



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

INSTITUTE OF ENGINEERING AND TECHNOLOGY

**INSTITUTE OF ENGINEERING AND TECHNOLOGY BHADDAL TECHNICAL
CAMPUS VILLAGE BHADDAL P.O. MIANPUR**

140108

www.ietbhaddal.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2025

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Founded in 1998

"Kandi Friends Educational Trust" under the dynamic leadership of great visionary Revered Er. Gurcharan Singh Ji established Institutions at Village Bhaddal to implement their vision and mission to impart Quality Technical / Professional Education to the students in the less privileged Kandi area. The Institutes provide practical and job-oriented technical education for emerging & existing occupations. The Institutes continuously upgrade their methodology to enhance professionalism amongst the students, industries and communities.

As of today, we are an Integrated Technical Campus approved by AICTE , CoA, UGC under section 2(f) & 12(B) and affiliated to IKG-Punjab Technical University, Kapurthala , PSBTE &IT –Chandigarh. The Campus has set itself a mission of creating ethical, moral and dedicated professionals who can play the role of global citizens. Till date more than 16000 IETians have graduated, distinguishing themselves as proud professionals in their respective occupations across the globe. To enhance the teaching skills of our existing Faculty & Faculty from other institutions STTPs, under scheme of NME-ICT in joint collaboration with IITs, are regularly organized at IET Bhaddal Technical Campus.

Vision

To impart high-caliber professional education in the state of Punjab, especially to the underprivileged population in the Kandi area, with the aim of improving their socio-economic condition.

Mission

To establish state-of-the-art technical and professional institutes and their subsidiary institutes in the Kandi area.

To plan and implement rural development programs in the area surrounding the Institute. To raise awareness about education, health and socio-economic development among the rural populace of the area.

To achieve Excellence in each and every pursuit and to raise the standards of the Institute so as to attain an autonomous status.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Qualified, well-motivated and dedicated faculty and staff
- Professional Tie up with NIELIT Ropar for skill enhancement
- Campus is spread over an area of 60 Acres in a lush green pollution-free environment of Shiwalik

Foothills which provides the ideal environment for the development of mind.

- A long rich history: Oldest College for higher education in the region and serving the society in the less privileged Kandi Area since 1998.
- Affordable quality education to cater the needs of the marginalized section of the society.
- Career oriented courses.
- In-house training for the students.
- Balance of academic and practical learning.
- Existence of a well-structured calendar of activities.
- Strong linkage with industry
- Well-structured feedback system
- Skill Oriented education
- Spoken tutorials for all students
- Mentor- mentee programme to provide professional socialization and personal support to facilitate success in college and beyond.
- Promoting girl education with large number of girl students.
- Well-maintained sports and gym facility with modern equipment.
- Effective utilization of natural resources with roof-top solar plants, solar water heaters, water recycling, food recycling, etc.
- Several initiatives to enhance the environment within the College like green audit, energy audit and environment audit.

Institutional Weakness

- Low research output and less publication.
- Less links with international organizations.
- Limited Industry - Institute interaction due to limited accessibility and rural location reduces opportunities for students.
- There is a requirement of the Incubation Centre to create start-up ecosystem.

Institutional Opportunity

- Promotion of inter and trans-disciplinary research for overall development of society.
- Excellence itself through digital initiatives.
- Mentoring of Colleges in their status as tertiary institutions.
- Engaging development partners on issues.
- Links with other institutes of better performance
- Capacity to better research projects.
- Secure additional alumni support.
- Continue to secure funding to establish and support training programs from external funding sources.
- Develop quality online programs for students.
- Develop greater collaboration between workforce and academic departments.
- To expand interest in academic program and cultural activities.
- Increased value of higher education completion.
- To bridge gap between curricular & societal interests

Institutional Challenge

- Interaction & involvement of Industry experts in curriculum development, research, and student enablement due to remote location.
- Inadequate grant-in-aid for the creation of capital assets.
- Retention of faculty due to remote location of the Campus.
- Attracting international students on the campus.
- Students' response for social and skill development activities.
- Changes in market demand and skills required thereof
- Competing Education Institutions.
- Government policies on Education.
- Interaction & involvement of Industry experts in curriculum development, research, and student enablement due to remote location.
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- Competing Education Institutions.
- Government policies on Education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution was established in 1998 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 equality education transformation through its continuous monitoring. The university curriculum is well structured with the academic elements which mainly focus on skill based learning. The institution at its level analyses the curriculum and identifies the gaps which can be addressed by conducting Value Added programs. The curriculum is composed of cross cutting issues relevant to professional ethics, gender, human values, environment and 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 a reincorporated and the finalized academic calendar is distributed to all the departments for effective implementation.

Teaching-learning and Evaluation

The institution was founded by the management with the goal of providing affordable, scholarship-based

education to the Kandi Area's society. As part of the participatory learning and problem-solving process, the institution supports the use of student-centric approaches to increase student involvement. Project work, field trips, industry visits, and guest lecturers all incorporate student-centric teaching techniques, such as role plays, discussion, teamwork, seminars, quizzes, and case studies. Modern labs, standalone structures, and tastefully equipped administrative and recreational spaces are all features of the institution. The T-L-P can function more efficiently thanks to the academic infrastructure, which includes ICT-enabled classrooms, seminar halls, communication skill labs, a digital library of learning resources, a 10050 Mbps internet band width, a well-equipped auditorium, and other facilities.

Nearly 25-40% of total enrolled students belong to reserve categories. To enhance learning experiences, the TLP incorporates student-centered techniques such problem-solving techniques, experiential learning, and participatory learning. The teachers have received extensive training in the use of ICT-enabled resources. When presenting the material, a variety of techniques are used, such as the chalk and discussion approach, audio-enabled video clips, internet resources, PowerPoint presentations, and more.

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, Cleaning Awareness program, Say NO to Plastic campaign, planted 150+ saplings, initiated the use of cloth bags for the benefit of the general public. To promote the sense of belongingness, 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. Faculty has organized sessions for the public specially Career Guidance Metric & +2 Students, seminar on Road Safety Week and Career Counseling Fair. To promote entrepreneurship among the students, leading industrialists hosted webinar 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

Academic Wings:

- 65-acre campus aligned with AICTE standards.
- State-of-the-art classrooms integrated with advanced ICT facilities.
- Fully equipped laboratories, seminar halls, meeting rooms, and tutorial spaces.
- Sophisticated laboratory equipment maintained for robust learning experiences.

Innovation Center:

- Established to foster technical ideation and innovation among students.
- Facilitates the development of projects like electric vehicle models.

Laboratories:

- Cutting-edge laboratories for various academic disciplines.
- Provides practical experience aligned with industry standards.

Internet Connectivity:

- 50 Mbps leased line connectivity from Ishan Netsol.
- Reliable and uninterrupted internet access for campus-wide communication.
- Dedicated server room for network management.
- Comprehensive campus Wi-Fi coverage with secure login mechanisms.

Central Library:

- Extensive collection of books, magazines, journals, and digital resources.
- Automated with ERP Library software
- Web OPAC (Online Public Access Catalogue) for easy resource retrieval.
- Includes a Digital Library, e-journals, e-books, and NPTEL videos.
- Sections: Stack area, Reference, Circulation, Information Desk, CD/DVD, Photocopy/Scan.

Miscellaneous Facilities:

- Well-maintained lawns, ramps, gardens, and dispensary.
- Electricity backup, fire extinguishers, and CCTV surveillance.
- High-quality canteen with hygienic dining options.
- NSS facilities, generator, elevator, and RO water purifier.
- Training & Placement Cell for student development.

Infrastructure & Learning Resources:

- 31 classrooms, seminar rooms, boardroom, meeting rooms.
- 06 Computer Science labs, 12 Electrical Engineering labs, 10 Mechanical Engineering labs, 08 Civil Engineering labs, 3 Applied Science labs, 8 Workshops
- 16 ICT-enabled classrooms with projectors and Wi-Fi (50 Mbps).
- Centralized library with LAN connections
- 2 gymnasiums (separate for boys and girls), 1 yoga center (50 capacity).
- Cultural activities: Vaisakhi, Lohri, Teej, Holi, Diwali celebrations.

Computing Resources:

- 329 computer systems with LAN connectivity, i5 and i3 processors, 2GB/4GB RAM, 320GB/500GB HDD.
- Two dedicated servers for seamless network connectivity.

Wi-Fi and Internet:

- Robust internet connectivity provided by Ishan Netsol, with 50 Mbps backup.
- Bandwidth scaling based on data transmission during peak periods.
- Multiple Wi-Fi access points throughout the campus, including hostels.

