



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PANIPAT INSTITUTE OF ENGINEERING AND TECHNOLOGY

PANIPAT INSTITUTE OF ENGINEERING AND TECHNOLOGY 70 MILE STONE,
G. T. ROAD, PATTIKALYANA, SAMALKHA

132102

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Panipat Institute of Engineering and Technology (PIET) was established by the Vidhya Peeth Education trust in the year 2006 at 70, Milestone GT Road, Samalkha, Panipat, Haryana (at a prime location on Delhi-Chandigarh Highway). It was the time when the state and NCR were striving to produce world class technocrats and managers. PIET is a self-financed initiative by a Private Management which always had a penchant for quality technical education.

PIET is a multidisciplinary institute affiliated to Kurukshetra University, Kurukshetra and approved by AICTE, New Delhi and offers B.Tech., BBA, BCA, MBA, MCA programs. The Diploma in ME and Pharmacy are affiliated with HSBTE, Haryana and B. Pharma. is affiliated to Pt. BDS UHSR, Haryana and approved by Pharmacy Council of India.

The Institute has focus on its goal of producing Entrepreneurs, world class managers and technocrats employable throughout the globe. The institute has one of the largest student populations among engineering colleges of NCR. PIET is the most preferred destination for the students from across the country which could be attributed to the quality of education, infrastructure, healthy Teaching Learning practices as well as producing industry-ready students.

The institute has always been committed to equip students with practical skills by experiential learning and hands-on training through workshops, addressing the demands of today's dynamic technical education landscape. With state-of-the-art laboratories, outstanding infrastructure, and a team of highly qualified faculty and dedicated staff, the Institute is dedicated to deliver high-quality education.

The Institute has collaborated with several national/international organizations to embrace students and faculty with world class opportunities. The set up of AICTE-sponsored IDEA Lab at the Institute and consistent 5-star or 4-star rating by MHRDs IIC raised the standards of Institute in Research, Innovation and Incubation.

PIET is a family of aspiring students, supportive parents, committed faculty, dedicated staff and visionary Management who all are working together to make a difference in education field.

Vision

To be globally known and recognized as an educational institute of engineering, technology, management, pharmacy and research having a transformative impact on society.

Mission

Mission of the Institute

- To impart knowledge, skills and creativity to all the students.
- To provide a conducive environment for quality teaching, learning, and research.

- To create awareness on sustainable technologies and innovative solutions to societal problems including entrepreneurship.
- To strengthen institutional and industrial collaborations nationally and internationally.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths

- State-of-the art infrastructure and lecture recording systems
- Conducive working environment
- Variety of institutional scholarships to support students
- Students' activities to promote social welfare and responsibility
- NBA Accreditation of CSE, ECE, IT and MBA
- Participative Administration

Institutional Weakness

Weaknesses

- Delay in university results (Institute being affiliated)
- Lack of flexibility for curriculum revisions
- Difficulty in scheduling add-on courses due to occupied university calendar

Institutional Opportunity

Opportunities

- Funded research projects
- MoU's and collaborations with world class industries and Institutions

Institutional Challenge

Challenges

- Inflexibilities of affiliating system and academic autonomy
- Retention of highly experienced faculty

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Panipat Institute of Engineering and Technology is affiliated with Kurukshetra University for B.Tech., BBA, BCA, MBA, MCA, and for the B. Pharm. program it is affiliated with Pandit Bhagwat Dayal Sharma University of Health Sciences, Rohtak. The institute follows the curriculum prescribed by the university.

The Institute prepares its Academic Calendar based on the academic calendar issued by the affiliating universities. The same is disseminated among stakeholders before the commencement of academic year. Institute calendar includes beginning and end of teaching, sessional examinations, events like convocation, alumni meet, annual function, sports meet and university examinations. Based on the Institute Calendar, the departments plan the academic activities in their departmental calendar such as schedule of assignments, internal practical evaluation, remedial classes, student feedback, seminars, industrial visits, guest lectures, and other co-curricular activities. The academic activities at the Institute include subject allocation, timetable preparation, review of course gaps & outcomes, instruction design & course management, assessment of outcomes and student feedback.

The continuous internal assessment is conducted as per the academic schedule at the institute level. The conduct of practical classes is also monitored by the department head. Projects are identified at the beginning of the semester. There is a project monitoring plan for each program and the department ensures timely completion of the projects. Internships are scheduled as per the curriculum during the summer breaks.

The cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability are taken care of by teaching the related subjects under different programs as per the curriculum and via seminars, workshops, expert talks and value added courses in various domains.

Teaching-learning and Evaluation

The Institute supports students' diversity and admits students as per the norms of regulatory bodies. The Institute has 4535 of students admitted and 240 faculty recruited thus possessing a good Student-Faculty Ratio (SFR) of 18.9:1 in academic year 2023-24. The Institute consistently maintains the SFR.

The Institute employs a balanced, student-centric educational approach, incorporating experiential, participative, and problem-solving methods. Students engage in field trips, internships, projects, and industrial visits to gain practical insights and hands-on experience. The Institute hosts workshops, hackathons, and tech fests, encouraging collaborative learning through group discussions, debates, and role plays. Classrooms are equipped with modern ICT facilities, including smart screens and multimedia systems, while specialized labs support emerging technologies like robotics, IoT, and AR/VR. E-learning resources, online platforms, and software tools such as MATLAB, AutoCAD, CATIA, Microsoft 365, Power BI, TensorFlow, etc. enhance practical learning, problem-solving, and skill development across engineering, management, and other disciplines.

The Institute follows a well-documented internal and external assessment process aligned with university guidelines and ensuring transparency. Internal assessments involve sessional tests, quizzes, projects, case studies, and practical evaluations based on performance and viva. University examinations cover end-of-semester theory and practical assessments. A transparent grievance mechanism addresses issues promptly:

internal examination grievances are resolved progressively through the subject teacher, department head, and Director, while external examination grievances are managed in coordination with the affiliating universities.

The Institute's outcome-based education outlines COs, POs, and PSOs for all programs as per NBA standards and disseminated among all stakeholders. A continuous process of assessment, evaluation and attainment is followed in the Institute. The attainment of outcomes is evaluated using direct and indirect methods.

Research, Innovations and Extension

The Institute encourages the staff to engage in interdisciplinary and interdepartmental R&D activities such as carrying out research projects/workshops/seminars/conferences. The staff development & research promotion policy is in place to acknowledge and reward the staff research achievements such as publication of papers/chapters/books/patents in collaboration with peers at intra and inter institute level.

To cultivate a culture of innovation among faculty and students, the Institute has established the IIC in accordance with MHRD directives. In support of this innovative ecosystem, the Institute has also set Start-Up Cell, Idea Lab, IPR Cell, Incubation Centre and Entrepreneurship Development Cell. These cells host various events and activities designed to foster research and innovation. Additionally, the Institute actively participates in and organizes numerous hackathons. A separate section of Indian Knowledge System is available in the library, which has more than 250 books.

The students of the Institute have engaged with the multi-dimensional extension activities such as cleanliness drives, blood donation camps, social welfare events, COVID-19 aid, environmental awareness, health education, and fitness programs, creating a lasting impact in the neighbourhood community as well as in their own overall development. Over the past five years, the Institute's student-led extension activities have received widespread recognition from esteemed bodies, including the Indian Red Cross, National Social Organization, Gram Panchayats, SEWA, Energy Swaraj Foundation, NSS Cell Kurukshetra, Municipal Committee Samalkha, Central Vigilance Commission, Ministry of Défense, Haryana Kala Parishad, and PRAYAS.

Infrastructure and Learning Resources

The Institute offers extensive infrastructure and ICT facilities, including 85 classrooms (79 with ICT), 9 seminar halls, 1 computer centre, and 2 workshops. Advanced labs are supporting emerging technologies like IoT, Robotics, Li-Fi, AR-VR and Idea Lab.

The Institute provides a variety of facilities for cultural and sports activities including the Dr. APJ Abdul Kalam Auditorium, an open-air theatre and an additional auditorium. For sports, the campus has outdoor courts for basketball, volleyball, badminton, cricket/football field and indoor facilities for table tennis, carrom, chess and yoga. A state-of-the-art gym with 26 workstations and a dedicated male and female sports teachers and a coach support physical fitness and training.

The Institute's automated library offers access to a wide range of physical and digital resources, including books, journals, and e-content. Equipped with 270 reading seats, it features Koha-ILMS, e-resources, LAN-connected desktops, and a touchless entry system. The library also provides reprographic services, a book bank, Wi-Fi and CCTV surveillance.

The Institute always upgrades and maintains adequate IT facilities to enhance the teaching and learning experience, facilitate e-learning, and provide digital resources to all faculty members and students. The upgrades in IT facilities are planned as per (i) the inclusion of new subjects or curricular revisions, (ii) addition of new degree courses, and (iii) availability of new and futuristic technologies. At present, the Institute facilitates lecture capture system, 71 smart screens, 48 projectors, 105 Wi-Fi access points, 23 network switches, more than 1500 desktop computers, 84 printers, 1.4 Gbps internet bandwidth and 720 CCTV cameras.

Student Support and Progression

The Institute supports its diverse set of students spanning over various socio-economic backgrounds in their educational and career growth. Various government/non-government scholarships and free-ships are provided to the students by the institution.

For the holistic development of students, the Institute offers various activities focused on soft skills, language and communication skills, life skills and ICT skills such as workshop on “role of formal communication” and session on “detox the mind” etc. The Career Advancement Cell of the Institute oversees career counseling, organizes pre-placement activities, conducts mock interviews, group discussions, placement drives and offers guidance for competitive examinations.

The Institute has established several committees to address various concerns, including the Anti-Sexual Harassment Committee, Student Grievance Redressal Cell (SGRC), and Anti-Ragging Committee. Information about these committees is prominently displayed at various places in the campus and on Institute website to ensure that students are well-informed. Students can submit complaints both online and offline through the SGRC, providing multiple channels for addressing their issues.

The Institute actively encourages and motivates students to engage in extracurricular activities, including annual sports meet and cultural fest such as Maestros and Carbuncle. Students consistently achieve recognition and success, winning awards and securing positions at university, district, state, and national levels. Their participation in these activities not only brings pride to the Institute but also contributes to their personal and professional development.

The Institute maintains a robust connection with its alumni through the Alumni Association. Alumni actively participate in various events and activities, serving as resource persons, judges, or facilitators for extracurricular and co-curricular activities.

Governance, Leadership and Management

The Institute's Vision and Missions are aligned and are reflected in its academic and administrative governance. The institute is guided by a strong decision-making body, the Board of Governors (BoG). Further, the Director oversees the overall administration supported by Deans, Registrar, Heads of Departments (HoDs) and faculty members, collectively participate in the decision-making processes to increase the institutional efficacy.

