminars and guest lectures on environmental awareness etc.
- CTIEMT has installed solar power panel with 100KW 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.
- **Tree Plantation Drives:** The institute organizes several tree plantation activities from time to time so as to keep the students involved with the environment friendly campaigns.
- **Projects:** Students are encouraged to come up with innovative projects/ideas utilizing eco-friendly resources/techniques to materialize the concept of renewable energy and practicing sustainable marketing strategies to promote the consumption of environmental friendly products by the mass population.
- **E-Communication:** As a green initiative the official communications at various levels of the institute are done only via electronic channels.

1.3.2

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

Response: 59.91

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

Response: 269

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Action taken report on the feedback analysis	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 22.64

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
167	136	59	121	93

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

2022-23	2021-22	2020-21	2019-20	2018-19
417	417	417	627	666

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: 37.07

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
87	66	17	67	54

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
131	131	131	191	201

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: 6.91

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:

CTIEMT believes in the adoption of student-centric methods to enhance student involvement as a part of participatory learning and problem-solving methodology. Role plays, teamwork, debates, seminar, and case studies specifically, student-centric teaching methods are reflected in project work, field visits, industrial visits, and guest lectures. The student's centric methodology includes:

I. Experiential Learning

1. Project work

1. Project work is organised in two phases. 1) Minor projects and 2) Major projects; this is an essential element of B.Tech Programme.
2. Internships or Field Projects in Industry

3. Participation in competitions at various levels: For real-time exposure, students are encouraged to participate at the national and international levels.
4. The faculty identifies and proposes academically significant field visits and surveys.
5. Departments plan and organise the industrial visits for students to provide exposure to industrial work culture.
6. Guest lectures by eminent experts from industry and academics from across the world are organised to supplement the teaching process and provide experiential learning.

II. Participated Learning

1. Teachers adopt role play method especially in communicative and management courses to supplement Teaching by way of participative learning

2. All Departments organize various activities to promote the spirit of Team work. The activities and Camp of NSS, institutional social responsibility through Red Cross, Village Adoption, Tree plantation. Swachh Bharat and Health awareness camp to help the students to learn Art of living in a team for social and community welfare.

3. Debates are followed in many of the subjects where students are required to come with different opinions, thought processes thus the learning process gets justified in the argue-mental way of learning.

4. Practical and workshops in all individual and group work under the guidance of teachers are also conducted.

5. Students are also encouraged to attend/participates in NPTEL/ MOOCs etc. certification courses.

III. Problem Solving Methodology

In order to augment regular teaching and learning, tutorial lessons are included in the course delivery to help students develop their problem-solving abilities. Free Wi-Fi on campus and free Internet access in the library encourage students to learn for themselves and engage in conversation. The value-added programmes that are available to second, third year and fourth year students help them become better problem solvers in addition to general aptitude and logical reasoning training.

Use of ICT enabled tools for effective teaching-learning process

In addition to the chalk and talk method of teaching, the faculty members are using IT-enabled learning tools such as PPTs, Audio enabled Video Clippings, and Online Sources, to expose the students to advanced knowledge and practical learning. Classrooms are furnished with LCD Projectors and an audio facility.

List of ICT enabled tools for effective teaching-learning process:

1. Online Lectures
2. Google Classrooms
3. Conduct of practical using Virtual Lab
4. Digital Library

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: 100

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
65	65	65	90	90

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: 12

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
19	12	8	3	3

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 process of handling internal examination-related grievances is available on the Institute website and is also mentioned in the guidelines for the conduct and evaluation of examinations. The Examination cell is an important component of the academic work.

- The examination and evaluation team is finalized by the Principal office.
- Circular, Instructions/Guideline, Office Order, Notification received from the I.K. Gujral Punjab Technical University is dispatched to all departments.
- Distribution of Detailed Marks Card, Provisional and Degree Certificates to students.

Conduct of Internal Assessment Test (UG & PG)

- Regarding internal evaluation, the institute follows the rules established by IKG Punjab Technical University.

- Conduction of two MST's and special test (if required) for UG & PG program as per academic calendar.
- The examination team will circulate instructions for students, as well as for the invigilators.
- Invigilation duty roaster and seating plans are also circulated by the examination cell.
- All the answer sheets are centrally evaluated under the supervision of evaluation head.
- Once the evaluation is done, the answer sheets are shown to the students for their clarification and satisfaction.

Procedure for Conducting University Practical's / Viva Voce Examinations

1. The Principal appoints the internal & external examiner as per the IKG Punjab Technical University guidelines for the smooth conduct of the practical examinations.
2. All the particulars related to the practical examinations including project evaluation and industrial training shared with the all HODs and the date sheet of the same is shared with students and displayed on the notice boards.
3. The question paper designed by the external examiner for practical examination and the marks of

the exams are uploaded on the university portal.

4. After uploading the marks and attendance of the students, the award sheets are downloaded from the university portal. The award sheets signed by the examiners, HOD and Principal are submitted in the examination cell.