E-Services:

- Cybrain ERP as a Learning Management System (LMS).
- Google Classroom for emergency continuity of learning.
- Bulk SMS facility for communication.
- Google meet for webinars, FDPs, short-term courses, and alumni talks.

IT Facility Updates:

- Student-to-computer ratio maintained at 1.32:1.
- Advanced i5 systems for research and projects

Student Support and Progression

Student support and progression are vital for academic success, offering resources like tutoring, counseling, career guidance, and mentorship. These services help students overcome challenges, improve performance, and achieve personal and professional goals. Effective support fosters a positive learning environment; ensuring students are equipped to thrive throughout their educational journey.

IET emphasizes holistic student development through various student activities, including:

- Sports Activities, Marketing Activities, Cultural Activities and Entrepreneurship Development. Regular technical, cultural, and social events organized by these Activities
- Student involvement is encouraged in the decision-making process with adequate representation in academic and administrative committees.
- Most of students avail scholarships and free ships from the government and the Non-government Scholarship Fund. Career counseling sessions are regularly held, focusing on:
 - Soft skills development
 - Language and communication skills
 - Life skills(Yoga, physicalfitness, health and hygiene ,self-employment and entrepreneurial skills)
 - Awareness of trends in technology

IET has well-established committees for addressing student issues:

- SC/ST Committee
- Grievance Redressal Committee
- Anti-Ragging Committee
- Internal Complaints Committee
- Numerous department-level associations encourage student participation in extracurricular and cultural activities.
- Numerous sports and cultural activities/competitions are organized annually.
- The alumni association of the institute is a registered body which significantly contributes towards the growth of the institution in the form of Peer mentoring, Career Guidance, and placements 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 Chairman provides direction and advice to the Director, who is in charge of the institute's academic, administrative, and financial affairs. To guarantee efficient operations in a variety of academic and administrative domains, the Director works in tandem with the Dean and Heads of Departments (HoDs). In addition, department heads further direct institutional priorities in collaboration with their teaching and non-teaching class in-charges. The Director appoints coordinators and chairpersons for each committee such as the Grievance Committee, Anti-Ragging Committee etc, maintaining consistent interaction to ensure efficient and effective functioning for the benefit of all stakeholders. Several institutional committees allow students to serve on them. Both participative management and decentralization speed up decision-making and support students' growth as leaders. The organization set up several institutional entities with clear objectives and functions to ensure effective operation. There are regulations and guidelines in almost every administrative area. The main sectors of administration, finance, student support, and examination all make use of e-governance. The institution is running under the umbrella of Kandi Friends Educational Trust which also runs Engineering and Management institutions. Teachers are consistently encouraged to participate in FDPs. At the end of the year, the management looks over the performance review. In order to provide high-quality instruction with careful planning and strict supervision, the school founded IQAC in 2012. At the proper times, the institution is subjected to administrative and academic quality checks.

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, crèches etc. The institution has facilities for alternative sources of energy and energy conservation measures viz. solar water heater, energy conservation using of LED bulbs. There is a separate mechanism for solid, liquid and E-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. IET bhaddal also focuses on the values and best practices within IET Bhaddal.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF ENGINEERING AND TECHNOLOGY
Address	Institute of Engineering and Technology Bhaddal Technical Campus VILLAGE BHADDAL P.O. MIANPUR
City	RUPNAGAR
State	Punjab
Pin	140108
Website	www.ietbhaddal.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	S S BINDRA	01881-224606	9888188883	01881-224606	principal@ietbhaddal.edu.in
IQAC / CIQA coordinator	Vishal Arora	01881-881224606	7837336429	01881-188124606	iqac@ietbhaddal.edu.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 minority 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	02-06-2014	View Document
12B of UGC	02-06-2014	View Document

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	08-05-2024	12	EoA
COA	View Document	16-07-2024	12	EOA

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	Institute of Engineering and Technology Bhaddal Technical Campus VILLAGE BHADDAL P.O. MIANPUR	Rural	28	26554

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,Department Of Engineering,CIVIL ENGINEERING	48	10+2 NM AND DIPLOMA IN BRANCH	English	30	11
UG	BTech,Department Of Engineering,ELECTRICAL ENGINEERING	48	10+2 NM AND DIPLOMA IN BRANCH	English	30	9
UG	BTech,Department Of Engineering,MECHANICAL ENGINEERING	48	10+2 NM AND DIPLOMA IN BRANCH	English	30	6
UG	BTech,Department Of Engineering,COMPUTER SCIENCE ENGINEERING	48	10+2 NM AND DIPLOMA IN BRANCH	English	60	58
UG	BArch,Architecture,B.ARCH.	60	10+2 WITH PHY AND MATHS OR DIPLOMA CIVIL OR ARCH	English	20	12
PG	Mtech,Department Of Engineering,ELECTRICAL ENGINEERING	24	BTECH EE	English	18	6

PG	Mtech,Department Of Engineering,COMPUTER SCIENCE ENGINEERING	24	BTECH CSE/IT	English	9	8
PG	MBA,Management,HRM FINANCE ETC	24	BBA/GRADUATION IN ANY DISCIPLINE	English	60	28
PG	MCA,Computer Application,MCA	24	BCA	English	30	17
PG	MArch,Architecture,M.ARCH.	24	B.ARCH.	English	18	11

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				32			
Recruited	1	0	0	1	1	1	0	2	13	19	0	32
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	6	5	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				7
Recruited	7	0	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	1	0	0	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	13	18	0	31
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	3	1	0	4

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	30	25	0	10	65
	Female	9	5	0	3	17
	Others	0	0	0	0	0
PG	Male	16	15	0	5	36
	Female	25	5	0	0	30
	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	9	23	13	4
	Female	11	11	15	9
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	3	3	3
	Female	0	3	2	4
	Others	0	0	0	0
General	Male	66	100	59	29
	Female	22	35	22	10
	Others	0	0	0	0
Others	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
Total		108	175	114	60

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>IET Bhaddal 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, seminar on cyber security, workshop on AI, Workshop on Big Data analytics, workshop on IoT, Importance of finance planning in B Schools etc. Various steps including attending seminars/webinars related to NEP 2020, while closely following the norms of the IKGPTU are followed.</p>
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2. Academic bank of credits (ABC):	IKGPTU, Jalandhar 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 training and placement cell 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, etc. are organized 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), Program Outcomes (POs) and Program Specific Outcomes (PSOs) for all its UG and PG Programs. All student assignments, Mid Semester Tests (MSTs) etc. are mapped with the CO. The assessment of answer sheets is done CO wise which leads to the attainment of COs, POs 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 also having many e resources free access in library such as e-books, e-journal etc.. The institution successfully imparted all its course content delivery in online mode through google meet during the COVID era.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes IET Bhaddal, Ropar 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: Mr Onkar Singh Nodal Officer, Gagandeep, 5th B.Tech EE, Jashanpreet Kaur, 5th B.Tech CSE, Lalit Kumar, 7th B.Tech CSE
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC at IET Bhaddal, Ropar 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 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 Ropar Administration in villages . 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 IET Bhaddal, Ropar 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

2023-24	2022-23	2021-22	2020-21	2019-20
427	436	345	340	489
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: 63

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

2023-24	2022-23	2021-22	2020-21	2019-20
28	24	24	24	29

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
90.49	80.14	107.43	36.83	80.01

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:

CURRICULUM PLANNING AND IMPLEMENTATION

FOLLOWING PROGRAMMES RUN AT IET BHADDAL

- 1 ENGINEERING
- 2 BUSINESS ADMISTARTION
- 3 COMPUTER APPLICATIONS
- 4 ARCHITECTURE

B.Tech (CSE, ME, EE, CIVIL), M.Tech (CSE, EE), MBA, MCA, B.Arch, M.Arch were among the numerous courses that these programs offered.

All academics are conducted in accordance with the guidelines provided by **I.K.G PTU**, which also issues an academic calendar that the institutes use to design their academic calendars based on activities such as internal exams, sports events, college festivals, and university examinations. The institutes are affiliated with **AICTE** through I.K.G PTU jalandhur, and NON-AICTE courses are offered through I.K.GPTU.

Workload is prepared by the department leader. Of all departments following the director's acceptance of the workload, a schedule is created and put into action.

It contains the start and end dates, as well as the dates of internal tests, college festivals, activities, and practice examinations. For every program, department heads create load distribution sheets. Following the director's acceptance of the load allocation sheet, the departmental timetable is put into effect, and faculty members create their course files and notes, which contain PowerPoint presentations, videos, assignment schedules, and other materials.