The Institute has a well-defined strategic plan which is reinforced by Institute's various policies and procedures implemented by the Director, Deans and HoDs after thorough discussion and alignment with the institution's vision and missions. The planning and execution of the teaching-learning process are conducted with a robust

methodology and the IQAC plays a key role in developing and approving action plans.

The Institute also offers a range of welfare schemes including Group Medical Insurance, Interest free loans, leaves such as Casual Leave, Earned Leave, Medical Leave, Academic Leave, Short Leave, On-duty Leave, Maternity and Paternity Leave benefitting both teaching and non-teaching staff. Further, the Institute provides EPF and ESI contributions for non-teaching staff. The institute has provision of gratuity, encashment of Earned Leave and Wellness Allowances.

The Institute also offers financial support to faculty members for publications, attending conferences, FDPs and for professional memberships such as IEEE, AIMA etc. A wide range of skill development programs are organized at the institute including seminars, conferences, trainings, FDPs, Faculty Induction & enrichment Programs (FIEPs) for faculty and Induction & Enrichment Training Programs (IETPs) for non-teaching staff.

The institute has an ERP system, Tally, SaralPaypack and Koha to automate all academic and administrative tasks to assist all stakeholders. The Institution conducts internal and external annual financial audits.

The Institute Quality Assurance Cell (IQAC) frames and adopts quality framework and ensures the quality in teaching-learning by conducting annual academic and administrative audits, robust feedback and its implementation, participate in NIRF ranking, has collaboration with industry and academic community. Four departments CSE, ECE, IT and MBA are NBA accredited.

Institutional Values and Best Practices

The Institute is committed to advancing gender equity and sensitizing students and staff by organizing various events, talks and sessions. As per the audit report of 2023-24, 56.25% teaching staff, 21.6% non-teaching staff and 27.9% students are female. The hostel facilities at the Institute include common rooms (separate for males and females), laundry, gym with male and female trainers, and CCTV surveillance with both male and female security guards stationed at various locations throughout the premises.

The institute has also installed solar panels to enhance its sustainability efforts, reducing its carbon footprint and promoting clean energy usage across the campus. The green committee oversees environmental initiatives, including wastewater treatment, rainwater harvesting, and banning single-use plastics, while fostering biodiversity and community awareness through extension activities. The Institute is certified with Shrishti Engineering and Energy Consultants (SEEC) for the initiatives undertaken for green and clean campus.

The Institute also provides an inclusive environment which can be shown by number of students enrolling from diverse regions such as Haryana, Uttar Pradesh, Uttarakhand, Jammu & Kashmir, Bihar, Rajasthan, Punjab, and countries like Nepal, Bhutan, Bangladesh, Afghanistan and faculty from all religions Hindu, Muslims, Sikh and Christians. It provides tolerance and harmony and an inclusive environment by hosting several events, competitions, days' celebrations. The Institute takes responsibility to sensitize students and faculty towards constitutional obligations, values, rights, duties and responsibilities by conducting awareness programs, talks and other activities.

Among the best practices, the Institute can fairly-well boast of (a) Implementation of Education 4.0 and (b) Community Connect for Societal Impact. The institute also practices "Sustainability Through Aligning with Sustainable Development Goals (SDGs)" to portrays its distinctiveness.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PANIPAT INSTITUTE OF ENGINEERING AND TECHNOLOGY
Address	Panipat Institute of Engineering and Technology 70 Mile Stone, G. T. Road, Pattikalyana, Samalkha
City	Panipat
State	Haryana
Pin	132102
Website	www.piet.co.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Haryana	Kurukshetra University	View Document
Haryana	Pt. Bhagwat Dayal Sharma University of Health Sciences	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	31-08-2023	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	12-09-2024	12	
AICTE	View Document	21-05-2024	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Panipat Institute of Engineering and Technology 70 Mile Stone, G. T. Road, Pattikalyana, Samalkha	Urban	13.33	53845.92

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,Civil Engineering, Civil Engineering	48	Intermediate or Equivalent	English	60	16
UG	BTech,Computer Science And Engineering,Computer Science and Engineering	48	Intermediate or Equivalent	English	180	180
UG	BTech,Electronics And Communication Engineering, Electronics and Communication Engineering	48	Intermediate or Equivalent	English	60	44
UG	BTech,Information Technology,Information Technology	48	Intermediate or Equivalent	English	60	60
UG	BTech,Textile Engineering,Textile Engineering	48	Intermediate or Equivalent	English	30	14
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	Intermediate or Equivalent	English	60	19
UG	BCA,Computer Application,Data Science	36	Intermediate or Equivalent	English	60	32
UG	BCA,Compu	36	Intermediate	English	180	148

	ter Applicati on,Cloud Technology and Information Security		or Equivalent			
UG	BCA,Compu ter Application,	36	Intermediate or Equivalent	English	240	132
UG	BBA,Busines s And Management Studies,Busi ness Analytics	36	Intermediate or Equivalent	English	60	23
UG	BBA,Busines s And Management Studies,	36	Intermediate or Equivalent	English	312	233
UG	BBA,Busines s And Management Studies,Digit al Marketing	36	Intermediate or Equivalent	English	120	86
UG	BTech,Comp uter Science And Engineering Artificial Intelligence And Data Sci ence,Comput er Science and Engineering in Artificial Intelligence and Data Science	48	Intermediate or Equivalent	English	120	120
UG	BTech,Comp uter Science And Engineering Artificial	48	Intermediate or Equivalent	English	120	120

	Intelligence And Machine Learning, Computer Science and Engineering in Artificial Intelligence and Machine Learning						
UG	BTech, Computer Science And Engineering Cyber Security, Computer Science and Engineering in Cyber Security	48	UG	Intermediate or Equivalent	English	30	30
UG	BPharm, B Pharm,	48		Intermediate or Equivalent	English	60	60
PG	MCA, Computer Application,	24		Intermediate or Equivalent	English	120	68
PG	MBA, Business And Management Studies,	24		Intermediate or Equivalent	English	180	147

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	23				37				208			
Recruited	17	4	0	21	10	13	0	23	78	118	0	196
Yet to Recruit	2				14				12			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
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						84
Recruited	60		24		0	84
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				32
Recruited	28	4	0	32
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	17	4	0	10	13	0	24	39	0	107
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	53	79	0	132
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	817	182	0	18	1017
	Female	362	26	0	5	393
	Others	0	0	0	0	0
PG	Male	94	5	0	0	99
	Female	105	11	0	0	116
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	247	178	140	120
	Female	31	22	28	23
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	337	310	236	221
	Female	57	37	33	29
	Others	0	0	0	0
General	Male	532	767	552	432
	Female	421	419	305	258
	Others	0	0	0	0
Others	Male	0	3	2	2
	Female	0	0	0	0
	Others	0	0	0	0
Total		1625	1736	1296	1085

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Institute offers diverse programs like Engineering, Computer Applications, Management and Pharmacy Interdisciplinary/multidisciplinary approach involves combine methods and concepts from different fields to create a more holistic understanding of a topic or issue. The Institute has Applied Science and Humanities, a separate department of basic sciences and humanities where faculty from other engineering departments such as Mechanical, Civil, Electronics and Computer Science contribute to teaching their specialized subjects. Being affiliated, Institute follows the curriculum prescribed by the University which has CBCS, multiple open electives and provision of</p>
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	MOOC/NPTEL courses which students can opt for.
2. Academic bank of credits (ABC):	The Institute has started the initiative to register students on the ABC portal and required data is provided to Kurukshetra University for the implementation of ABC to enable our students to avail benefit of multiple entries and multiple exits during the chosen program. IT also enables students to acquire credits through National e-learning portals such as SWAYAM/NPTEL.
3. Skill development:	Institution does not offer vocational education and soft skills in alignment with National Skill Quality Framework (NSQF) whereas the Institute encourage students to enroll in skill-based value-added courses, open electives and MOOC courses to up-skill themselves with latest trends and technologies.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	There is a mandatory non-credit subject MC-903 (Essence of Indian Traditional Knowledge) being taught in the 5th Semester of B. Tech programs to impart the basic principles of thought process, reasoning, and inferencing. The institute has also created a section of IKS in the library which has more than 250 books.
5. Focus on Outcome based education (OBE):	The different programs at the Institute have clearly defined their outcomes and disseminated the same to all the stakeholders through several means such as websites, notice boards, syllabus, classrooms, laboratories, etc. Every faculty member, after the result declarations review their respective subjects' attainments and the submit the report to HoD. The HoD further along with a team of 2-3 faculty members compiles the data and analyzes the attainment of the batch.
6. Distance education/online education:	NA

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs	Yes. Mr. Vijender Singh, Assistant Professor, Department of Computer Applications has been appointed as a coordinator of ELC since October

<p>are representative in character?</p>	<p>2023. The Club includes following students' coordinators as well: 1. Muskan, 2nd Year, BCA 2. Shivank Garg, 2nd Year, BCA 3. Achintya Sharma, 3rd Year, B. Tech (CSE AIML)</p>
<p>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.</p>	<p>The Electoral Literacy Club (ELC) has undertaken following initiatives: 1. Voter's Awareness Campaign for Youth (UGC) & Mera Pehla Vote Desh k Liy (AICTE) from 25th Feb 2024-6th March 2024. The aim of this program was to educate students about their right to vote, why it is important, and guide new voters, who just turned 18, on how to enroll themselves in their local voter lists. It also encouraged students to pledge to vote responsibly for the nation's development. 2. Voter Pledge Ceremony on 19th April 2024. Following instructions from the District Election Officer, Panipat, the ELC Club, in collaboration with the NSS Unit, observed the Voter Day Pledge. The event aimed to encourage students, faculty, and staff to actively participate in shaping the nation's future through their votes. 3. Voter Card Registration on 22nd August 2024. The aim of this program was to support students, faculty, and staff in either registering for a new Voter ID card or updating their existing cards. A government representative was invited to the campus to facilitate this process, allowing eligible ones to complete their registrations without having to visit government offices or stand in long queues.</p>
<p>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.</p>	<p>The ELC is planning to take initiatives to aware society especially under privileged sections through some awareness camps, surveys and carry out research project in the field.</p>
<p>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.</p>	<p>ELC of the Institute invited a government representative in the premises to felicitate students, faculty, and staff in either register/enroll for a new Voter ID card or update their existing cards. This initiative was taken to assist everyone to complete their registrations without having to visit government offices or stand in long queues.</p>

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
4535	4238	3458	3116	3068

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: 336

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
240	222	183	165	162

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
3969.61	6235.1	2590.23	1923.92	2095.47

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:

Panipat Institute of Engineering and Technology (PIET) is affiliated with *Kurukshetra University*, for the B.Tech., BBA, MBA, BCA, MCA program and B.Pharm. program is affiliated with the *Pandit Bhagwat Dayal Sharma University of Health Sciences*, Rohtak. The institute follows the curriculum prescribed by the universities. The curriculum planning and delivery process at the institute involves:

- Subject allocation and timetable preparation
- Review of course gaps and outcomes
- Instruction design and course management
- Assessment of outcomes
- Student feedback

While preparing the institute academic calendar, the institute adheres to the prescribed academic calendars of the affiliating bodies. The institute academic calendar is timely posted on the institute web and respective departmental notice boards. The institute academic calendar includes the following:

- Beginning and end of teaching
- Continuous internal assessment
- Events such as: conferences, tech-fest, workshops, orientation program, induction program, convocation, alumni meet, freshers party, annual function, sports meet, etc.
- University examination

Based on the institute calendar, the departments plan for the following academic activities in their departmental calendar:

- Schedule of assignments, internal practical evaluation, remedial classes, student feedback, etc.
- Seminars, industrial visits, guest lectures, and other co-curricular activities.