Conduct of University Theory Examinations

1. Applicants are allowed to sit in the examination with valid admit card.
2. The date sheet for the university examination is published by the IKG Punjab Technical University at least 15 days before the start of the examination. Odd semester university examinations are held in November/December and even semester examinations in April/ May.
3. As per the IKG Punjab Technical University guidelines, Principal appoints the Centre Superintendent, Printing Cell Coordinator (PCC) and Nodal Centre Coordinator.
4. A university representative (observer) appointed by IKG Punjab Technical University from affiliated institutes.
5. After the completion of examination, Superintendent delivers the sealed bags to the nodal office through the nodal centre coordinator.
6. A circular is published by the university to announce the start of central evaluation process.

Students Grievances:

We have student grievance committee to address the grievances. Grievances related to the internal assessment are brought to the notice of concerned teachers/ HODs for solution. s far as the evaluation of answer scripts are concerned subject faculty shows the answer key(s) to students, and if any scope of improvement of marks arises the answer sheets is once again evaluated.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The curriculum for a CTIEMT programme is created by IKGPTU using the following criteria: course outcomes (COs), programme outcomes (POs)/specific outcomes (PSOs), and programme educational objectives (PEOs). A bottom-up method is used for assessment and achieving these goals. the first stages of creating curricula and syllabi, which include formulating the program's educational objectives—a crucial first step in determining outcomes. The Department Academic Committee (DAC) suggests the

PEOs based on the department's vision and mission. The Board of Studies (HODs) reviews and analyses the recommendations before the principal CTIEMT approves them. Following that, the objectives are made public to the pertinent parties.

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 PEOs. The degree to which the curriculum complies with the requirements for mapping and achieving POs and PSOs is confirmed, and the curriculum is then put into practice with Academic Council approval.

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

To help students and others fully comprehend the purpose of curricula, Course Outcomes (COs) are provided for each course as pre-reading material in the curriculum and are positioned before the syllabus. The pupils' talents to execute or exhibit. Exam results are taken into account when creating assessment and evaluation questions in order to determine how many marks to assign and to support the mapping of strengths POs and PSOs.

The institution assesses whether programme and course outcomes are met.

POs and PSOs are assessed and attained using a bottom-up methodology, which involves first determining the achievement of various course outcomes, then mapping those outcomes to pertinent POs and PSOs, and then computing the POs and PSOs' outcomes and comparing them to goal values.

Steps Involved:

1. COs assessment matrix is prepared for every course based on assessment categories. Average marks obtained in assessments against items for each COs is taken as attainment.

2. Target is set by Course Coordinator, in consultation with Head of the Department. Attainment gaps are identified based on the difference between target and actual score.

3. From this result, attainment of each COs of the course is reviewed, analysed and if targets are achieved, it is inferred that COs is attained for that period.

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.

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 Test (IAT)

For each course in a semester, two or three IAT 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.

End Semester Examination (ESE)

- Set target level of 60% of the maximum university marks in a course
- Calculate the % of students scored of 60% of the maximum university marks in a course (or reached 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 in ESE.

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 is called 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 1st-Sem. to 8th - 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: 90.39

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
108	82	152	224	196

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
116	88	157	225	257

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: 1.84

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
0	1.84	0	0	0

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:

CTIEMT thrives to provide platforms for students, research scholars, researchers, field experts and industry personnel to interact and work in partnership to initiate breakthroughs: fusing the uncommon, taking risks and thinking big.

IIC: The institute has an active Institution's Innovation Council under the Ministry of Education which conducts activities to motivate innovation culture among students and faculty. Several guest lectures, workshops and sessions are conducted inviting eminent researchers, faculty members and entrepreneurs. Students and faculty are guided to create employment opportunities by translating their innovative ideas into startups.

The main objectives are to:

- Invoke innovative ideas and increase job opportunities.
- Motivate students to participate in technology transfer management.
- Increase effectiveness and utilization of resources on research and development activities.

Research & Development:

The Institute strongly focuses on a research and development culture and for this a research policy has been created that motivates faculty and students to conduct cutting-edge research and publish research papers in journals and conferences of repute. Along with research, business incubation and startup/entrepreneurial values are also inculcated in the students.

Entrepreneur Development Cell:

The ED Cell was established in CTIEMT with a faculty Coordinator. The key vision of the cell is to shape the future entrepreneurs to transform the world for a better living. The mission statement for the cell is to create and foster entrepreneurial culture among students by identifying, training and motivating students to become entrepreneurs.

The Cell has the objective to create awareness of opportunities and benefits on entrepreneurship for students and make their dream business through innovative products and to develop entrepreneurial culture.

Overall Objectives:

1. Transfer of knowledge, methodology and practice of technology-based entrepreneurship and support to students with creative thoughts and ideas.