At the start of each semester, each faculty member provides the head with a day-by-day teaching plan that covers the entire syllabus in order to guarantee efficient curriculum delivery. HOD Getting together with students The Heads are in constant communication with their pupils. Frequent communication with each class's student council members guarantees that instructors finish their curricula on schedule and to the students' full satisfaction. Stakeholder feedback We can discover areas for improvement with the help

of the comments obtained through the student feedback.

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Workshops, seminars, and lectures Academic specialists from reputable universities are invited by each department to present expert speeches in their particular fields of expertise. In order to help students visualize what they have learned in the classroom in real-world industrial settings, each department also invites industry experts. It gives the pupils a better understanding of the real world. To further their education, students are encouraged to participate in internships and real-world projects.

The departmental activities improve the students' employability skills and are crucial to their overall development. The teaching of technical knowledge and its practical application are the main goals of these activities. By holding extracurricular events including soft skills, aptitude, technical quiz competitions, group discussions, debates, and industrial visits, among others, students' personality development is prioritized concurrently.

Within the allotted time, departments finish their syllabus, which includes both theory and practical.

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: 32

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

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: 34.32

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

2023-24	2022-23	2021-22	2020-21	2019-20
130	141	190	109	129

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 institute has incorporated a range of courses into the curriculum to address cross-cutting issues like gender, sustainability and the environment, human values, and professional ethics. Some of these courses focus on professional competencies, while others aim to instill general competencies like environmental sensitivity, social and ethical values, and human values. This strategy guarantees that students develop comprehensively.

- 1. Professional Ethics:** Professional ethics courses are provided to students in order to give them the soft skills they will need for their future careers.
- 2. Gender Sensitivity:** Students can engage with real-life situations through a variety of practical gender sensitivity activities, including fieldwork, community outreach, and gender sensitization initiatives run by the Internal Complaints Committee (ICC).
- 3. Human Values:** Social development activities that students and faculty members participate in include working with non-governmental organizations, setting up blood donation and health check-up camps, hygiene and health workshops, cleanliness drives, workshops on social issues, and caring for and feeding street dogs, among other practices.
- 4. Environment studies:** There is an environmental studies course in every undergraduate degree.

To increase understanding of environmental and sustainability issues, a range of events were planned for students in all programs, including seminars, workshops, guest lectures, industry visits, tree plantings, and field trips.

Provide the curriculum with a list and descriptions of the courses that cover human values, gender, sustainability, the environment, and professional ethics.

<https://ptu.ac.in/wp-content/uploads/2021/12/BTech-CSE-2021.pdf>

<https://ptu.ac.in/wp-content/uploads/2021/12/BTech-CE-2021.pdf>

<https://ptu.ac.in/wp-content/uploads/2021/12/BTech-EE-20211.pdf>

<https://ptu.ac.in/wp-content/uploads/2022/08/BBA-upto-6th-Sem.-2021-onwards-1.pdf>

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 66.51

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

Response: 284

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 34.8

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
128	214	147	68	84

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
347	347	347	347	454

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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: 25.79

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

2023-24	2022-23	2021-22	2020-21	2019-20
20	40	33	20	34

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
108	108	108	108	138

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.25

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:

IET Bhaddal 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. There are two stages to project work. One crucial component of the B.Tech programme is the completion of both 1) minor and 2) major projects.

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.

5. Departments plan and organise the industrial visits for students to provide exposure to industrial work culture.

6. To enhance the teaching process and offer experiential learning, distinguished academics and industry professionals from around the globe are invited to give guest lectures.

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, Quiz, 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

Tutorial lessons are incorporated into the course delivery to support students in honing their problem-solving skills in addition to regular teaching and learning. Free Internet access in the library and free Wi-Fi on campus allow students to interact and learn on their own. In addition to training in general aptitude

and logical reasoning, second, third, and fourth year students can participate in value-added programs that help them become better problem solvers.

Use of ICT enabled tools for effective teaching-learning process

To expose the students to advanced information and hands-on learning, the faculty members use IT-enabled learning materials such as Power Points, audio-enabled video clips, and online sources in addition to the traditional chalk-and-talk way of instruction. Classrooms are equipped with audio equipment and LCD projectors.

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

1. Lectures conducted online
2. Classrooms on Google
3. Using the Virtual Lab to do the practical
4. Online 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

2023-24	2022-23	2021-22	2020-21	2019-20
28	24	24	24	29

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: 10.08

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	2	2	2	4

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

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. G. Punjab Technical University is dispatched to 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 circulated by the examination cell.
- All the answer sheets are 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 and get signed.

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 observer appointed by IKG Punjab Technical University from affiliated institutes.
5. After the completion of examination, Superintendent delivers the sealed bags to the nodal centre.
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
Upload 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:

IET Bhaddal Technical campus, adheres to a clear and transparent educational framework by prominently stating and displaying Programme Outcomes (POs) and Course Outcomes (COs) for all its programs on its official website. This approach ensures that prospective and current students have a comprehensive understanding of their academic journey and objectives.

The POs and COs for all programs at IET are determined by the affiliating university, IKGPTU. These outcomes align with the university's vision and mission, emphasizing the holistic development of students. They cover a wide range of skills, including critical thinking, problem-solving, effective communication, ethical reasoning, and technical proficiency. The goal is to prepare students to meet industry demands and contribute positively to society.

Display and Implementation

As an affiliated college of IKGPTU, IET follows the syllabus and outcomes provided by the affiliating university. POs are displayed on the IKGPTU website IET's website, and within the college premises. This transparency ensures that students understand the skills and competencies they will develop throughout their studies. The information is regularly updated to reflect evolving educational standards and industry requirements, ensuring the curriculum remains relevant and effective.

At the beginning of each course, instructors explain the COs to students, ensuring they understand the objectives and expectations. This practice helps align students' efforts with course goals, fostering a focused and goal-oriented learning environment. Faculty members also develop CO-PO mapping matrices for their courses. These matrices, included in course files, illustrate how course assessments align with the intended outcomes, ensuring evaluations effectively measure students' progress toward achieving both COs and POs.

Continuous Improvement

IET is committed to maintaining and enhancing educational quality through continuous review and updating of the POs and COs. Feedback from students, faculty, and industry partners is crucial in this process, helping to refine and adapt the outcomes to meet evolving industry needs and standards. In summary, IET's approach to clearly stating and displaying Programme Outcomes (POs) and Course Outcomes (COs) underscores its dedication to high-quality education. By ensuring transparency in these outcomes, the institution helps students understand and achieve their academic and professional goals,

contributing significantly to their overall success and development.

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 programme outcomes and course outcomes are evaluated by the institution.

Response: Rubrics Process

Step 1: Define PEOs (Program Educational Objectives): 3 to 5

Step 2: Prepare POs (Program Outcomes - Same for all Engineering Branches):12 as per NBA guidelines

Step 3: Prepare PSOs (Program Specific Outcomes - Branch Specific): 3

Step4: Prepare Course Outcomes (Subject wise): 6

Step 5: COs of a Particular subject has to be covered as

1. First MST has to cover first 3 COS and 2nd MST has to cover rest of 3 COS

2.1st Assignment has to cover COs 1 and 2

3.2nd Assignment has to cover COs 3 and4

4.3rd Assignment has to cover COs 5 and 6 (Each CO must be covered at least twice in sectionals/assignments in a semester)

Step 6: Create CO and PO/PSO mapping

File Description	Document
Upload Additional information	View Document

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 91.03**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
96	75	84	144	210

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

2023-24	2022-23	2021-22	2020-21	2019-20
119	106	85	146	213

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.89

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

IET Bhaddal's focus on fostering collaboration between students, researchers, and industry experts is commendable. It creates an environment where innovative ideas can flourish, allowing for breakthroughs that bridge the gap between theory and practical application. The emphasis on thinking big, taking risks, and combining unconventional approaches can lead to exciting new advancements in various fields.

Integration of Indian Knowledge System (IKS): IET Bhaddal emphasizes the integration of the Indian Knowledge System (IKS) within its academic framework. The institute's library houses around 40 IKS books, providing access to traditional Indian wisdom. The institute regularly conducts seminars to keep faculty updated with the latest trends and knowledge, ensuring a holistic educational approach. In summary, IET Bhaddal has successfully created an ecosystem that nurtures innovation, integrates the Indian Knowledge System, and supports the transfer of knowledge and technology.

Awareness about IPR: Creating awareness about Intellectual Property Rights (IPR) in a college environment is crucial for fostering innovation, encouraging creativity and ensuring that students and

faculty understand the importance of protecting their inventions, designs and ideas. Here's a structured approach to raising IPR awareness:

1. Organize Workshops and Seminars.
2. Set up an IPR cell in the college to assist students and faculty in understanding, filing, and managing IPR.
3. Provide guidance on converting innovative ideas into patents or copyrights.