The instruction design and course management processes are standard in all the programs. The course diary, maintained by every subject teacher, begins with the course contents along with the course outcomes and goes through a list of text and reference books, lecture and class work plans, tutorial and assignment plans, previous year question papers, and ends with remedial measures, including curricular gaps. As a common practice in all departments, subjects are always allocated as per the faculty member's specialization. The timetable is prepared by each department. Due importance is given to all the university curriculum components, e.g., lectures, laboratory classes, tutorials, field visits, industrial trainings, seminars, and projects in the academic processes.

The continuous internal assessment is conducted as per the academic schedule at the institute level. The conduct of practical classes is also monitored by the department head, who ensures timely completion of the same. The make-up examinations for the sectional exams permitted by the departments are conducted by the concerned instructors in charge as per the departmental academic calendar.

Project domain areas are pre-identified and students start working on them right from the beginning of the semester. There is a project monitoring plan for each program, and the department ensures timely completion of the projects. Internships are scheduled during the summer break as per the curriculum.

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

1.2 Academic Flexibility

1.2.1

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

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

Other Upload Files

1

[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: 39.51

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
2130	1648	1630	1125	742

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 cross-cutting issues relevant to professional ethics, gender, human values, the environment, and sustainability are reviewed, and the related subjects taught under the different programs offered in the institute are listed below. Further details are provided in the uploaded document containing additional information.

Professional Ethics:

- Fundamentals of Management (HM-905A)
- Environmental Sciences (MC-901A)
- Constitution of India (MC-902A)
- Professional Practice, Law & Ethics (HM-255A)
- Entrepreneurship (HM 905A)
- Business Organization (BBA 101)
- Principles of Management (BBA 108)
- Personality Development (BCA-126)
- Business Environment (MBA-104)
- Legal Environment (MBA-207)
- Indian Ethos and Business Ethics (MBA-302)

- Entrepreneurship (MBA-401)
- Cross-cultural and Global Management (IB-405)

Human Values:

- Environmental Sciences (MC-901A)
- Organizational Behaviour (HM-921A/HM-901A)
- Essence of Indian Traditional Knowledge (MC-903A, B. Tech. ECE)
- Essence of Indian Traditional Knowledge (MC-903A, B. Tech. ME, TE)
- Understanding Social Behaviour (BBA-111)
- Human Behaviour at work (BBA-208)
- Management Process and Organizational Behaviour (MBA-101)
- Indian Ethos and Business Ethics (MBA-302)
- Group Dynamics and Leadership Excellence (HRM-401)
- Cross Cultural and Global HRM (HRM-403)

Environment:

- Environmental Sciences (MC-901A)
- Entrepreneurship (HM-902A/HS-401N/IT-405N)
- Civil Engineering - Societal & Global Impact (HM-252A)
- Industrial Waste Water Treatment (CE-406N)
- Power Plant Engineering (ME-404N)
- Environmental Studies (BBA-115)
- Corporate Social Responsibility and Sustainability (MBA-402)
- Environmental sciences–Theory (BP-206T)

Sustainability:

- Environmental Sciences (MC-901A)
- Energy Resources and Management (MC-904A)
- Civil Engineering - Societal and Global Impact (HM-252A)

Gender

- Environmental Sciences (MC-901A)

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

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 18.17

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

Response: 824

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 80.75

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
1504	1642	1221	1048	918

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2052	1770	1465	1374	1182

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 57.05

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
644	540	433	395	359

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
1088	938	776	728	626

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.9

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The educational process in PIET adopts a balanced approach with regard to various student-centric methods listed below.

Experiential Learning:

- Field trips and internships
- Minor and major projects
- Case study analysis
- Ad-mad competitions
- Budget analysis by students
- Human resource analytics and competency mapping
- Mock interviews
- Trainings and courses on new technologies
- Prototype and model making competitions
- Survey camps
- Advanced experiments

Participative learning:

- Workshops and boot camps
- Tech Fests
- Hackathons
- Expert talks and consultations
- Group discussion, debates, role plays, quizzes
- Business plan creations
- Seminar preparation and presentation
- Various co-curricular and extra-curricular activities
- Extension activities

Problem solving methodologies:

- Tutorial Sessions
- Brainstorming
- Special Assignments
- Peer group engagement
- Project based methods
- Internal Hackathons

The student projects are an essential curricular component in most of the programs, which promotes a participative problem-solving process also involving real life engineering and management problems. These projects require experiential usage of various engineering hardware/software tools to solve problems in hand. Students in all the programs take up industrial visits at all levels to observe industrial practices and the environment. Students in all the programs also undergo industrial training of six to eight weeks that provides them with experience and understanding of professional skills.

Students of MBA and BBA take up experiential and participative approach to learning through case-

based studies and role plays. Student seminars organised in all the programs enable them to learn from each other and refine their presentation and communication skills. Participative workshops and trainings are also organized in the departments to facilitate faculty and students in acquiring the necessary skills for the use of modern tools and techniques. Other student centric provisions, ICT tools and e-learning facilities available in the institute:

- Idea Lab.
- Availability of laboratory facilities for new technologies not covered under curriculum, such as robotics, IoT, AR and VR etc.
- Classrooms equipped with multimedia facilities, smart screens, Wi-Fi etc.
- E-learning facilities, ICT based learning, and online tools.
- Facilities to study from digital contents and undertake MOOCs, NPTEL/SWAYAM courses.
- Offering various online platforms to get extra knowledge through IIT spoken tutorials, virtual labs and other online modes.
- Availability of various computational facilities to students where they can refine their simulation, design and development skills, such as MATLAB, Scilab, AutoCAD, Pro-E, CATIA etc.
- Facilities of the necessary software/hardware tools required for students' practical learning, problem-solving and project work for electronics, computer science, information technology and other stream's students.
- Student chapter/club's activities.
- Student's participation in real-life-problem based competitive events such as Smart India Hackathon.

The teachers and students at PIET efficiently make use of the ICT facilities available in the institute. There are 79 lecture rooms and 9 seminar halls available in the institute with ICT facilities such as LAN, Wi-Fi, multimedia, smart screens and projectors. Fourteen rooms were provided with an additional lecture capturing system.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 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
240	222	183	165	162

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

2.4.2

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

Response: 64.51

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
174	156	125	92	80

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The mechanism of internal and external assessment is well documented in the university curriculum, available on the institute website, and communicated to all stakeholders. The institute conducts the continuous internal assessment part in each subject as per the guidelines and the schedule prescribed by the affiliated university in a transparent manner. The affiliated university conducts and evaluates the end-of-semester examination. The assessment and its tools are elaborated below.

(1) Internal Assessment Tools for Various Degree Programs:***Theory Subjects***

B Tech, B Pharm-25 % internal and 75% university-examination.

BBA, BCA, MCA-20 % internal and 80% university-examination.

MBA-30 % internal and 70% university-examination.

The overall internal assessment includes two sessional tests, quizzes, case studies/mini projects/assignments.

Practical Subjects and Industrial Training

B Tech-40 % internal and 60% university-examination.

BCA, MCA-100% university-examination.

BBA-50 % internal and 50% university-examination.

MBA-Not applicable

B. Pharm-30% internal and 70% university-examination

The continuous internal evaluation of practical subjects is based on lab performance, record, and oral examination. In case of industrial trainings, the student seminars are organized through the semester and their performance is assessed based on their presentation, participation, and training report.

Project

B Tech-50 % internal and 50% university-examination

BBA-Not applicable

MBA, B Pharm-100 % university-examination

The internal evaluation is based on project rubric for continuous assessment and external evaluation is carried out by the examiner appointed by the affiliating university.

*Seminar***B. Tech, BBA, MBA, MCA-100 % internal-assessment****BCA-Not applicable**

The internal evaluation is based on seminar evaluation rubric for continuous assessment.

(2) Conduct of Internal Tests: The institute's examination cell organizes the two sessional (theory) tests in a fair and transparent manner. The student performances in these tests are shown through their answer scripts. The correct answers are also communicated to the students. The internal assessments are routinely monitored by the head of the department. Student performance is also shared periodically with their parents. Students who fail to attend any evaluation process for valid reasons are provided a replacement chance to recover.

(3) Conduct of University Examinations: The end-term theory examinations are conducted as per the university schedule under the supervision of an external examination superintendent appointed by the university. The practical examiners are also appointed by the university and conducted as per their schedule.

(4) Mechanism for Internal Examination Related Grievances:

- A student approaches the concerned subject teacher within 2 working days to resolve the grievance. The teacher rectifies the mistake if any and update the student data in the record.
- If not satisfied, the student then approaches the head within the next 3 working days. The head in such a case takes a second opinion from another senior faculty member on the matter to resolve the same.
- The student can approach the director/controller of examinations in case the grievance is not resolved in the department. The same is timely resolved in consultation with the Director.

(5) Mechanism for External Examination Related Grievances: The academic section of the institute undertakes all the external examination related grievances and resolves them with the affiliating university.

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

2.6 Student Performance and Learning Outcomes**2.6.1**

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

Response:**Course Outcomes (COs):**

The course outcomes are stated through active verbs using Bloom's taxonomy and expressed as complete declarative sentences that clearly describe the knowledge, skills, and competencies expected from the students to acquire after completing their subject of study. The COs are available in the curriculum provided by the affiliating universities. The institution has adopted outcome-based education, and therefore, if required, the COs are revised and made available for every course of the following programs offered in the institute.