2. Encourage students and faculty to participate in innovation, idea generation and product development.

3. Create awareness on patents among faculty, students and researchers.

4. Link higher educational institutes and industries.

Functions

1. Workspace provision, connectivity and infrastructure facilities for the students to work.

2. Prearrangement of seed grant to transform an idea into products.

3. Arrangement of workshops on Entrepreneurship for students and faculties.

4. Provide training in latest technologies.

The main focus areas of all these activities include starting and managing a business, working on green energy initiatives and latest Information Technology areas. Students learn how to use cloud computing, artificial intelligence, machine learning, video editing and other skills to become entrepreneurs and create employment in the region. They are also enlightened about intellectual property rights and the laws that protect the interests of researchers and entrepreneurs. Students visit incubation centers in the industry and

get first-hand information from experts working in technical domains like mechanical engineering factories and IT companies.

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: 52

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
17	20	15	0	0

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: 0.64

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
20	26	17	16	29

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: 7.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
400	412	10	132	250

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:

CTIEMT encourages students' social participation in sports and NSS activities such as health checkup camps, Swachh Bharat Abhiyan, traffic awareness drives and tree plantation etc. and also drives to achieve its goal of providing technical education with ethical values. General public is also encouraged to participate in these events.

Each activity under the NSS wing is monitored and guided by the faculty members. The attendance of the students in these activities is registered and they are encouraged by providing certificates. CTIEMT conducts various activities through NSS, and other forms of community development services. The

student's volunteer teams are formed under faculty coordinators and are involved in all college programs including technical & cultural fest, graduation day, and sports meet. During induction, the coordinators of these classes will educate incoming students on the benefits and scope of the extension activities. The information about the proposed activities is disseminated on the college notice board, circulars, web notifications, and also orally through interaction/ briefing by class coordinators.

The Institute has conducted events to promote women's empowerment and gender equality. Students participate in slogan writing, debates, plays and poster making to promote girl child education, female education, gender equality and female feticide awareness. Faculty members visit the rural schools to promote female hygiene and distribute sanitary pads to girls. Faculty conducted sessions for neighborhood women to educate them about women's rights and education.

Seminars on social and environmental awareness are periodically organized to make students socially responsible. Socio-economic magazines are made available in the library to bring awareness of social responsibilities. CTIEMT has made a conscious effort to promote social justice as a value in the learning process and administrative interactions. The institute helps the students in obtaining all types of scholarships provided by the state and central governments.

The institute has adopted surrounding villages and conducted drives for drug awareness, civil survey camps, Swachh Bharat Abhiyan and fogging. Student volunteers take pride in educating the general public about the importance of cleanliness and sanitation. The institute organized events for special children "UMANG" and felicitation of meritorious students of schools. It is in the culture of the institute to felicitate those who work for society, in this connection events like free raincoats distribution to traffic policemen and first aid kit distribution to commuters are organized. Students take part in tree plantation drives and vow to protect trees in their localities. A number of traffic awareness drives have been conducted with active participation of the faculty, students and the general public.

CTIEMT is conscious of its role in campus community connection, the well-being of its neighborhood and has initiated a number of community development activities. Our students actively participate in NCC and attend NCC camps organized by the affiliating battalion. Events like Yoga for Good Health and free physiotherapy-dental-ortho camps help in spreading health awareness in the community. The state-of-the-art computer laboratories of the institute not only benefit the students but also the rural neighborhoods as several digital literacy campaigns have been organized using them.

3.4.2

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

Response:

CT Institute of Engineering, Management & Technology (CTIEMT) was started in 2004 by the CT Educational Society which was established in the year 1997 by CT Group, has made a significant impact not only inacademics 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 received the ISO certification for institutions and the Certification of Excellence award from various renowned IT companies. In the recently conducted survey Rated **As 4-STAR (GOLD BAND)** In India by Stake Holder Sentiment Survey **2022**, Ranked in the **Gold Band** with **A Grade** (Higher Education Institution of Excellence) by OBE Ranking **2022** Outcome-Based Education, Rated As **4-STAR (GOLD BAND)** In India by Stake Holder Sentiment Survey **2022**, Positioned in **(Gold Band)** in India by India Academia Ranking **2023**, Positioned in **Silver Band** in India for Employability and Startup Ecosystem by **ESER 2023** Employability and Startup Ecosystem Ranking **2023**, **Positioned in the Gold Band in India for RESEARCH EXCELLENCE** by Research Excellence Ranking **2023, Positioned in the Gold Band in India for Mental Health and Wellbeing (MHW)** . 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 'Aakhri umeed 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.

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: 39

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
12	3	0	14	10

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: 28

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:

The institute is spread in 10 acres of land with boundary wall pedestrian friendly pathways are constructed in the whole campus. The institute is facilitated with different classrooms, seminar halls, workshops/ technology-enabled learning spaces, seminar halls, domain-based laboratories, ICT facilities, latest modern equipment for teaching, learning and research, conference room, Language laboratory etc.

Class Rooms

Well furnished, well-ventilated, well-constructed, proper lightning, curtains, well-built benches, and spacious classrooms are available for the smooth conduct of theory classes. The institute has ICT-enabled facilities.

Tutorial Rooms

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

Seminar Hall

The Seminar Hall is equipped with an ICT facility, centralized air conditioning and well-built sitting arrangements and Sound system.

