YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution   THAPAR INSTITUTE OF ENGINEERING AND TECHNOLOGY UNIVERSITY

- Name of the Head of the institution   **PRAKASH GOPALAN**

- Designation   **Director**

- Does the institution function from its own campus?   **Yes**

- Phone no./Alternate phone no.   **0175-2393022**

- Mobile no   **8288008118**

- Registered e-mail   **registrar@thapar.edu**

- Alternate e-mail address   **deputydirector@thapar.edu**

- City/Town   **Patiala**

- State/UT   **Punjab**

- Pin Code   **147004**

2.Institutional status

- University   **Deemed**

- Type of Institution   **Co-education**

- Location   **Urban**

- Name of the IQAC Co-ordinator/Director **Prof. Ajay Batish**

- Phone no./Alternate phone no **01752393521**

- Mobile **9815604119**

- IQAC e-mail address **registrar@thapar.edu**

- Alternate Email address **abatish@thapar.edu**

3.Website address (Web link of the AQAR (Previous Academic Year) https://www.thapar.edu/misces/pages/naac

4.Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://www.thapar.edu/students/pages/dean-academics-notice-board

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	**A+**	**3.29**	**2019**	**04/03/2019**	**03/03/2024**

6.Date of Establishment of IQAC **04/12/2019**

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
TIET-Chemical Engineering	FIST	DST	2018, 1825	19400000
TIET-School of Mathematics	FIST	DST	2018, 1825	5400000
TIET-School of Chemistry and Biochemistry	FIST	DST	2018, 1825	22000000
TIET-School of Physics and Material Science	FIST	DST	2019, 1825	36700000
TIET-Mechanical Engineering	FIST	DST	2020, 1825	9000000
TIET-School of Energy and Environment	FIST	DST	2020, 1825	9200000
TIET- Civil Engineering	FIST	DST	2021, 1825	17900000

8.Whether composition of IQAC as per latest NAAC guidelines   **Yes**

- Upload latest notification of formation of IQAC   View File

9.No. of IQAC meetings held during the year   **2**

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)   **Yes**

- (Please upload, minutes of meetings and action taken report)   [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   `Yes`

- If yes, mention the amount   `24906`

11.Significant contributions made by IQAC during the current year (maximum five bullets)

`The University has established, documented, and implemented a Quality Management System. Continuous improvement in the implementation and effectiveness of the quality management system is ensured through continuous reviews and internal audits. The University has identified the processes needed for the quality management system and their application throughout the organization process are being carried out in the University. Documented procedures have been developed for the management activities, provision of resources, instructional design, delivery and control, and measurement.`

`The University conducts internal audits every six months to verify whether the quality management system conforms to the quality plan and to determine that it is effectively implemented and maintained. The review of the quality system is carried out once every six months to ensure continuing suitability, adequacy, and effectiveness in satisfying the requirements of the standard and the quality policy of the University. The review includes assessing opportunities for improvement and the need for change to the quality management system. An internal audit of each department is scheduled during each semester in which faculty members from outside that department review the performance of the department during the last semester. The course files of all courses are scrutinized to verify all activities related to teaching learning and evaluation processes have been completed as per the norms of the University. Discrepancies, if any, are reported in the form of non conformance report for which the department must submit a corrective action.`

`Successfully organized an Advanced training program for 47 faculty members in partnership with Trinity College Dublin to improve teaching and learning pedagogy. NBA application for eligible programs. Examination review board and exam papers review by external agencies. ISO 9000 surveillance audit and management review meetings.`

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Research Indicators	The Institute faculty have published 1362 Scopus publications in the last year Jan-Dec 2021. The average citation for publications from institution has risen to 14.9 from last year's 13.93. The h-index of the institute has also been increased to 110. Overall, on average each faculty members have published at least 2 papers in Scopus/SCI journal meeting the expectation set in the last meeting. Institute faculty members secured a total grant of ?1262.21 Lakhs from various funding agencies for cutting edge research in their domains. A total of 638 students have been funded by the institute/MHRD/other govt. funding agencies at various levels for contributing to ongoing research projects and their PhD programs in various departments/schools. Overall, the Institute has crossed the benchmark (>Rs.2 Lakh per eligible faculty) for research grant by securing Rs. 3.38 lacs per eligible faculty per year. A total of 99 students were awarded PhD degree in academic year 2021-22, whereas 684 ongoing PhD students doing their research in various departments/schools. The Institution has seen a remarkable increase in number of patents published during the last academic year 2021-22. A

total of 29 patents were published, although many of these have been published without TIET affiliation. IQAC has advised all head of departments/schools to ensure that TIET is one of the applicant in every patent application. An amount of approximately ?280 Lakhs has been generated through consultancy by various faculty members and academic units. TIET has experienced remarkable growth in research activity during the last 5 years, and growth is often the by-product of doing things better. Some initiatives cited above and many, many more help explain TIET's journey till date. Going forward the institution aims to make targeted investments to develop new interdisciplinary and inter-institutional collaborations to establish six centres of excellence (COE) across identified research themes. TIET is also undertaking multiple other initiatives to build research excellence focused at solving real world problems and providing students with experiential learning for better application and analytical skills. TIET has already established three chairs to lead the Food Security, Emerging Materials and Advanced Manufacturing Centers during the last 20 months. Two of these centers are already operational at Patiala and both Chair Professors have followed similar strategies in running their respective centers. As the 6

	CoEs get established, it is expected that close to 200 academic members of TIET staff, 100 Postdoc or PhD students would be working in these centres during the next five years. Prof. Millet Shamir (Vice President, Tel-Aviv University, Israel) and Prof. Prakash Gopalan (Director, TIET) signed an MoU for Center for Excellence in Advanced on 4th April 2022 v under the Chair professorship of Prof. Noam Eliaz, Professor School of Engineering, Tel-Aviv University, Israel.
Academic Indicators	The Institute received a total of 24510 applications for 3330 seats indicating the demand ratio as 1:7.4. The Institute has set a target of 1:10 for the demand ratio, which is around 74% achieved. The Institute has 95.7% teachers who are PhD qualified. All UG and PG programs have been transformed into outcome-based education, where every course learning outcome is measured throughout the year. The Institute has setup a minimum threshold for course learning outcomes as 3.5. More than 90% have achieved this target value. The courses that have the attainment less than 3.5 were asked to submit an action taken report/plan for improvement. We have received 412 applications from students who have qualified NET/SET/GATE for around 750 seats, which is above the expectation of at least 50% applications. In academic year 2021-22, 352 companies visited TIET for the

recruitment of UG & PG students till date. Of the students from BE/BTech branches who were eligible and had opted for campus placements 1446 were placed and having 1568 offers. In BTech Bio-Tech 21 out of 40, Civil 18 out of 56, Chemical 11 out of 23, Computer Science 716 out of 784, Electronics and Communication 160 out of 196, Electronics & Computers 161 out of 186, Electrical 57 out of 68, Electronics Instrumentation & Control 24 out of 33, Mechanical 151 out of 237, and Mechatronics 18 out of 33 got placed through campus placement till date. The overall placement percentage of all eligible students of UG courses is around 89%. Apart from UG branches, 122 master students (MCA, ME, MTech, MSc, MA) also got placement through campus interviews, making it 42% overall in PG courses. Hence total numbers of offers received are 1568. Many organizations have extended the internship periods for the students due to pandemic and these students are likely to get offer in the coming times. The above data is updated till 25th April. 2022. CAPSL 2021 a. New Directions Program (NDP): A new batch of new directions program (NDP) has started from 6th September 2021 for a week. The program runs for full semester till March 2022 and will continue for another 3-4 subsequent rounds of one week engagement of faculty members. There are 72 participants in the 6th batch of NDP, which has been divided into