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.

The main objectives are to:

- Encourage creative thinking and expand employment prospects.
- Motivate students to take part in technology transfer management.
- Boost the efficiency and use of resources for research and development initiatives.

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 cum Training and placement Cell: The Entrepreneur cum Training and placement Cell was established in IET Bhaddal 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.

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 latest technologies 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.

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: 60

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	11	14	11	10

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.05

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	0	0	0

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

3.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	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:

Over the past five years, IET Bhaddal has shown its dedication to societal demands and holistic development by prioritizing social issues and engaging students in a range of activities. The institution has incorporated extension programs such as social outreach initiatives like camps, rallies, and awareness/training sessions, into the curriculum to encourage students to participate in community-building activities.

The college runs awareness campaigns regarding social issues including hygiene, cleanliness, and health among the villages. Expert discussions on subsequent extension activities, rallies, and other events are actively attended by our staff members and student volunteers are as follows:

Health Checkup Camp: In a step toward promoting health and wellness in rural communities, a **Health Checkup Camp** was successfully organized at **Hirdapur** and **Balamgarh Mandwara** villages. The initiative aimed to provide accessible and free healthcare services to the residents, ensuring early detection and prevention of common ailments.

Voter Awareness: Aimed at fostering a stronger democratic process, a **Voter Awareness Campaign** was organized to educate the citizens of **Hirdapur** and **Kakron** about the importance of voting and their rights as voters.

Blood Donation: In a heartfelt effort to save lives and promote the importance of blood donation, an awareness campaign for **Blood Donation Drives** was successfully conducted across the villages of **Partapgarh**, **Kakron**, and **Panjola**.

World Anti Drug Day: In a powerful initiative to raise awareness about the dangers of drug abuse and promote a drug-free society, **World Anti-Drug Day** was observed at **Bhaddal village**. The event aimed to educate the community about the harmful effects of substance abuse.

Save Girl Child: In an effort to promote gender equality and emphasize the importance of the girl child in society, a **Save Girl Child Campaign** was organized in various villages, including **Rampur**, **Purkhali**, **Raja Majra**, and **Balamgarh Mandwara**.

Anti Drug Awareness: In a concerted effort to combat the growing issue of drug abuse and raise awareness about its harmful effects, an **Anti-Drug Awareness Campaign** was organized in **Mianpur** and **Panjola** villages.

Carrier Guidance Metric & +2 Students: Aiming to assist students in making informed decisions about their future, a **Career Guidance Seminar** was organized at the **IET Bhaddal Campus** for metric & +2 students.

Career Counseling Fair: In a remarkable initiative to guide young minds toward their professional aspirations, a **Career Counseling Fair** was organized at **Maharaja Ranjit Singh Bagh, Ropar**.

Extension and outreach activities among students develop critical thinking skills and time management. Working outside with diversified social groups of peoples allows students to gain self-confidence and autonomy.

The Students and staff members of IET Bhaddal have arranged camps for Blood Donation in villages. Every year various activities were conducted to promote Swatch Bharat Mission, Yoga Day, Drug Awareness, and Say No to Plastic. Various activities were conducted to nurture and teach the importance of environment to students as well as villagers.

Under Unnat Bharat Abhiyan Scheme **IET Bhaddal**, has regular visited five villages namely Bhaddal, Purkhali, Mianpur, Panjola and Panjoli. Team members including faculty as well as students of our college visited the above villages and conducted Cleaning Awareness program, Say NO to Plastic campaign, planted 150+ saplings, initiated the use of cloth bags.

3.4.2

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

Response:

IET Bhaddal was started in 1998 under the dynamic leadership of great visionary Revered Er. Gurcharan Singh Ji to implement their vision and mission to impart Quality Technical / Professional Education to the students in the less privileged Kandi area. IET Bhaddal has made a significant impact not only in academics but also in Educational and Social Responsibility (ESR), extension activities, and community engagement with government and non-government agencies. The institution has been recognized and awarded for a range of extension initiatives, including health awareness campaigns, blood donation camps, rural education and technology awareness programs, development of rural-specific technologies, support for old age homes and orphanages, and contributions during the COVID-19 pandemic

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 Prabh Aasra (Universal Disabled caretaker Social Welfare Society) 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: 36

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	8	7	7	6

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: 07

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

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:

Academic Wings

IET Bhaddal spans 65 acres of pristine, well-maintained grounds, offering a comprehensive, self-contained campus aligned with AICTE standards. The institution boasts state-of-the-art classrooms integrated with advanced ICT facilities, alongside fully equipped laboratories, seminar halls, meeting rooms, and tutorial spaces, all designed to create an optimal educational environment. Sophisticated equipment is meticulously maintained across all laboratories to foster a robust learning experience.

Innovation Center

To enhance technical ideation among students, IET Bhaddal has established an Innovation Center. This facility has facilitated the development of various projects, including electric vehicle models, showcasing the student's commitment to advanced design and engineering.

Laboratories

IET Bhaddal is equipped with cutting-edge laboratories for each academic discipline, including industry-sponsored labs. These facilities are designed to provide students with access to the latest technologies and practical experience aligned with industry standards.

Internet connection

The college is supported by a dedicated 50 Mbps leased line connectivity provided by Ishan Netsol Services, ensuring uninterrupted and reliable internet access. A dedicated server room manages all network connectivity and administrative services across the campus. Additionally, the entire campus is equipped with comprehensive Wi-Fi coverage, featuring secure login mechanisms to safeguard network integrity.

Central Library

To foster a reading culture, the central library boasts an extensive collection of books, magazines, and journals. Fully automated, the library features resources on emerging technologies, personality

development, and preparatory materials for GATE, TOEFL, GRE, and GMAT exams. Complementing this, a digital library within the central facility provides access to e-books, e-journals, and NPTEL videos, supporting a commitment to continuous learning.

Miscellaneous facilities

The campus features well-maintained lawns, ramps, gardens, a healthcare center, and first aid facilities, alongside robust electricity backup, fire extinguishers, and NSS facilities. Comprehensive CCTV surveillance is in place at strategic locations, supported by a generator, elevator, and RO water purifier. The canteen offers spacious, hygienic dining with high-quality food. Additionally, the Innovative Project Cell and Training and Placement Cell deliver continuous support and motivation for student self-development.

Infrastructure and Learning Resources

S.No.	Description	Quantity	Remarks
1	No. of Class Rooms:	31	
	Seminar Rooms:	2	
	Board Room:	1	
	Meeting Room & Conference Room:	2	
2	Laboratories	CSE: 06 Nos	
		EE: 12 Nos	
		ME: 10 Nos	
		CE: 08 Nos	
		Applied Science: 3 Nos	

3	ICT Enabled Class Rooms	Total No of Rooms: 16 Projector: 16 Wi-Fi: Yes, 50 Mbps	
4	Library Facilities	Internet – LAN Connections e-Journal- 100+ e-Books – More than 100+	
5	Gymnasium	2 No's (Each 1 for Boys and Girls Hostel)	
6	Yoga Center	01 (With 50 Capacity)	
7	Cultural Activities.	Vaisakhi Celebration Lohri Celebration Teej Celebration Holi Celebration Diwali Celebration	

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

4.1.2

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

Response: 3.27

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise

during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
5.77	3.52	2.26	0	1.37

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
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library at IET Bhaddal serves as a pivotal knowledge hub, functioning as a premier Learning Resource Centre. It provides an extensive array of library services to students, research scholars, faculty members, and staff across the IET Bhaddal campus. The Library is dedicated to enhancing scholarly pursuits and supporting the institution's academic excellence by facilitating advanced research and comprehensive learning opportunities.

The Library is meticulously organized into specialized sections, including a spacious stack area, a dedicated Reference Section, a Circulation Counter, an Information Desk, and a Digital Library. Additional facilities include the Periodicals Section, Back Volumes Section, Acquisition Section, Technical Section, CD/DVD Section, Photocopy/Scan Section, and a Wi-Fi enabled environment, each designed to cater to the diverse needs of its users and enhance their research and learning experience.

The Library is fully computerized and automated through the implementation of ERP Library software, seamlessly integrated with Barcode Technology. Users benefit from the Web OPAC (Online Public Access Catalogue), which facilitates efficient retrieval of books, learning materials, and previous year's question papers, ensuring streamlined access to essential resources.

Automation in Library

Automation and Year of Automation Implementation of OPAC Software Fully / Partially Automated Digital Library Availability of Wi-Fi Year of Installation (Automation)	2023-2024	2022-23	2021-22	2020-2021	2019-2020
	Yes	Yes	-	-	-
	ERP	ERP	ERP	ERP	ERP
	Fully	Fully	Partially	Partially	Partially
	Automated	Automated	Automated	Automated	Automated
	Yes	Yes	Yes	Yes	Yes
	Yes	Yes	Yes	Yes	Yes
	2022	2022	2019	2019	2019

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

4.3 IT Infrastructure**4.3.1**

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

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

Response:

Computing Resources

IET-Bhaddal is equipped with state-of-the-art IT facilities for both students and faculty. The campus

houses 350 computer systems, all connected via LAN. These systems are configured with advanced i5 and i3 processors, complemented by 2GB/4GB RAM and 320GB/500GB HDD. Additionally, two dedicated servers in the server room ensure seamless network connectivity across the campus.

Wi-Fi and Internet

The campus benefits from robust internet connectivity provided by Ishan Netsol, which offers a 50 Mbps backup bandwidth. This bandwidth is subject to increase based on data transmission requirements during peak periods. For essential services, Ishan Netsol's Broadband Service maintains a consistent 50 Mbps bandwidth. Computers across various blocks are interconnected via LAN through strategically placed switches, ensuring seamless communication. Furthermore, the entire campus, including the hostel block, is equipped with multiple Wi-Fi access points to facilitate access to educational resources via both internet and intranet services.

E-Services

Cybrain (ERP) serves as an effective Learning Management System (LMS) at IET Bhaddal, facilitating the teaching and learning process by enabling faculty and students to upload class notes and assignments and manage attendance. Each faculty member and student is provided with a unique email address within the college domain. The IET Bhaddal website delivers comprehensive information for stakeholders. In emergencies, Google Classroom is utilized to ensure continuity of the teaching-learning process. Additionally, a bulk SMS facility is integrated within ERP to disseminate important messages to all students and faculty.

Training programs are conducted periodically to enhance the programming skills of both students and faculty, offered in both physical and virtual formats. A Zoom license has been procured to facilitate the organization of short-term courses, faculty development programs (FDPs), webinars, and alumni talk series, ensuring a comprehensive and flexible approach to professional development and knowledge dissemination.

Updating the IT facilities

In response to the incremental growth in student enrollment, the number of systems across all laboratories is systematically updated to meet AICTE standards, maintaining a student-to-computer ratio of 1.32:1. For research and project activities, the campus's Future Tech Research Centers are equipped with advanced i5 systems. Software, hardware devices, computer systems, and peripherals are procured as needed to support evolving requirements and ensure optimal functionality.

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

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 5.34**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 80

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 8.69**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
8.76	6.73	8.40	2.37	8.07

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
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 79.53

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

2023-24	2022-23	2021-22	2020-21	2019-20
430	407	356	349	78

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: C. 2 of the above

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

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: 65.24

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

2023-24	2022-23	2021-22	2020-21	2019-20
311	260	276	218	264

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: C. 2 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: 11

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	12	32	7	12

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

2023-24	2022-23	2021-22	2020-21	2019-20
96	75	84	144	210

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0.37

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.)

2023-24	2022-23	2021-22	2020-21	2019-20
01	0	0	01	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: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated

during last five years (organised by the institution/other institutions)

Response: 17.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
23	27	26	0	10

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:

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

Alumni Association:

The Alumni Association (IET BHADDAL) 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 2013 with register no. DIC/ROOPNAGAR 1522/2013-2014 of dated 30-04-2013. 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 IET has changed its strategy regarding interaction with the alumni. Most of the alumni during their weekend will be available in Roopnagar. 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. Alumni association helped to organize educational and industrial visits for the students. Recently our college constructed a commerce building and powers in the campus for which along with our parents. Institution's contribution money of our alumni donated generally to complete both these projects. Our alumni association plays very supporting and constructive role in the

overall development of the college.

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

Industry connects: 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 an 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.

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

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 in social networks, blogs and forums.

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 of IET

To impart high caliber professional education in the state of Punjab, especially to the underprivileged population in the Kandi area with the aim of improving their socio-economic condition.

Mission

- To establish state-of-the-art technical and professional institutes and their subsidiary institutes in the Kandi area.
- To plan and implement rural development programs in the area surrounding the institute. To raise awareness about education, health and socio economic development among the rural populace of the area.
- To achieve Excellence in each and every pursuit and to raise the standards of the institute so as to attain an autonomous status.

The Management and the Director campus enable the college to cater to the educational, social, cultural and economic needs of the society. Starting institutions of varied types reflects the management's commitment to provide higher education to the youth in rural settings thereby achieving the aim of providing quality education and socio-economic development of rural areas and generating awareness about technical education in the not much developed Kandi area of Punjab. The Institute offers neighborhood scholarship and many more scholarship schemes to local area students and weaker sections of the society to motivate them for higher studies.

Governance Structure

- **Leadership:** The governance of the Institute is led by esteemed individuals aligned with the institution's vision and mission. They oversee the strategic direction and ensure adherence to established policies.
- **Decentralized Operations:** The governance structure embraces decentralization, enabling effective delegation of authorities and responsibilities. This decentralized model facilitates swift decision-making and ensures responsiveness to evolving needs and challenges. Faculty members are designated as coordinators and conveners for the planning of seminars, workshops, conferences, and FDPs, and they are authorized to lead industrial tours and collaborate with industry professionals. Various committees are established to ensure the institute is implemented

and improved in an efficient manner. Under the direction of the various committees/cells, other units, such as the store, library, sports, etc., enjoy operational autonomy.

- **Shared Leadership and Participative Decision:** The institute fosters a culture of shared leadership and participative decision-making, wherein faculty members and staff are actively involved in the decision-making process. This strategy encourages openness, diversity, and group accountability. In order to ensure the institute runs smoothly and systematically, the principal, academic coordinator, and staff members are involved in defining policies and procedures, framing guidelines and rules & regulations pertaining to admission, placement, discipline, grievance, counseling, training & development, and effectively implementing them. Staff members are also involved in deciding academic activities and examinations to be conducted by the college.
- **Organizational Structure:** The Institute functions according to a systematic organizational structure that clearly defines job duties and reporting channels. Across departments and verticals, this framework improves efficiency and responsibility.

The institution has established various committees and cells to address specific aspects of governance, administration, and student welfare. These include:

- Internal Quality Assurance Cell (IQAC)
- Examination Cell
- Alumni Association
- Anti-Ragging Committee
- Grievance Redressal Committee
- SC/ST Welfare Committee
- Internal Complaint Committee (ICC)
- Library Committee
- Purchase Committee
- Finance Committee
- Hostel Committee
- Discipline Committee

Each of these committees and cells operates under the guidance of independent heads who make decisions aligned with the institute's policies and regulatory requirements.

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

6.2 Strategy Development and Deployment

6.2.1

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

procedures, etc

Response:

The leadership of IET Bhaddal oversees the institute and ensures coordination and efficacy through a systematic delegation of authority and duty as delineated in its organogram.

The Chairman provides direction and advice to the Director, who is in charge of the institute's academic, administrative, and financial affairs. To guarantee efficient operations in a variety of academic and administrative domains, the Director works in tandem with the Dean and Heads of Departments (HoDs). In addition, department heads further direct institutional priorities in collaboration with their teaching and non-teaching class in-charges. The Director appoints coordinators and chairpersons for each committee such as the Grievance Committee, Anti-Ragging Committee etc, maintaining consistent interaction to ensure efficient and effective functioning for the benefit of all stakeholders.

Service Rules, Procedures, Recruitment and Promotion Policies

In order to maintain efficient institutional functioning, the college complies with AICTE criteria by following clear service and conduct regulations, leave policies, recruitment policies, and promotion procedures for professors and staff. These extensive regulations uphold the highest standards of ethics and professionalism, fostering a productive workplace. Through open advertising, precise qualifying requirements, and a stringent selection procedure, recruitment practices aim to draw in and keep eligible candidates.

Promotional Policies

The goal of IET Bhaddal promotional policy is to promote employees to higher positions in accordance with their performance reviews. According to AICTE guidelines, promotions are subject to fulfilling certain qualifying requirements and credentials. The extensive performance appraisal system assesses a number of factors, including administrative duties, research contributions, and the efficacy of instruction. Promotions are transparent and merit-based thanks to this structured process. Furthermore, the pay scale for promoted roles complies with AICTE guidelines, guaranteeing that all employees are fairly compensated for their skills and services to the organization.

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

Strategic Goal	Strategic Planning
Good Governance	<ul style="list-style-type: none"> • Vision, Mission and execution. • Student and staff grievance redressal systems. • To implement E-Governance.

Accreditation and ranking progress	<ul style="list-style-type: none"> • To establish the framework for IET Bhaddal journey toward NAAC accreditation by 2025 • To take part in other nationally recognized rankings, such as the NIRF Ranking
Physical Infrastructure	<ul style="list-style-type: none"> • To maintain classrooms, seminar halls, auditorium and conference halls in operational readiness form. • To upgrade the laboratories. • To provide basic infrastructure for cultural activities. • To offer a means of transportation.
Library Enrichment	<ul style="list-style-type: none"> • To procure books, journals and magazines. • To encourage the faculty and students to visit the library and utilize the resources available.
Teaching Learning and Evaluation Process	<ul style="list-style-type: none"> • To induct the latest teaching learning aids and pedagogy in vogue. • To invite regular feedback from students and conduct GAP analysis on the basis of feedback.
Research and Faculty Development	<ul style="list-style-type: none"> • To encourage faculty to file patents and publish research papers. • To motivate faculty to attend FDPs and participate/organize conferences.
Quality Assurance Systems	<ul style="list-style-type: none"> • To create an Internal Quality Assurance & Assessment cell (IQAC). • Timely auditing & improving internal

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

6.2.2***Institution implements e-governance in its operations***

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

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:

In appreciation of their contributions to the institution's growth and advancement, the teaching and non-teaching personnel are all eligible for a variety of welfare programs. It increases productivity and

produces wholesome, devoted, and contented workers for the company. The IETBTC management put in place a number of financial and non-financial welfare initiatives for staff members.

- Provision of study leave to the teaching faculty members in response to their requests to broaden their expertise and earn more advanced degrees.
- Grant of Academic Leaves when faculties are required to go out on official duties or to attend conferences, seminars, workshops etc.,
- Vacation leaves provision for all employees as per the Institute norms.
- Provision of Casual Leave, Short leave, Maternity Leave (for eligible staff members), Hospitalization, Earned leave, duty leave, Extra-ordinary leave, compensatory leave.
- Faculties are encouraged to write and publish books or monographs and incentives are provided.
- The institution will pay the registration fee, TA & DA and provide duty leave for presenting research papers at conferences.
- Financial Support to attend conferences/FDP/workshops.
- ESIC- Employee State Insurance facility is provided by the college to teaching and non- teaching staff.
- GPA- Group Personal Accidental policy for teaching and non-teaching staff as well as for students.
- Crèche facility for children of employees.
- Advance salary for festivals or special needs.
- Provident Fund- The institution extends the facility of employer provident fund to members (for eligible staff members) of teaching and non-teaching staff.
- Medical, transport, staff accommodation, gym, internet and Wi-Fi facilities are provided.
- Employee wards get fees concession for the programs available in the campus.
- The management ensures the celebration of all the festivals.

Employees are offered a variety of non-monetary welfare programs for their professional growth in addition to financial ones. Below is a list of the schemes:

- Faculty development programs /STTP are conducted in the institute.
- Experts from the industry and academia are invited for interaction with the staff.
- Faculty and staff are encouraged by the institute to plan and participate in industrial training programs and visits.
- Faculty members are encouraged and benefited from qualification improvement programs such as PhD.
- 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 Behavior aspects into account.

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

- Administrative contributions

The non-teaching staff is 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 the academic year, every staff (Teaching & Non-Teaching) is asked to submit the self-appraisal form to the Human Resources Department. Self-Appraisal reflects 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.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	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: 61.45

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

2023-24	2022-23	2021-22	2020-21	2019-20
21	20	22	21	26

6.3.3.2 Number of non-teaching staff year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
10	10	10	10	10

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

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:

As part of our commitment to quality assurance, the institute conducts regular internal and external audits throughout the year. These audits serve as a comprehensive evaluation of various aspects of our academic and administrative functions, ensuring compliance with established

standards and identifying areas for improvement

IET Bhaddal has an effective mechanism for Internal and External Audit. The Accounts of the Institute are audited by chartered accountants regularly.

Internal Audit

Our Institute places a high emphasis on regular internal audits to assess and enhance the effectiveness of our systems, processes, and procedures. The institute has a finance committee and appointed qualified Chartered Accountants as an Auditor and also forms a team of staff under them to do a methodical verification on a periodic basis.

The Procedure for internal audit is as follows.

- 1. The expenses incurred are verified under the different heads by checking bills/vouchers by the internal auditor's team.**
- 2. Approvals and authorization are verified with instructions.**
- 3. Accounting of expenses according to the nature of the expenses is verified.**
- 4. Actual Expenditure is compared with the Budget allocated to evaluate the variation.**
- 5. Statutory deductions such as TDS are verified with Form 16 and Form 24Q and 26 Q.**
- 6. All the fees pay-in-slips are vouched with the Bank Statements.**
- 7. Surprise cash verification is conducted to verify the petty cash transactions.**
- 8. BRS statements are verified on a weekly basis.**
- 9. Statements of Sundry Creditors aging are verified.**
- 10. Payroll statements along with the attendance registers are verified on a monthly basis.**

External Audit:

In addition to internal audits, our institute engages external auditors to conduct comprehensive assessments. These audits serve several purposes, including:

- 1. Validating the accuracy of our financial statements.**
- 2. Ensuring compliance with statutory regulations and reporting requirements.**
- 3. Providing an unbiased evaluation of our institutional practices.**
- 4. Enhancing the credibility and reputation of our institution.**

5. Analytical Procedures are followed to assess the overall correctness of the books of accounts.

Ensuring adequate financial resources is imperative for the successful implementation of our educational programs and the enhancement of infrastructure.

Mobilization of funds is only through Students' Fees.

Optimal Resource Utilization:

Efficient utilization of resources is essential to maximize the impact of available funds. Our Strategies for optimal resource utilization include:

- 1. Strategic Planning:** We engage in comprehensive strategic planning to align resource allocation with institutional priorities. This involves setting clear goals, identifying key performance indicators, and regularly evaluating progress.
- 2. Technology Integration:** Leveraging technology helps streamline administrative processes and enhances the effectiveness of teaching and learning.
- 3. Capacity Building:** Continuous training and development programs for faculty and staff ensure that human resources are utilized optimally. This includes enhanced skills, promoting collaboration, and fostering a culture of innovation.
- 4. Student Development and Activity:** We allocate funds to support various activities aimed at enhancing the academic and personal development of students. Utilization of funds includes conducting workshops and seminars, skill development programs, career guidance sessions, cultural events, sports and recreations.

By implementing these strategies, we aim to create a sustainable financial model that supports our educational mission while ensuring responsible and efficient resource management

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 institute established an Internal Quality Assurance Cell as per the guidelines of NAAC.

- The IQAC regularly holds meetings with the Head of Departments/Coordinators whenever any decision has to be taken to improve the processes.
- Representatives discuss suggestions from the staff and students in the IQAC's meetings.
- The approved decisions are communicated to the staff and students.
- Takes initiatives in organizing Seminars/Workshops/FDPs related to effective implementation of any area of importance to the institute.
- The IQAC conducts a host of awareness, training and orientation programs with a view to imbibe quality among its stakeholders.
- Continuous feedback, Academic Audits, Feedback from alumni, students, industry and teachers helps it to institutionalize quality culture.
- Strengthen institute's academic structure by forming different committees/clubs/cells to address the needs of the students in curricula and co-curricular aspects.
- Frames/Finalizes/Approves various structures and policies such as Academic Calendar. MST structures, feedback forms etc.
- Collaborative quality enhancement activities.
- Plans and guides students for add on courses.
- Document the activities and achievements of the departments at the end of each year.

Due to continuous efforts notable initiatives have been resulted.

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

Implementation of Pedagogical Initiative and various Instructional Methods

- Experiential learning
- Blended learning
- Problem-based learning
- Collaborative learning.

Encouraging bright /weak students.

- Encouraging bright students
- Supporting weak students

IQAC is monitoring the institute in the following quality assurance strategies and process issues:

- Ensure availability of requisite information and resources
- Ensure, achieve planned results and improvement.
- Pre and Post audit execution.
- Readiness of Departments in the beginning of the semester.
- Adherence to institutional academic calendar
- Stake holders' Feedback, analysis and action taken.
- Attainment of Cos, POs , PEOs by the Departments.
- Course Files
- Weak and Bright students' identification and action taken.
- Students' Academic performance.
- Students' participation in competitions at various levels.
- Placements.
- Add on Certification courses.
- Publications and Patent by students.
- Skill enhancement
- No. of Doctorate Faculty.
- Record of subject wise attendance.
- Displaying attendance.
- Informing parents about shortage of attendance/marks.

The efforts of IQAC have resulted in improvement in various aspects, e.g.

- The overall pass percentage from 2019-20 to 2023-24 is 91%
- value added courses have been offered to students on emerging topics.
- Attainment of Cos, Pos has been improved.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equality is one of the key challenges facing society today. The institute conducts regular gender equity promotion programs. Guest speakers from prominent fields are invited to speak on the given topic which highlights the importance and contribution of women in the society.