Laboratories

There are different laboratories in the institute for Computer Science Engineering, Civil Engineering, Mechanical Engineering, ECE. The laboratories are categorized domain wise. All laboratories have all the latest equipment.

Workshops

Workshop practice is the backbone of the real industrial environment which helps to develop and enhance relevant technical hand skills.

Conference Hall

The Conference Hall is equipped with ICT facility, centralized air conditioning and well-built sitting arrangements and Sound system.

Auditorium

The Institute has North India's Largest Auditorium, Sardarni Manjit Kaur Auditorium with seating capacity of 1056.

Library

The institute has mass AC library which comprises Books on different subjects, reference books covering atlases, biographies, dictionaries, encyclopaedias, manuals, yearbooks, etc. Many newspapers, journals and magazines are available in the library. Library is Wi-Fi enabled. The library has got subscription of e-journals like Delnet and J-gate. Library Automation Software: "Nimbus" used for automating all the services of the library.

International Cell

The International Student Cell was established with the goal of providing international students with the best care possible throughout their stay.

CCPC Cell

Training and placement cell helps students to learn about the industry connections.

CERI

To promote the research activities, there is a separate Research cell named Centre of Excellence for Research and Innovation (CERI) in the Building of CTIEMT.

Transportation

The institute is providing transportation facility to the students on all important routes. Trained and experienced drivers are hired.

Hostel

The institute has two Hostels separately for Boys and Girls with capacity of 720 students. Hostels are equipped with Wi-Fi. CCTV cameras are installed on different locations.

Bank

The institute has a branch of PNB Bank with ATM facility too.

Medical Facility

The institute has a dispensary where first aid medical treatment is provided to the students and the facility of ambulance 24*7 throughout the year and also has a multi-specialty hospital named CT Medicare Complex, situated near main gate.

Recreation Facilities

The institute has excellent sports facilities for both indoor and outdoor games. It includes cricket ground, football ground, volleyball court, badminton court, table tennis court, facility to play throw ball, chess, carom.

Gymnasium and Yoga Hall

The institute provides gym and Yoga facility for everyone.

Cafeteria

Café area and even a moving canteen van is also available.

4.1.2

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

Response: 15.93

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
11.51	0.65	0	4.47	182.29

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library of the Institutions has user-friendly infrastructure including a spacious hall, digital section, airconditioned well-ventilated premises with well-maintained library shelves and special attention is given to the upkeep of the library. The library proves as a backbone of academic and research activities of the Institution. The library is fully devoted to fulfilling the need of Engineering technology & Management students and faculty. It has a wide range of Publications in the field of Computer, IT, Civil, Mathematics, Physics, Electronics, and Electrical Engineering along with Management Humanities, Economics, Statistics, Communication skills etc.

The Institution has adopted an open shelf system that offers freedom to students to visit, browse, read, and explore any document available on the shelves. Apart from the print collection, the library has a subscription to engineering and technologies and a management-related online database which after an existing collection of full-text resources in all areas of engineering and management. Photocopy facility is also available in the library. The library is open on all days except National and other University holidays. The library remains open from 09:30 AM to 4:30 PM from Monday to Saturday.

The institute has mass library which comprises of Books on different subjects, reference books covering atlases, Biographies, Dictionaries, Encyclopaedias, Manuals, yearbooks, etc. Students and Faculty frequently visit library to enhance knowledge and to explore more. Around 300 students and faculty members visit library daily *and around 200 access* online resources available in the library. Many newspapers, journals and magazines are available in the library. Library is Wifi and LAN enabled and *having a seating capacity of 150 persons.* There are separate corner stands for newspapers and separate reading room area. The library has got subscription of e-journals like Delnet and J-gate. Libraries are not only the places to think but also an informal work area where students gather to collaborate. The library services are the cornerstone of the education system at CTIEMT through acquisition, organization, and dissemination of knowledge resources. The library works under different sections. The library is fully automated with barcode system.

The library services are the cornerstone of the education system at CT Institute of Engineering Management and Technology through acquisition, organization, and dissemination of knowledge resources. The library works under different sections.

- **Acquisition Section**
- **Circulation Section**
- **Periodical Section**
- **Research Section**
- **Multimedia Section**
- **Reading Section**
- **Reference Section**
- **Competitive Section**
- **Back Bound Volumes Section**

The following services are provided in the library:

- **Current Awareness Services**
- **Interlibrary Loan Services**
- **OPAC (Online Public Access Catalog)**
- **Access Services**
- **Book Bank Services**
- **Reprography Services**
- **Book Reserve Services**

Name of ILMS Software: NIMBUS

Year of automation: 2006

Book Bank Facility

The book bank facility is provided only to students belonging to economically challenged groups and communities

Career Guidance Books

Books and journals relating to different competitive examinations like IAS, Career / Service Oriented programs and other documents related to the subjects are available for consultation in the libraries.

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:

Technology use in education is gradually changing how education is delivered. The IT infrastructure of the CT Institute of Engineering Management & Technology has been established and is continually improved to facilitate cutting-edge teaching, learning, and research activities.