	4 groups. The faculty members will undergo 5 core modules, 5 Fellow optional (FO) and 3 CAPSL optional Modules during NDP. IQAC of Thapar Institute of Engineering and Technology Patiala organized two days NAAC sponsored National workshop on "A Paradigm shift from Content based to Outcome based Education" during 26-27th August 2021. The workshop hosted various participants from 20 different states of India. The workshop was inaugurated by AICTE chairman Prof. Anil Sahasrabudhe. Student Satisfaction Survey An annual student satisfaction survey has been conducted by the Institute over all the existing students. 2550 students participated in the survey. The survey measured satisfaction of students related to academics, research, and governance. The survey results are available at https://docs.google.com/spreadsheets/d/e/2PACX-1vSFUY5wErT3rGu3B0RQlBMdGmvpOHsqyj5kuxBgPDC4kIVahm_YByj9b0EVfBQy6s-83JXw-UQDs2nt/pubhtml?gid=604990674&single=true
Governance Indicators	Dean of Academic affairs reported a total of 180 days of teaching during 2021-22. The Institute took an average of 15 days for publishing the result from last day of examination. Most of the UG programs are either NBA or have applied for renewal. Five of our UG programs been ABET accredited till September 2028. At this point none of the PG program are accredited. IQAC advised all the

	heads of programs to apply for accreditation of eligible PG programs during next two years. NIRF 2021- 29th In Engineering Category, 31st in University category, THE Ranking, Ranked in 501-600 bracket worldwide v Ranked 5th amongst 71 Indian Institutions ranked Subject Rankings Engineering : • 401-500 bracket worldwide (last year 501-600) • Joint 3rd in India (Last year joint 12th in India) Computer Science : • 301-400 bracket worldwide (last year 251-300) Physical Sciences: • 401-500 bracket worldwide • Worldwide – Ranked in 251-260 bracket worldwide (last year in 261-270 bracket) • India – Ranked 32nd in India along with NIT Trichi • In Private Institutions – 4th in India (after BITS, VIT & Manipal)

13.Whether the AQAR was placed before statutory body?　　**Yes**

- Name of the statutory body

Name	Date of meeting(s)
Senate	16/06/2022

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?　　**No**

15.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	THAPAR INSTITUTE OF ENGINEERING AND TECHNOLOGY UNIVERSITY
• Name of the Head of the institution	PRAKASH GOPALAN
• Designation	Director
• Does the institution function from its own campus?	Yes
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• Mobile no	8288008118
• Registered e-mail	registrar@thapar.edu
• Alternate e-mail address	deputydirector@thapar.edu
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• State/UT	Punjab
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• Type of Institution	Co-education
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Governance Indicators	Dean of Academic affairs

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13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name	Date of meeting(s)
Senate	16/06/2022

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No

15.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	02/02/2023

16.Multidisciplinary / interdisciplinary

TIET strives to maintain an environment that encourages scholarly inquiry and research, a spirit of creative independence, and a deep commitment to academic excellence. The students at TIET are unique individuals with different interests and aspirations. The diverse programs and activities aimed at developing the quality of mind, ethical standards, social awareness, and global perspectives allow the students to shape their own TIET experience and grow.

At present – TIET has 7 departments and 6 schools in Engineering, Sciences Liberal Arts, and Management. The management programs are offered at its off-campus center LMTSOM. Going forward, TIET plans to establish new departments in Law, Pharmacy, and Architecture. Apart from that, TIET is offering various interdisciplinary courses in Management, Liberal Arts, Science, and Engineering.

TIET (Thapar Institute of Engineering and Technology) offers the Choice Based Credit System (CBCS) and elective courses in each program, allowing students flexibility in selecting modules based on their interests. This approach encourages students to explore interdisciplinary subjects and opt for skill-oriented modules that align with their career goals and aspirations. The CBCS system allows students to choose from a range of elective courses offered within their program. This enables them to tailor their education to suit their preferences and broaden their knowledge beyond their core subjects. By having the freedom to choose their elective modules, students can delve deeper into specific areas of interest and gain a multidisciplinary perspective.

The curriculum at TIET consists of two main components i.e. core

courses, and professional courses. The core courses mainly lay emphasis on scientific concepts and basic engineering principles. It involves teaching Interdisciplinary subjects in Basic Sciences, Humanities and Social Sciences, and Engineering Science. Significant emphasis is also laid on developing communication skills in the English language —which is the medium of instruction. Also, there is an in-built flexibility to encourage students to specialize in streams of their choice through a system of professional and free electives. The Institute also offers a basket of Generic electives to the students. This basket of generic electives again offers courses from other inter-disciplines.

Apart from this Institute also offers Ability Enhancement Compulsory courses to all students. Courses in humanities and social sciences are incorporated to develop an appreciation of the impact of science and technology on society. Some of these courses are Environmental Studies, Communication Skills, Organizational Behaviour, Human Values, Ethics, and IPR and skill enhancement courses. These are aimed at promoting value education and citizenship roles.

TIET also fosters an environment encouraging faculty members to engage in interdisciplinary research. The institute has established three Centers of Excellence where faculty members collaborate across disciplines to conduct research. For instance, the Center of Excellence in Emerging Materials (CEEMS) was established in collaboration with Virginia Tech, USA. This center focuses on research in emerging materials, and faculty members from various engineering disciplines collaborate with scientists to explore innovative materials and their applications.

Similarly, the Center of Excellence for Food Security, established in collaboration with Tel-Aviv University, Israel, facilitates research on agricultural technology and food security. Faculty members from agricultural, engineering, and science backgrounds collaborate to address food security challenges and develop sustainable solutions.

These interdisciplinary research centers provide opportunities for faculty members to collaborate, exchange knowledge, and contribute to cutting-edge research in their respective fields. By promoting interdisciplinary research, TIET aims to foster innovation, enhance knowledge exchange, and address complex real-world problems through collaborative efforts.

Overall, TIET's emphasis on offering elective courses, promoting interdisciplinary subjects, and supporting faculty members in interdisciplinary research reflects its commitment to providing a holistic and flexible education that prepares students for diverse career paths and equips them with skills relevant to the changing demands of the professional world.

17.Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) promotes lifelong learning and encourages students to pursue their educational goals without unnecessary duplication of coursework. It also facilitates recognizing prior learning, such as professional certifications or work experience, by converting them into academic credits. Thapar Institute of Engineering and Technology is committed to the ABC to provide flexibility and mobility to students, enabling them to transfer credits between different educational institutions or programs.

Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD), in the sense, NAD is the backbone of ABC, where the students' academic data are held and academic awards are stored (i.e. storehouse of academic awards). The University has created an account with the ABC web portal abc.gov.in and has seeded 1810 students with ABC IDs in 2021-22.

Universities across the world are collaborating with one another as the rate of internationalization is rapidly increasing, with unhindered communication channels and inexpensive travel. Universities across the world are already seeking to make the most of the possibilities this presents by forming global partnerships and fostering relationships with other institutions. Partnerships enable universities to create global and national connections, provide departments in both universities access to opportunities that will improve their stature, and allow mutually beneficial research to take place.

In order to collaborate with global universities figuring in the most reputed global rankings for teaching and research, TIET has put initiatives in place that it is implementing to make this goal possible. TIET acknowledges that to collaborate with reputed global universities it has to aggressively focus on research, and build a strong foundation with experienced faculty, a well-defined curriculum, and refined departments. By committing itself to achieve this goal, TIET build its reputation as centre of

excellence in teaching and research. To collaborate with universities from across the world TIET is implementing several initiatives that will help build its brand and create a strong market profile for the institute.

- *Increased awareness of TIET research and academic capabilities*: TIET aims to create more awareness about its research faculty, student, and institutional capabilities among the potential partners. These outreach activities include
    - Inviting faculty from top universities for guest lectures.
    - Research sabbaticals and post-doctoral fellowships will help build TIET's image in the academic world.
    - Enhancing faculty participation in top subject conferences
    - Promote joint research with faculty from other universities
- *Empower TIET Faculty*
    - Support faculty in developing their online presence through blogs, open journal publications, and activity on subject discussion forums.
    - TIET has rolled out academic practices program for all new joining faculty. The program is developed with the help of Trinity College Dublin and is geared towards inculcating research and networking skills among faculty members.
    - Incentive faculty who have international partners and can initiate and expand institutional partnerships with universities of repute globally.
    - Faculty are encouraged to attend conferences globally in order to build strong faculty connections which will enable collaborations
    - TIET has faculty internships which is one of the most effective ways for institutes to keep faculty abreast of the new developments in their respective fields and provide them with constant exposure to technological advancements. Faculty members will spend a semester working at a local firm. The initiative is an attempt to make the curriculum industry relevant and to assess an employer's needs as well. It will provide faculty an Insight into the developments on the industry front and increase practical knowledge
- *Student Exchanges and Semester Abroad*
    - TIET provides student exchange programs with both its

- - key collaborations as well as its new partner universities.
    - ○ TIET will work strenuously to set up a new semester abroad programs with its partner universities, as well as strengthen the already established ones, as it acknowledges the importance of providing its students with global exposure.
  - *Increase inter-disciplinary and multi-disciplinary Research through collaborations*

While TIET has a focus on engineering, sciences, and management streams, collaborations with universities in other disciplines would provide opportunities for research on cusp areas for interdisciplinary research. These collaborations would allow TIET access to research journals with high-impact scores – that in turn would enhance the TIET research profile.