The gender equity promotion programs organized by the institution are given below:

IET Technical Campus has a strong ethical work culture that is based on inclusivity. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, religion.

Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community, as is evident by the following facilities –

(a) Safety and Security

Extensive surveillance network with 24x7 monitored CCTV is there.

The Institute has enough security guards to keep an eye on the entry of everyone in the campus around the clock. The institute has ample security guards for proper checking and safety of staff and students. 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.

(b) Counseling

? Formal and informal avenues for counseling male and female students and staff for academic and other issues/problems.

? Grievance Redressal Committees for staff and students

? Medical Counseling, Moral Counseling, Career Counseling, Village Counseling, Vocation Counseling is done at regular intervals.

(c) 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

(d) Creche

At IET Technical campus, the facility of creche is available which provides a safe and nurturing environment for children while their parents are at work. These facilities prioritize the children's health, provide supplementary nutritious meals, and maintain a secure and safe environment.

(e) Women Grievance Cell

To facilitate a gender-sensitive and congenial working environment at IET Technical campus, a 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.

(f) Other Measures

Other measures of Gender Sensitization include –

? Curriculum and Coursework.

? Co-curricular activities.

IET, TECHNICAL CAMPUS BHADDAL has been successful in caring for its diverse students and staff population harmoniously in its efforts to steadily achieve its vision and mission. This is also evident from regular feedback from all its stakeholders.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: D. Any 1 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. Students from various parts of India are studying in the campus. Foreign students from Bangladesh are also studying in the campus. Institute has a code of ethics for students and a separate code of ethics for teachers and other employees which have to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

IET, TECHNICAL CAMPUS BHADDAL takes pride in the fact that apart from preparing a sound academic foundation of the student community; the college constantly works upon to develop them as better citizens of the country. In this regard, the institute, apart from imparting professional legal education, inculcates a feeling of oneness among the student community through various practices and programs. Various faculties have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote the “Unity in Diversity” of our motherland.

The College ensures that the students participate very enthusiastically in all such activities. Since the last five years, the college has strived forward with great effort to increase the level of awareness and appropriate practices amongst the students with regard to the following areas:

Imparting knowledge for Fundamental Duties and Rights of Indian Citizens:

The Faculty of various departments has organized various academic and co-curricular activities for the propagation of the Fundamental Duties and Rights of the Indian citizens. The students of have enthusiastically participated in various programs like:

Academic programs like Seminar, Conferences, Expert talks, etc which have enriched the awareness about these aspects.

Various activities like poster making competition, etc.

Organizing Annual Competitions on various contemporary legal issues. Organizing various forms of legal aid and legal awareness camps to impart awareness of such issues.

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 mold 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 a variety of situations related to the 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
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE

1.Title of the Practice: Go Green Programmes

2.Objectives of the Practice: The main objective of Go Green programmes is to set up an institute that is safe and is nature friendly.

3.Context: It is nature friendly to recycle, reuse certain commodities. Avoid usage of plastics. Lessen the use of paper by going digital. There is no use of printing an email when digitally it can be worked upon.

4.Practice: All the students and faculty are instructed to minimize the use of paper. Paperless policy is adapted in the institute to conserve nature. Notices are placed on the wall to switch off the lights and fans when not in use. This is for saving electricity. Reuse before recycling methodology is applied. In computer labs proper switching off the CPU and monitors instructions has been given. Planting of trees has been done. Stress is given to avoid single use plastics. Biodegradable bags or paper bags are put into use. Save water signs are put in the mess and canteen to avoid wasting water. Save food signs are also put up to avoid wastage of food. Separate bins are used to throw waste. Emphasis is laid on living in an eco-friendly way. It aims at becoming more environmentally aware and changing behavior and lifestyle to reduce the amount of pollution and waste generated. The decision to go green is a gradual process. Usage of more green cleaning products are there. Green cleaning products are naturally derived, non-toxic, and biodegradable, and have less impact on the environment. There is less usage of vehicles in the college premises.

5.Evidence of success: Students and faculty are using public transport instead of cars and other vehicles which reduce air pollution to some extent. Car pooling is done by faculty. Less quantity of paper is wasted as faculty and students are going digital. Students have become more aware of saving the electricity and water by visualizing the banners been put up in various areas in the campus. Planting trees has been a regular exercise. All communications to faculty members and students are through e-mails and SMS.

6. Problems Encountered and Resources Required: It was difficult to sensitize the students to save water and electricity initially. Lack of expertise and awareness was there.

Conclusion

The students as well as faculty are made aware of the green practices in the institute. More emphasis is laid on going digital and less use of paper and avoiding single use plastics.

2.Title of the Practice: Mentor Mentee System at IET Bhaddal Technical Campus, Ropar

1. Objectives of the Practice:

- To provide personalized guidance and support to students in their academic and personal development.
- To ensure that every student has a reliable point of contact for resolving issues related to academics, career, or personal challenges.
- To foster a strong relationship between faculty and students, promoting a sense of trust and belonging.
- To monitor and enhance students' academic progress and overall well-being.

2. Context: Recognizing the diverse challenges faced by students during their academic journey, IET Bhaddal Technical Campus has implemented a robust mentoring system across all engineering departments. The primary aim of this practice is to ensure that each student receives the necessary support and guidance to thrive in both academics and personal life. The system assigns a mentor to a group of 15-20 students, enabling focused and effective mentoring.

3. Practice:

- **Mentor Assignment:** Each department designates faculty members as mentors. Each mentor is responsible for 15-20 students, ensuring personalized attention.
- **Regular Meetings:** Mentors meet their mentees regularly, either in groups or individually, to discuss academic progress, career goals, and personal challenges.
- **Holistic Support:** Mentors assist students with course selection, exam preparation strategies, time management, and stress management.
- **Career Guidance:** Mentors provide insights into career opportunities, higher education options, and skill development programs.
- **Record Keeping:** Mentors maintain a record of their interactions with students, tracking progress and identifying areas that need attention.
- Mentors coordinate with other faculty members, parents, and administrative staff to address specific student concerns effectively.

4. Evidence of Success:

Improved academic performance and higher pass rates among students.

- Increased student satisfaction and trust in the faculty due to personalized mentoring.
- Identification and resolution of personal or academic challenges at an early stage.
- Positive feedback from students regarding the accessibility and support provided by their mentors.
- Enhanced career readiness among students, with many securing internships and job placements.

5. Problems Encountered:

- **Time Constraints:** Faculty members often face challenges in balancing mentoring duties with teaching and administrative responsibilities.
Suggestion: Allocate specific time slots in the academic calendar exclusively for mentoring activities.
- **Reluctance to Share:** Some students are hesitant to discuss personal or academic issues with their mentors.
Suggestion: Build trust through ice-breaking sessions and maintain confidentiality to encourage open communication.
- **Resource Limitations:** Limited resources for addressing specific student concerns, such as mental health support.
Suggestion: Establish a dedicated counseling center to complement the mentoring program.

Conclusion

The mentoring program at IET Bhaddal Technical Campus has proven to be a critical initiative for supporting student development and academic success. By addressing challenges and continually refining the practice, the institution ensures that students receive the guidance and care necessary for a fulfilling and successful academic journey.

7.3 Institutional Distinctiveness**7.3.1**

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

Response:

Rural Empowerment through Education at IET Bhaddal Technical Campus Ropar**Introduction to Rural Empowerment**

Rural empowerment is the process of enhancing the economic, social, and cultural strength of communities in rural areas, allowing individuals and groups to improve their quality of life and

participate more actively in society. Education plays a key role in rural empowerment, equipping individuals with the knowledge and skills necessary to drive development and progress. Recognizing the potential impact of education on rural communities, IET Bhaddal Technical Campus Ropar is committed to making quality education accessible to students from rural areas of Punjab, Himachal Pradesh, and across India.

Our institution provides a diverse range of programs designed to equip students with the skills required in today's workforce. With a wide array of courses, including B.Tech. (in CSE, Civil, Electrical, and Mechanical Engineering), MCA, Diploma in Electrical and Mechanical Engineering and MBA, we offer specialized training that aligns with the needs of various industries. Through these programs, students not only gain technical knowledge but also develop the confidence to pursue careers in different sectors, contributing to the upliftment of their communities.

Empowering Rural Students through Education

1. Accessible Education for Rural Areas

One of the main objectives of IET Bhaddal Technical Campus is to make quality higher education accessible to students in rural areas. For many students in remote regions, opportunities to pursue advanced studies are limited. Our campus, situated in the heart of Punjab, is strategically positioned to serve students from both Punjab and Himachal Pradesh. We also welcome students from across the country, fostering a diverse and inclusive learning environment. By providing accessible education, we bridge the gap between rural and urban educational opportunities, helping students from rural areas achieve their academic and career goals.

2. Courses Tailored to Industry Needs

The diverse range of programs offered by IET Bhaddal Technical Campus ensures that students acquire skills relevant to various sectors. In technical fields, programs like B.Tech. in Civil, Electrical, Mechanical, and Computer Science Engineering equip students with knowledge and hands-on experience, preparing them for careers in the engineering and technology sectors. Likewise, programs in MBA and Architecture (B.Arch. and M.Arch.) cater to other essential fields, enabling students to contribute meaningfully in areas where skilled professionals are needed.

Our diploma programs in Electrical and Mechanical Engineering also open doors for students interested in technical trades, allowing them to acquire specialized skills and find employment opportunities in industries that demand technical expertise. By aligning our curriculum with industry needs, we ensure that our graduates are well-prepared to make valuable contributions to both urban and rural economies, boosting local development.

3. Empowering through Skill Development and Vocational Training

To enhance students' employability and support rural development, IET Bhaddal Technical Campus emphasizes skill development. Courses in MCA (Master in Computer Applications) and MBA are designed to develop specialized skills that meet industry standards. By providing training in diverse fields, our college empowers students to pursue professions that contribute to both personal and community growth.

In addition to traditional academic programs, we conduct workshops, seminars, and hands-on training sessions to provide students with practical exposure. These activities foster problem-solving abilities, teamwork, and adaptability, which are crucial skills in the workplace. Our emphasis on real-world applications equips students with the confidence to apply their skills in rural settings, thus promoting sustainable development.

4. Financial Aid and Scholarships for Rural Students

Understanding the financial challenges that rural students often face, IET Bhaddal Technical Campus offers various scholarships and financial aid programs. These initiatives are aimed at reducing the financial burden on students and their families, allowing talented individuals from underprivileged backgrounds to pursue higher education. By providing financial support, we remove barriers to education for rural students, empowering them to focus on their studies and excel in their chosen fields.

5. Encouraging Entrepreneurship and Innovation

Rural empowerment requires not only education but also innovation and entrepreneurship. At IET Bhaddal Technical Campus, we encourage students to think creatively and consider entrepreneurship as a viable career path. We provide guidance on starting small businesses, particularly in areas that benefit rural communities. Course in management (MBA) introduces students to essential entrepreneurial concepts, including market analysis, financial planning, and business development. By fostering an entrepreneurial mindset, we prepare our students to create job opportunities in their communities, supporting economic growth and self-sufficiency.

Additionally, our institution promotes innovation through research and project-based learning. Students are encouraged to work on projects that address local challenges, such as developing sustainable agricultural practices, creating affordable healthcare solutions, and implementing eco-friendly technologies. By empowering students to innovate, we equip them to become agents of change in their communities.

6. Alumni Impact on Rural Empowerment

The alumni network of IET Bhaddal Technical Campus is a testament to our commitment to rural empowerment. Many of our graduates have returned to their hometowns and rural areas, where they apply their skills to improve infrastructure, promote healthcare, and support education. Others have secured positions in industries where they contribute to regional development. Our alumni serve as role models for current students, demonstrating that higher education and perseverance can make a difference in rural communities.

Conclusion: Our Commitment to Rural Empowerment

At IET Bhaddal Technical Campus, we are dedicated to providing students from rural backgrounds with a transformative education that empowers them to make a difference in their communities. Through our range of academic programs, skill development initiatives, financial aid support, and focus on entrepreneurship, we prepare students to meet the challenges of the modern workforce and contribute to the development of rural areas. Our commitment to rural empowerment reflects our belief in the power of education to create lasting, positive change. By equipping rural students with knowledge, skills, and opportunities, we contribute to building stronger, more resilient communities across Punjab, Himachal

Pradesh, and beyond.

IET Bhaddal Technical Campus Ropar stands as a beacon of hope and empowerment for rural students, fostering a future where rural communities are self-reliant, prosperous, and actively engaged in the progress of the nation.

5. CONCLUSION

Additional Information :

Institute of Engineering and Technology, Bhaddal (Ropar) is an institute "Of the Community, By the Community and For the community". It has served marginalized society since 1998 in rural backward and Kandi area of Punjab. It is non profitable organization moving towards second cycle of accreditation. With a growing emphasis on research at the global level, the Institute hopes to create a healthy culture of research with the setting up of the Research and Development Cell. We understand the urgent need for unbiased and objective research and the rigour it requires and we hope to trigger the spirit of analytical and critical thinking in our students through small research projects in the near future. In doing so, we visualize a generation that respects traditional value systems and has the ability to understand and welcome the changes that are inevitable, while being part of that very change.

Salient Features:

- 1- Providing scholarships to all deserving students
- 2- Lowest fees structure in the region.
- 3- Free education to poor and needy students.
- 4- Conducting Rural Development Programmes (RDP) in surrounding area.
- 5- Authorised Centre for OMR based exams of Government authorities.

Concluding Remarks :

We have done a lot in providing equitable and inclusive quality education to our students, but what remains to be achieved is much more than what we have achieved till now. It is not easy to make the institute courses, curriculum, and infrastructure cope with the changing demands of contemporary education and the job market. Our record till now, fills us with confidence. We know this by faith that future generations of stakeholders will enable the institute to fulfil the mission that was envisioned by Founder Chairman.

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 : 50 Answer After DVV Verification :32																								
1.2.2	<i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> 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: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>223</td><td>240</td><td>190</td><td>185</td><td>287</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>130</td><td>141</td><td>190</td><td>109</td><td>129</td></tr></table>					2023-24	2022-23	2021-22	2020-21	2019-20	223	240	190	185	287	2023-24	2022-23	2021-22	2020-21	2019-20	130	141	190	109	129
2023-24	2022-23	2021-22	2020-21	2019-20																					
223	240	190	185	287																					
2023-24	2022-23	2021-22	2020-21	2019-20																					
130	141	190	109	129																					
1.4.1	<i>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</i> 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: C. Feedback collected and analysed Remark : Input edited from supporting documents.																								
2.1.1	Enrolment percentage 2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>108</td><td>175</td><td>114</td><td>60</td><td>78</td></tr></table> Answer After DVV Verification : <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					2023-24	2022-23	2021-22	2020-21	2019-20	108	175	114	60	78										
2023-24	2022-23	2021-22	2020-21	2019-20																					
108	175	114	60	78																					

2023-24	2022-23	2021-22	2020-21	2019-20
128	214	147	68	84

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
347	347	347	347	454

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
347	347	347	347	454

Remark : Input edited from documents provided by HEI for clarification.

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3	4	0	2	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	0	0	0

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:

2023-24	2022-23	2021-22	2020-21	2019-20
14	11	9	8	10

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
8	8	7	7	6

Remark : Input edited from supporting documents.

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 :07

Remark : The MoU for guest lecture, seminar, webinar and workshop will not be considered. Input edited accordingly.

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

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
17.22	4.63	2.87	0.12	1.37

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5.77	3.52	2.26	0	1.37

Remark : Input edited as per the expenditure for infrastructure development and augmentation excluding salary.

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 : 329

Answer after DVV Verification: 80

Remark : Input edited as per the invoices provided.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20

135.87	104.62	158.24	94.22	176.35
--------	--------	--------	-------	--------

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
8.76	6.73	8.40	2.37	8.07

Remark : Input edited as per the expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs).

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*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input edited as per the documents provided.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input edited from 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:

2023-24	2022-23	2021-22	2020-21	2019-20
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5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
119	106	85	146	213

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
96	75	84	144	210

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

5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
01	0	0	01	0

Remark : Input edited as the qualifying certificates provided by HEI for clarification in assessment period.

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:

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
20	16	17	14	19

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
21	20	22	21	26

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	5	5	7	7

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	10	10	10	10

Remark : Input edited excluding experience of teacher less than 11 months and repeated teacher considered as one.

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: D. Any 1 of the above

Remark : Input edited from supporting documents.

2.Extended Profile Deviations

Extended Form Deviations					
ID	Extended Questions				
1.1	Number of students year wise during the last five years				
	Answer before DVV Verification:				
	2023-24	2022-23	2021-22	2020-21	2019-20
	435	444	356	349	522

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
427	436	345	340	489

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

Answer before DVV Verification : 66

Answer after DVV Verification : 63

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
28	24	24	24	29

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
28	24	24	24	29

3.1 Expenditure excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
153	109	161	95	178

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
90.49	80.14	107.43	36.83	80.01