As soon as the university added new subjects to the curriculum, the institutions moved quickly to upgrade the labs with the newest configuration of technology. The fibre optics-related building is owned by CTIEMT.

Both employees and students have free access to the internet in both academic institutions and dorm rooms using their smartphones, tablets, or laptops. Institutions have raised their Internet capacity from 100 Mbps to 190 Mbps to accommodate the demands of academic, research, and administrative tasks as a result of changing curricular requirements. The hardware and software of the systems are updated as

necessary to meet the academic needs of students and teachers and enable them to effectively complete the standards set out by the curriculum.

A traditional IT infrastructure is made up of the usual hardware and software components: facilities, data centres, servers, networking hardware, desktop computers and enterprise application software solutions.

Hardware Infrastructure

Hardware comprises the physical parts of a computer that can be touched, and infrastructure comprises the physical hardware used to connect computers to other computers and users.

The computers equipped with 16GB/4GB/2GB RAM with i7/i5/i3/AMD/Core2duo/dual core processor, 1TB/500GB/350GB HDD with network facility available across the institute with required software. Cisco 2960 Series Router, D-Link Managed Switch DES-3052 L2, D-Link-Link Web Smart Switch DES-1210-52 L2, D-Link Switch DES-1252 network switches etc. Online UPS backup.

Wi-Fi facility with a speed of 160 Mbps Around 60 Access Point (Wi-Fi)

The Institute has System Administrator with adequate team members for maintenance and support of the ICT infrastructure. Surveillance cameras are installed at strategic locations of the institute for safety and security purposes. 128 Closed Circuit Television cameras (CCTV) are placed at the various locations of the institute and hostels are controlled by a central monitoring system

Software Infrastructure

Software-defined infrastructure consists of fully virtualized computer, networking, and storage resources that are logically pooled and can be managed as if they were software. This allows policy-based infrastructure provisioning and enables IT automation. A software development infrastructure typically consists of tools, processes, and services used to develop, test, deploy, and manage software applications.

Operating systems: Microsoft windows and Linux.

Firewall: Sophos XG-310 Labs equipped with Canon/HP printers & Canon Scanners. Communication Language Lab with software and digitized audio-video materials to develop communications skills among students. Computer Labs, Library (Winning edge learning), and Communication lab (Wordsworth) have the latest software. Open-source software (SciLab, OpenProj, Dreamweaver, Autodesk Software).

4.3.2

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

Response: 1.68

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

Response: 268

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: 24.09

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
73.15	74	9.09	125.36	19.09

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](#)

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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: 43.11

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
149	300	111	195	278

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

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 66.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
248	211	255	388	482

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: 63.65

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
79	66	100	125	115

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
108	82	152	224	196

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: 5.43

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
3	8	0	1	0

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: 16

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
07	0	0	3	6

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: 35.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	47	14	24	30

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 CTIEMT Alumni Association (CTIEMTAA) 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 alumni association was registered in 2023 with register no. DIC/JAL/OL/087 of 2023-24 dated 23-06-2023. The main objective is to enroll all alumni as members of the association and facilitating active participation of the alumni 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 CTIEMT has changed its strategy regarding interaction with the alumni. Most of the alumni during their weekend will be available in Jalandhar 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 are involved for curricular gap identification and development of value added course module.

Interactive Sessions: The alumni association helps in holding interactive sessions to motivate current students about the employability and educational opportunities abroad. They share their opinions insocial networks, blogs and forums.

Industry connect: Alumni helps in establishing MoUs with industries. The alumni those who are entrepreneurs arranges industrial visits to the students and provide inputs on how to start a new venture to turning them in to job providers. The Alumni extend their support for student internship.

Mentorship: Alumni can play an active role in voluntary programs like mentoring students in their areas of expertise. To utilize the rich experiences of old students of the Institute for the benefit to assist the students in securing suitable jobs.

Placements/ References: The alumni network of a Institute is one of the biggest sources of placement opportunities to the students. Alumni can help students in referring to companies and get placed at their respective organizations. The Alumni conduct mock personal interviews and job-oriented training.

Generosity: Few of the alumni of various departments have donated text books for departmental library to keep available for utilizing by poor students. Alumni also donated Rs 51000 for library books.

Administration: Alumni are members in IQAC and provides inputs for imparting quality system adaptive to recent trends and requirements of industry.

File Description	Document
Upload 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 prospective 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, National Social Service (NSS) and National Cadet Corps (NCC) 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.

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 CTIEMT 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 CTIEMT towards a NAAC Accreditation by 2023 • To Participate in various rankings of national repute like NIRF and ARIIA rankings.
Physical Infrastructure	• To well maintain classrooms, seminar halls and conference halls. • 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

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 CTIEMT 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. Low cost medical consultancy and treatment for common ailments through the CT Medicare Complex.
8. Provision of Special Leave to the existing faculty for the pursuance of their higher studies like PhD.
9. Faculties are encouraged to write and publish books or monographs and incentives are provided.
10. Incentives will be given to the faculty member for publication in national/ international journals of Repute.
11. The institution will pay the registration fee, TA & DA and provide OD (On-Duty) for research paper presentation in the conferences.
12. 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, Principal and Management. Annual increments and promotions are granted after the approval of the management as per the laid down procedures.