18.Skill development:

Students at TIET are provided opportunities to learn and enhance their technical skills through project-based teaching and learning, Experiential based learning, industrial training for a full semester, design project etc. Students at TIET have facilitated all kinds of help including financial help to participate in various haekathon organised by different national and international agencies. Interested students improve their research skill by connecting with the faculty through research work or through working in sponsored research projects. TIET encourages students and provides financial help to present their research findings at various national and international conferences. Students at TIET are working under various societies and conducting various programs related to arts, music, culture, environment preservation etc. that are improving their communication skill, leadership skill, interpersonal relationship skill etc. apart from enhancing their technical skill.

The Centre for Training and Development (CTD) at TIET (Thapar Institute of Engineering and Technology) has been tasked with assisting students in transitioning from campus life to the workplace by providing training to enhance their skills. The CTD offers corporate readiness training programs to address the challenges students face during the placement process. These programs focus on improving students' communication skills, enhancing their ability to analyze and interpret current affairs, and enabling them to better engage with their environment. By providing these training programs, the CTD aims to eliminate

obstacles students may encounter during placement and equip them with the necessary skills to succeed professionally.

In line with the national priorities, the Institute plans to initiate activity of Skill Development which may eventually lead to setting up a Centre for Skill Development. There are many schemes available at the national and state levels. These include Pradhan Mantri Kaushal Vikas Yojna (PMKVY), UDDAN and others. In Punjab, PSDM (Punjab Skill Development Mission) is actively engaged in Skill development activity at state level. AICTE also promotes carrying out Skill Development courses by the Engineering Institutes under PMKVY.

The details of courses (Skill areas or trades) available under PMKVY have been circulated among the departments and faculty for getting inputs on the following two aspects (i) Selection of skill development courses from the list of PMKVY (ii) Identification of faculty and staff who have a passion for carrying out skill development

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Integrating Indian culture into the educational framework involves integrating cultural elements, traditions, and values into the curriculum. Several student societies cater to the need to embrace Indian culture and ethos.

- Literary Society (LitSoc): The primary aim of the Literary Society is to foster a deep appreciation for language and various literary expressions, forms, and genres among students.
- Mudra: The objective of this society is to enhance students' extracurricular skills in music, drama, and managerial abilities, contributing to their overall personality development. It organizes significant events like MUDRA night and Izhaar.
- SpicMacay: SPIC MACAY is a non-political nationwide voluntary movement that organizes programs on classical music and dance, folk arts, crafts, yoga, classic cinema screenings, heritage walks, etc., within school and college campuses worldwide. Its goal is to raise students' awareness of Indian and world heritage, making education more holistic and meaningful by exploring abstract, inspiring, and mystical aspects.
- Spiritual Scientists' Alliance: This alliance aims to

impart knowledge and cultivate a way of life that achieves a harmonious balance between spiritual peace and rational work ethics. It includes a festival called "Virsa, the Essence of Punjab," which represents a rich cultural heritage and teaches the importance of balancing work, leisure, and spirituality for a healthy and fulfilling life. It also celebrates Gurpurab.

- Ek Bharat Shreshtha Bharat Club: The Ek Bharat Shreshtha Bharat (EBSB) program, initiated by AICTE, promotes national integration through systematic exchanges between paired states/UTs in the cultural, literary, and linguistic fields. The program encourages students in paired institutions to learn about the language, culture, history, cuisine, festivals, clothing, and other aspects of the paired state Institutes.

Yoga holds a significant place as an integral part of Indian culture. It embodies ancient traditions and practices that have been passed down through generations. TIET sports department also organizes various Yoga camps for faculty and students in online, offline and hybrid modes.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

TIET follows the Outcome Based Education (OBE) in which the syllabus of all Undergraduate and Post Graduate subjects have a systematic structure and we follow some specific approach of instructional practice in classroom and laboratories. All programs offered at TIET have clearly defined the Program Educational Objectives (PEOs) and Program Outcomes (POs) and displayed everywhere of the institute. Similarly, Course Learning Outcomes (CLOs) for each module offered in that program have also defined and displayed in the syllabus.

The curriculum at TIET have been developed considering the suggestions of all stakeholders. The objective of each module of a program is to impart the technical skill, communication skill, and leadership skill in graduate student.

Students at TIET are provided an opportunities to participate in solving the real world problems through design projects, capstone projects, and Experiential Learning projects. Also formative assesment of each course is made by assigning the projects to students so that they will get exposure to application of that module in real world problems.

The syllabus of each course published a clearly defined learning outcomes and the course coordinator will measure the student performance by measuring each learning outcome at the end of the semester.

TIET offers Choice Based Credit System (CBCS) / Electives in each program so that student will be flexible to opt a particular module as per his/her interest. This encourages the students to choose interdisciplinary subjects, and skill oriented modules.

The faculty at TIET practices some teaching methodologies that fits well into the OBE system. They are think, pair and share, flipped classroom, project based education etc. Also the students have been assessed for their higher cognitive skill. The question papers set for each module consists of questions of higher cognitive skill as per Bloom's taxonomy.

21.Distance education/online education:

TIET did not offer distance education during the academic year 2021-22. However, online teaching was conducted during the pandemic using Zoom. The first semester of the academic year 2021-22 (July-Dec 2021) was conducted in hybrid mode in which 20-30% of the teaching and evaluation were conducted online mode. Resource person (Our own faculty) conducted a training program for all regular faculty and teaching associates (TAs) to impart effective online teaching in classrooms and laboratories in which around 100 faculty members have trained in two different batches. The following modules were offered that cater to effective online teaching.

- Design of E-Content: This module focused on creating and designing electronic content (e-content) tailored explicitly for online teaching. It aimed to train educators in developing engaging and interactive digital materials that align with the learning objectives of their courses.
- Authoring tools for E-Content and E-learning: This module introduced educators to authoring tools and software applications for creating e-content and facilitating e-learning. It provided hands-on training and guidance on utilising these tools effectively to develop interactive and multimedia-rich learning materials.
- Institutional and open-source LMS: Educators learned how to utilise these systems to manage and deliver online courses, including content organisation, student enrollment, discussion forums, assignments, and grading.

- **Modes and components of online assessment: Educators learned about different assessment methods suitable for online teaching, including quizzes, assignments, discussions, and project-based assessments. They also gained insights into practical strategies for conducting fair and reliable assessments in an online environment.**
- **Approaches to conducting labs in an E-learning environment: This module focused on conducting laboratory sessions in an e-learning environment. Educators learned about innovative approaches and techniques to simulate and deliver practical lab experiences online. They explored virtual labs, remote labs, simulations, and other tools to provide students with hands-on learning opportunities in the absence of physical lab facilities.**

Extended Profile

1.Programme

1.1	**38**
Number of programmes offered during the year:	

File Description	Documents
Data Template	[View File](#)

1.2	**14**
Number of departments offering academic programmes	

2.Student

2.1	**10516**
Number of students during the year	

File Description	Documents
Data Template	[View File](#)

2.2	**2461**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	[View File](#)

2.3 Number of students appeared in the University examination during the year	**10516**

File Description	Documents
Data Template	View File

2.4 Number of revaluation applications during the year	**0**

3.Academic

3.1 Number of courses in all Programmes during the year	**1380**

File Description	Documents
Data Template	View File

3.2 Number of full time teachers during the year	**728**

File Description	Documents
Data Template	View File

3.3 Number of sanctioned posts during the year	**749**

File Description	Documents
Data Template	View File

4.Institution

4.1 Number of eligible applications received for admissions to all the Programmes during the year	**24495**

File Description	Documents
Data Template	View File

4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**857**

File Description	Documents
Data Template	[View File](#)

4.3 Total number of classrooms and seminar halls	**133**
4.4 Total number of computers in the campus for academic purpose	**2604**
4.5 Total expenditure excluding salary during the year (INR in lakhs)	**26373**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

The curricula at Thapar Institute of Engineering & Technology follow the national guidelines in helping the growth of the country. All the POs, PSOs, and COs are developed to match the local, national, regional, and global developmental needs. The outcomes are designed and the development procedure involves people from different strata, like students, faculty, employers, alumni, etc. The involvement of people from various strata helps to make sure that outcomes are relevant to the needs of all-around development. All the departments follow a set procedure to develop and circulate the outcomes.