1. MBA (NBA Accredited)
2. MCA (NBA Accreditation underway)
3. First Year B. Tech., all branches
4. B. Tech. Computer Science and Engineering (NBA Accredited)
5. B. Tech. CSE (Artificial Learning and Machine Learning)
6. B. Tech. CSE (Artificial Intelligence and Data Science)
7. B. Tech. CSE (Cyber Security)
8. B. Tech. Civil Engineering
9. B. Tech. Electronics & Communication Engineering (NBA Accredited)
10. B. Tech. Information Technology (NBA Accredited)
11. B. Tech. Mechanical Engineering
12. B. Tech. Textile Engineering
13. BBA
14. BCA
15. B. Pharm.

Internal Evaluation Process:

The COs for subjects in the above programs are available on the departmental web pages and in other departmental records. While designing the internal question paper, the corresponding course outcomes are stated for each question. The student performance is recorded against each course outcome so that the attainment levels are estimated. The assignment questions are also marked with their course outcome number. The complete mechanism of internal and external assessment is presented in the QLM 2.5.1.

Program Outcomes and Program Specific Outcomes (POs and PSOs):

The POs (standard for a program) and PSOs (specific to a program specialization) are the attributes that must be imbibed in the graduates by the time of completion of their program. All course outcomes shall have linkage to program outcomes and program-specific outcomes in such a way that the strongest relation is represented by level 3 and the weakest by level 1. POs/PSOs attainment is a continuous process that is updated at the end of every semester, including all the curricular components. Four programs running in the institute are NBA-accredited, and one is underway. These and all the other programs have adopted the standard POs suggested by the NBA. These POs and PSOs are available on the departmental web page.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

(1) CO attainments: The institute follows the course curriculum and syllabus laid out by Pandit Bhagwat Dayal Sharma University of Health Sciences, Rohtak, and Kurukshetra University with respect to the offered programs. The evaluation of POs, PSOs, and COs is an essential part of the curriculum assessment process as it helps to measure the extent to which students have achieved the intended learning outcomes of the course.

(A) The data collection tools upon which the evaluation of the course outcome is based

(i) Theory Subjects

- Student performance in the two sessional tests, two assignments and one quiz.
- Student performance in the university examination.

(ii) Practical Subjects

- Lab performance, Lab record, and question answers (viva voce).
- Performance in University practical examination and viva voce

(iii) Projects (Rubric based)

(iv) Internships (Rubric based)

The assessment tools for internal and university assessment are prescribed in the university curriculum for each of the curricular components are briefly described in 2.5.1 before.

(B) Process of CO attainment

- Articulation and setting of the course outcomes (COs).
- Setting up of the CO attainment targets
- Computation of the CO attainments

(2) PO attainment: The evaluation of attainment of POs are carried out by direct and indirect processes.

(A) Direct PO Attainment

(i) Tools upon which the evaluation of the of POs are based: CO attainments in -

- Theory Subjects
- Practical Subjects
- Projects
- Internships

(ii) The process of direct PO attainment includes:

- Articulation and setting of the additional POs or PSOs.
- Mapping of COs with all POs (CO-PO Matrix) and maximum attainable PO levels.
- Identification of curricular gaps and plan of activities to overcome the gaps.
- Computation of PO attainments through the CO attainments for each curricular component.
- Computation of overall direct PO attainments.

(B) Indirect PO Assessment Tools

The institute collects feedback from students regarding the teaching-learning process and infrastructural facilities. Feedback from other stakeholders, like alumni and employers, regarding the course and program is also collected at the end of every academic year to improve the quality of education provided by the institution. Feedback from following stakeholders are used to observe the indirect attainments.

- Students
- Parents
- Employers

Feedback from students (exit survey), parents, and employers is regarded as a crucial instrument for indirect evaluation. Online and offline questionnaires are used to collect feedback from students, parents, and employers regarding programme outcomes.

(3) Overall PO attainments:

Weightages of 80% and 20% are assigned to direct and indirect attainments respectively for Overall Attainments of every PO and PSO.

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

2.6.3

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

Response: 82.5

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
895	688	748	886	737

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
1137	925	893	898	940

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process**Response:** 3.97

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: 3.5

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	3.50	0	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

(a) An Ecosystem for Innovations: The following initiatives constitute the innovation ecosystem in the institute.

(i) Institute Innovation Council: Panipat Institute of Engineering and Technology has successfully established the institute innovation council (IIC) as per the norms and directives of MHRD in 2018-19. IIC at PIET promotes a culture of innovation among its students and faculty members through its regular activities.

(ii) Hosting and Participation in National Hackathons: The institute took the initiative to host the Smart India Hackathon in 2018 and 2019 and was awarded the only nodal center status by MHRD in Haryana. Later, the students from the institute won several prizes in national-level hackathons. The institute also organizes internal hackathons every year.

(iii) Start-up cell: The institute houses an active start-up cell and conducts several activities annually to promote the start-ups. The activities include seminars by entrepreneurs and accelerators, start-up conferences, workshops, expert panel discussions on start-ups, ideathons, etc.

(iv) Idea Lab and other Technology Specific Labs: The AICTE Idea Lab has been set up on campus to pool the ideas of students and test their feasibility. It provides the basic facilities required to develop a lab model of the idea. There are other, beyond curriculum, technology labs developed on campus, e.g., Li-Fi Lab, Robotics Lab, IoT Lab, AR-VR Lab, etc.

(b) Indian Knowledge System: There is a mandatory subject MC-903 (Essence of Indian Traditional Knowledge) being taught in the 5th Semester B. Tech. programs to impart the basic principles of thought process, reasoning, and inferencing. A separate section of IKS is available in the library, which has more than 250 books.

(c) IPR Cell: The Intellectual Property Rights cell provides a transparent support framework for the ownership, control, and transfer of IPRs of IPs that are partially or fully generated and owned by Panipat Institute of Engineering and Technology. The IPR policy was first approved by the BoG on August 29, 2020. With consistent support from the institute for protection of IPs created by the faculty members, the count of the published patents has grown to 87 as of the date.

(d) Incubation Centre: PIET is an approved Host Institute and Business Incubator under the Ministry of Micro, Small & Medium Enterprises, Govt. of India's innovative scheme. The Idea No IDEAHR009052 on Wool Untapped Opportunity for 12.75 Lakhs under Hackathon 2.0 has been approved on 14/07/2023. Presently the development activities are underway.

(e) Initiatives for the creation and transfer of knowledge/technology:

(i) Entrepreneurship Development Cell: There has been an ED cell in the institute since 2016 to create awareness on entrepreneurship, organize programs on entrepreneurship, and foster linkages between the institution, industries, and R&D institutions for the transfer of knowledge.

(ii) The institute regularly promotes its faculty members to organise and participate in FDPs and conferences.

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

3.2.2

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

Response: 35

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
11	5	9	4	6

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: 0.65

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
44	49	57	27	42

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.47

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
56	28	39	11	23

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities**3.4.1**

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The students in PIET have engaged with the following multi-dimensional extension activities, creating a lasting impact in the neighborhood community as well as in their own overall development:

(1) To Create an Environment for Promotion of Cleanliness: Various activities under the *Swachhta hi sewa* campaign, clean India campaign, awareness against use of single-use plastics, and cleanliness drives under the NSS camps were organized in August 2020, February 2022, October 2022, February 2023, and September 2023 by the students.

(2) Blood Donation Camps for Social Concern: Blood donation camps with the Indian Red Cross

Society, Panipat, were organized in October 2020, February 2023, and November 2023. Camps for blood donation were also organized in the nearby village (Pattikalyana) in August 2019 and February 2022. In May 2022, a similar camp was organized by the YRC students.

(3) Social Welfare Concerns: A variety of student engagements were observed on various issues of social welfare.

- **Diwali celebration** with green crackers and sweets in the slum area of Panipat (October 2022 and September 2023).
- **Holi celebration** with dry- colors and sweets in orphanage homes and slum areas in Panipat (March 2022 and 2023).
- **Desk donation** at Govt. Sr. Sec. School of Adopted Villages (Dehra, Pawti, Garhi Chhaju, and Karhans), Social and Education Welfare Association (SEWA), Chotti Manglapur Primary School, Karnal (February, March, April 2022).
- **Cloth distribution** drive in a slum area near Kabri Fatak (May 2022).
- **Theater programs** promoting women empowerment, drug de-addiction, and Indian culture in 2021 and 2022.
- **Programs, street shows, marathons, and public oaths** against the use of drugs in 2021 and 2022.

(4) Social Concern during COVID-19: During the COVID-19 also, the students were engaged in the mask distribution at villages Pattikalyana and Dikadla (June 2020) and awareness drives at Garhi Chhaju and Pattikalyana villages (December 2020, January 2021).

(5) Environment Protection Awareness: Various groups of students have organized the tree plantation drives at Golden Park, Samalkha (August 2023), adopted villages (June 2023), and at Ansal Block-A, Near Millennium School, Panipat (August 2020).

(6) Health Awareness/ HIV/AIDS: The students from the institute, on health awareness issues, were engaged in the celebration of 7th International Yoga Day at NFL school Panipat (June 2021), HIV/AIDS awareness drives and street shows at villages Pattikalyana and Dehra (December 2021, 2022), balanced diet and deficiency diseases at village Pattikalyana under the 5th National Nutrition Month Celebration with the ASHA workers (September 2022), and an awareness campaign on drug abuse through a street show at industrial area Panipat (May 2023).

(7) Physical Fitness: A variety of programs on physical fitness in the nearby village Pattikalyana, e.g., the World Bicycle Day drive (June 2022, 2023), Unity Run (October 2022), and Fit India Freedom Run 3.0 (October 2022) were organized.

These activities conducted with the neighborhood community aspired not only to the student groups who were directly involved but to the student community as a whole with the word of mouth in their circles. These activities have contributed to advancing community development and driving social change.

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

3.4.2

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

Response:

Various agencies of the neighborhood community have expressed appreciation for the multi-dimensional extension activities carried out by the students during the past five years. These activities have contributed to advancing community development and driving social change. The recognition and acknowledgment of these initiatives by government and government-recognized bodies serve as a testament to the positive impact and effectiveness of the students' efforts. The following bodies have recognized the outstanding contributions towards community services through various extension activities.

- The Indian Red Cross Society, Panipat, for organizing blood donation camps during the years 2021, 2022, and 2023.
- National Social Organization (NGO) for blood donation camps for the years 2021 and 2023.
- The Gram Panchayat of two adopted villages for organizing seven days' special camps during the sessions 2021-2022 and 2022-2023.
- The government school of the four adopted village for desk donation drive organized by the National Service Scheme and the Unnat Bharat Abhiyan team during 2022.
- Social and Educational Welfare Association (SEWA) for Desk Donation drive in 2022.
- The Energy Swaraj Foundation for making 1000+ people energy literate in 2023.
- Recognition from the National Service Scheme Cell, Kurukshetra University, Kurukshetra, for rendering excellent service to the community through NSS for the sessions 2021-2022 and 2022-2023.
- The Municipal Committee, Samalkha, Panipat, for the deposition of 115 kg of single-use plastic during the Clean India 2.0 campaign in the year 2022.
- The Vegan Outreach India for organizing awareness programme on Food Planet Health in 2022.
- Central Vigilance Commission for the integrity pledge in 2021.
- Ministry of Defense, Government of India for the commitment to the nation in 2023.
- Additional Director, Haryana Kala Parishad (Art & Cultural Affairs Department, Haryana), for promoting women empowerment, drug de-addiction and Indian culture by hosting the theatre programs in 2021 and 2022.
- PRAYAS (NGO) and ADGP, HSNCB (Haryana State Narcotics Control Bureau), Haryana, for conducting programs, street shows, marathon, and public oath against use of drugs in 2021 and 2022.

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

3.4.3

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

Response: 23

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
4	5	5	4	5

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 7

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The institute provides abundant infrastructure for the conduct of regular classroom teaching, tutorials, laboratories, seminars, curricular, and other extracurricular activities that are well furnished and ICT enabled for efficient support.

(A) Infrastructure and facilities for Teaching-learning: The institute houses adequate infrastructure facilities, with appropriate ICT facilities, as per the prescribed and applicable norms to support all the academic programs run under various departments. Their counts are -

Classrooms: 85 (79 with ICT facilities)

Seminar Halls: 9

Computer Centre: 1

Workshops: 2

Central Library: 1

Incubation Centre: 1

(i) Classrooms: All the classrooms are well ventilated, fitted with air conditioners and appropriate multimedia facilities.

(ii) Laboratories: All the laboratories, including a common computer centre and workshops, as per the curriculum requirements, are equipped with standard equipment in all the departments. Additional labs are also available to support student skills in emerging areas and student innovations.

IoT Lab

Robotics Lab

Li-Fi Lab

AR-VR Lab

Idea Lab

(iii) Computing Equipment and ICT Enabled facilities: The IT infrastructure available for various programs is as under-

Desktop computers for faculty, staff members, other offices: 346

Desktop computers for students: 1270

Printers: 84

Smart Screens and LED TVs: 71

Projectors: 48

Online UPS (KVA): 270 KVA

CCTV Cameras: 720 (95 with sound recording)

ERP System: Features for all major academic and administrative processes.

(B) Facilities for cultural and sports activities

(i) Dr A P J Abdul Kalam main Auditorium: Followings are key details of the Dr. APJ Abdul Kalam Auditorium-

- Area: 39.5m×11.5m
- Capacity: 590 seats
- Year of Establishment: November 2017
- Usage: It is an important central facility with fully functional air-conditioning, audio, video, lighting, and other ICT utilities for conduct of indoor functions.

(ii) Open Air Theatre: The open air theater is centrally located in the campus and is one of the earliest developed infrastructure. Key details-

- Capacity: Sufficient for 3000 persons
- Usage: To provide a boost to the open air activities, yoga, and cultural functions.

(iii) Auditorium: There is a fully functional auditorium on the third floor between the D and E blocks. This auditorium is another popular venue for the conduct of cultural programs and other students' gatherings all through the semesters. The seating capacity in the auditorium is around 400, and all ICT facilities are available.

(iv) Facilities for Outdoor Games: The institute provides various sports equipment and facilities within the campus. The sports infrastructure includes a basketball court, a cricket or football field, a volleyball court, and a badminton court. A sports teacher is also available on campus for practice sessions,

coordination, and other arrangements. Sports events are regularly organized on the campus.

(v) Facilities for Indoor Games: Indoor sports facilities such as TT tables, carrom boards, chess boards, and an open hall for yoga are available on campus.

(vi) Gymnasium: The institute has a unique fitness and recreational facility in the form of a state-of-the-art gym, which is installed with 26 workstations equipped with globally branded Fit-line machines. A trainer is available to provide basic guidance and support.

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: 18.12

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
786.52	778.18	672.2937	378.05	431.01

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 institute library is automated and provides access to hard and soft copies of a variety of learning resources including books, reference books, handbooks, journals, proceedings, magazines, newspapers, and a variety of e-contents. It houses a reading section with 270 seats and is conveniently located in the administrative block.

Library Automation: Koha-ILMS has been used for the last six academic years. It is open-source ILMS software that can be modified as per our needs. The cataloging module contains details regarding the title, author, department, subject, course, and publisher. The circulation module deals with the issue and return of books and provides an email alert for the issue, return and due date. Barcodes are used on books for hassle-free issue and return of books. Using OPAC, users can check the availability of books, reserve books that are issued to other users, and get notified when a book gets returned.

Subscription to e-resources and journals: The library has the following subscriptions to e-resources, e-databases & e-journals:

- E-Books: (i) World e-Book Library, (ii) National Digital Library of India
- E-Journals: (i) Springer Nature, (ii) IEEE Xplore, (iii) DELNET
- E-Database: (i) Economic Outlook
- MoE Initiatives, (i) Swayam, (ii) e-PG Pathshala
- Web based resources: (i) Central Library Website, (ii) Repository- Question Bank, Newspaper Clippings etc.
- A.V. Resources: 3477-Compact discs
- Plagiarism Checking software (Turnitin)

Twenty-three LAN-connected desktops are installed in the Digital Library room. These computers are used to access the various library links that the institute has subscribed to via e-resources.

Subscription to print journals: The library has subscription to a total of 102 print journals.

Library Usage: The library at PIET is extensively utilized by both faculty and students, serving as a crucial resource in their academic and research activities. A touchless automated gate entry/out system is deployed for recording the footfall count in the library.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute always upgrades and maintains adequate IT facilities to enhance the teaching and learning experience, facilitate e-learning, and provide digital resources to all faculty members and students. The upgrades in IT facilities are planned as per (i) the inclusion of new subjects or curricular revisions, (ii) addition of new degree courses, and (iii) availability of new and futuristic technologies. The yearly updates of last five years in different IT facilities are listed below:

(i) Smart Screens: Three smart-screen units were bought in the year 2020. Their number increased by 28 in 2021, 10 in 2022, 8 in 2023, and 16 in 2024, totaling 65 during the last five years.

(ii) Wi-Fi Access Points: 10, 30, and 65 Wi-Fi access points were added during 2019, 2020, and 2022, respectively.

(iii) Network switches: 10, 01, 04, and 08 network switches were added in 2019, 2020, 2021, and 2022 respectively.

(iv) Desktop Computers: The desktop units with adequate configuration procured in the years 2019, 2021, 2022, and 2023 were 50, 150, 320, and 550, respectively.

(v) Printers: The printers added in the years 2019, 2020, 2021, 2022, 2023, and 2024 were 18, 1, 6, 7, 10, and 8, respectively.

(vi) Internet Bandwidth: The internet bandwidth available on campus during the sessions 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 were 110 Mbps, 110 Mbps, 1 Gbps, 1 Gbps, and 1.4 Gbps, respectively.

(vii) Biometric Devices: The biometric devices used in the staff attendance system were added after COVID in the years 2020 (4 units), 2021 (2 units), and 2022 (1 unit).

(viii) CCTV camera: 50, 80, 167, and 65 units were added in the years 2021, 2022, 2023, and 2024 respectively.

(ix) Total 10 Online UPS were installed in different buildings during the last five years.

It is observed that adequate IT facilities were added during the last five years. The role of ICT in PIET is becoming more and more important, and this will continue to grow and develop with the adoption of futuristic education technologies.

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 4.24**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 1070

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: 2.32**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
86.36	86.03	100.40	51.84	65.22

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: 83.27

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
3716	3401	2866	2620	2732

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 60.85

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
2384	2529	2257	1853	2183

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

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 78.98

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
599	669	591	615	649

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
895	688	748	886	737

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 11.28

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
11	25	17	23	13

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 31

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
11	8	8	3	1

File Description**Document**

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 10.2

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
15	12	10	6	8

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The PIET Alumni Association (HR/007/2019/01700) is registered under the Department of Industries and Commerce, Haryana, under the Haryana Registration and Regulation of Societies Act 2012. The governing body of the association comprises the following alumni: President Mr. Harshit Kakkar (MBA: 2013-15), Vice-President Mr. Mayank Gupta (MBA: 2017-19), General Secretary Mr. Ankur Goyal (BBA: 2014-17), Joint Secretary Ms. Namita Arora (MBA: 2014-16), Treasurer Mr. Prince Verma (BBA:2012-15), Executive Member Mr. Manish Gulati (MBA:2008-10), Executive Member Mr. Manjeet Jaglan (MBA:2012-14), and a team of executive members to assist in organizing various events in the Institute.

The main objective of the PIET Alumni Association is to bridge the gap between the institute and alumni. Alumni meetings are held at regular intervals, and the PIET alumni are very active in interaction with present students for information sharing and learning. Besides discussing plans, various cultural activities are organized at the time of the alumni meet. Alumni also support the students for placements and internships. Various workshops, seminars, and webinars have been conducted by the alumni for the development of the student community. The alumni network has a great benefit for current students. Alumni also donate their valuable time to offer career support to current students. There is a separate web portal for the institute alumni (<https://alumni.piet.co.in/>)

Alumni Contributions

The PIET Alumni Association plays a vital role in supporting the institute financially. Their contributions span various areas, including training for current students, assistance in academic and placement matters, and grants for social initiatives. Additionally, they engage in knowledge exchange programs and organize alumni meetings and various guest lectures.

The PIET Alumni Association extends valuable support services for career development workshops and seminars, preparing students for the workforce. Distinguished alumni frequently participate in institute-hosted events, actively engaging with college societies, centers, and cells. Their contributions, including mentorship and expertise sharing, significantly impact the institution's success. Overall, the association fosters a community of committed and supportive graduates dedicated to the institution's growth and societal impact.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision, Mission and Values:

PIET was established as a growth-oriented, self-financed institute with a clear vision for the institute to be a globally known and recognized educational institute having a transformative impact on society. The institute mission is aligned with its vision, and the institute is committed to the core values of integrity, transparency, social responsibility, empathy and excellence in innovation.

Governance:

The institute is guided by a strong decision-making body, the Board of Governors (BoG), which comprises of distinguished individuals from education, public service, corporations, industry, and social services. The BoG is committed to ensuring transparency and equitable access to opportunities for all stakeholders. Under the capable leadership of the Director, deans, and heads, the institute operates with a team of dedicated professionals across various fields, including engineering, management, pharmacy, and computer applications.

NEP Implementation:

The institute has adopted outcome-based education in all its programs in accordance with national standards.

- The institute has received the assent of the UGC conferring autonomy and has plans to include various aspects of Indian knowledge systems and multidisciplinary aspects in the curricula of various programs.
- The local language is given preference in various activities and events.
- The institute provides excellent ICT facilities and linkages for online resources, and the students use a variety of online resources, e.g., IITB spoken tutorials, NPTEL, Oracle certifications, IBM courses, etc.

Sustained Institutional Growth:

The institute's commitment to sustainable growth is evident in the increased enrolment in emerging technology courses such as B.Tech. in CSE(AI&ML), CSE(AI&DS) and CSE(CS), along with the introduction of specializations in data science and cloud technology within the BCA program. In response to the growing student population, the institute has also expanded its faculty each year.

Additionally, there has been significant development in infrastructure, resources and amenities.

Decentralization:

The institute practices decentralization, which is integral to its operational structure. The governing body provides oversight, with the Director managing institutional affairs. The director works through deans and heads. Heads, with the support of faculty and administrative staff, collectively strengthen the academic and administrative functions of the institute. Different committees are established to oversee specific functions, including academics, budgeting, research, extracurricular activities, etc.

Participation in the Governance:

The institutional policies on delegation of roles and responsibilities for various administrative positions are well practiced, creating comprehensive, transparent, and accountable governance.

Institutional Perspective Plan:

The institute's leadership contributes to strategic planning, and the governance works on implementing both short-term and long-term institutional plans to continuously improve the quality of education. The same is available on the official web site of the institute.

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:

Administrative Setup: Functioning of the institutional bodies

The Board of Governors discusses and adopts policies and plans of action. The institute follows the delegation of authority and responsibility as per the organogram to maintain coordination and effectiveness, which in turn aids in impartial decision-making and ensures that the institution's aims are aligned with those of its stakeholders. The director leads the institute and ensures that the governing body's decisions are carried out in a transparent and collaborative manner, adhering to the institute's vision and mission. All heads are responsible for the academic and administrative responsibilities of their individual departments and are assisted by faculty and staff.

Policies, Appointment and Service Rules

The institutional policies provide a guiding framework for all involved in the institutional processes. The institute's rules, procedures, and policies are available in the establishment section as well as on the institute's website for ready reference by all concerned. These policies include the Faculty and Staff Code of Conduct, Academic Rules and Regulations, Staff Welfare Policy, Leave Policy, R&D Policy, IPR Policy, and Consultancy Policy etc. The institution's functioning is directed by procedures and processes according to its values, code of ethics, administrative and other policies. The rules and procedures related to governance are reviewed from time to time and amended with the approval of the BOG.

There is a fair and transparent recruitment and selection process for employees. In addition, the service rules and staff welfare policy guarantee equal privileges for all employees. According to the institute's policies and procedures, different committees concerned with both academic and non-academic issues have been made operational and effective. These committees include the Institute Complaint Committee (ICC), Student Grievance Redressal Committee, Anti-Ragging Committee, SC/ST Committee, Placement Cell, Alumni Association, Library Committee, Cultural Committee, Sports Committee, etc.

The Framework of Perspective Plan

One essential component of the institute's operation is the implementation of institutional strategic plans. These plans serve as a road map for the institution's expansion and improvement, making sure it remains current and adaptable to future changes.

The institute's perspective plan strives to meet stakeholder expectations and efficiently makes use of available resources to deal with ongoing and emerging challenges. The institute has always anticipated making effective use of available resources, and in order to achieve this, it was proposed to focus on consistent growth across all spheres. The teaching and learning system, faculty and staff recruitment, computational hardware and software facilities, library resources, alumni associations, research and development, placement, innovation, incubation, and extension activities with social impact were some of the major areas that were constantly identified for improvement. Additionally, it also aims to continue the journey of various accrediting procedures in order to increase overall quality.

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

6.2.2

Institution implements e-governance in its operations

1. Administration

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

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

Performance Appraisal System:

Institute is in practice of getting confidential reports about the performance of the teaching and non-teaching staff through their Heads of Departments/Sections in a prescribed proforma. The proformas are being modified from time to time for Teaching Staff and Non-teaching Staff.

The performance appraisal system practiced by Institute is based on 360-degree feedback as per AICTE guidelines on 10-point scale for teaching staff. The non-teaching performance is evaluated on the performance of the incumbent in laboratory, ability of performing other responsibilities assigned to them from time to time by the Head of the Department/Section.

Welfare measures for teaching and non-teaching staff: The institution has effective welfare measures for teaching and non-teaching staff as follows:

The institution offers a comprehensive range of leave benefits (as per leave policy) to promote a healthy

work-life balance for its employees. These benefits include 15 days of Casual Leave for both teaching and non-teaching staff, 2 Restricted Holidays, and 6 months of Study Leave. Female employees are entitled to 2 months of Maternity Leave, while male employees can avail 2 days of Paternity Leave. Additionally, 5 days of Academic Leave and 5 days of Medical Leave are available. 10 Earned Leaves to vocational Staff and 15 Earned Leaves to non-vocational staff are admissible. Wellness Allowance equal to 5 days salary is admissible to employees who do not avail even a single medical leave over the year. Further, there are provisions of encashment of accumulated medical leaves and Earned leaves. Vacations of 1 week each for summer and winter are admissible to vocational staff.

Staff members are also covered under a Group Insurance scheme, with a provision of up to ₹1 lakh in case of accidental death. Full medical assistance is provided to employees who sustain injuries while on duty.

The institution provides a range of financial assistance programs for both teaching and non-teaching staff. These include financial aid for the marriage of a girl child and a 50% TFW concession for staff children. Employees can avail an advance salary of up to two months, repayable through a 10% monthly deduction, as well as interest-free loans. Teachers receive a book grant of up to ₹2000 per year, while all staff members benefit from research support incentives and a gratuity scheme. Non-teaching staff earning a salary of up to ₹21,000 are eligible for ESI contributions, and those earning up to ₹15,000 receive PF contributions.

Career Development/Progression:

Teaching staff are encouraged to participate in skill enhancement programs, refresher courses, workshops, and orientation programs with academic leave provided to facilitate their participation. Facilities such as canteen access, a staff cafeteria, free counselling sessions with certified counsellors, grievance redressal mechanisms, centre of wellbeing and parking are provided to enhance their well-being.

Other amenities include ATM facilities, access to fitness centres and indoor/outdoor arenas.

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

6.3.2

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

Response: 37.04

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
137	76	88	16	43

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 27.18

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
86	88	79	76	70

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
116	101	84	98	97

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

(1) Institutional strategies for mobilisation of funds and the optimal utilisation of resources

PIET is a self-financed institution, and the funding required for running the college is entirely self-generated through fee collection and bank loans for infrastructure development to be repaid later in installments. The institute fee, approved by the fee-regulating body under the Directorate of Technical Education, Government of Haryana, is the main source of funds for operational expenses. Other sources of income include the revenue collected against grants, consultancies, and rentals from various agencies for the conduct of their examinations utilizing the well-equipped laboratories, classrooms, etc.

Proper strategies for fund mobilization are deployed for the financial wellbeing and sustainable growth of the institute. The institute's budget is the primary instrument of fiscal control and, accordingly, contains all projected revenues and expenditures for all the programs offered by the institute. The institutional budget aims at optimum utilization of finance and is prepared every year under the supervision of the director of the institute, taking into consideration recurring and non-recurring expenditures. Accordingly, all the administrative and academic heads submit the budget required for the subsequent financial year. A few of the resources reviewed under budget preparation are:

- Physical infrastructure
- Academic infrastructure and learning resources
- Salaries and human resource development
- Library and related e-resources
- ICT resources

- Upcoming technological resources
- Institute development resources
- Other miscellaneous resources

All major financial decisions are taken with the approval of the Board of Governors. The institute adheres to the utilization of budgets approved by the Board of Governors. Director and respective heads have the necessary financial powers to meet routine expenditures.

(2) Institution conducts internal and external financial audits regularly

Internal Audit: The internal audit is performed by a staff designated for the duties of the internal audit. The auditor performs the daily voucher verification and indicates the clerical errors, if any. The errors thus reported are rectified by the concerned account department staff. In general, the staff members of the account department are efficient, and therefore serious audit lapses have not been reported so far.

External Audit: The *Vidhyapeeth* educational trust, the parent body of the institution appoints the external auditors. The external audits are carried out by the chartered accountants, Pardeep Tayal and Company, Panipat. The external auditor visits the institute to perform the audit and checks all the relevant documents personally. The audit reports are then prepared by the CA. After the audit process, the account statements, ITR-7, are finalized. The account statements are finally certified by the CA. The audited statement is finally brought to the notice of the Board of Governors.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC as per NAAC guidelines was first formulated on July 16, 2018. The next formation took place on July 17, 2020, with a revision on April 12, 2021. The third IQAC came into existence on July 17, 2022, with a change in coordinator. The next change in coordinator-ship in the fourth IQAC was on January 24, 2024, which was amended on August 6, 2024, due to the discontinuation of the coordinator. In this journey, the IQAC has tremendously contributed to institutionalizing the quality assurance strategies and processes, of which a few are listed below.

Coordinated quality-related activities of the Institute: The institute IQAC has been instrumental in coordinating the following Accreditation and Ranking Activities during last five years:

- NIRF-2021, 2022, and 2023 data submission for engineering and management categories on February 18, 2022, January 20, 2023, and January 31, 2024.
- NBA SAR of the B Tech CSE program visit on September 20-22, 2019 and its compliance on December 20, 2021.
- NBA SAR for B Tech ECE submission initiated on August 24, 2021, and visit on May 13-15, 2022.
- NBA SAR for B Tech IT submission initiated on November 17, 2022, and visit on May 19-21, 2023.
- NBA SAR for MBA submission initiated on November 25, 2022, and visit on May 19-21, 2023.
- NBA SAR for MCA submission initiated on July 25, 2024.

Reviews of the teaching learning process, collection and analysis of feedback: The IQAC has coordinated the regular collection of various stakeholders' feedback on teaching and learning, institute ambiance, student satisfaction, exit surveys, etc. through the departments. The necessary actions drawn on the basis of stakeholders' feedback were also taken into consideration by the IQAC.

Regular conduct of Academic and Administrative Audit: The revised program audit process was approved by IQAC in February 2019. Various programs offered in the institute annually undergo the AAA, and the IQAC conducts their follow-ups.

Parameters, structures and methodologies of learning outcomes: A series of faculty seminars, workshops, and FDPs were organized to demonstrate the idea and practice of the revised Bloom's approach. Later, with approval by IQAC in August 2019, the mention of Blooms level has now become essential against every question being asked in the sessional tests along with the course outcome. On the same line, a question paper quality index on cognitive complexity is also introduced by the IQAC. Time to time, the learning outcomes for different programs are also revised in coordination with the IQAC.

Other IQAC initiatives: The cell so far has been instrumental in placing activities such as

- Validation and review of departmental missions, program goals, program-specific outcomes, etc.
- Validation of CO-PO mappings, processes of PO attainments, etc.
- Promotion of the use of NPTEL, SWYAM, and other online resources.
- Arranging energy and other audits on the campus.
- Holding seminars, workshops, and conferences and faculty development on OBE.
- MOUs for skill development.
- Supporting accreditation processes.
- Strengthening the teaching-learning system.

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

6.5.2**Quality assurance initiatives of the institution include:**

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

PIET is dedicated to advancing gender equity and actively observes national and international events such as International Women's Day, Breast Cancer Awareness and AIDS Day. A calendar is established for gender sensitization activities designed to promote gender equality, raise awareness about social issues and foster a culture of equality among students and staff.

Gender audit has been conducted by the institute, *as per audit the institute has 56.25% of female faculty members, 21.6% non-teaching female staff and 27.9% female students.*

- **Organizing Cultural and Social Events:** Hosting various events such as Nukkad Natak, Chalo Theatre, etc. to raise awareness and encourage inclusivity.
- **Supporting Gender Diversity:** Enhancing the classroom experience to support gender diversity, alongside offering scholarships such as *Udayan Shalini Fellowship (Only for Girls)*, financial aid, and mentorship programs to support students in their education.
- **Awareness and Training Program: Regular training and workshop sessions on gender sensitization, unconscious biasness and outdoor training are conducted. These initiatives are aimed to raise awareness among students, faculty and staff about gender issues to promote a respectful and supportive environment.**
- **Support Services:** The Institute provides specialized support services such as *maternity leaves, paternity leaves, reduced working hours for childcare, etc.* aimed at addressing the unique needs of all genders. This also includes counseling services, mentorship programs that focus on issues such as gender-based violence, mental health and career development.
- **Sports and Recreation Facilities:** The Institute ensures that its sports and recreation facilities (such as Badminton, Kho-kho, Teej festival, Mehndi competition, etc.) are accessible and inclusive. Gender parity is a key consideration in the allocation of resources and support for sports programs and efforts are made to encourage participation from all genders.
- **Health and Well-being Services:** PIET aims to provide comprehensive care that respects and meets the needs of all genders, including reproductive health services and mental health support. *Awareness Campaign on Breastfeeding, Prevention of Cervical Cancer and Menstrual Health and Hygiene are conducted.*
- **Establishing an Internal Complaints Committee:** A dedicated committee has been established to maintain a fair and secure environment for students, staff and faculty. This committee is responsible for investigating complaints related to gender-based violence, harassment,

discrimination and provides counseling and support to victims.

The Institute is equipped with CCTV surveillance and both male and female security guards stationed at various locations throughout the premises. The institution has also provided separate common rooms and laundry for boys and girls, which are equipped with essential amenities and recreational facilities, including indoor games and other leisure materials. The institution has also provided Common Gym facility for Girls and Boys with proper equipment along with male and female gym trainer.

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
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

- 1. Green audit / Environment audit**

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

A. Providing Inclusive Environment, i.e., tolerance and harmony towards cultural, regional, linguistic, communal and socio-economic diversity:

Inclusivity pervades in all operations of the PIET, be it enrolment / admissions of students, class-room teaching, co-curriculars, recruitment of staff and faculty, celebrations of important days and mile-stone events. Tolerance and harmony towards cultural and communal diversity is reflected in terms of recruitment of a sizeable number of faculty and staff from each of the communities, be it Hindu, Sikh, Muslim or others. Merit, of course, is the yardstick and that's the only one.

To promote inclusive environment, students from diverse states like J&K, Rajasthan, Delhi, U.P., Punjab, Haryana, Bihar and countries like Nepal and to render support to them in all matters ranging from academic to personal, Mentor-mentee system has been implemented (with a faculty mentor over each set of approx. 20 students). In co-curriculars, students of all hues and communities get equal opportunity to participate and excel.

To promote socio-economic diversity, meritorious students with little means to pursue their studies are

afforded opportunities through PIET Quest round-1, filtered through Round-2 and final Quiz and are duly supported financially, enabling them to pursue their passion of higher learning.

Towards communal harmony, SC/ST Anti-Discriminatory Committee resolves any issues faced by SC/ST students.

The Institute fosters inclusivity, harmony, and tolerance by celebrating a diverse range of festivals and important days including regional and religious events such as Lohri, Holi, Eid, Teej, Garba, Diwali, and Gurupurab. The Institute also mark significant observances like International Women's Day, World Environment Day, International Day of Light, Shaheed Diwas, Voter's Day and Hindi Diwas. The Institute initiatives extend to organizing talks on spirituality, meditation, mental well-being, and happiness, as well as raising awareness about social issues like anti-drug efforts, nutrition (Poshan Mah), and No Tobacco Day. Additionally, through various competitions, The Institute encourage both students and employees to appreciate and engage with cultural, regional, linguistic, communal, and socioeconomic diversity.

B. Sensitization of students and employees to Constitutional Obligations:

- 1.To strengthen democratic values, Institute is offering courses like a full semester course on Constitution of India in different programs.
- 2.To promote value systems, Institute offers Universal Human Values (U.H.V.)-I during 21 days Students Induction Program and U.H.V.-II (full sem. Course).
- 3.To spread awareness among students and employees about Constitutional rights, duties and responsibilities, Institute conducts various talks on Constitutional Obligations.
- 4.Institute celebrates Constitution Day each year to commemorate the adoption of Constitution of India.

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:

1. Title of the Best Practice 1: Education 4.0

2. Objective of the Practice

The objective of implementing Education 4.0 is to align the learning process with the evolving demands of Industry 4.0 by fostering creativity, critical thinking, problem-solving abilities, core competencies, human values and communication skills in the students. This practice equips students with the skills necessary to thrive in a rapidly changing technological landscape.

3. The Context

Education 4.0 emerges in response to the fourth industrial revolution, characterized by a fusion of technologies that blur the lines between the physical, digital, and biological spheres. Recognizing the need to prepare students for a world dominated by AI, robotics, IoT, and other advanced technologies, the institute has adopted Education 4.0 practices. The context involves integrating digital tools, fostering innovation, and bridging the gap between academic learning and real-world applications offering personalized learning.

4. The Practice

Education 4.0 is implemented in the institute through a comprehensive, technology-enhanced learning ecosystem that includes:

- **Blended Learning:** Combining online and face-to-face instructions to cater to diverse learning preferences and needs of students. Online learning management system is extensively used
- **Flipped/collaborative Learning Classrooms:** Institute facilitates interactive and student-centred learning, allowing students to engage with content at application level with practice of Higher order thinking (Bloom's Taxonomy level 4-6).
- **Facilitating Innovation:** AICTE Idea Lab, and co-working spaces encourage peer-to-peer learning, idea/solution generation, concept implementation, testing for transferring creative ideas to innovation that impacts the society and startups.
- **Specialized Laboratories:** Including IoT Lab, Augmented Reality/Virtual Reality Lab, 3-D Printing Lab, LiFi Lab, CNC Wood Router Lab, and PCB Manufacturing Lab, these facilities provide students with hands-on experience in cutting-edge technologies thereby improving skills and competencies.
- **Smart Infrastructure:** Smartboards, projectors, plickers for quiz evaluation, and seminar halls equipped with the latest technology to support interactive and multimedia learning.
- **Sustainability Initiatives:** Institute's practice of environmental sustainability, includes a 570 KVA solar power plant, water conservation and water harvesting and green campus efforts. The Institution is a member of United Nations Academic Impact (UNAI) initiative

5. Evidence of Success

The implementation of Education 4.0 has yielded significant successes:

- **Participation, enhanced learning, innovation related outcomes and Recognitions:** Students exhibit core competence, improved creativity, critical thinking, and problem-solving skills, as evidenced by their performance in national and intra-institute innovation competitions. Year-wise participation is as follows:

Year	2019	2020	2021	2022	2023
No.	of 33	98	274	525	891

Participants

In SIH-2020, two first prizes (Rs. 1,00,000 each), one third prize Rs. 50,000. In ASEAN Hackathon 2021 one team (one member from Institute) won \$2700. 11 teams participated in SIH-2021. In Swadeshi Microprocessor Challenge 2021, one of the teams bagged of Rs. 1,00,000.

- **Patent Filings:** 65 patents in the last 5years.

6. Problems Encountered and Resources Required**Challenges:**

- **Integration of Technology:** Being an affiliated institute, adapting traditional curricula and teaching methodologies to incorporate advanced technologies posed significant challenges.
- **Resource Allocation:** to meet the requirements of Industrial Revolution 4.0 presented major financial road blocks.

Resources Required:

- Investment in Laboratories of emerging areas
- Continuous professional development for faculty members to keep pace with technological advancements and pedagogical shifts.

1. Title of the Best Practice 2: Community Connect for societal impact**2. Objectives Of The Practice:**

The practice aims at sensitizing community about burning social issues, building scientific temper, creating awareness on sustainable development and innovative solutions to societal problems such as cleanliness, community health and environmental issues etc.

3. The Context:

Education being a key pathway for social transformation, mobility and welfare along with upliftment of individuals, households and in turn communities, hence, PIET's initiatives as per above objectives are all well-placed and duly in context. There is a need to provide students, faculty and staff plenty of opportunities for linkages with society and ecology through different activities; helping them with a heightened sense of fulfilment. The practice also helps to connect with school students who need guidance for their career and available scholarships.

4. The Practice:

Continuum of ongoing activities as below delineates the 'practice':

- PIET has adopted 5 villages and undertook numerous activities such as HIV AIDS Awareness, Seven Days Special Camp on "Paryavaran Sanrakshan", Cleanliness Drive, Blood Donation Camp, Desk Donation Drive to village Schools, Cloth Bags Distribution, Mask Distribution,

COVID-19 Awareness Program.

- PIET undertakes 45-hours skill-based computer literacy Program to students of Govt. Sr. Sec. School, Pattikalyana.
- PIET undertakes drives on Energy Literacy in Colleges and Schools.
- To develop scientific temper, PIET connects with thousands of school students through PIET QUEST every year.

5. Evidence of Success:

- PIET was awarded a ‘*Platinum Certificate*’ for its ‘Valuable Contribution’ towards Climate Change Awareness through Energy Literacy Program
- Awarded as a “*Valued Supporter in Energy Swaraj Movement*” by Energy Swaraj Foundation.
- Awarded “*Appreciation Certificate*” for *Outstanding Contribution to Education & Appreciable Work of Service to Society* by Haryana Administration on 78th Independence Day.
- Micro-forests and tree plantation drives.
- No. of participating schools, students and investment in PIET-Quest is as follows:

Year	2019	2020	2021	2022	2023
No. of participating Schools	435	Covid Period	Covid Period	455	478
No. Students	65000	---	---	62800	65700
Investment in Scholarship, Prizes and Organization	₹25,89,815	---	---	₹27,65,800	₹29,80,750

6. PROBLEMS encountered & resources required:

- Financial resources to manage the plethora of events being huge, presented a major roadblock. However, Management supported the said practice and steered it.
- Balancing teachers’ load and disruptions caused by large number of seminars, workshops, talks, visits to different schools/ colleges present a challenge to the continuity of the academic program.
- Identification of willing faculty to work in different areas of the practice is an issue.
- Affiliating University norms of minimum 75% attendance, whereas outreach activities require rather long period of absence from classes, require a subtle balance.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

- Li-Fi Lab.

:5

Total Cost = Rs. 7.125 Crores.

- PIET admits meritorious students with merit-based scholarships
- Abundant platforms for holistic development of students, e.g., Lead Workshops, Bridge Classes & extensive & intensive Student Induction Programs (S.I.P.s) before start of academic session or mid-course corrections such as slow & fast learners' classifications, remedial classes, make-up tests, etc. or interventions by trainers & 'Ready-Me' classes, workshops, seminars, conferences, extensive co-curriculars, etc.
- Students bag University positions (on an average 3 out of 10).
- Awarded '*Appreciation Certificate*' for Outstanding Contribution to Education & Appreciable Work on 78th Independence Day by Haryana Administration.
- Provides awareness classes to school children on emerging technologies.

4. SDG-5 (Gender-Equality):

- Numerous initiatives, activities, etc. are taken to ensure Gender Equality.
- (Additional Information at S.no.4(b).)

5. SDG -7 (Affordable & Clean Energy)

- 570 kVA solar plant, '*Platinum Certificate*' for Energy Literacy Program, partner in Energy Swaraj Movement, "*Silvattein Achhi Hai*", Gold Appreciation Certificate, Gold Climate Clock etc. (Additional Information at S.No.6)

6. SDG-8 Decent Work & Economic Growth:

load-relaxation, monetary-compensation, Work-life balance, etc. (Additional information at S.No.7)

7.SDG-9 Industry, Innovation & Infrastructure : Unique steps are:

- Research Innovation Start-up & Entrepreneurship (RISE) building constructed at a cost of about 20 crores.
- Approximately 70 patents filed in the last 5 years.
- Research papers of faculty rose from 48 in yr. 2019 to 90 in 2023 & still growing.
- Research incentives to faculty rose from Rs. 1,87,556/- in yr. 2019-20 to Rs. 6,21,107/- in 2023-24.
- MoE's Innovation Cell granted 'Mentor Institute Status' to PIET under Mentor-Mentee Program to mentor IICs and various Atal Tinkering Labs.
- Conducts hackathons regularly as Nodal Centre of MSME.
- Smart India Hackathon (S.I.H.) 2017: 2nd position; SIH-2019: Won Student Innovation Award;

CSI Young I.T. Professional Challenge-2019: 1st position; SIH-2020: Two 1st positions & One 3rd position in different tracks (total award Rs. 2.5 lacs); ASEAN Hackathon-2020: \$2700 award; Swadeshi Microprocessor Challenge -2020: Award 1 lac; SIH-2022: 1st position; SIH Nodal Centre in 2018 & 2019; Toycathon Centre in yr. 2022 with MoE & AICTE grant of Rs. 42 Lacs;

- Institute Innovation Council awarded the highest PAN-India star ratings as: 5 star (yr. 2019-2020), 4 star (2020-21), 3.5 star (2021-22) & 4 star (22-23).

(Additional Information at S.No.8(i))

8. SDG-11 (Sustainable Cities & Communities):

- Contributing to sustainable communities by forming networks of existing students with well-placed alumni and spreading a message of sustainable future.
- Carried out Plastic-free campaigns, Partnered with Panipat Refinery i.r.o. plastic bags, also distributed bags (made of waste plastic) to Distt. Administration.
- Creating nano-jungles for sustainable cities.

9. SDG-13 (Climate Action):

- Small fry on global scale, yet PIET plants large number of trees each year in & outside PIET to contribute in climate change, also organised Camp on “Paryavaran Sanrakshan”.
- Awarded Platinum & Gold Appreciation Certificate & Gold Climate Clock in Apr.2023, July2024 by Energy Swaraj Foundation in recognition of Energy Literacy.
- Nano-jungles, cow-dung-based organic fertilizers without chemicals, leaf composting, etc. all contribute to climate action.

Imbued with a spirit to contribute to SDGs, PIET continues such initiatives.

* For Additional Information, follow the link mentioned in "Appropriate web in the Institutional website"

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

NA

Concluding Remarks :

The Panipat Institute of Engineering and Technology (PIET) is committed to becoming a globally recognized institution in engineering, technology, management, pharmacy, and research with a transformative societal impact. To achieve this, the Institute imparts knowledge, skills, and creativity to its students, creating a conducive environment for quality teaching, research, and innovation while promoting sustainable technologies and entrepreneurial solutions.

PIET follows a well-structured academic framework aligned with its affiliating universities. The Institute promotes experiential learning through internships, projects, industrial visits, and practical training in cutting-edge fields like robotics, IoT, and AR/VR. With a student-faculty ratio of 1:18.9, modern ICT-enabled classrooms, and specialized labs, the Institute fosters a collaborative, student-centric learning environment. The outcome-based education model ensures the attainment of program objectives and student development.

Research and innovation are integral to PIET's mission, supported by initiatives such as the Innovation and Incubation Center, Start-Up Cell, and IPR Cell. Faculty and students are actively involved in interdisciplinary research, hackathons, and entrepreneurial activities, further encouraged by institutional policies that recognize and reward research achievements. The Institute's community engagement is equally impactful, as students participate in extension activities like cleanliness drives and blood donation camps, earning accolades from prestigious organizations.

PIET provides state-of-the-art infrastructure, including ICT-equipped classrooms, a fully automated library, and extensive sports and cultural facilities. The Institute's commitment to sustainability is evident through green initiatives like solar panel installations and wastewater treatment systems. Student support is robust, with scholarships, career counseling, and various committees ensuring a safe and inclusive environment. PIET maintains strong alumni relations, fostering networking and mentorship.

Governed by a Board of Governors and supported by a quality assurance framework, the Institute offers welfare schemes for faculty and staff, promotes continuous professional development, and ensures transparency through ERP systems and financial audits. With its commitment to Education 4.0 and transformative societal impact, PIET sets a benchmark in institutional excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :32</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>3181</td> <td>2251</td> <td>2286</td> <td>1878</td> <td>1844</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2130</td> <td>1648</td> <td>1630</td> <td>1125</td> <td>742</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	3181	2251	2286	1878	1844	2023-24	2022-23	2021-22	2020-21	2019-20	2130	1648	1630	1125	742
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2130	1648	1630	1125	742																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 1777</p> <p>Answer after DVV Verification: 824</p> <p>Remark : Internship certificates without roll no / full name / college name not considered. B.Tech of other stream carrying out handlooms internships and so on</p>																				
1.4.1	<p><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></p>																				

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 : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
662	540	433	395	359

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
644	540	433	395	359

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
761	651	530	490	423

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1088	938	776	728	626

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

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

2.4.1.1. Number of sanctioned posts year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
268	245	206	188	185

Answer After DVV Verification :

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

240	222	183	165	162
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Remark : Values updated as per the supporting document provided by the HEI.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	14.20	5.11	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	3.50	0	0	0

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
15	7	12	4	8

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
11	5	9	4	6

Remark : Updated as per attachments

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
61	60	77	45	76

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
44	49	57	27	42

Remark : Values have been updated excluding the journals not found on UGC care list / scopus indexed as it has not been considered

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3666	40	53	21	28

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
56	28	39	11	23

Remark : As per attachments

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
5	14	10	10	10

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
4	5	5	4	5

Remark : Values have been updated excluding the days celebration like yoga day, national day,

women's day etc. and events conducted for the benefit of own students are not outreach programs.

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

Answer before DVV Verification :

Answer After DVV Verification :7

Remark : Considered relevant MoUs

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
948.65	906.35	780.86	450.85	507.95

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
786.52	778.18	672.2937	378.05	431.01

Remark : Values have been updated excluding the expenditure on acquisition of library books, maintenance of infrastructure as it has not been considered

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 : 1243

Answer after DVV Verification: 1070

Remark : As per Stock register

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
1175.00	1251.63	902.53	603.91	717.91

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
86.36	86.03	100.40	51.84	65.22

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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: B. 3 of the above

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per supporting documents

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
599	669	591	615	649

Answer After DVV Verification :

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

599	669	591	615	649
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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
853	688	748	886	737

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
895	688	748	886	737

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
24	11	12	3	3

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
11	8	8	3	1

Remark : As per supporting documents

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
63	50	34	12	26

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
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15	12	10	6	8
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Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
155	84	104	20	50

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
137	76	88	16	43

Remark : Values updated as per supporting documents and considering relevant entries and a teacher only once in an academic year referring vouchers, membership fee paid documents and audited statements and certificates.

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
171	175	157	151	139

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
86	88	79	76	70

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
116	101	84	98	97

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
116	101	84	98	97

Remark : Values have been considered 50% only as some certificates do not full names e.g Amit , whereas there are three Amit names in faculty list .Limited information provided by HEI

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: C. Any 2 of the above

Remark : updated , as audit certificates should be as per iso guidelines

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 335 Answer after DVV Verification : 336</p>																				
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2362.14</td> <td>2615.22</td> <td>2076.27</td> <td>1314.90</td> <td>1483.54</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>3969.61</td> <td>6235.1</td> <td>2590.23</td> <td>1923.92</td> <td>2095.47</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	2362.14	2615.22	2076.27	1314.90	1483.54	2023-24	2022-23	2021-22	2020-21	2019-20	3969.61	6235.1	2590.23	1923.92	2095.47
2023-24	2022-23	2021-22	2020-21	2019-20																	
2362.14	2615.22	2076.27	1314.90	1483.54																	
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3969.61	6235.1	2590.23	1923.92	2095.47																	