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: 41.33

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
23	26	24	42	40

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3

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

Response: 69.16

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
53	56	54	72	70

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
10	9	9	9	29

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.

CT Institute of Engineering, Management & Technology 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 departments 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

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 CTIEMT 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.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender Equity Measures by the Institution

The Institute has implemented various practices at work culture where students, faculty, and non-teaching staff can work together in an atmosphere free of gender discrimination, gender violence and sexual harassment and with a sense of personal security and dignity. The Institution always initiates the promotion of gender equity such as awareness camps, campaigns, seminars on gender equality, etc. which helps in ensuring the students understanding regarding the importance of gender dignity as well as equality.

Female and Male Security Guards

The Institute has enough number of security guards to keep an eye on the entry of everyone in the campus around the clock. The institute has not only appointed the male security guards but the female security guards also for the proper safety of girl students and female staff. The institute has check posts at various points like entry gates, girl's hostel, boy's hostels etc. The entry registers are maintained at these check posts for the visitors.

CCTV

The institute has CCTV surveillance at every point of campus as well as in the boys and girls hostels for safety and security purposes.

Women Grievance Cell

To facilitate a gender-sensitive and congenial working environment at CT Institute of Engineering, Management and Technology, women grievance cell has been established as per the guidelines of UGC. Any female student or female employee (teaching/non-teaching/admin) can approach the cell.

Counseling

A mentor is assigned to each student at the institute for a strong mentor-mentee system. Students are continually observed and monitored for personal, academic, and psychological well-being by regular meetings conducted by mentors.

Sanitary Napkin Disposal Machines

The institute has installed sanitary napkin disposal machines. A Dispensary is also available inside the campus with doctor and bedding facility.

Common Rooms

The Institute has separate common rooms for boys and girls so that they may utilize the free lectures by studying, completing their pending projects and general conversation.

Annual Gender sensitization action plan

Year	Gender Sensitization Plan
2022-23	Lohri Dhiyan Di
	Awareness Camp on Women hygiene: Free Distribution of sanitary Pads to underprivileged girls in nearby villages
	Women Empowerment Award
2021-22	Teej Celebration
	Lifetime Achievement Award Celebration
2020-21	Seminar on Entrepreneurship – Nayi Neev
	Women's Day - Lecture by Ms. Manjit Kaur, SP , Jalandhar
2019-20	Teej Celebration
2018-19	International Women Day

File Description	Document
Upload 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: B. Any 3 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:

CTIEMT organizes United India Fest to celebrate the festive season and spread the message of oneness. Its chief aim is to showcase unity and togetherness among various states. In this fest, students of different states namely Jammu & Kashmir, Punjab, Gujrat, Kerala, Karnataka, Madhya Pradesh, Himachal Pradesh, Bihar, Mizoram, West Bengal and Sikkim. Students present different dance performances, songs, and relish Indian regional cuisines. Special exhibitions including monuments, archaeological objects, architectural designs, wildlife, landscapes, geological supremacies, antique acquirements, cultural and allied art, and other dominances of different parts of the nation are presented. This day, our students participate with full zeal and zest to present the diverse and enriched culture of different states of India.

Our institution is committed to the holistic and integrated development of our students and inculcates human values and ethics so that they may become the responsible personalities. Students from different religions, communities, and states are always treated equally. We are always keen to look for an opportunity where the students get an opportunity to mingle with students from different institutions

having different cultural backgrounds. Several activities and events are organised around the year to make our students aware of the qualities of tolerance and harmony towards cultural, regional, linguistic, communal socio-economic development and the issues related to serving humanity and global warming.

Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens

Education is the hub of all ramifications of progress. CT Institute of Engineering, Management & Technology always believes in providing the salubrious environment to the students and faculty to educate them regarding our constitutional rights, values, duties and responsibilities is one of the primary responsibilities to fulfill through various means. Our students must learn about the moral duties of a good citizen and side by side rights given by the constitution of India, different kinds of events are organized in the institute. Sensitization of students and employees of the Institution to the constitutional obligations is brought into practice through curriculum as well as through extra-curricular activities. Many of the subjects offered have topics which give the students insight into environment acts, wildlife protection act, forest act, global environmental concerns etc. Awareness programs and interactive exhibitions on the Constitution and Human Rights are organized to sensitize students and employees of the institution so that they may learn individual constitutional obligations of every person. The mission and vision statements of the institution also uphold constitutional duties of the citizens. Development programs have been organized on different aspects of responsibilities in personal and professional life touching upon the constitutional obligations. Value education is given to mould students personality into law abiding, responsible and valuable citizens of our nation. Students who achieve value education in the institution and follow constitutional principles are better able to cope with variety of situations related to nation's interest. The students of this institution are aware of their right use of vote and participate in the protection of human rights and constitutional obligations.