The ProgramOutcomes(POs) are reviewed regularly to ensure they meet the requirements and mission of the institute. This includes gathering feedback from stakeholders such as faculty, students, industry, and alumni. The review process includes assessing opportunities for improvement and the need for changes to the POs. The output from the review is an Action Plan that outlines actions

to be taken and resources needed to improve the program's effectiveness and processes. The POs are also discussed annually in department faculty meetings. The goal of these reviews is to ensure the PEOs remain suitable, adequate, and effective in meeting the needs of the program and its stakeholders.

The improvement of student outcomes attainment is considered in three possible phases: Curriculum, Delivery methods/course outcomes, and program outcomes.For curriculum, the program coordinator initiates the process with the views of the Module coordinator. The department's academic affairs committee notices the required changes and takes approval with BOS.

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

26

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

742

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

158

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

38

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Crosscutting issues, such as Professional Ethics, Gender, Human Values, Environment, and Sustainability, are crucial topics are incorporated into various curricula to ensure that students are adequately prepared to face the complex challenges of the modern world

We provide students with an understanding of ethical principles and practices, including professional conduct, responsibility, accountability, and integrity. A Research and Publications Ethics course enables the students to apply ethics and moral philosophy in scientific enquiry and research publishing, Open Access publishing platforms, and use indexing databases and research metrics. By incorporating Professional Ethics into the curriculum, students develop the necessary skills to navigate ethical dilemmas, make ethical decisions, and uphold ethical standards.

Students are made aware ofgender issues, including gender-based violence, discrimination, and stereotypes, to understand the complexities of gender inequality through workshops.Human values guide human behavior, including respect, compassion, honesty, responsibility, and fairness. These values are essential for building a just and peaceful society. By incorporating Human Values for Engineers course into the curriculum, students learn about the importance of these values and how they can be applied

in various contexts to promote social harmony and well-being.

Climate change, pollution, and depletion of natural resources are significant environmental challenges that threaten the planet's survival. Students learn about the importance of ecological conservation, sustainable development, and responsible consumption to protect the environment and ensure a sustainable future. By integrating Environment and Sustainability into the curriculum, students develop environmental consciousness and become responsible global citizens.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

485

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

101038

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

6813

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows	• Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

3605

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

183

File Description	Documents
Upload the data template	<u>View File</u>
Upload relevant supporting document	<u>View File</u>

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the studentsand organises special Programmes for advanced learners and slow learners

The institution has implemented a Mentoring Program to support the academic, emotional, professional, and personal development of students. Faculty mentors are assigned to groups of 25 or fewer students, preferably from the same department, and provide continuous tutelage throughout the students' academic career. The Mentoring Program aims to provide a supportive environment for students, increase their academic success, social skills, and self-efficacy, and refine their professional dispositions. Trained mentors, including professionals from the Centre for Training and Development and the Professional Psychological Counselling cell, provide leadership and support during mentoring sessions.

The Mentoring Program also identifies slow and advanced learners. Slow learners receive academic guidance from the Student Counsellor, and remedial classes are offered for courses that students find challenging. The advising process ensures that each student selects a set of courses that meet the minimum grade requirements and helps them make efficient progress towards meeting the academic requirements. On the other hand, advanced learners are encouraged to work on projects with a faculty mentor, use labs and workshops beyond office hours for their project work, and participate in national and international events with financial aid from the university.

Overall, the Mentoring Program provides a comprehensive support system for students, including academic guidance and emotional and professional support. By identifying slow and advanced learners and offering targeted support, the program helps all students achieve their maximum potential.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link For Additional Information	https://www.thapar.edu/academics/centerspages/activity-tracker8

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
10546	728

File Description	Documents
Upload relevant supporting document	[View File](#)

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

The institute promotes student-centric methods of learning. These are executed through experiential learning, capstone projects, and project semester. To define experiential learning (ELC), faculty members from all departments have been engaged to identify key skills that TIET will like to impart to our graduates in every engineering branch. Projects are being built around such skills and after pilot projects, tested on smaller groups of students during the semester or as internships during vacations. The scaled-up projects will be rolled out as co-curricular projects or as projects interwoven in the curriculum. The guiding philosophy for ELC is to introduce undergraduate students to real-life engineering problems every semester of their graduation. These projects will have an increasing focus on open-ended problems requiring self-explored, innovative, engineered solutions by a team of students, similar to real engineering job challenges. The motive is to move from prescriptive lab-based experiments and model/simulation-based projects to real-life engineering problems to be solved using research-based, student-centric, and outcome-based approaches to generate real solutions which are more tuned to industry requirements and emulate the practice-based education adopted by the top academic institutions of the world. These projects also mesh well with the teaching-learning processes being imparted to faculty members under the CAPSL new directions program

run at TIET. They also serve as cornerstone projects for undergraduate students, preparing them for the Capstone Projects of the final year, and better meeting the expected outcomes.

These activities help students to develop problem-solving methodologies and learn outside the curriculum.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

Yes, all the teachers used ICT-enabled tools for teaching and learning processes. The university was well equipped and faculty members were using ICT-enabled tools for many years, but during the COVID outbreak university added many more resources to the existing facilities. This includes,

1. Development and implementation of Moodle-based LMS system,
2. Adobe captivate
3. Coursera full access to faculty members and students,
4. eDX access to faculty and students,
5. Interactive lecture delivery hardware: Ipads, writing tablets, etc
6. Online Examination tools and solutions
7. Video recording facility in a few lecture halls,
8. Zoom licenses,
9. Google meet,
10. Development of course websites.

These ICT-enabled tools and professionally developed online resources helped the students and faculty to remain up to date. It also helped us to keep the teaching-learning process intact during the year. All the recorded lectures were made available by the faculty through course websites or LMS to the students.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

728

File Description	Documents
Upload relevant supporting document	[View File](#)

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

728

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

501

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

7608

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

147

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

10

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

0

File Description	Documents
Upload relevant supporting document	View File

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

To hold examinations and continuous assessments, the institute gives a number of options to the faculty and students. The institute has developed its own Learning Management System, uses enterprise Google-based online assessment tools, Proctored examination through Licensed Zoom account, ERP access through VPN for Faculty and students, Access of Labs Servers to the students and faculty through VPN, Thapar-LMS Mobile App and Google App for Android/iOS and PC App for Windows/Mac to access the online course. These tools have helped the institute to keep a track of the continuous performance of the students. During the pandemic,

these tools helped the students not lose any interest in learning, and the faculty to keep a track of the performance of the students. In addition to these tools, the institute used VBox and Mettle platforms for conducting proctored examinations. The web kiosk, a Student Management System, helps the university to manage exam and course allocation activities.

The above-mentioned tools have helped the institute to improve the overall management of the examination and results in timely result declaration.The comprehensive implementation of these tools and systems has greatly enhanced the overall management of examinations and results at TIET. It has facilitated a smooth transition to online learning and assessment methods, ensuring that students' progress is effectively monitored and results are declared in a timely manner.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.5.4 - Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

The Program Educational Objectives (PEO), Program Outcomes (PO), and Course Learning Outcomes (CLO) have been established in a consultative process involving all stakeholders, including industry representatives, faculty, alumni, and students. The PEOs, POs, and CLOs are published on the department's homepage and displayed prominently throughout the institute. The meaning, relevance, and commitment to these outcomes and objectives have been explained to all employees to ensure understanding and compliance.

The PEOs, POs, and CLOs are reviewed at least once every accreditation cycle to ensure continuing suitability, adequacy, and effectiveness in satisfying the requirements and the mission and quality policy of the university. The review includes assessing opportunities for improvement and the need for change. Feedback is solicited from various sources, including faculty, alumni, students, and industry representatives. The previous reviews and accreditation reports are also taken into account.

Each program is designed to meet the Program Educational Objectives by the time of program completion. The students are imparted with professional traits along with technical knowledge that help them grow in the organization. The planned outcomes are fulfilled as the student gains experience and is valued in the workplace.

In conclusion, the establishment of Program Educational Objectives, Program Outcomes, and Course Learning Outcomes ensures that each program's goals are met and that students are prepared for the professional world. The review process ensures that the outcomes and objectives remain relevant and effective in meeting the changing needs of the industry and society.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The program coordinator analyses each student outcome by breaking down each outcome into several Performance Criteria (PC), assigns weightage, and well-designed surveys have been used to assess each outcome. For each outcome, we define performance indicators (Assessment criteria) and their targets. The program coordinator then Identifies/selects courses that address the outcome (each course contributes to at least one of the outcomes). Hence, each outcome is assessed in several courses to ensure that students acquire an appropriate level in terms of knowledge/skills of an outcome. The course coordinators collect qualitative and quantitative data and are used for outcome assessment in a continual process. If the assessed data meet the targeted performance value as specified by the program coordinator, then the outcome is attained.The assessment process uses both direct and indirect measures to measure the attainment of each outcome. Examples of such measures are given below: Direct Measures through

```
Course Portfolios, Examinations, Assignments, Projects, Viva-voce,
Quizzes, or any other instrument used by the academics for
assessment. In-direct measures through surveys and
questionnaires,Course Exit Surveys,Alumni surveys, andEmployer
surveys.


The Department Academic Affairs Committee (DAAC)/DPPC recommends
content delivery methods/course outcomes/ curriculum improvements
as needed. In case the targeted performance for some outcome is
not met, a corrective action plan is put in place which serves as
feedback to the process for continuous improvement.
```

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

2461

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

https://docs.google.com/spreadsheets/d/e/2PACX-1vSFUY5wErT3rGu3B0R
QlBMdGmvpOHsqyj5kuxBgPDC4kIVahm_YByj9b0EVfBQy6s-83JXw-
UQDs2nt/pubhtml?gid=604990674&single=true

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

```
RESEARCH POLICY (2021-22)


1. PURPOSE
```

The objective of the research policy at TIET is to inculcate a vibrant atmosphere of research amongst its faculty, students, and staff.

2. OBJECTIVES

- To develop and sustain a research culture
- To ensure effective and efficient support to facilitate faculty and researchers in carrying out their research activities.
- High-Quality publication in High-Impact Factor Journals, indexed in Scopus/Web of Science.
- Encouraging interdisciplinary and multi-disciplinary collaborations nationally and globally.
- Creation of Centres on Specific Research themes

The institution's research facilities are frequently updated at Thapar Institute. There is a well-defined policy for the promotion of research that has been uploaded on the institutional website and can be found in the following link.

https://www.thapar.edu/images/naac2018/research_policy18.pdf

The details of the institute's research policy have been uploaded in "upload relevant supporting document".

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

222.49

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

172

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	**No File Uploaded**

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

102

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	**A. Any 4 or more of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

8

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

306.9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

3235.89

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

0.43

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

The innovation and entrepreneuship is one the core values of education inculcated in the students. Students are exposed to the world of innovation and entrepreneurship through various modes, including a compulsory course on 'Innovation and Entrepreneurship'. It is also in various ways nurturing innovation through a collaborative community of entrepreneurs which is one of the core mandates of TIET.

Activities of Venture Lab-Thapar:

- **Accelerating the growth of the student startups coming through ED Cell, TIET.**
- **Helping to expand the professional network of entrepreneurs.**
- **Making entrepreneurs more technologically focused.**

- **Helping startups to be market-ready and find new clients Eliminating isolation and increasing entrepreneurs' self-confidence**
- **Providing cost-efficient alternatives for budding entrepreneurs Taking care of Entrepreneurs' utility bills through shared infrastructure**
- **Providing a professional work environment to startups Organizing events for evangelizing & capacity building of startups and providing them with networking opportunities in association with ED Cell.**

Venture Lab - Thapar is a viable platform for budding entrepreneurs in getting their respective project to be done in a professional setting. No upfront fees, no deposits, and a variety of option plans to keep costs down are offered by Venture Lab. Start-ups can increase team count overnight subject to availability. It has strong contact with angel investors and Venture Capitalists looking for new opportunities. Amenities like well-furnished office space, internet, refreshment/canteen, playground, and car parking space are provided.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

59

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

59

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

23	

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee	A. All of the above

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website	A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

29

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

99

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

4

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

171

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform	C. Any 3 of the above

For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS	

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
14.42	15.84

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
132	119

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

The University considers Consultancy projects as an important means for extending the benefit of scientific research of the University to various sections of the industry and governance, thus broadening the experience base of the University community and as a tool for contributing to the country's industrial and

economic growth. Consultation services are encouraged in specialized areas where the University has exclusive competency, and not in the areas of routine work. Appropriate consultancy projects, in addition to providing much-needed service to the industry, also benefits the concerned faculty members and the University in several ways. They enrich the professional experience and knowledge of faculty members and thus make them better educators. Consultancy projects provide first-hand knowledge of the current problems of the industry which is very helpful in tuning the curriculum to the present needs. While the University encourages the faculty members to undertake Consultancy projects, it is expected that the time spent by a faculty member on Consultancy projects will not exceed one day per working week. The faculty members, while undertaking such projects, are expected to uphold the reputation and prestige of the university at all times.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

279.993

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

TIET has more than 100 active student/faculty societies that work for societal causes and sensitize students to social issues and holistic development during the year. Some of the noted achievements by these societies are highlighted in the attached document. Paryavaran Welfare Society, TIET, endures maintaining biodiversity and conserving energy recourses. Continuous depletion and decline in water levels are posing threat to living creatures.

Paryavaran welfare society emphasizes all the major issues concerned with environmental and social degradation. PRATIGYA, is a society that works consistently for social welfare. This society develops teams of student volunteers from the undergraduate, post-graduate, and Management programs, who teach underprivileged kids from classes I to XII. The National Service Scheme (NSS) at TIET is a part of the nationwide mission of providing service in the social sphere. The society of Thapar Institute organizes activities for the welfare of society and celebrates the days of national importance includingthe organization of Blood donation camps, health check-up camps, cleanliness drives, including nationwide 'Swachh Bharat" mission of the GOI. Youth United Patiala Chapter is maintained by the students of Thapar Institute of Engineering and Technology, Patiala. YOUTH UNITED utilizes the power of unity in bringing various individuals for various public welfare projects and events. The objective of Youth United is to encourage the development of society through its activities like publishing periodicals on social issues and organizing community service events & visits.

File Description	Documents
Upload relevant supporting document	View File

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

19

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

1290

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

488

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

46

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities	

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

The institute has a sufficient number of classrooms, laboratories, computing, and other facilities. With the increase in demand, the institute consistently adds to the already existing facilities. The institution consistently invests in expanding its existing facilities to meet the growing needs of its academic and research endeavors. This expansion is made possible through a combination of government support and the institution's own financial resources. By allocating a substantial amount of resources, the institution demonstrates its commitment to providing an enriched learning environment for its students and faculty members. These funds are dedicated to various aspects, with a significant portion allocated to the development and maintenance of academic requirements. The investment of funds primarily focuses on fulfilling academic requirements. This includes activities such as curriculum development, research initiatives, and the provision of educational resources. By dedicating a significant portion of the budget to these areas, the institution ensures that its academic programs remain up-to-date, innovative, and competitive. In addition to centrally available facilities, each department or school within the institution maintains its own specialized facilities. These department-specific facilities cater to the unique needs and demands of different academic disciplines. The provision of specialized facilities within departments further enhances the learning experience and supports the diverse needs of various fields of study. Through these efforts, the institution strives to create an environment conducive to learning, innovation, and academic excellence.

File Description	Documents
Upload relevant supporting document	View File

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

The institute has a number of facilities for the students and staff for cultural activities and sports. Various student bodies frequently hold cultural and sports functions. Physical recreation through games and sports has been an important part of the Institute since its inception. TIET's sports section organizes tournaments in all games like Cricket, Football, Basketball,

Volleyball, Badminton, Tennis, Chess, Handball, Swimming, and Athletics for boys and girls throughout the year. Students also participate in All India inter-university tournaments as well as invitational tournaments organized by AIU and IITS. the Institute has well-equipped and best sports facilities for a number of games and sports like International standard synthetic Athletic track, synthetic Tennis courts, synthetic Basketball court, Swimming pool, etc. The tradition continues, as students of the institute keep making use of the marvelous sports facilities to excel in sports and games. In order to motivate the students and to get them interested in sports, a wonderful tradition is followed in the Institute that all newly admitted students at Thapar Institute are provided with a tracksuit and a T-shirt bearing the Institute logo. To organize and coordinate the sports activities TIET has a full-fledged sports section as it has one Director of Sports and full-time coaches in different games to coach the students.

A document describing sports facilities at TIET is attached as an additional document

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

The campus is thoughtfully designed to cater to the needs of its inhabitants, providing a wide range of general amenities to enhance the overall experience. It offers a comprehensive array of facilities to ensure convenience and well-being for students, faculty, staff, and visitors.

- The Health Center is readily available on campus, providing medical services to address the healthcare needs of the community.
- The campus features a well-equipped library, serving as a valuable resource hub for students and researchers. Career Services are offered to provide guidance and support in professional development. A Yoga center is available to promote physical and mental well-being, offering a space for relaxation and rejuvenation. WiFi connectivity ensures seamless internet access for academic and personal needs.
- Numerous green spaces, parks, and reading rooms are strategically placed throughout the campus, providing tranquil environments for relaxation and study. Recreation options include a swimming pool, cricket ground, basketball

field, and an athletic track, catering to sports enthusiasts and encouraging an active lifestyle.

- The institution places a strong emphasis on maintaining a clean and green environment.Green areas are dedicated to hostels, academic departments, faculty, and staff residences, enhancing the aesthetics and promoting a sense of harmony with nature.
- Canteens, cafes, juice stalls, and a shopping center provide a diverse range of dining and shopping options. A Post Office and banking facilities. Open-air theatre and indoor auditoriums serve as venues for cultural events, performances, and gatherings, fostering a vibrant and engaging campus atmosphere.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

27119

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Library functions and services are fully automated with Integrated Library Management System (ILMS) Koha, an advanced browser-based open-source Integrated Library System, since 2016. Before that, Library automation was done through SOUL.

Name of the present ILMS software: Koha

Nature of automation (fully or partially): Fully Automated

Current installed Version: 20.11.06.000

Year of automation: 2016 (Koha) and from 2000 to 2016 SOUL Software was being used.

URL: http://library.thapar.edu

Apart from the ILMS, the Central Library has digitized its resources and provided a digitized facility such as using Dspace for archiving and dissemination of the thesis since 2006, question papers, standards, old question papers, newspaper clips, etc., are available in digital format, etc. All the e-resources are provided remotely through Shibboleth technology under INDIAN Access Management Federation (INFED). The library has its own NPTEL Local chapter. State-of-the-art systems such as LED and Projector-equipped Group Discussion Rooms, Audio-Visual Seminar Room, Digital Signage on each floor, RFID complaint system integrated with Koha such as 'Self-Issue Kiosk' and 'Book Drop', etc. Users can get books issued through the Self-Issue Kiosk and can return them at book drop. OPAC terminals are installed for user convenience. All the library services are listed on the library portal. The library has dedicated computers for library users, digital scanners, printers, photocopiers, surveillance systems for security, etc. CCTV cameras are also installed at various places in the Central Library for round-the-clock safety and security.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

435.27

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

7074

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

133

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Thapar Institute of Engineering and Technology (TIET) provides IT resources to support the educational, instructional, research, and administrative activities of the Institute and enhance the employees' efficiency and productivity. These resources are meant to access and process information related to their work areas. These resources help them to remain well informed and carry out their functions efficiently and effectively. The Centre of Information and Technology Management (CITM) of Thapar institute is catering to the needs of users involving implementation, maintenance, and support activities related to LAN/WLAN, software, and hardware; procurement, support, and maintenance of various equipment of users. CITM of Thapar institute offers Internet access and network services to Thapar Institute.

CITM of Thapar institute also provides repair and maintenance of Electronic Instruments/Equipment and PCs and peripherals used in various Laboratories. CITM contributes to implementing LMS and ERP software that includes financial management, inventory management, human resource management, purchase management, academic activities modules, and its related support to the users of Thapar Institute. The main objective of the Centre is to provide better support and services to the users for their individual and

collective growth.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
10546	**2604**

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- **?1 GBPS**

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)
Upload the data template	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

26373

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

General Manager Estate has appointed sufficient support staff for overseeing the maintenance of buildings, classrooms, and laboratories. The maintenance departments maintain the physical infrastructure on the campus which includes both breakdown and preventive maintenance of facilities.Each department/school has its own staff which includes mechanics and technicians to maintain the lab equipment under the guidance of the Lab in charge who is a faculty in the program. Additionally, many departments have Annual Maintenance Contracts with suppliers and companies for the repair and maintenance of key equipment. The Centre for Information Technology and Management (CITM)has on its role many system analysts, technicians, and instructors who are responsible for the repair and maintenance of equipment and computers including network-related issues. There is a dedicated staff to maintain the AV systems in classrooms and labs whose services can be requisitioned upon request.The Sports Section has full-time Groundsmen who maintain and clean the sports facilities and grounds. Dedicated Coaches are available for all major games and also look after the upkeep of equipment. To improve the physical ambiance of the campus, several initiatives are taken from time to time for periodic painting and whitewashing of buildings and labs. Dedicated staff including masons, plumbers, carpenters, and electricians for maintenance of infrastructure.

The procedure manual of the library is attached.

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

1930

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

5862

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology	**A. All of the above**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	• **All of the above**

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State

government examinations) during the year

345

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

5.2.2 - Total number of placement of outgoing students during the year

1578

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

355

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

TIET has a Student Consultative Committee (SCC) which is an equivalent of the student council with representation across streams, years of study, and programs. All students including undergraduate, post-graduate, and Ph. D have representation on the committee. Every year a fresh SCC is framed with nominations received from various departments/schools. SCC meets at least twice a semester. The respective heads of departments/schools nominate students for SCC from each discipline on the basis of the following formula:

- **One student up to a class of 40 students**
- **Two students up to a class of 80 students**
- **Three students up to a class of 120 students and so on.**

Furthermore, at least one girl student has to be nominated from each discipline, if possible. No student can become an SCC member for more than two terms; this applies to the students of BE (3rd & final year) and MCA (Final year). All the heads of the departments, schools, centers, and other facilities are de-facto members of this committee. The SCC meets three to four times every year and addresses all kinds of student issues ranging from academics to hostels, health issues to security concerns, library functioning to mess food, etc. The students also have representation in the Institute Quality Assurance Cell (IQAC). https://www.thapar.edu/students/pages/student-consultative-committee-scc

File Description	Documents
Upload relevant supporting document	[View File](#)

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

22

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

The greatest asset any Institution can have is its Alumni. Reputation and standing of an Institute are created by the significant contributions made and heights attained by its Alumni in different sectors of society like Public and Private Sector Organizations, Industry, high-end administrative and professional jobs in the Public and Private sectors, and many other areas of significance in society at National and International levels. There are currently slightly more than 30,000 TIET University degree holders. As a result of student enrolment growth, this represents an alumni population increase of 33 percent since 2000. This means that the average age of alumni is younger than ever - a trend that will continue. The mission of TIET Alumni Relations is "to enrich the lives of alumni and engage them as volunteers, advocates, and contributors who strengthen the University". Each campus funds and operates its alumni database management, print, and digital communications, reunions, events, career networking, mentorship, and other engagement activities. TIET office of the Director supports these efforts with benchmarking policies, topical system-wide events, common messaging, and directed funding. The team has continued to work on the reporting capabilities of The Almaconnect, the division's new constituent database.

File Description	Documents
Upload relevant supporting document	[View File](#)

5.4.2 - Alumni contribution during the year (INR in Lakhs)	A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

VISION

To be recognized as a leader committed to excellence in higher education, research and innovation that meets the aspirations of the global community.

MISSION

- To redefine and revolutionize Indian engineering education by unlock the beauty of engineering and applied sciences for the current and future generation.
- To instill excitement of engineering in young minds.
- To make Patiala, Punjab and India proud of being the most sustainable region of the world through creating, disseminating and applying actionable engineering knowledge.

CORE VALUES

- Excellence:Commitment to best practices in teaching and learning, scholarship, student engagement, cultural enrichment and campus environment.
- Integrity:Follow the highest standards of professional behavior and ethics to be transparent, honest and ethical in all our interactions with all stakeholders.
- Accountability:Act with integrity and professionalism and uphold highest ethical standards.
- Transparency:Promote transparency in all its activities by providing a culture of active involvement of all in decision making.
- Diversity:Committed to creating an environment that is vibrant and inclusive in which ideas flourish and everyone is empowered.

File Description	Documents
Upload relevant supporting document	View File

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

The University practicesand promotes the culture of participative Management at all its activities like Administration, Admission, Student activities, Curriculum Development, Research, and Sports etc. The University has given equal representation in various committees at all levels from Professors, Associate Professor and Assistant Professors from various Schools. The leadership at the University is provided by the Director who has always been a person of excellence and eminence with proven track record and has a history of leading by example. The Director is assisted by Deputy Director and Deans for various key activities, Heads of Departments/ Schools and Centres besides the Registrar and Chief Human Resource Officer who looks after the administrative

activities of the University. The structure is similar to what is followed at some of the best institutions in the country and aboard. TIET has created a governance plan that embodies the institute's values of transparency, accountability and efficiency. By introducing decentralization and participative management, TIET is committed to improving the procedures and functioning of the institute as well. Transparency TIET, through its Governing Bodies will make sure that there is a centralized, coordinated system will enable the institute to be transparent in all its actions. It is important for TIET's Governing Bodies to be accountable to one another in order to make sure that the institute is running smoothly and to prevent any wrongdoings. TIET acknowledges the importance of being efficient in its use of resources and its functioning.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The institute fifteen years strategic plan has been uploaded in the relevant supporting document. The goals identified are pillars of the plan. These goals allow TIET to break down the long-term vision into four key objectives (attainable steps) which can be further quantified and monitored with the help of milestones. They are designed to be high-level in nature and are built on the assumption that all departments will base their planning efforts on these overarching objectives. The institution's success on the identified goals will depend on the initiatives undertaken by the institution and the contribution and engagement of all concerned stakeholders, both internal and external.

Goal 1: Excellence in teaching and education delivery

Goal 2: Provide solutions to global challenges through delivery of world class research

Goal 3: Engage in external collaborations that extend and deepen institution impact

Goal 4: Enrich student experience and foster a positive learning and working ecosystem

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Board of Governors

The Board of Governors is the principal executive body of the University, and is responsible for direction and control of the affairs of the University.

Planning & Monitoring Board

The Planning & Monitoring Board has been constituted for preparing development plans of the University, monitoring the implementation of approved plans of the University and schemes sanctioned by U.G.C. and other agencies.

Senate

The Senate is the principal academic body of the University and exercises general supervision over the academic work, promotes research activities, maintains proper standards of examination, frames and revises curricula and syllabi of courses, makes proposals for institution of research, specialized studies, libraries, laboratories etc. and all other academic matters related to the University.

Finance Committee

The Finance Committee has been constituted for preparing the Budget estimates and Annual Accounts of the University.

Staff Affairs Committee

The Staff Affairs Committee has been constituted to review the staff structure, suggestions regarding revision of cadre, creation of new posts, minimum qualification and experience of staff including promotion cases, recruitment policies, procedure for recruitment, and all other matters related to the staff of the University.

Building & Works Committee

This committee looks after all major construction works under the direction of the Board, and minor works within the grant placed at the disposal of the University.

Senate Research Committee

The committee formulates the Institutional policies related to research and sponsored projects at the University.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination	A. All of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

Insttute has transparentperformance appraisal system for both teaching and non-teaching staff. The fedback of the concern staff is provided by the reporting authority. There is also a well defined promotion policy for both teaching and non-teaching staff.

Promotion Policy - For more details please refer to service regulations (Page 35 to 62) https://www.thapar.edu/upload/files/TIETService%20Regulations.pdf?_ga=2.228893855.280628159.1646652234-279137760.1644217981

Thapar Institute has various welfare schemes for the teaching and non-teaching staffing place. Some of them are as follows:

1. Medical Allowance

2. Child Educational Allowance

3. Professional Development Allowance

4. Maternity benefits as per government norms

5. Leave Travel Allowance

6. Free on-campus medical facilities and insurance for other medical requirements.

7. EPF for employees

8. Medical leave

9. Sports facilities

10. Wifi facility

11. Computing facility (every faculty member is provided with a laptop at the time of joining)

12. Round-the-clock security for the campus residents.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

88

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

52

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

204

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

TIET has been relying primarily on fee revenue, which makes it reliant on teaching orientation. In order to enhance the institution's capacity to compete globally, nationally, and locally, it is imperative that we also attract funding from alternative sources to improve our facilities and support innovative projects in order to attract the best and most diverse range of students, as well as to hire the quantity and quality of international faculty required. TIET has already taken up initiatives focused on raising revenue streams from student fees, sponsored research funding, alumni endowments, etc. The institute will receive revenue from varied sources such as student fees and hostel living fees. We will also attempt to raise resources from online programs, and research and consulting projects. TIET will also like to grow its executive education programs. The institute, through its initiatives, to raise funds in order to invest in research, infrastructure and development will aim to raise appropriate funding to realize its growth plans.

The university has a Budgetary control system to monitor the effective and efficient use of financial resources. The Finance Committee has been constituted for preparing the Budget estimates and Annual Accounts of the University. The Finance Committee has fixed the limits of total recurring and non-recurring expenditures based on the income and resources of the University.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

861.06

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.4.3 - Funds / Grants received from non-government bodies, individuals,philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

121.84

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.4.4 - Institution conducts internal and external financial audits regularly

The university has the Budgetary control system to monitor the effective and efficient use of financial resources. The Finance Committee has been constituted for preparing the Budget estimates and Annual Accounts of the University. The Finance Committee has fixed the limits of total recurring and nonrecurring expenditures based on the income and resources of the University. The Institute

have both internal and external Audit system. All voucher are internally audited before it is produced to Statutory Auditor. In addition, the university also has pre-audit system in which all comparative statements for an indent, purchase orders before release and all payment exceeding a certain amount are audited by the internal audit section. The internal audit section directly reports to the Director. All the comparative statements, purchase orders stamped as pre-audited after the audit is completed without which no commercial transactions can progress. The accounts of the university are audited by an independent Chartered Accountant Firm

at the end of each year and is approved and authorized by the board of governors. The Chairman of the Board approves the audit statement before these are adopted. The Annual Balance sheets are uploaded on the Institute website as part of the mandatory compliance. The audited income and expenditure statement of academic and administrative activities of the last five years is available on the TIET website.

File Description	Documents
Upload relevant supporting document	[View File](#)

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 by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

The University has established, documented and implemented a Quality Management System. Continuous improvement in the implementation and effectiveness of the quality management system is ensured through continuous reviews and internal audits. The University has identified the processes needed for the quality management system and their application throughout the organization process are being carried out in the University. Documented procedures have been developed for the management activities, provision of resources, instructional design, delivery and control and measurement.

The University continuality improves the effectiveness of the quality management system through the use of quality policy, quality objectives, audit results, analysis of data, corrective and preventive actions and management review. At the time of every management of review, through the measure of each objective and its comparison with earlier level of that objective, the trends are ascertained. Action points are then listed to continually improve the system. The status is reviewed in the subsequent management review meetings.

An internal audit of each department is scheduled during each semester in which faculty members from outside that department review the performance of the department during the last semester. The course files of all courses are scrutinized to verify all activities related to teaching-learning and evaluation processes have been completed as per norms of the University. Discrepancies, if any, are reported in the form of a nonconformance report for

which the department must submit a corrective action.

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	**A. Any 5 or all of the above**

File Description	Documents
Upload the data template	View File
Upload relevant supporting documnent	View File

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

The post-accreditation initiatives focus on recognizing and building upon the institution's core strengths. These strengths include a strong reputation for providing quality education, enroll high-caliber students, better international exposure, a wide range of extra-curricular activities, committed academic staff, solid undergraduate curricula, and excellent campus facilities.

The institution has developed a culture of better teaching-research balance, emphasizing research without neglecting teaching. The adoption of a pervasive learning outcomes approach has shifted the focus from prescribed content to what students can learn and demonstrate. There is also a greater emphasis on self-directed learning and developing an innovative and entrepreneurial mindset right from the beginning.

Regarding research, Thapar has developed a strategy to support staff in raising funds and establishing centers of excellence

through collaborative funding with industry and other academic institutions. The institution actively engages the industry in collaborative research to bring added value and intellectual challenge, lifting research activities beyond service-oriented tasks.

International collaboration has been encouraged to raise new funding and expose staff to global research and industry practices. Thapar emphasizes publication in SCI journals and supports staff participation in international conferences. Investments in high-level instrumentation and facilities have been prioritized to enhance exposure and attract new industry collaborators.

We promote research-led teaching, encouraging academic staff to develop modules associated with their research areas, exposing students to research activities, and creating unique modules that differentiate Thapar. These initiatives aim to enhance the institution's academic standing and contribute to its competitiveness on a global scale.

File Description	Documents
Upload relevant supporting document	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Annual gender sensitization action plan(s)

Specific facilities provided for women in terms of:

1. Safety and Security
2. Counseling
3. Common rooms
4. Daycare Centre

TIET has taken special initiatives for gender sensitization. It has the Gender Champions Club which looks after issues pertaining to gender equality. The faculty of this club helps provide overall guidance to the gender champions on aspects of activity implementation, collecting quarterly reports, assessing them, and sending them to the head of the institution. The club also conducts training programs to motivate, influence, and communicate

with different stakeholders.

The campus is very secure due to its well-maintained security system. Separate hostels for girls and boys with good security measures. Management is very concerned about health and security. A fully functional health Centre with a full-time doctor along with nursing assistants is in place to offer medical care for minor issues and first aid. A sick room for girl students with the required facilities is available in each of the hostels. There is a female doctor in the Health Centre of the campus to cater to the medical emergency needs of the students. Separate common rooms for both boys and girls are existing on campus.

The Institute also organized Women's Week to celebrate Women's Day on campus. Multiple Activities, like self-grooming, Astrology, Dietician Camp, Information session on Gynaecology, and Mental health counseling were organized during the week. The corona worriers were also honored during the week.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://www.thapar.edu/students/pages/gender-champion
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://www.thapar.edu/students/pages/thapar-university-counseling-cell

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of

degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

TIET in association with RoundGlass Foundation launched a solid waste management unit inside the Thapar campus. The capacity of the unit is 7 tons/day. Currently, the Institute is processing around 2 tons/per day wet waste from all hostels/canteens and households. The end-product i.e compost is being utilized for the gardening and horticulture purpose within the campus.

The outdated e-waste is being regularly collected from source point and send to e-waste storage room (size: 20ft x 10 ft) after every 3 months. After every 6 months, the collected and stored e-waste is being sold to government authorized recycling companies. The yearly e-waste generation at Thapar campus is around 2 tons per year. The authorized companies who presently collect e-waste from Thapar campus are: M/s Gurbax Singh & sons Patiala and DM recyclers, Meerut.

Wastewater Management Strategies:

Treated effluent from the STP is conveyed under gravity and held in a Duck/fish Pond. Water from here is pumped and used for irrigating the lawns, hedges and plantations within the TTC. Sewage treatment in the proposed STP is ensuring meeting the PPCB prescribed effluent standards and satisfying the WHO water quality criteria for irrigational use. Treated effluent from the STP complies with the quality parameter values. The STP is designed for the sewage flow rate of 1000 cu.m/day and the sewage loading rate of 62.5 m3 /hour.

File Description	Documents
Upload relevant supporting document	View File

| 7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | A. Any 4 or all of the above |

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping	A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and	A. Any 4 or all of the above

facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.	

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

Students at Thapar Institute come from different regions, cultural and socio economic backgrounds. At Thapar Institute, we strongly value and respect each student's individual identity and facilitate an inclusive environment, wherein students from diverse backgrounds get together, organize and participate in different festivals and events according to different cultural and religious beliefs. We, at Thapar Institute, appreciate diversity, equanimity and equality amongst students and faculty. Amongst the many festivities and events that symbolize integrity of the Indian social fabric at Thapar Institute, the ones that stand out include Diwali, Ganesh Puja, Christmas, New Year, Holi, Lohri celebrations. In addition, the institute organizes special events on Republic and Independence Day, spreading the message of harmony and tolerance. Through its student societies, the institute also organizes a number of events show casing the cultural and linguistic diversity and how all these converge, giving a true national colour. A number of events are organized to showcase socioeconomic issues with the intent of providing solutions to the society. The Ek Bharat Shreshtha Bharat program is an initiative of AICTE to promote cultural exchange amongst technical institutions from different parts of India. The partner institution for TIET, Patiala is Gandhi Institute of Technology and Management, Vishakhapatnam.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

Thapar Institute is committed to promoting a sense of harmony and brotherhood among students and the public. To achieve this goal, the institute organizes a variety of events and activities through student societies, chapters, and clubs. These events aim to raise awareness about environmental conservation and the importance of preserving the rich cultural heritage of India. Independence Day and Republic Day are celebrated through skits and plays that commemorate the sacrifices of the martyrs and the ideals that inspired the national struggle for freedom.

The institute also encourages students to strive for excellence in academics and other areas to contribute to nation-building. To address environmental issues, student societies and clubs actively engage in activities such as keeping the environment clean, conserving electricity and natural resources, and protecting public property. The institute's 15 NSS units are committed to contributing to various activities like Blood donation camps, Tree plantation drives in and around the campus, Swachh Bharat campaigns and activities, medical check-up camps, pollution check-up camps of vehicles, social cause awareness through Nukad natak and Short plays, solid waste management, awareness about the road safety and disaster management.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized	All of the above

File Description	Documents
Upload relevant supporting document	[View File]()

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

JANUARY 26 - REPUBLIC DAY AUGUST 15 - INDEPENDENCE DAY OCTOBER 2 GANDHI JYANTI DIWALI MARCH 8 - WOMEN'S DAY OCTOBER 8 - FOUNDERS DAY HOLI CHRISTMAS

File Description	Documents
Upload relevant supporting document	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Enhancing Academic Practices and Student Learning

Objective: Shift faculty from traditional teaching to learner-centered approaches emphasizing their role as facilitators of student-centered learning and research.

Context:The needs analysis revealed the complex challenges in transforming teaching and learning at TIET. Themajor challengesinclude the cultural shift required to establish a teaching and learning-centered environment.

The Practice: TIET supports faculty through workshops and programs aimed at reshaping their perspectives on student learning. A key aspect is the development of a teaching and learning framework that enables the adoption of sustainable learning paradigms.

Constraints: Thapar and many other Indian institutions prioritized teacher-centered learning with limited emphasis on research. To address this, we developed a customized teaching and learning framework for a comprehensive educational strategy.

Evidence of Success: TIET faculty memberscompleted five core workshops: student-centered learning, assessment, curriculum development, outcomes-based approaches, and sharing scholarly work; and at least two optional workshops on topics such as creative thinking and supporting group work. TIET has also established a Community of Practices to facilitate in-depth discussions and knowledge sharing.

Challenges and Resource Requirements: Achieving transformative change requires a shift not only in individual professional development but also in institutional approaches to teaching and learning. While professional development impacts individuals, substantial change requires a broader institutional transformation.

Conclusion: Thapar is actively promoting a learner-centered

teaching and learning environment through extensive professional development opportunities. By addressing the challenges and resource requirements, the institution is driving a comprehensive shift in academic practices.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Research at TIET is at the apex of the institute's long-term strategic plan, which is to be a leading research focused and teaching intensive institute in India. Research is a central theme of the institution's mission. Research and innovation facilitate academic collaborations, industrial interactions and knowledge transfer; and provide support to academics on research funding streams, and preparing bid proposals. Individual academicians at the institution have developed their own plans indicating the potential areas of research, infrastructure requirement and possibilities of collaboration with leading academics. In addition to the department specific research TIET has also identified key cross cutting research themes for setting up multiple COEs.

TIET has experienced remarkable growth in research activity during the last 5 years. TIET has published 4678 SCI publications with an average citation of 18.38 per paper in web of science, 128 patents, 122 extra-mural projects (41 cr). Going forward the institution is making targeted investments to develop new interdisciplinary and inter-institutional collaborations to establish six centres of excellence (COE) across identified research themes. TIET is undertaking multiple other initiatives to build research excellence focused at solving real world problems and providing students with experiential learning for better application and analytical skills.

7.3.2 - Plan of action for the next academic year

Excellence in Research

- 2000 peer reviewed publications per year in Scopus; 1400 in web of science every year
- Establish six research centres in the next five years (major defined as 10+ faculty, Rs 5 crore research funding and >20 funded graduate students)
- Increase our average number of PhD students per member of academic staff to at least 2.5
- Increase our score for the citations-based measure on web of science at 18 citations per paper

- **20cr sponsored project funding**

Outstanding student experience

- **Recruit at least 80% of our UG students from the top 20% All India JEE scores or 10+2 scores**
- **Increase the student numbers to 13000 by 2024**
- **Invite at least 500 employers on campus for student recruitment**
- **Improve the student placement from campus to 100% of all eligible students**

People Development

- **Developing recruiting best practices to attract talent**
- **Achieve the teacher-student ratio to 1:15 in programs where this is not met**
- **One successful high-impact senior faculty recruitment per year**
- **Increase our number of international applications for academic posts**

World class infrastructure

- **Construct the 2nd phase of academic buildings and new student residences by 2024**
- **Modernize the existing academic buildings**
- **Upgrade and modernize the remaining labs by 2024**

Excellence in Teaching & learning

- **Train and certify all faculty in academic practices**
- **Continually improve the learning outcome score (minimum 3.5 on a scale of 5)**
- **Curricula continuously accredited by NAAC, NBA or ABET**
- **Increase student satisfaction with academic and mentor support for developing their graduate attributes and employability (Current campus employability 90%)**