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I

1. Title of the Practice: Value-based system and Personality Development

2. Objective of the Practice:

- Making students good personnel in the society.

- Training students to become responsible citizens.
- Improve professional behavior in students.
- Improving student personality.
- To inculcate Indian culture and ethics in students.
- To develop a spirit of gender sensitization.
- To empower girls with physical and emotional strength.
- To create awareness among the girls about their civil rights.

3. The Context:

- It is the primary function of any educational institution to inculcate values and ethics in the students so that they can improve in overall and compliance contribution to the community and the country.
- The organizational constructive practices always keep an eye on student's academic and all-round development.

4. The Practice:

- Conducting of various Personalities Development programs.
- Conducting blood donation camps.
- Implementation of Anti ragging rules.
- Initiating to conduct various activities related to gender-based program.
- Conducting of fire safety and road safety programs.
- The organization of various cultural events.
- Creating awareness among the people in and around the institution about environmental protection.

A. Curricular Activities:

- ICT enabled teaching-learning.
- Remedial coaching to weak learners and attention to advanced learners.
- Academic, personal and psycho-social counseling to the students.
- Book bank facility to advanced learners and needy student of the college.
- Exposure to the students to advanced learning and skills through expert lectures, seminars, workshops etc.
- Conducting value added courses to enhance the employability and skills of the students.

B. Co-curricular and Extra-curricular Activities:

- Co-curricular and Extra-curricular activities are the components of non-academic curriculum and help to develop various facets of the personality development of the students.
- Organising field and exposure trips.
- Each department conducted the inter department and inter class competitions such as Quiz, Extempore, Dance Competition, Skit Competition, Obstacle Challenges for Teams, Drama etc.

5. Evidence of Success:

- It is found that our students have perseverance on human values.

- Learners are able to organize different cultural events on their own without any charge of misconduct.
- There is no ragging case in the premises.
- The activities have a possible effect on the students especially girls. Programs on legal awareness, physical training, self-defense etc. help in developing personal, social and professional skills needed by girls.
- Learners voluntarily participate in various CSR activities.
- The prizes and awards won by the students in technical and other academic events emphasized the impact of the programs.
- The academic and non-academic skills, imparted throughout the year, ensure holistic development of the students.
- The evidence is reflected in the on and off-campus placements of the students and in development of their entrepreneur skills.

6. Problems encountered and resources required:

- Time management and crowd management are the major concern as there are many academic and non-academic activities moving in parallel. However, these problems are collectively solved with the utmost involvement of the principal, HODs & staff.
- In some activities there is a limitation on the intake of student participants which poses a hindrance owing to the enthusiasm of the students.

Best Practice 2

1. Title of the Practice: Green Campus Initiatives

2. Objectives of the Practice

- To ensure the protection of living beings from the effect of environmental pollution.
- Clean Green surroundings by planting trees.
- Conservation as well as generation energy.
- Adopting and encouraging several green initiatives.
- Accurate use of available water.
- Effective waste management.
- Awareness regarding environment degradation.
- Maintenance of greenery in and around the campus.

3. Context:

To ensure safety from global warming, we must pursue environmental protection. The most prominent reason for these problems is that people are consuming natural resources faster than they can be replenished. Therefore, nature conservation has become the intrinsic part of the institution which

provides a conducive learning environment. Our institution believes in educating and raising awareness among students on renewable energy sources, waste management, and recycling. It assists in originating responsible attitude towards the environment and rewards long term commitment for the improvement of the degradation. We have taken remarkable steps in the areas of energy, facilities, water, and cleanliness, heading towards the development of an environmentally sustainable campus, and spread the concept of an eco-friendly culture.

4. The Practice:

Higher education cannot restrict itself to merely providing academic training. To achieve Green Campus status, our institution makes significant progress in campus community by focusing on water, waste, energy, biodiversity etc. We are leaving no stone unturned in making our students sensitive and responsive to the environment. To set an example and inspire all stakeholders to opt for environment friendly alternatives. CTIEMT has initiated the following practices.

- Numerous tree plantation drives.
- Energy Conservation System.
- Use of LED lights.
- Watering plants without wasting.
- Water harvesting system.
- Clean drinking water.
- Compost Pit.
- E-waste management.
- Exhaust fan is installed in the laboratory to expel hazardous gases.
- Bore well recharge pits are constructed on the college campus for harvesting the rainwater.
- Renewable energy like solar energy.
- Signboards/posters are displayed on the college campus for encouraging ideas of plastic-free campus.
- Noise pollution and environmental awareness.
- The college organizes seminars/workshops etc. on environment-related issues.

5. Evidence of Success:

- The Institution has developed the green campus in such a beautiful manner to transformed the campus into an eco-friendly one.
- Signboards and display boards have been contributing to make the campus clean, green, and environmentally sustainable.
- Through workshops/presentations/seminars/NSS/drives, students are made realized of their duties towards the environment.
- A mandatory subject on environmental awareness is taught.
- Our students visit nearby villages for educating the local people which leaves an impeccable impression on society.
- Water conservation methods employed are helping maintaining gardens and campus green and eco-friendly.

6. Problems Encountered and Resources Required:

Our institution has also been facing some limiting factors that restrict the campus to go green.

- Persistent power cuts force the institutions to use gensets.
- Hard to inculcate perfect self-sustained approach in students.
- The Institution needs government support for a sustainable future for human family.

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 Engineering, Management & Technology to promote healthiness, robustness and fitness awareness. This marathon came into existence in 2007. Along with this race for a humanitarian cause, CTIEMT 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 Engineering Management and Technology. 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 Engineering, Management & Technology 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:

 a) **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.

 b) **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.

5. CONCLUSION

Additional Information :

- Visionary and Committed Management.
- ISO 9001: 2015, ISO 14001:2015 Certified Institution
- Excellent Infrastructure with state of art laboratories, ICT enabled classrooms, Modern Learning Sources
- Conducive Environment for the overall development of the students and Faculty.
- English Language Lab with latest learning software.
- Implementation of CBCS and Outcome Based Education.
- Eminent and Experienced faculty.
- Active CCPC Cell
- Dynamic Mentoring system for students.
- Promoting E-learning through NPTEL, Swayam platforms etc.
- Encourage students towards project-based learning / innovative thinking skills.
- Industry- Institute -Interaction-Cell Providing a platform for student's practical training in terms of projects, internship, Industrial visits etc..
- Central air-conditioned Auditorium with modern facilities.
- Ragging free campus.
- Active student participation in community welfare programmes.
- Democratic governance through decentralization of responsibilities and participative management.
- Back Log Reduction Program for weak students.
- Uninterrupted power and Internet facility
- Safety and Security: The Entire Campus is under CCTV surveillance.

Concluding Remarks :

CT Institute of Engineering, Management & Technology (CTIEMT) was started in 2004 by the CT Educational Society which was established in the year 1997 by CT Group. The state-of-the-art infrastructure, amenities andother support services provided in the campus has nurtured the student growth as well as the learning process. CTIEMT with its defined vision has abled to provide the holistic growth of students. Research culture and the building 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. In the future, CTIEMT hopes to reach greater heights in its pursuit of greatness. The institution's principal priorities continue to be the pursuit of academic achievement and the holistic development of its students. In order to fulfil the institution's vision, mission, and values, the faculty members band together in a passionate effort to improve and maintain high-quality education. Because of the institution's commitment to societal responsibility, both faculty and students have the chance to serve society. The institution currently may claim of activities and accomplishments with relation to the social responsibility and academic quality.

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 :22 Remark : Input edited as per supporting documents
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
---	---	---	---	---
397	338	344	409	513 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
90	60	90	100	80	 Remark : Input edited as per 1.2.1
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Remark : Input edited as per supporting documents
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	

22-02-2024 09:53:24

108	82	152	224	196

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
108	82	152	224	196

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
115	88	157	225	257

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
116	88	157	225	257

Remark : Input edited as per supporting documents

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
6.21	1.84	7.38	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1.84	0	0	0

Remark : Input edited as supporting documents can not be validated

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

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

Answer before DVV Verification:

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

| 20 | 22 | 19 | 0 | 0 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	20	15	0	0

Remark : Input edited as some workshops are not as per sop

| 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 |
\|---\|---\|---\|---\|---\|
| 600 | 758 | 10 | 141 | 276 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
\|---\|---\|---\|---\|---\|
400	412	10	132	250	 Remark : Input edited as per supporting documents
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	 |---|---|---|---|---|
15	4	0	16	14 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---|
12	3	0	14	10	 Remark : Input edited considering only extension and outreach programs
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 :28
	  Remark : Input edited considering only functional MOU

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)**
	
	   4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
	     Answer before DVV Verification : 280
	     Answer after DVV Verification: 268
	
	     Remark : Input edited as per supporting documents

5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*
	
	   5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**
	     Answer before DVV Verification:
	
	     Answer After DVV Verification :
	
	     Remark : Input edited as per supporting documents

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:
	
	     Answer After DVV Verification :

Answer before DVV Verification (5.1.1.1):

2022-23	2021-22	2020-21	2019-20	2018-19
355	280	273	362	411

Answer After DVV Verification (5.1.1.1):

2022-23	2021-22	2020-21	2019-20	2018-19
149	300	111	195	278

Answer before DVV Verification (5.2.1.1):

2022-23	2021-22	2020-21	2019-20	2018-19
82	69	122	133	135

Answer After DVV Verification (5.2.1.1):

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

| 79 | 66 | 100 | 125 | 115 |

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
108	82	152	224	196

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
108	82	152	224	196

Remark : Input edited as per supporting documents

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
20	0	0	5	33 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
07	0	0	3	6 | Remark : Input edited as per supporting documents
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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
53	56	54	72	70 | Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
23	26	24	42	40

Remark : Input edited as per supporting documents

7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per supporting documents

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations