SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

INSTITUTE OF PROFESSIONAL EXCELLENCE & MANAGEMENT

A-13/1,SOUTH OF GT ROAD, INDUSTRIAL AREA, DELHI-HAPUR BYPASS, NATIONAL HIGHWAY-24
201010
ug.ipem.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Institute of Professional Excellence & Management (IPEM), Ghaziabad- Established in 1996 under the aegis of Laksh Educational Society, registered under the Societies Act, 1860, conducts various Programmes in Education (B Ed), Management (BBA & B COM), Computer Application(BCA) with the Approval of National Council for Teacher's Education(NCTE), Affiliated to Ch. Charan Singh University, Meerut, Uttar Pradesh. The Institute of Professional Excellence & Management (IPEM), is ISO 9001:2015 Certified Institute, serving as a premier educational institute since its inception.

The Total intake of BBA and BCA course is 120 and 180, respectively. The Centre for Teacher Education (CTE) was started in 2002 with 100 seats. From 2006 the Dept. was upgraded with 200 seats. The Centre for Teacher Education (CTE) is running Bachelor of Education (B.Ed.) approved by the National Council for Teacher Education (NCTE). and affiliated to the Chaudhary Charan Singh University, Meerut

The Institute of Professional Excellence & Management (IPEM), is promoting multicultural diversity by providing high quality, innovative and career-focused education. IPEM tries to incorporate entrepreneurial skills among students to enable them to make independent career decisions. IPEM has emerged as the epitome of world-class education and imparts value-based education. We amalgamate curiosity and dedication to ensure that all our students are self-driven towards learning. The college serves as an innovative centre to focus on imparting knowledge through wide exposure, and frequent research and scholarships. Focusing on innovation and discipline, the college has received accreditation for being the best college in India and especially in Delhi, NCR region.

Vision

Our Vision is to produce Professionals who would pioneer the future Revolutions

Mission

IPEM is committed to produce competent professionals to cater to the needs of society by imparting skill-based education through an effective teaching-learning process with the Mission as:-

M1	To cater State-of-the-art Infrastructure Facilities
M2	To apply latest Pedagogical Methods while delivering the Academic Programs
M3	To utilize the potential of highly qualified, experienced and committed Faculty
M4	To generate knowledge and promote academic growth by offering various value added programs
M5	To collaborate with academia, industry and society for long term interaction.
M6	To generate and disseminate knowledge through training programs/ workshops/seminars/ con publications.
M7	To develop human potential to its fullest extent so that capable professionals emerge in a range of profes

M8	To strive for Professional Excellence with Ethical and Moral Values

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Awards given to promote Management Excellence, Institute was awarded **Best Institute in NCR Region.**
2. The founder Dr.B.S.Goel was awarded with **'Academic Excellence Award.'.**
3. The institute is ranked among the top institutes by various business magazines and ranking agencies.
4. The conducive working environment both for faculty and staff leading to faculty and staff retention.
5. Activities are undertaken to promote social welfare and inculcate a sense of social responsibility.
6. Research environment and importance are given to faculty and student research.
7. State of the art infrastructure with WIFI campus and Centralized AC Library with a large number of books, journals, magazines, e-journals of national and international repute with the latest edition.
8. Excellent Infrastructure with AC lecture theatre
9. A continuous progressive evaluation system for students
10. Participative Management.
11. Value Added Courses like Android, Advance Java, Digital Marketing, E-Content writing, Tally,   CTET coaching
12. A large number of initiatives undertaken for supporting the number of slow learners and students from diverse backgrounds.
13. Regularly updated curriculum with industry inputs.
14. The comprehensive system ensures a platform to promote faculty students and staff development.
15. International exposure to students.
16. Strong Industry linkages.
17. Use of Innovative teaching.
18. Emphasis on holistic development of students.

Institutional Weakness

1. Since the course curriculum is as per CCS University, Meerut, so there is no flexibility in the academic curriculum
2. Lack of flexibility in introducing innovative and job/entrepreneurial development degree program
3. No International students to degree programs.
4. Institute is not a degree-awarding body
5. There is a scarcity of well-qualified i.e. Ph.D. and senior professors mainly in core academic fields. However, there is a continuous effort made by the management to recruit senior-level faculty members from reputed institutions.
6. There is a dearth of faculty members with Ph.D. qualification even after continuous search and advertisement
7. Shortage of ample opportunity for Research Activities due to funding problem by Govt., Non-Govt. & External agencies
8. Space limitation for further expansion of facilities\

9. Less International and National Collaboration
10. Patent registration needs to be done

Institutional Opportunity

1. Collaboration with International and National Institutes of repute and other recognitions
2. To be an Autonomous HEI
3. Faculty – Student exchange program with reputed National & Foreign Universities
4. Focus on Research activities & collaboration with institutes and industries
5. Involving more faculty members in research-oriented programs
6. External funding for research, project, and innovative programs
7. Preparing students in Soft Skill, Aptitude, GD, GATE, MAT, CTET, UPTET, etc examinations
8. Enrollment of Students in Internship programs in different renowned corporate houses & industries.

Institutional Challenge

1. Students come with various ethnic backgrounds and training these students about the English language and developing their communication skills is really a challenging job.
2. Major Gap in course curriculum with respect to Industry standards and our inability to modify it as per present market scenario due to guidelines by affiliating university.
3. Keeping pace with continuous modification of technological advancement
4. To motivate faculty for New Product Development/Research/ R&D/ Innovation etc.
5. To attract eminent Professors, Ph.D. Holders and Researchers in Institute to share their knowledge and experience with students
6. Present lack of interest among students for professional education.
7. Enhancing no of students opting for Entrepreneurship
8. To create an Incubation Center
9. More Autonomy in the admission procedure

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Though the curriculum is designed by the University, the Goals and Objectives of the IPEM are transmitted to the Students with the efforts of the Faculty by teaching beyond Classroom and curriculum. Being an affiliated Institute of the ChaudharyCharan Singh University, Meerut the institution provides a wide range of courses/programmes in Management, Computer and Education at Graduation levels. The IPEM has a limited role in designing the curriculum as it is decided by the University; however, some faculty members take initiative and contribute in designing the curriculum for different subjects. The IPEM provides diverse and flexible programmes of study that enable the students to follow a self-selected pathway to learning. The Students can select any course they wish to pursue, subject to the eligibility criteria set by the University.

The IPEM strives to offer the highest quality education and service through continual self-assessment,

evaluation by students and seeking feedback from all stakeholders. This mechanism helps in identifying the new courses/ programmes/subjects that can be introduced in the ensuing academic sessions. The frequency of curriculum update or syllabi revision depends on the University. The Mentoring programme for all students helps them to face academic and personal challenges continuously. Value-Added Courses like Tally, Prof HR, Digital Marketing, E-Content Writing, Communication Skills, Personality Development Programme, Advanced Java, Python, Android and Software Testing etc. are imparted for holistic development of the Students. By providing worthwhile feedback to students on their learning skills based on a variety of assessment strategies, optimizes their potential to progress. Family members of the students are encouraged to have direct involvement in education through Parents Teacher meetings.

Teaching-learning and Evaluation

The IPEM maintains a learner-centric environment conducive to quality education and student empowerment. The Institute adopts the student–centric learning and experiential learning as its cornerstone in the academic process. Wide publicity to the admission process is carried out by means of print and electronic media i.e. prospectus and IPEM website. The admission process is systematically administered and is Transparent. Admission Committees consisting of members from different faculties, admit students on the basis of merit in respective major subjects. The IPEM has consistently performed creditably well as far as the results of various Courses are concerned.

The teaching-learning and evaluation process of the Institution follows the academic calendar prepared in synchronization with the University calendar. Each Department prepares an academic calendar in such a way that optimum experiential learning is imparted to the students. An Orientation Program is conducted by each Department to get better insights in terms of knowledge and skills of the Students. The Mentor-Mentee system is in practice and every student is monitored by a mentor. The old paradigm of lecturing is replaced by the Information and Communication Technology (ICT) enabled classes. In addition to the internal examinations conducted in a scheduled manner as per Time Tables, a formative evaluation of the students is also done through procedures inclusive of assignments, seminars, projects, fieldwork, competitions, Unit Tests (UTs), and Pre-University Examinations. Remedial classes are offered to the underachievers and enrichment programs are offered to the high achievers. The Academic Performance of each Department is evaluated through the Fortnightly Meeting of the Heads of Departments with the Secretary, Director General and Dean Academics. The Department with its entire faculty holds a meeting once in a month with the Dean Academics to monitor the working of each department.

Research, Innovations and Extension

To promote research as an integral part of the curriculum, the Institute has organized 15 National Seminars and one International Seminar till date. There are a number of Faculty members who were awarded PhD Degree during the last five years and many more are pursuing PhD in their respective fields. The Institute encourages research among its faculty and students in various ways like sponsoring them to present papers in National and International Conferences, providing them academic leave for research and attending international and national conferences. The IPEM had initiated a financial incentive Scheme to the Research Paper Publication among the faculty.To promote research each department has its own separate publication of Journal. At present there are three Journals of the IPEM in the area of Management, Information Technology and Education. The Institute also assesses faculty on 360* which includes a Performance Based Appraisal System (PBAS) of UGC where weightage is given to faculty research and publications. All faculty members of the Institute are either Ph. Ds

or undergoing their Ph.D. Program. The faculty is encouraged to enhance their Qualifications/Skills. Special incentives are given on acquiring Ph.D., JRF/NET or other higher qualifications. The basic research facilities are strengthened by providing opportunities to the faculty to attend and present/publish Papers in National/International Seminars/Workshops/FDPs etc, outside the institute. Every faculty is expected to write at least one/two papers in a UGC CARE Journal. Subscription to view and access to DELNET introduces new trends in higher education and research to the Students.

Infrastructure and Learning Resources

The IPEM provides the best-in-class framework in the implementation of resources. The Head of the Departments (HODs) put forward the requirement of infrastructure facilities to the Management underpinning the feedback from the stakeholders. The Institute has the adequate number of ICT-enabled classrooms, laboratories, library, faculty rooms, auditorium, playgrounds, herbal garden, and hostel. The IPEM has a well-stocked and fully computerized Library. The focus of IPEM has always been to be at the forefront of optimum utilization of Information Technology (IT) resources and leverage the power of IT in making the learning process, informative and engaging. The computer laboratories cover over 6000 sqft carpet area, having more than 250 computers with latest hardware and software. The Internet facility is available round the clock using a wide band of 100Mbps.. The computers are connected to LAN. Wi-Fi facility is available in the Department's Offices and open area throughout the Institute. There are sufficient numbers of Uninterrupted Power Supplies (UPSs) for ensuring power back up. Besides the regular supply from Electricity Department, additional Solar Panel Generators are installed to ensure uninterrupted power supply throughout the Campus. Spacious Lecture Theatres are thoughtfully designed to induce high-quality learning and are equipped with high-end teaching aids such as Liquid Crystal Display (LCD) projectors and Smart Boards. The Conferencing needs at IPEM are taken care of by air-conditioned Auditorium and Seminar Hall with the latest state-of-the-art audio/video facilities with a total seating capacity of more than 300. The facilities are engaged round the year hosting intra and inter-college/school events like Seminars, Conferences, Debates& Cultural Activities. The IPEM has facilities for both indoor and outdoor games such as Basketball, Badminton, Table Tennis, Chess, Carom, etc with an Open-Air theatre as well a large open area to host big events including exhibitions, etc. To provide accommodation to the students coming from far-off places, the IPEM provides separate hostel facilities for Boys and Girls. However, for other cases, the Group has a tie-up with hospitals in Ghaziabad. A Vehicle with a Driver is also available 24 X 7 in the Campus.

Student Support and Progression

The Student Support services are consistent with the Vision and Mission and are published in the Newsletters (Bi-Annually), IPEM Website, and Social networking sites like Facebook, Twitter, and Linkedin. Student Support activities fall into four categories –**Academic, Co-curricular, Career & Placement, Scholarships & other Financial Aids**. The academic support consists of Remedial Classes, Providing Online Notes and Question Banks, Conducting various Seminars and Workshops, Value Added Courses, Guest Lectures, Central Teachers Eligibility Test (CTET) coaching, etc. Support in co-curricular activities is extended by activities organized by Various Student Clubs such as the Sports club, Cultural club, Information Technology (IT) club, Entrepreneurship club, and Communication Club, and all Departmental co-curricular activities. The Career, Placement, Empowerment, and Grievance related issues are addressed by the Training and Placement Cell, Mentoring System, Anti Ragging Committee, Grievance Redressal Cell, Entrepreneurial Development Club, and the Women Cell. The Institute has signed many Memorandum of Understandings (MoUs) for conducting recruitment drives and campus recruitments. Attention is given to UP Government Post-metric Scholarship

Scheme for procuring scholarships for Students and their timely renewal through Registrar's office. The Institute also distributes scholarships to the meritorious students of each department. Students are provided counseling at the time of admission and are helped to choose the courses/programs pragmatically by looking at their strengths. The U.P. Govt. /Govt. of India reservation policy is strictly followed and selected needy students from weaker sections of society are given free ships/fee concessions. For promoting one of the Prime Minister's Campaigns "BetiBachaooBetiPadaoo" the IPEM charges only 50% of fees for Girls candidates. The institution identifies slow and advanced learners through class tests, assignments, project work, etc. Accordingly, effective strategies are adopted for supporting both kinds of students with attainment targets. Due to the organized efforts of the support mechanisms majority of the UG students pursue Post Graduate PG programs in the institute and in other reputed institutions. Every Department maintains a Students' Progression Report to record the progress of a student across semesters and after the completion of the course.

Governance, Leadership and Management

IPEM has a clear Vision and Mission statement and its governance and leadership are well defined to achieve academic excellence. Striving for excellence can never be an accidental and spontaneous phenomenon. The IPEM Group is alive to these basics and this is reflected in our major thrust areas which are to create an environment for world-class professional education, value-based learning on human dynamics, interactivity, and optimization of time as the exhaustible resources. The Management takes the leadership role in the effective implementation of the teaching-learning and the student support programs. The institutional governance and management is essentially democratic and the leadership is participatory and adheres to a quality policy that ensures optimum standards in scholastic and non-scholastic domains, inclusive development, and stakeholder participation. The Management conveys the quality policy to the stakeholders in the Orientation program for the parents and first-year students, annual parent Teacher Association Meetings. The Director-General, Dean Academics, Head of the Departments (HODs), and Management assess the performance of Faculty after each Semester/Academic year. On the basis of the Evaluation Report and feedbacks from the HODs, corrective measures are suggested. Academic autonomy is given to the HODs in their domains and the Class Coordinators. The Faculty who head the various associations, clubs, and forums are given the freedom to plan and implement their activities. They are also assisted by student leaders who work in coordination with the staff members. The leadership and initiative among the students are promoted in the functioning of clubs and associations in the organization of various departmental fests and fairs. The Internal Quality Assurance Cell (IQAC) takes initiative in planning, implementing, and streamlining the quality improvement strategies of the Institute. The Committee for Prevention of Sexual Harassment of Women at Work Place monitors and ensures an amicable, anxiety-free work environment for the female faculty, staff and students.

Institutional Values and Best Practices

The Institution's commitment towards excellence is evident from the innovations brought in all aspects of teaching, learning, evaluation, campus automation, students support, research, technology, and so on. The IPEM has initiated some best practices to serve the society by donating Class X Books in six schools established in the villages adopted by IPEM under UNNAT BHARAT ABHIYAN. Teaching Learning aids and furniture are also distributed to the nearby schools. PRATIBHA PROTSAHAN is also one of the events organized every year to felicitate the meritorious students who score high marks in their Class 12th Board Examinations. Blood Donation, which is considered not just as an act of altruism but a process of social sensitization has been institutionalized and developed into another best practice of the Institute. The IPEM is

associated with the Rotary Club of Ghaziabad under which the BLOOD DONATION camp is organized every year. To save resources, IPEM has installed Photovoltaic SOLAR PANELs over its rooftop for the supply of direct electricity from solar energy. In addition to it, Artificial Water Recharge Plant has also been set up to save groundwater and conserve water resources. The Institute provides Cashless Free Medical Insurance for its Faculty/staff and for students. The Students of IPEM organize community Camps in nearby villages and develop awareness among rural masses by performing NukkadNataks on issues related to health and hygiene, Girl child education, Sexual Harassment, etc. For providing the best placement to students, Job Fairs are held for the final year students. The IPEM, with a clear vision to emerge as an institution of higher learning with a difference, is prepared to ceaselessly strive for excellence.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF PROFESSIONAL EXCELLENCE & MANAGEMENT
Address	A-13/1,South of GT Road, Industrial Area, Delhi-Hapur ByPass, National Highway-24
City	Ghaziabad
State	Uttar pradesh
Pin	201010
Website	ug.ipem.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Nishi Sharma	0120-4174234	9910491471	0120-4174500	info.ug@ipemgzb.ac.in
IQAC / CIQA coordinator	Sangeeta Solanki	0120-4174238	9999647606	0120-0000000	dr.sangeeta.solanki@ipemgzb.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	01-07-1996

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Uttar pradesh	Choudhary Charan Singh University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	19-08-2004	[View Document](#)
12B of UGC	06-02-2014	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	[View Document](#)	11-10-2002	600	BEd course has permanent Approval from NCTE

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	A-13/1,South of GT Road, Industrial Area, Delhi-Hapur ByPass, National Highway-24	Urban	2.5	5707.16

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Education	24	Graduation	English + Hindi	100	32
UG	BEd,Education	24	Graduation	English + Hindi	100	100
UG	BCA,Computer Applications	36	Intermediate	English + Hindi	180	97
UG	BBA,Management	36	Intermediate	English + Hindi	120	72
UG	BCom,Management	36	Intermediate	English + Hindi	60	41

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3				2				50
Recruited	1	2	0	3	1	1	0	2	5	21	0	26
Yet to Recruit				0				0				24
Sanctioned by the Management/Society or Other Authorized Bodies				3				2				34
Recruited	1	2	0	3	1	1	0	2	5	21	0	26
Yet to Recruit				0				0				8

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				37
Recruited	30	7	0	37
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	4	0	0	4
Yet to Recruit				3

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	2	0	0	1	0	1	7	0	12
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	1	0	0	4	12	0	17

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	1	0	3

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	3	2	0	5

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	130	15	0	0	145
	Female	185	12	0	0	197
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	15	29	22	17
	Female	50	35	69	55
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	1	1	0	1
	Others	0	0	0	0
OBC	Male	72	42	37	40
	Female	64	50	56	44
	Others	0	0	0	0
General	Male	91	73	50	74
	Female	130	97	94	80
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
Total		424	328	328	311

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
120	108	108	108	108

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	3	3	3

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
861	812	773	760	613

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
280	250	250	250	250

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File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
269	352	266	280	144

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
36	35	40	40	39

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
50	40	40	40	40

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 26

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
173.4	155.6	151.7	120	130

4.3

Number of Computers

Response: 215

4.4

Total number of computers in the campus for academic purpose

Response: 151

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

RESPONSE:

We adopt the curriculum overview of Chaudhary Charan Singh University, Meerut for UG Program. Depending on our resource potentiality, Institutional goals and concern towards the students, we impart quality education. The Institution has developed a structured and effective implementation of the curriculum related with identification of learning gap, Industry Expectation, New Skills and Knowledge Enhancement etc.

Procedure Followed:

- The syllabus of the Institution is set by CCS, University Meerut.

- Academic Calendar is prepared before commencement of academic session as per CCS University academic schedule. Calendar includes curricular & Co-curricular activities of all the Departments of Institute.
- Subject allocation is prepared after giving the subject preference by each faculty as per their specialization & educational background
- Each Department has a Time-table in-charge who prepares time table at departments level as well as faculty-wise.
- Each Class room is equipped with Projectors, CPU's, Camera, white boards & proper seating arrangements.
- Internet connectivity has been established in library , computer labs, Class rooms, Faculty rooms and offices.
- Each Department is updated with academic labs like Computer labs, communication lab, psychology lab, music lab, Science lab, Art & craft lab etc.
- Institute has centralized library upgraded with sufficient number of books, Journals, Encyclopedias, Surveys, Research Reviews & subscription of various competitive magazines & News Papers.

- At the beginning of academic year faculty prepares lesson plan for the subject they handle.
- A detailed orientation program is scheduled to provide an insight of their course and also bridge the expectation in mindset of newly inducted students for the concerned program.
- Eminent academicians, Industry experts and alumni's are invited for delivering lectures on current trends.
- The Institute provides various Value Added Programs Department wise.
- Each Department organizes various National / International Conferences/ Workshop/Seminar for students.
- Faculty/student updating themselves through programs like online NPTEL/Swayam online courses.

- Regular Meeting of the different Committee, Clubs, Departments , HOD's, Dean Academics held fortnightly. These Meetings are properly documented for effective planning & implementation of Departmental affairs.
- Advisory Board Meeting is held once in a year in which Head of the Department discuss the detailed action plan in front of the Members of Advisory Board for the implementation of plan and improvement of the Department success.
- Progress of the syllabus coverage & course delivery is obtained from the faculty through course coverage registers on weekly basis.
- Periodic and review based on result, feedback, placements at department level.
- Meeting with Industry Experts to understand the Industry Need regularly

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

RESPONSE :

The Institute strongly trusts on in transparency in its functioning. The Institute has a well-defined standard operating procedure to develop the academic teaching plans and it follows a well-defined Academic Calendar as per the Chaudhary Charan Singh University, Meerut pattern for Under Graduate Courses. The academic calendar is prepared by Head of the Department in consultation with faculty members at the beginning of the Academic Session. The Head of the Department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise.

In this Academic Calendar the Curricular, Co-Curricular, Departmental and Institutional activities are identified for throughout the session and for all courses. The tentative date for the organization of each listed activity is decided and it is tried that the activities should be conducted only on decided dates. Also a Faculty or department is nominated for each activity to conduct it smoothly.

The Institute adheres to the Academic Calendar strictly by:

- Conducting all Academic/Curricular Activities mentioned in the Academic Calendar (Commencement of Classes, Orientation Programme, Unit Test, Pre-University/Pre-Semester Exams, Scout-Guide Camp, Community Camp, Micro-Teaching, Simulated Teaching, School Teaching, School-Internship, Guest Lectures)
- Conducting all Co-Curricular Activities mentioned in the Academic Calendar like Anveshan –Art, Craft Science and Mathematical Models Exhibition cum Sale, Entrepreneurship Conclave , Technohack , Students workshops etc.

- Conducting all Department-wise Activities (Seminar, Workshop, Alumni Meet)
- Conducting all Institutional Activities like Vichhar-Vistaar (Inter-School Debate Competition), ULLAS (Institutional Fest), Prathibha Protsahan (Felicitation to Meritorious students at Senior Secondary Level

Conducting Five Club Activities

- Cultural Club Activity: (Gandhi Jayanti, Pre- Independence Day Celebration, Pre-Republic Day Celebrations etc.)
- Communication Club Activities: (Square talk, Group Discussion etc.)
- Sports Club Activities: (Indoor & Outdoor Competitions.)
- IT Club Activities: (PPT Presentation, Documentary competition, IT Quiz etc.)
- Entrepreneurship Club Activities: (Business Plan Idea, Startup Conclave etc.
- Conducting Community Related Activities like Blood Donation Camp, Plantation
- Well Organized unit wise Notes along with Question Banks are uploaded on the website for student reference.
- At least two Guest Lecture are arranged in each Department to support the Curriculum of the Course .
- Field Works includes Summer Internship, Major & Minor IT Projects, Practice Teaching & Internship at school etc.
- Unit test/sessional are conducted twice in a semester/year along with the Pre-University examination.
- Academic support like Extra Classes/Remedial Teaching/ Peer Tutorials are being organized for under achiever.

The Academic Committee ensures the strict implementation of the Academic Calendar by monitoring activities. Implementing gaps are reviewed periodically. The status of checkpoints and gap identified in monitoring are conveyed to the Director for the necessary implementation.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**

4. Assessment /evaluation process of the affiliating University

Response: D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 25

1.2.1.1 **Number of Programmes in which CBCS/ Elective course system implemented.**

Response: 1

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 28

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
11	12	3	2	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Any additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 44.97

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
687	577	329	239	00

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

RESPONSE :

Institute follows the Curriculum prescribed by the University. The University integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values into the Curriculum. Following are the selected few Courses which integrate cross-cutting issues into the curriculum.

Programme Name	Course Title	Crosscutting issues
B.Ed	Gender, School & Society	Gender Issues
B.Ed	Inclusive Education	Gender Issues, Human Values

B.Ed	Environment Education	Environment and Sustainability
B.Ed	Community Works	Social Awareness
B.Ed	Health Education & Yoga	Health Awareness
BCA	Environmental Studies	Benefits of Environmental Education
BBA	Environmental Studies	Benefits of Environmental Education
BCA	Business Communication	Professional Communication
BBA	Business Communication	Professional Communication
B.Com	Environmental Studies	Environment & Sustainbility

Apart from these Courses, the Institute also conducts various Social and Environmental activities. The Institute also has conducted various activities on cross-cutting issues time to time to supplement the University Curriculum, some of them are;

Activities Related to Environmental Sustainability: A Course on Environmental Awareness has been included for B.Ed Students. Institute also promotes environmental awareness through tree plantation, installation of artificial water recharge plant, Installation of Solar Panel, Village Cleanliness Programme during Community Camp organized at near by villages.

Gender Sensitization & Women Empowerment: The Institute organizes various gender sensitivity programs such as Women's Health and hygiene related activity by PINKSHIE Foundation, Personality Development Classes, Nukkad Nataks, Yoga Awareness Camps for faculty & Students etc.

Human Values and Professional Ethics: The Institute organizes various extension activities for the inculcation of the values like National Integrity, patriotism, equality, peace, brotherhood, etc. Blood Donation Camps & Workshop on "Human Values & Workplace Harmony" organized on regular basis.

Social Awareness Programme Such as Nukkad Natak, Women awareness Programme, environment awareness programme ,Swach Bharat Abhiyan, Adoption of Villages, Book Donation to near by school having lack of resources.

o

Following Committees are constituted to deal with the issues related with Gender Sensitization, Student Ragging, Maintaining Discipline, Human Rights etc.

1. **Proctorial Board:**

It is formed for the dispute settlement among the students of various Departments consisting of six core members and one coordinator from each Department to keep discipline and functionality in systematic way of the Institute.

1. **Sexual Harassment Committee:**

It is formed only by female faculty members consisting of one coordinator and two members and also one student representative from each Department.

The Institute, the incidents of sexual harassment of women students are nil due to the discipline in the campus. Yet this cell interacts with women students at regular intervals to identify any sort of issues existing.

Anti- Ragging Committee:

As per the guidelines of UGC, and the University, an Anti- Ragging Committee has been constituted to handle the issues pertaining to ragging.

1. **Flying Squad to maintain Discipline:**

This Committee consists of Head of Department and one faculty member from each Department. This Committee plays a vibrant role in the maintenance of discipline of the complete campus n day to day functioning of the Institute as well as any special occasion or any Programmes this Committee's presence and control is mandatory.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)
Any additional information	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 21.78

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
24	24	24	24	24

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 37.75

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

Response: 325

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

    1.Feedback collected, analysed and action taken and feedback available on website

    2.Feedback collected, analysed and action has been taken

3.Feedback collected and analysed

4.Feedback collected

5. Feedback not collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Upload any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 65.94

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
424	328	328	311	303

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

2019-20	2018-19	2017-18	2016-17	2015-16
560	500	500	500	500

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 67.38

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
203	158	184	157	162

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

RESPONSE

The Institute takes every measure to assess the needs and capabilities of all the students before the commencement of the program. Initially, Institute used to distinguish slow and advanced learner on the basis of the marks scored by the student at his entry level examination.

The Institute organizes an **Induction Program** to familiarize the students with the rules and regulations and introduce them to the course. All the students have different capabilities and these capabilities are identified with the help of various tests which helps in understanding their personality and nurture their talent.

Since the students are from a varied background, to get them to the same level of understanding lectures are conducted in the Induction Program before the commencement of the course. These lectures are on the basis of accounting, finance, marketing, statistics and Maths etc. The lectures help them to get an insight into various subjects and make a background for learning. The Institute conducts regular English communication classes for the benefit of students. The institute has a computerized communication lab.

Teachers during class interaction identify student potential and then devise strategies to reduce the gap in knowledge and skills. Students are also mentored by teachers regularly during the semester to guide them accordingly. Faculty mentors and subject faculty regularly review academic progress and counsel students to improve performance and ensure academic growth. Extra time is given to students who learn slowly in a class by scheduling separate sessions. Special program are taken to support advanced as well as slow learners, such as :

Execution of the programme:

As per the guidelines of IQAC, every department has developed the following strategy for the conduction of the programme :

- Preparing the list of difficult units and concepts from the university syllabus
- Preparing duration and time-table of the teaching
- Arranging some guest lecturers for the students
- Conducting examination unit tests, class tests, tutorials, home assignments

Activities undertaken for slow learners:

- Academic performance is monitored and academic counseling is done by faculty
- Extra coaching and individual guidance from the subject teacher
- By solving question papers of previous University Examination from the students.
- The performance of students is being communicated to their parents.

- Lectures of eminent personalities organized to create confidence among the students.
- The students who scored better marks in their previous examination are enrolled for the batch of advanced learners.

Activities undertaken for Advance learners:

- Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus as well as to take up internships and additional value-added and online courses of NPTEL.
- They are given additional/challenging assignments/ project work
- They are encouraged to participate in various inter institution events like quizzes, poster presentations, and other competitions.
- They are given opportunities to involve themselves in writing research papers, blogs, articles and conference participation.
- The advanced learners are guided and motivated to secure university rank
- The advanced learners are encouraged by giving cash prizes

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 23.92

File Description	Document
Any additional information	View Document

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

Response:

RESPONSE:

Institute gives high importance to holistic development of students beyond classroom through Co-curricular, Extra-curricular and Field Based Activities. Guest lecture, Seminars, Conferences, Many such activities are organized to enhance students' learning experience. The Institute adopts student centric learning method. Along with the classroom teaching and laboratory experiment based learning, students are also involved in minor and major projects. The projects help towards enhancing the real life problem solving abilities of the students.

EXPERIMENT BASED LEARNING INVOLVES FOLLOWING METHODS:

Interactive Lecture Method: The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, educational games, discussion and questions and answers on current topics relevant to the subject.

ICT Enabled Teaching: ICT enabled teaching includes Wi-Fi enabled class rooms with projectors, E-learning resources.

Communication Skills Training: The students are trained in soft skills through Language lab sessions, which is also part of Curriculum for BCA students. Software is effectively used to train students to acquire proficiency in listening, speaking, reading and writing.

THE PARTICIPATORY LEARNING INVOLVES THE FOLLOWING METHODS:

Group Learning and Discussion: Under group learning, heterogeneous group of students comprising Fast, Average and Slow learners are divided into groups of 5 to 10 members. Group Projects or Assignments are conducted by the subject teachers under group learning method.

Project Method: The teachers are the guides to the students in the process of preparation of projects.

Student Seminars/ Peer Tutorials:: The Student Seminars are organized where in the students make presentations on the topics relevant to their Courses. The students are also encouraged to present papers on contemporary topics in the annual seminar/ conference organized in the Institute, to enrich their learning experience. A culture of Peer education is being inculcated in which the quick learners are encouraged to help the slow learners.

PROBLEM SOLVING METHODOLOGIES INVOLVES THE FOLLOWING METHODS

Summer Training/Internship/ Projects: Students are made to undertake short term Summer Projects where they conduct surveys to understand the practices being followed by organizations of local industrial area for recruitment and selection, training and development, employee welfare, quality control, maintenance management , inventory control

School Internship: Teacher Trainees are supposed to undergo 16 Weeks training in Schools to get an idea about the Administrative and Academic Functioning of the schools.

Field work/Community Work: The students, under the guidance and support of the faculty made visits to the nearby villages and aware the villagers about Health hygiene, Girl Child education, Environmental awareness etc through Rallies and Nukkad Natak.

Exhibition: The students are encourages to construct Teaching Learning conceptual models and exhibit the same in the Exhibition held every year with the name ANVESHAN

Workshops : In addition to these activities, workshops on contemporary themes like Hacking, 3D Animation, Budgeting, Art craft material making, MATLAB, Digital Marketing, Entrepreneurship

Development, Start-up Development etc . are regularly organized every year

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Response :

The focus of Institute has always been to be at the forefront of optimum utilization of ICT resources and leverage the power of ICT in making the learning process, informative and engaging. In modern science and technological society, education demands ICT savvy teacher who can use ICT in teaching –learning process. Instutute is well equipped with the Projectors in each classroom. Power Point Presentation is used by the faculty members to make a good understanding of the subject. Faculty members also give the video lectures just to make the subject more interesting. ICT helps to make a healthy interaction between the student and the faculty members. The students are provided with hands on experience and learning with the state-of-the-art technology. It also improves the effectiveness of the class room. Teacher, Student, administrator and every person related to education popularly use ICT for making teaching learning process easy and interesting.

Use of ICT for Teaching and Learning

• In Institute teachers are using ICT tools for Curricular planning, effective delivery of lectures, result preparation etc.

• Various E-learning resources, Communications Technology (ICT) enabled teaching methodologies and advanced technologies are being followed by the faculty members in class rooms.

• The Academic Plan, Lesson Plan, Question Banks, Sample Papers, Notes and Assignments are made available at the very beginning of the semester.

• Multimedia teaching aids like, LCD projectors, Internet enabled computer/laptops are made available in classroom and used by all the teachers.

• The electronic resource packages like DELNET, NPTEL, and Digital Library are also available.

• The faculty members effectively utilize Audio Visual aids to demonstrate the concepts to the students using the resources from National Program on Technology Enhanced Learning (NPTEL) to enhance the learning experience.

• Seminar Hall and Auditorium are also equipped with multimedia facilities using ICT tools.

• Different types of online resources are supplied while teaching any subject/topic.

• Pictures/ images from Flicker or Google search, you tube videos, delivered lectures by scholars or even an online workshop or webinar on the same topic.

• Students are encouraged to understand the topic deeply by using various resource materials available on internet.

• The knowledge of ICT is also required for pre-service teacher during their training programme, because this integrated technological knowledge helps a prospective teacher to know the world of technology in a better way.

• Each faculty is provided Personal Computer for preparing their lesson plans, PPTs, and spreadsheets related to the teaching learning process.

• Students have access to a unique Wi-Fi campus. The Wi-Fi campus enables the students to get on-line anywhere on campus without the hassle of wires and plug-ins.

• The Communication Lab at IPEM is fully furnished with the latest Software & Electronic Communication Equipment.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 23.92

2.3.3.1 **Number of mentors**

Response: 36

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
Mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 91.4

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 34.25

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
13	12	12	15	13

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 3.67

2.4.3.1 **Total experience of full-time teachers**

Response: 132

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	_____

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

RESPONSE:

- The Institute has initiated continuous internal evaluation in accordance with the norms and guidelines of CCS University, Meerut.
- Students are briefed about internal assessment, question paper patterns and university examinations in orientation programmes by the HOD/Coordinator.
- The internal examination coordinator is elected in each Department to monitor and conducts internal examinations of each Course
- For the Continuous Internal Evaluation (CIE) the Institute conducts class tests, tutorials, unit tests, departmental presentations, project works, practical examinations, home Assignments.
- In the view of the guidelines and norms of the CCS University, Meerut for internal assessment, the Institute has developed department wise criteria for calculating internal marks so as to ensure transparency.
- Sessional/ internal Examinations are conducted two times in an academic session. The teachers make sure that the question pattern of the questions should be same as University exams. The makeup exams are also conducted for weak students.
- The university circulars regarding internal assessment weightage are circulated to the faculty members, administrative staff and students time to time and are also displayed on the notice boards.
- The Examination includes both Practical as well as Theory portions.
- Academic Calendar of the Institution include Internal Exam and assignments.
- Evaluation criteria of Internal Exam is visible on Notice Board.
- For Practical, 50% weightage is given to internal and 50% weightage is given to the University Practical.
- In Practical, internal assessment is done on the basis of student's Performance, regularity, Employer's Feedback Report during their Internship/Field work/ Project Work report and the submitted reports at Institute .
- For Theory in B.Ed. Course, 20% weightage is given to internal and 80% weightage is given to the University Examinations. For Theory in BBA and BCA Courses, 25% weightage is given to internal and 75% weightage is given to the University Examinations.
- In Theory, internal assessment is done on the basis of Student's regularity in classroom, Participation in Classroom and Institutional Activities, Punctuality, Assignments and Performance in Sessional Examinations.
- Sessional/Internal Examination notices and schedules are made available to the students by whatapp group, group emails and also displayed on Notice Boards.
- The internal assessment award lists and Internal Evaluation Criteria are displayed on the notice boards.
- The subject teacher briefs the students in the classroom about their attendance and performance in the internal examinations.
- It is a practice of the Institute to show internal examination answer booklets to the students in the class for self-evaluation.
- Students are free to interact with the teacher to resolve grievances if any, regarding the assessment.

- Assignments questions are discussed with students. The students are required to submit two assignments.
- Students are free to interact with the teacher to resolve grievances if any, regarding the Assessment.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

RESPONSE:

- The Institute has initiated continuous and comprehensive internal evaluation in accordance with the norms and guidelines of C.C.S. University, Meerut.
- The benchmark of the internal evaluation includes attendance, tutorials, practicals, field projects, internships, assignments/seminars/oral presentations and the score secured in the internal tests.
- All the teachers of concerned subjects submit a set of question papers through the Head of the Department to the Examination Coordinator.
- The question papers for the internal examination are prepared in a uniform pattern and as per the guidelines of the University.
- The exam is conducted on a common schedule and supervised properly.
- The syllabus for the internal examination is communicated to the students in advance by the concerned subject teacher.
- During internal Examinations, if any student finds discrepancy in question, e.g. given answer options are not correct, data given in question is insufficient or options are repeated, out-of syllabus questions students may report it as invalid question. Committee at Institute takes cognizance and resolves the grievance.
- After Examination, the answer sheets are shown to students after evaluation for their information which provides transparency and accountability in the evaluation process students grievances are taken care of and are redressed in a timely manner
- The corrected answer scripts at random are verified by HOD & Dean Academics to ensure the standard evaluation process.
- The marks obtained by the students in internal assessment tests are displayed on the department notice board.
- Day to day performance of the students is assessed on the basis of class test and unit assignment according to the subject teacher in their respective subject.
- After result declaration by Institute , if any student has objection with result, he/she can report to Institute Exam Co-coordinator for the same. Institute Exam Co-coordinator addresses their issues. Revaluation and recounting of marks etc. options are provided to students to exercise.

Hierarchy Level for Grievances Settlement

- ○ **Step 1**   **Subject Teacher/Mentor**
- ○ **Step2**   **Class Coordinator**
- ○ **Step3**   **Head of Department**
- ○ **Step 4**   **Principal**
- ○ **Step 5**   **Dean Academics**.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

A. Program Outcome

Program outcomes of all the Programs are available on the website to make faculties and students aware about the Program Outcome and Course Outcomes. During the Orientation Program, the students are made aware about the Program Outcome and Program Specific Outcome. The Program outcomes are helpful in developing the framework of teaching and learning. The Course outcomes facilitate in clear understanding about the course expectations and also support the process of learning.

B. Course Outcome

The course outcomes are well defined for each course. The Course outcomes also present a clear picture of employability, skill development and entrepreneurship prospects of the course While fulfilling the syllabus the scope, methodology and outcomes are taken into consideration. Definite measurable program and course outcomes are set up. At the same time, suitable teaching methods and materials and other curricular activities such as live projects and industrial visits, etc. are also planned. The COs are kept in the course file. The COs forms the basis for achieving the POs, Mission, and Vision of the Institute. The course outcomes using Bloom's Taxonomy are informed to the students. Each Course Outcome is mapped to Program Outcomes in terms of relevance. A correlation is established between COs and POs on the scale of 0 to 3.0 indicates 0 indicates no correlation, 1 indicates a low correlation, 2 indicates a medium correlation and 3 indicates a high correlation. A mapping matrix of COs-POs is prepared in this regard for all courses in the program.

C. Process to attain Course Outcome

At the beginning of every unit teachers articulates on the learning outcomes and programe outcome which makes the teaching learning process more fruitful as students are aware of the relevance of the topic in their pursuit of knowledge. The direct assessment of the POs and COs is monitored through their

performance in the university exams, Preparatory exams. An indirect assessment of the fulfillment of these outcomes is done by the teachers after every unit test/ assignments/ Presentations to ascertain if they have been able to do what was intended when they admitted to the course. The feedbacks are collected from the students at institute level as well as department level and the review is done at the end of the semester on the achievement of the same.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

As an affiliated Institute under CCS University Meerut, Institute follows the broad framework of the curriculum of three years and two years undergraduate major and general course in all the three streams which is framed by the university. Every department has respective routine activities for delivery and implementation of the curriculum as designed by the parent university. For every semester/year of undergraduate courses, the departments have been uniformly following in total all the guidelines of the university for the purpose of getting the students acquainted with course contents of each subject spreading over all the semesters. The classes are taken through lectures, discussions, examinations, and evaluation process. The institution fixes the date of exams for internal evaluation in the academic calendar on prior basis. Every department conducts its classes and distributes the syllabus among the teachers in a way that it is finished before the internal examinations and before the final university examinations of the undergraduate students. The projects for the sixth semester are completed along with the viva-voce by the experts within the time prescribed by the university. For the required stream, the required number of laboratory classes is conducted for students for practical exposure. Moreover, academic and subject-oriented grooming for the students are conducted by the teachers in the respective departments this is further aided by the Student Counseling and Placement Cell which conducts campus recruitments for the outgoing 6th-semester students. This offers wide scope for the students to get the necessary exposure and many get absorbed in the companies/organizations.

Program Outcome and Program Specific Outcome: The Specific Outcomes of the program are reflected in the placements of the students, as well as students who have become entrepreneur and students who have gone for higher studies

The following assessment methods are used for the assessment of Program Outcomes:

INTERNAL AND EXTERNAL ATTAINMENT					
Program Name	Attainment of Program	Marks	Weightage	Mechanism for Assessment	

BA/BCA	INTERNAL Allotted by the Institute	25	25%	Sessionals	
				Projects	
				Assignments	
				Attendance	
				Pre University Test	
	EXTERNAL Exams Conducted by the University	75	75%	University Theory Exam & Viva Voce based on Internship & Projects	
B.Ed	INTERNAL Allotted by the Institute	20	20%	Sessionals	
				Projects	
				Assignments	
				Attendance	
				Pre University Test	
	EXTERNAL Exams Conducted by the University	80	80%	University Theory Exam & Viva Voce based on Internship & Projects	

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 95.28

2.6.3.1 **Total number of final year students who passed the university examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
253	334	261	259	141

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

2019-20	2018-19	2017-18	2016-17	2015-16
269	352	269	280	144

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.45

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
.05	00	00	00	00

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 6.67

3.1.2.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	00	00	00

3.1.2.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	3	3

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 17

3.1.3.1 **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
03	05	06	01	02

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0.61

3.2.1.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
14	6	2	0	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 0.58

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	6	1	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Response :

Throughout the year, institute is not only imparting knowledge but also organize different activities. The goal of the institute is to ensure holistic development of students to make them enlightened citizens. IPEM organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to community and strengthen community participation. The institute take part in various initiatives like organizing campsin the neighbourhood, Swachh Bharat initiatives, blood donation camps, awareness programmes, Cleanliness drive, matdan jagrati abhiyan.

Institutes also organizes awareness programs like environmental awareness, cleanliness, Tree plantation in and around the campus. Institute promotes faculties to organize and conduct different extension activities and workshop in other institutes. Under this, all departments have conducted many extension activities for society in viscinity and at different locations. For holistic development of the students- tests, sports, cultural events, technical and nontechnical events are organized.

- For intellectual development competitive exams and test are conducted.
- For emotional and individual development mentoring and counseling is done.
- For social awareness and development NSS programs are organized.
- Sport events are organized for physical development of students.

Some of the few instances are listed below:

Blood Donation Camp: Every year, blood donation camp is organized by the institute. To make this happen, IPEM has joined hands with Rotary Club. The students enthusiastically participate in this event and donate blood. Before the camp, a talk is organized to motivate students. The campus facilitates blood drawn up to 150-200 units which is sent to Vardan Hospital, Ghaziabad.

Tree Plantation: Institute has been celebrating "Tree plantation" drive wherein students and faculties actively participate in planting trees. The subject "Environmental Studies" is also taught as part of the curriculum wherein students are made aware and taught about the environmental issues.

Swachhta Abhiyan: The students and faculties actively participated in a massive rally under the "Swatch Bharat Abhiyan".

Social Awareness Campaign: The institute has organized poster competition on social issues like "Save Girl Child", "Save Environment", etc. to create awareness. The institute also organizes debate competition in which current social and economic issues are discussed. The students actively participate in such events.

Anti-Ragging Committee: To provide a secure and safe environment to students and staff, an Anti-ragging committee has been formed. The committee actively keeps a check of any ragging activity or harassment happening within the campus.

Education and Social Trip: Apart from four wall studying, the institute organizes recreational trip/ Industrial visit for enhancing the student's knowledge about the subject. As part of CSR activity, the institute also arranges trip to rural schools in nearby villages under the "Unnat Bharat Abhiyan" wherein the students educate underprivileged children and give them necessary stationary.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.3.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 26

3.3.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
12	6	3	4	1

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 69.29

3.3.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
854	953	319	562	90

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 390

3.4.1.1 **Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
106	116	75	74	19

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of linkage related Document	[View Document](#)
Any additional information	[View Document](#)

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 39

3.4.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
18	9	6	3	3

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
e-Copies of the MoUs with institution./ industry/ corporate houses	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Response: The institution ensures adequate availability and optimal utilization of physical infrastructure to impart skill based education through technically advanced educational tools. The IPEM Group of Institutions has different maintenance committees. For the maintenance of building Infrastructure, the Institute has the Administrator Officer to look after. Every department has one maintenance coordinator. If any issue raise, the department maintenance coordinator with the department HOD. Then the HOD takes further action through Admin Officer. An overview of the teaching learning resources is as follows:

Classrooms-

The classrooms are quite spacious, ventilated and well lighted. They are well furnished with furniture and fittings. Each class rooms is equipped with LCD Projector, white board, Camera, AC, and appropriate no. of chairs.

Library Facilities-

IPEM has a Spacious and well-ventilated Central Library stocked with adequate number of books, reference books and textbooks, adequate number of journals (national + international) and other library resources (i.e. CDs/ cassettes, etc.). Library resources are augmented every year with newer editions and titles. The library operations (issue of books, getting the necessary references, etc) are effective and user-friendly. The Library Committee is responsible for the effective functioning of the library. IPEM has purchased anti-plagiarism software to review the papers for journal publications.

Computer Laboratories-

Beside Classrooms many labs are set up in each academic block to have practical insight to the theoretical concepts. Effective utilization of infrastructure is ensured through appointment of adequate and well qualified lab technicians/system administrator. IPEM has set up following labs

- Four Computer Labs
- Science lab
- Communication Lab
- Art & Craft lab
- Maths Lab
- Music lab
- Psychology Lab

Wi-Fi Connectivity-

The students can access the internet in the computer centre as well as the Wi-Fi available in all the classes.

Auditorium/Seminar Hall/Conference Rooms

IPEM has a fully air conditioned, ICT enabled Seminar halls and one auditorium with 200 seating capacity. The various programmes like seminars, workshops, cultural programs Co-curricular activities etc are arranged in the Hall. IPEM has two Conference rooms also to conduct different meetings.

Faculty Cabins:

All the departments have well-furnished separate cabins for the faculty members with the atmosphere conducive for regular interaction with the students who come for counseling, guidance and clarifications. Faculty Members are given a computer on each desk as a teaching-learning tool with LAN connections.

CCTV Camera

Each and every activity of students and faculty is observed under the eyes of CCTV camera placed in the campus everywhere.

Details of the Infrastructural Facilities available for teaching-learning are:

Sr.no	Description	Number
1	Academic Block	1
2	Classrooms	23
3	Computer Laboratories	03
4	Language Lab/Communication Lab	01
5	Other Laboratories	06
6	ICT Enabled Classrooms	21
7	Faculty Cabins	25
8	Seminar Hall	01
9	Auditorium	01
10	Conference Room	2
11	Centralized Library	01
12	Computers	146
13	LCD Projectors	26
14	Camera	1
15	Printers	6
16	Printers with Scanner and Xerox	4
17	Photocopy Machine	2
18	Scanner	2

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Response :

The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga etc.

IPEM provides various Sports facilities for students for the all-round development of the students such as Basketball court, Volleyball court, Table Tennis Ping Pong table , Indoor Badminton court etc.

There are sufficient numbers of atriums, conference halls and auditorium for organizing cultural, literary and indoor sports events.

IPEM has **Cultural & Sports Club** for organizing various sports and cultural activities.

Each department has its separate Sports & Cultural Coordinator who are responsible for their interdepartmental activities and there is also Sport & Cultural core committee which take an eye on the individual Sports & cultural Activity (Inter & Intra Departmental).

Students are provided training in all sports games to take part in inter-collegiate, inter-zonal, inter-university competitions. The players are provided with IPEM printed T- shirts for practice.

Students are motivated to participate and unveil their talents on special occasions like Republic Day, Independence Day, Gandhi Jayanti , Hindi Diwas, ULLAS (Inter-Institutional Fest) etc. for which they are given financial facilities.

There is a provision for Refreshment to participants and staffs on various events & Winners are felicitated with mementos / certificates.

The institution also has one auditorium namely Laxmi Chand Auditorium having audio system and fixed LCD with the seating capacity of approximately 200 students simultaneously in the auditorium which is used for conducting various cultural programs.

Institute organizes ULLAS (Inter Institutional Fest) since 2016 where various cultural competitions like Group Dance, Nukkad Natak, Face Painting, Mr. & Ms. ULLAS have been organized by various Activity Cordinators.

Institution also organizes various sports competitions like Badminton, carom & chess etc in annual Inter Institutional fest. . Winners are felicitated in the annual gathering with mementos/ cash awards.

Infrastructure for cultural activities:

The multipurpose seminar hall & auditorium (Laxmi Chand Auditorium) is available for cultural activities. Practice sessions of cultural activities such as plays, mimes, folk dance, one-act plays, street plays are performed in the multipurpose hall. A cultural committee led by a senior faculty looks after the needs of infrastructure. Musical instruments like Harmonium, Tabla, Dholki, Dhol, , Casio, Sitar etc. are always made available for the students in the Music Lab . To inculcate the cultural and traditional values amongst the students , the events such as Youth festival, Traditional days, Inter-Institutional cultural events/competition are organized.

Following links show the cultural activities organized by the Institutional.

https://www.youtube.com/watch?v=Ur78oHm2COQ

https://www.youtube.com/watch?v=as5up-VOpQc

https://www.youtube.com/watch?v=DnJIh-IVd_8

https://www.youtube.com/watch?v=F-02ZEKkBhg

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 26

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 22.79

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
84.9	55.76	17.15	4.08	18.8

File Description	Document
Upload audited utilization statements	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Response :

IPEM has a well stocked and fully automated Library with over 4, 500+ titles, 45,000+ books, 800 video/audio cassettes and CDs, 600 Project Reports, Encyclopedia as well as Industry and company information sources. Library subscribes to around 145 reputed International and National Journals besides a number of Magazines and Newspapers. It provides access to reading material, information trends and vast collection of books & journals. The library has separate sections on Computer Applications and Management related books, a section on Journals & Magazines and a Reference section. The Reading Halls in the Library have a seating capacity of over 250. The automation of library enabled to track the availability of any book easily and also help in accessing journals and books available electronically.

Library Management Software (Software of Institutional Management -SIM) is used to know the bibliographical details about the collection. The library has an Electronic Delnet Periodical package .

A well –equipped Digital library with 2 System having internet connectivity is housed in the central Library for access to E-Resources. As the access facility to e-journals is multi-user and IP Address-based, students and Faculty can access the E-Resources from anywhere on the campus.

All the active book collection is updated in the Library Management software database. The library is equipped with computer systems to access the e-resources for faculty and students' knowledge enrichment.

Facilities Available The library has got the following facilities:

- There is Reading Room which is well furnished to accommodate 50 students at a time and provides a conducive environment for study.
- The exclusive reference section is also available in the Library. A Register is maintained for recording entry/exit of users of the Library.
- Each Student gets Security of resources is ensured through a system of checking at the exit point for all resources borrowed by the users.
- CCTV cameras are installed in the library for strict surveillance.
- A Library policy document is prepared for the smooth functioning of the library.

Other Facilities in Library

- No. of printers: 01
- Bar Code Printers: 01
- Photocopy Machines: 01
- Internet bandwidth: 100 Mbps
- Computer Systems : 5

Library Committee: Institute has a Library Committee which helps in guiding the Library for providing effective services. IPEM Library Committee comprising faculty from different department is constituted for the regular updation of library resources.

Library Resources:

The Library has got the following resources available for the users:

- No. of Titles of books: 4605
- No. of volumes of Books: 47810
- No. of E-books: 900
- No. of National and International print Journals: 93
- Databases of E-Journals: DELNET
- Name of ILMS : SIM(Software for Institutional Management)
    - Company : Global Infoways Noida
    - Nature of Automation : Fully
    - Version : 3.1.63
    - Database : 2.0.7
    - Year of Automation : 2010 (Approx.)

Institutional Repository

- Article Repository: Published research paper/article of the faculty members
- Book Repository: Published books of the faculty members
- Project Reports of students
- Rare Books collection
- Reports of various events organized at Institute
- Seminar/ Conference Preceding

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 2.64

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0.95	3.03	3.05	3.13	3.05

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 15.05

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 135

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Response :

IPEM continuously strives to provide state-of-the-art technologies and update its ICT facilities to ensure efficient functioning. Extensive infrastructure has been setup during the last five years. The plans for infrastructural development are given top priority as the institute realizes the correlation between adequate infrastructure and effective teaching – learning.

Significant Improvement during the last five years:

- **Intercom Facility:** The campus is well connected with a well planned Telecom Network with intercom facilities is provided. Four additional BSNL land line connections are available.
- **LAN facility**: The entire campus is connected with LAN Messenger. D-Link switches Where 100/1000 Mbps (Gigabit Switches) are installed. As per the requirements of access point 10/100 (Megabits) or 100/1000 (Gigabit Switches) are used.
- **Computer facility:** Computer lab is well-equipped with branded PC's adequately supported by 100 Mbps leased lines and RF connections for internet connectivity. It is also equipped with a wide range of licensed system software and application software. Computer labs are well connected to the internet help students and faculty to carry out their academic and other work. Lab assistants are available to support students and faculty in their queries. Various departments are equipped with latest version of computers, laptop, projector, printer etc. The institute has total 220 computers (146 for students and 74 for administrative purpose) with a configuration of Lenovo, I-Ball, HCL I-3 CPU, 4/8 GB RAM. All the computer system is now working on is processor with 4/8 RAM A7 LTB HDD since 2019. All the labs are enabled with projector & AC.
- **Wi-Fi facility:** IPEM Group Wi-Fi under *"Net ways Pvt. Ltd. Ghaziabad"* has been established and workings in entire campus with 100 mbps speed and LAN enabled 3 IT Lab and one Communication lab. Entire campus is connected with D-Link wi-fi devices (50 MBPS). The institute promotes Open Source Software.

IT Infrastructure Updation : 2019-20

S.No.	Date	Item	Qty.
1.	08.08.2019	Dell Server E3-1225VS, 2X8 GB RAM, 3X1TB HDD	1
2.	10.10.2019	Logitech 110 Head Phone	30
3.	02.01.2020	Lenovo Core-i3 Desktop with 8GB RAM, 1TB HDD, 20" TFT	15

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 5.7

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 42

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

2019-20	2018-19	2017-18	2016-17	2015-16
67.07	53.3	78.67	53.78	52.49

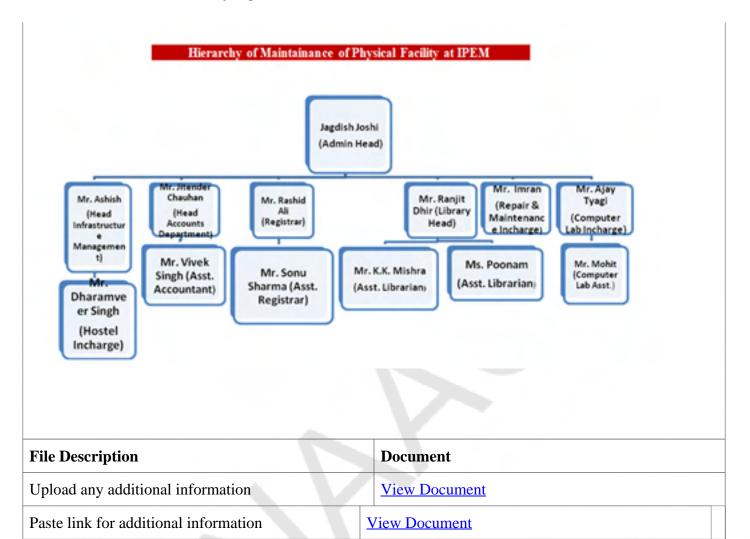| File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Audited statements of accounts	[View Document](#)

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.

Response:

RESPONSE:

Systems and Procedures for maintaining and utilizing physical, academic and support facilities –

- The Institute takes direct initiative in the maintenance and upkeep of infrastructure and support facilities.
- The Institute has a systematic mechanism for maintenance of all physical facilities. Some of them are maintained by an Annual Maintenance Contract (AMC) given to concerned agencies, some are maintained by external agencies as per the need and the others are maintained by the faculty members of the institution and skilled staff appointed by the management.
- The Institute oversees the maintenance of buildings, class-rooms and laboratories. Constant maintenance work taken up round the year to ensure the effective utilization of physical, academic, and support facilities. The management undertakes annual maintenance and periodical works on a regular as well as contract basis.
- Periodic painting and white washing of building and labs enhance the physical ambience of the college infrastructure. UPSC and water purifiers across the campus are under AMC (Annual Maintenance Charge).
- Solar panels are cleaned once in a week on regular basis. Cleaning of water tanks, plumbing, wood work and civil works are undertaken periodically. Attending to leakages, meeting out water scarcity in the summer, maintaining drainage lines, monitoring garbage disposal are the major challenges tackled effectively by the maintenance in-charge of the campus.
- Sweeping of classrooms, staff rooms, stair cases, corridors, seminar halls are done daily by the sweepers while toilets are cleaned twice a day.
- Separate dustbins for degradable and non-degradable wastes are the significant clean campus initiatives.
- The whole campus is brought under the surveillance by the installation of CCTV camera at various vantage points for protection. The security guards work in shifts for ensuring security and safety.

Hierarchy of Maintainance of Physical Facility at IPEM

Jagdish Joshi (Admin Head)

- Mr. Ashish (Head Infrastructure Management)
  - Mr. Dharamveer Singh (Hostel Incharge)
- Mr. Jitender Chauhan (Head Accounts Department)
  - Mr. Vivek Singh (Asst. Accountant)
- Mr. Rashid Ali (Registrar)
  - Mr. Sonu Sharma (Asst. Registrar)
- Mr. Ranjit Dhir (Library Head)
  - Mr. K.K. Mishra (Asst. Librarian)
  - Ms. Poonam (Asst. Librarian)
- Mr. Imran (Repair & Maintenance Incharge)
- Mr. Ajay Tyagi (Computer Lab Incharge)
  - Mr. Mohit (Computer Lab Asst.)

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 27.05

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2019-20	2018-19	2017-18	2016-17	2015-16
199	210	224	257	144

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 18.14

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2019-20	2018-19	2017-18	2016-17	2015-16
207	148	93	129	119

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 68.43

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

2019-20	2018-19	2017-18	2016-17	2015-16
310	645	566	667	403

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 4.84

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
16	15	12	9	9

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 140.52

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 378

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 73.24

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

2019-20	2018-19	2017-18	2016-17	2015-16
43	29	43	64	00

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
64	53	51	40	35

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

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 level (award for a team event should be counted as one) during the last five years.

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

RESPONSE:

The IPEM believes that progress is possible only with the involvement of all the stakeholders in the Institute- the students, the staff, the faculty and the management. The students of IPEM represent their presence actively through following ways:-

Class Representative(CR) System

The Class Representative (CR) system is fundamental to student representation as leaders. That's why, the class representatives are selected by the students of every class. The CRs take the leading role in all the day to day activities in the class. It allows one male and one female student to represent each class of approximately 45 students in the Institute, with regular meetings to ensure the system's efficiency and effectiveness in putting forward the interests and views of the students.

Student's Club

Students Club are also setup in the institute that encourages the participations of students in different sets of co-curricular and extra-curricular activity and to play a decisive role in the planning and execution of the club activities. Students are the representatives of Various Clubs i.e. Cultural Club, Communication Club, IT Club, Sports Club and Entrepreneur Club. Every club has its own student executive body which functions or operates under the guidance of faculty members as faculty advisor and club mentor. Student Clubs are platforms that offer a plethora of opportunities to students to give them a voice of their own and shed their inhibitions through an enriching and engaging experience. Club activities enhance the communication skills, team management skills, leadership skills, time-management, and resource management skills and above all builds confidence in each student. There are 5 Students clubs in IPEM named as cultural club. IT club, Sports club, communication club and E-cell. The link of the Student's Club is provided as uploads.

Training & Placement Committee

The students play crucial role in organizing Corporate Resource Centre activities related to Training and Placement. The Student representatives locate job opportunities for Under Graduates and Post Graduates, keep in touch with reputed firms and industrial establishments through IPEM Alumni, and invite HR Managers from different industries to conduct training programs for final year students.

Student's Representatives in Admission

The students play a significant role in generating admissions for UG courses and convincing the aspirants by sharing their academic journey and experience at IPEM.

Representation in Hostel Committee

Students are also the active member of Hostel committee of Boys and Girls. They organize various events at Hostel under the guidance and support of Hostel Warden.

Role in Organizing Curricular & Co-Curricular Activities

The students are also involved in various Committees set up from time to time for organizing inter/intra institute Curricular and Co-Curricular activities at institute. Such as; Vichar Vistar, Anveshan, Ullas, Pratibha Protsahan and also academic events like Seminar/ Workshops/Conference etc.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 15

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
14	16	17	16	12

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.4 Alumni Engagement

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

Response:

RESPONSE:

The Institute of Professional Excellence & Management (IPEM) Ghaziabad has an active Alumni Association. The Alumni Association, comprising the Alumni of BBA, BCA & B.ED students who are working on Senior Positions in Reputed Organizations and Industry was established since its inception in the year 1996. This association has been working with an objective of Strengthening the Institute Alumni Interface and enriching the sense of belongingness in the Alumni towards their alma mater.

The institute utilizes the intellectual inputs of its alumni working in their Professional field to enhance the quality of curriculum implementation by inviting them for special lectures, seminars and help in summer Internship for existing students. This Alumni Association contributes in Growth and Development of the Institute through various activities for the Students round the Year, which are as follows-

1. Alumni Guest Lectures

Guest Lectures and Informative Sessions are regularly organized for the Students where senior alumni working on good positions in the Industry share their Corporate Journeys with the students and provide key inputs for developing employability skills and attitude so that the students can prepare themselves effectively for overcoming the challenges of the professional environment and be successful in their future endeavors.

2. Summer Internships

The Alumni Association office bearers regularly maintain contact with the Alumni of Various Batches through WhatsApp Alumni groups and Group Mails, where they receive information regarding the requirement of management trainees for internships and communicate about these to the Institute. The Training and Placement Cell in coordination with alumni association organizes internship drives for the students .

3. Placement

The Alumni Association office bearers regularly maintain contact with the Alumni of Various Batches through WhatsApp Alumni groups and Group Mails, where they receive information regarding the requirement of management Students for the purpose of placement in various companies and communicate about these to the Institute. The Training and Placement Cell in coordination with alumni association organizes placement drives for the students where the students get the opportunity and platform to make an entry into the corporate arena. IPEM has produced the professionals who are placed at reputed position not within the country but also abroad.

4. Alumni Meets

An Alumni Meet is organized every year in the month of December where the Alumni of various batches get the platform to revive their old memories and strengthening their association with the institute. The effective participation of the alumni in these alumni meets is possible largely due to the regular contact being maintained by the members of the alumni association with the alumni of junior and senior batches

5. Alumni Database

IPEM is keeping proper records of all pass out students. On website also, Each Alumnus is supposed to fill the registration form which helps in maintain proper Alumni Database.Batchwise data is kept in the department also and the same is update every year before ALUMNI MEET.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: D. 1 Lakhs - 3 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

RESPONSE:-

About IPEM

IPEM Group established in the year 1996, under the aegis of Laksh Educational Society, registered under the Societies Act, 1860, continues to build on its reputation as a premier Group of Institutions and has now established campuses offering different programs in the areas of Management, Computer Applications, Law, and Education.

Philosophy

Striving for excellence can never be an accidental and spontaneous phenomenon. It has to be engendered in the basic personality framework where it lives as a firm habit. We at IPEM Group of Institutions are alive to these basics and this is reflected in our major thrust areas which are to create an environment for world-class management education, value-based learning on human dynamics, interactivity, and optimization of time as the exhaustible resources. Our paradigm for various programs is to create equidistant managers and professionals who have the competence to operate effectively both at the domestic and global levels. IPEM Group of Institutions strives for the service to the industry and society by providing value-based managers, technocrats, and professionals.

Vision

Our Vision is to produce Professionals who would pioneer future Revolutions.

The Mission of the Institute

IPEM is committed to produce competent professionals to cater to the needs of society by imparting skill-based education through an effective teaching-learning process with the Mission as:-

M1	To cater State-of-the-art Infrastructure Facilities
M2	To apply the latest Pedagogical Methods while delivering the Academic Programs
M3	To utilize the potential of highly qualified experienced and committed Faculty
M4	To generate knowledge and promote academic growth by offering various value-added programs
M5	To collaborate with academia, industry, and society for long-term interaction.

M6	To generate and disseminate knowledge through training programs/ workshops/seminars/ conferences/ publications.
M7	To develop human potential to its fullest extent so that capable professionals emerge in a range of professions
M8	To strive for Professional Excellence with Ethical and Moral Values

AIMS AND OBJECTIVES OF IPEM

Guided by this Vision and Mission statement, IPEM works with the following objectives:

•Transforming Students to be Capable and Skilled Professionals.

•Creating Teachers, Managers, & IT Professionals Competent at Domestic and Global Levels

•Provide services to the neighborhood through community reach out programme

Governance and Leadership

The objective of governance and leadership implemented in the institution is typically to meet Mission, Vision, and Objectives. The governance structure is divided among Management Committee members by the Secretary IPEM, and Administration functioning of institutions reviewed by Director-General and the implementation of Vision and Mission components of the institute is looked after by Dean Academics and the Principal IPEM.

For fulfillment of the mission, the quality and policies are:-

- Undertaking programs for excellence in teaching, and Learning like Swayam, NPTEL courses.
- Promoting the use of technology to overcome the barrier bridge between theoretical and practical knowledge.
- Continual development in line with the vision.
- Promoting research-based programs and events.
- Involving stakeholders, professionals, academicians, and Alumni for the fulfillment of our Vision and Mission.
- We provide value embedded education.
- Motivate faculty and students for higher education

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

RESPONSE :

The Institute is always encouraging and supporting the involvement of the staff in the improvement of the effectiveness and efficiency of the institutional process. For the participative decentralization and governance, the Director-General/Dean Academics has appointed the Principals, and Head of the departments and provided administrative as well as academic autonomy and mobility for the effective governance of the Institution.

- The Institute encourages the active participation of all the staff members in meetings. Staff members are motivated to contribute in the meetings by sharing their views and by giving valuable suggestions which help them in developing their leadership skills.
- The Institute committees are responsible for admission, timetable, examination, the welfare of students, and organization of extension activities, and preparation of the working strategy for the effective functioning of the Institute.
- Each and every staff member of the Institute is put under these committees which enable them to develop their competence and capability. The committee meetings are held as and when required for the implementation and organization of certain activities.
- A report of activities is prepared by each committee at the end of every academic year.

Important committees comprise of teachers, and many committees include non-teaching staff and students as well.

- The Institute also offers various opportunities to students to help them develop their potential. Active involvement and participation of students in various Committees, Seminars, Workshops, Competitions, and Cultural programs develop their leadership competencies. Students participate as volunteers in most of the activities like National/International Conferences, Cultural events, etc.

For decentralization and participative management practices various committees are

Constituted/revised each academic year such as

- Admission committee
- Sexual harassment committee
- Advisory committee
- Alumni committee
- Anti Ragging Squad committee
- Placement committee
- Library committee and so on

The Coordinators of each program are selected before the commencement of the new academic session. The coordinators are responsible for keeping the record of each student and resolving day-to-day academic issues of the respective course.

A case study to demonstrate college practicing decentralization and participative management is mentioned below

This activity is the best case of the way of life culture of decentralization and participative management adopted by the institute for practical quality advancement.

With the objective of help students pursue their hobbies and interests and to bring people together the student clubs are created at the Institute.

Various clubs such as the communication club, computer applications club, cultural club, sports club, and entrepreneurship club, etc. are set up with the faculty as conveners in consultation with the students and other stakeholders.

HODs are empowered to plan and execute the club activities as per the academic plan for timely implementation. Departments conduct fortnightly meetings with well thought out agenda to improve the quality of instruction and performance of students in various student clubs. Minutes of meetings are issued with action plans.

Active involvement and participation of students in clubs develop their leadership competencies.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Institution of Professional Excellence and Management (IPEM) is a student Centric Institute where strategic planning is done for 360-degree growth of students. The Governing Council of IPEM consists of Experienced Academicians and Industry Professionals ensuring quality education by the effective teaching-learning process, adding to innovation and best practices opted by the institute. Students are given practical exposure to Industry through Live Projects, Summer internships, Guest Lectures, Industry Visits etc. The Institute has also prepared a strategic plan to fulfill the Infrastructure of the Institute, Academic development, extracurricular activities, sports, culture and defined targets for the infrastructural facilities and academic development of the Institute. These targets have been set with extensive consultation with all stakeholders, Faculty, alumni, staff, management and the Industry Expert and Institute strive its fullest for providing quality education to students and service to the society.

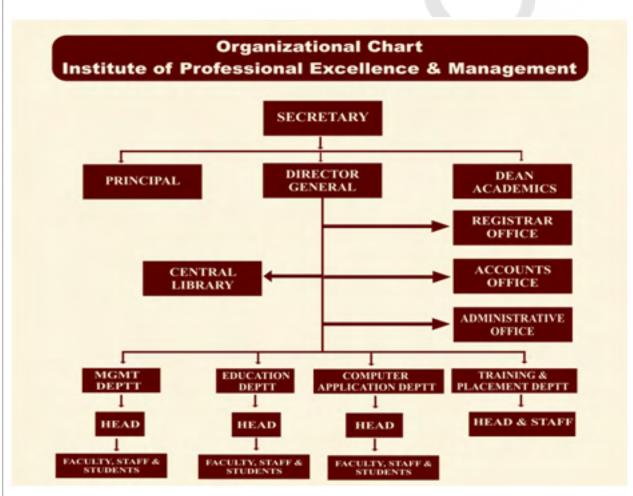**Institute's Strict Strategic Parameters and Benchmarks are:**

- The placement cell runs the Personality Development Program (PDP) for the students. The program gives students an insight into the corporate world and prepares them to apply the skills they learn during the various programs. Besides Soft skills, this program is also enhanced by the other two pillars for successful campus placements ie. Aptitude Training and Technical training
- The governing body of the institute meets periodically to make decisions relating to the finances and academics besides reviewing the functioning of the Institute.
- Institute provides Fee Concession to Girls Students and Economic weaker Students.
- Institute offers various value-added programs to the students semester-wise.
- Ensuring Educational Excellence
- Ensuring Student Development including physical and emotional health and wellbeing.
- Creating a culture of excellence in Research, Scholarship, Innovation, and Creativity for high impact.
- Enhancement of quality of faculty and staff for outstanding performance.
- Enhancing relations with industry, alumni, and society.
- Enhancing employability and promote entrepreneurial initiatives.
- Committing to all aspects of social, economic, and environmental sustainability.
- Enhancement of supporting resources
- Institute Organize Corporate Meet regularly for launching an informal platform for student-corporate interaction so that branding of Institute among the corporate professionals can be increased and Institute can Build a network for future placements as well.
- Ensuring excellence in Organizational Leadership and governance.
- Director-General/Deans / HoDs through fortnightly meetings set Individual targets (Faculty/Staff), fixing milestones and accountability considering the following aspects:

a) Academic & Teaching-Learning Planning

b) Infrastructure Resource Planning

c) Faculty/Staff Resource Planning

d) Learning Resource Planning

e) Industry Interaction and Placement Planning

f) Research & Innovation Planning

g) Internationalization Planning

h) Student Development Activities Planning

i) Events & Annual Calendars Planning j) Operational Planning

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

RESPONSE :

Organizational Chart
Institute of Professional Excellence & Management

Description Of Different Institutional Bodies And Their Functioning:

The Society & Committees:

IPEM Group of Institutions was established under the aegis of the **Laksh Educational Society** which is registered under the Registration of Societies Act-21 of 1860 with a Governing Body.

Management Committee:

The Executive Management Committee of IPEM was approved by CCS University, Meerut vide letter no 1149 dated 19/02/2020. The Management committee constitutes, President Sh.A.K.Singhal and ten members including the Vice President, Secretary, Treasurer, and other members of the society. The IPEM Group of Institutions is headed by **Mr. Anupam Goel,** Secretary Laksh Education Society who is ably supported by **Prof. (Dr.) Sugandha Goel**, as **Dean Academics.**

Administration:

The Administrative responsibility is on the shoulder of **Director General Col. (Dr.) A.S.Malhotra** and Heads of Different Departments like Management, Information Technology and Education. For support to the Deptts there is the Training & Placement Cell and Staff. For other administrative functions, there are the offices of the Registrar, Accounts, and Administration & Stores. Further, each Deptt also has an Advisory Committee to advise on all Academic & Administrative matters. The Institute also has Standing Committees:

- Proctorial Board,
- Grievance Cell,
- Anti-Ragging Committee
- Committee to deal with Complaints of Sexual Harassment
- **Various Committees** are constituted from time to time to Organize/ Conduct various Events/ Seminars/ Workshops/ Alumni Meets/ InterInstitute/Institutional level Competitions, Holding University / Govt Bodies Examinations etc at Departmental Level

Functioning Of Each Department

Each Deptt is headed by a Head of the Deptt (**HOD**) who could be a Director/Principal/ Head. In all the Deptts, for each Course, there is a **Faculty Course Coordinator.** Each Deptt is responsible for running all its affairs like Course/ Subjects Allocation for **Teaching**, Preparation of **Time Tables**, Holding of Sessional / Pre-University **Examinations**, Conduct **Seminars/Workshops** /**Guest Lectures**/**Value Added Programmes**, **Collaborating** with outside agencies/ professional bodies/ Alumni, arranging for Summer Training/ **Internship and Industrial Visits**. The **Deptts**.Each department has constituted Advisory Committee the meeting of the Advisory Committee is held once/twice a year.

The Registrar Office:

The Registrar Office is responsible for the Preparation & Maintenance of all records regarding Affiliation, Approvals, correspondence with Samaj Kalyan & All local authorities, Examination Forms, Faculty Approvals, Marksheets, Organising Meeting Minutes, etc.

The Administration Office:

The Administration Staff is Responsible for Security Service, Housekeeping Service & Cafeteria, Institutional Repair & Maintenance and making necessary physical arrangements for the organization of any Institutional/Departmental/ Club Activity, Bill Payments, etc.

Admission Committee:

The Institute constitutes the Centralized Admission Committee comprising of **Convener, Co-convener,**

Faculty Representatives of each Department, and **Counsellors**.

Appointment, Service Rules, And Leave Rules:

The institute publishes an **Office Manual** comprising of the detailed functioning of the institute and its various departments along with the Appointment, Service Rules and Leave Rules. A copy of the same is uploaded as Additional information.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

RESPONSE:

IPEM Institute trusts the contribution of the employee towards the overall development and progress of the Institute. The Institute offers worthwhile welfare schemes to all the teaching and non-teaching staff to ensure and boost their work culture and effectiveness.

The following welfare measures are available in the Institute for teaching and non-teaching staff:

1. Leaves: The following leave is admissible to the Teaching/ Non-Teaching Staff:-

- **Casual Leave (CL): 12 days** CL with full pay in a calendar year is admissible on a pro-rata basis i.e. 1 CL per completed month of Service.
- **Earned Leave (EL): 12 days** with full payment can be earned by an employee after working for one calendar year from the date of his/her joining.
- **Duty Leave (DL):** For participating in seminars / Workshops/ Examination/ Evaluation duty or any other duty assigned by the Institute, shall be granted with full pay, only with the prior approval of the Institute.
- **Vacation Leave for Faculty:** Maximum of 10 days in a calendar year, after completion of one year service at the Institute. This can be availed in a staggered manner when there are no classes or other academic commitments, with prior approval only.

2. **Health**: The Institute has a Free Mediclaim Policy for its Faculty/Staff and Insurance Policy for students.

3. Appreciation of staff: Each year on Teacher's Day, the **Outstanding Faculty**, based on their overall performance is **felicitated**.

4. Incentives:

Teaching Staff: The Faculty is encouraged to enhance their Qualifications / Skills. Special **incentives** are given on acquiring **Ph.D, JRF/NET,** or other **higher qualifications**.

- Faculty are also given the opportunity to attend and present/ publish **Papers** in National/ International Seminars/ Workshops/FDPs etc, outside the Institute.
- Special Incentives are also provided to the faculties for publishing their paper in National/ International/Scopus Index/UGC approved journals.
- The institute provides an **e-journal,** the **latest edition of books,** and **Wi-Fi connectivity** on the campus enabling them to improve their research activities.
- Admission Incentive is also provided to Teaching and Non-Teaching staff based on their support during admission time.

Non-Teaching staff: P.F. & ESI facility to Staff.

5. Appraisal:

- **At the end** of **each year, the Faculty submits** a Self-Appraisal and that with the Comments of the HODs are submitted for further processing.
- **Non-Teaching Staff**: Annual and special increments on emoluments

6. **Late Coming:** In a month, a faculty/staff will be allowed six hours period, if he/she either gets late or has to go early or has urgent work in between.

7. Other Facilities Provided by Institute:

- Payment of salary through bank transfer to individual account during the first week of the month.
- Payment of **Gratuity** as per rules.

- Encouragement to faculty to join **SWAYAM Courses** for their growth.
- Facilities to conduct teaching through **Video Lectures** using various platforms.

8. **Infrastructure:**

- Well maintained, individual work stations: For Teaching and Non-Teaching
- Hygienic working environment

9. Transport Service: IPEM provides free Bus Service for Faculty/Staff/Students.

10. **Cafeteria:** Cafeteria to provide subsidized meals/snacks.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 8.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	2	2	2

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 5.2

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
5	7	6	3	5

File Description	Document
Upload any additional information	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Reports of Academic Staff College or similar centers	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 76.66

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
22	35	25	29	34

File Description	Document
Upload any additional information	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
IQAC report summary	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

RESPONSE :

The Institute follows a systematic Performance Appraisal System for teaching and non-teaching staff. The IPEM evaluates non-teaching staff based on performance in technical work and administration-related activities, co-curricular, professional, development-related activities, academic contributions, general conduct, and qualities.

Procedure Followed in Self – Appraisal is:

- A structured "Self-Appraisal Form" is made use of by each faculty member for this purpose, wherein he/she gives the details of his/her performance and participation in all the activities assigned to him/her by the department and Institute.
- Then concerned HOD/Principal give their remarks on the performance of the faculty member.
- After the HOD/ Principal remarks , each faculty being called individually & apprised of all aspects by Dean/DG
- The management evaluates the faculty members and staff by merit rating based on their performance during the period of evaluation.
- Then deserving Faculty recognized and awarded for academic performances, research proposals, consultancy, patents, and publication during the Teacher's Day function each year.
- Annual Awards to faculty/staff who perform beyond the call of their duty and even additional increments in some cases.
- Annual Awards to faculty/staff who perform beyond the call of their duty and even additional increments in some cases.

 In addition, the salary revisions periodically are based on the performances indicated by results, project guidance, peer-reviewed publications, funded research, patents developed, recognition by professional bodies, and contribution towards achieving institutional goals in the case of non – teaching staff. The above methodology of merit rating has helped the institution to identify and reward meritorious employees and to positively motivate them.

The Faculty Appraisal Committee Consists of:

- Secretary
- Director-General
- Dean Academics
- Directors
- HODS/Principal

Performance Appraisal Factors Consists the Following Categories:

- Educational Qualification gained during the last academic year
- Based on University Result of the Students
- Experience
- Job Scope: past academic achievements, research orientation, Publications, MDP, Consultancy, and networking with the academic fraternity.
- In Campus relationships: Behavior while dealing with students, administrative staff, colleagues, subordinates, etc.
- Out Campus relationships: No of times a person represented the institute outside and the outcome

of such representations

- Discharge of allocated Managerial
- Maintenance of Integrity

The evaluation is done under the following heads:

- Self-Appraisal Form (Annual)
- Student Feedback Form (Administered twice a year)
- HOD's Assessment Form (Annual)

The staff appraisal and promotion:

The system of the Institute contains formal as well as informal mechanisms. The 180-degree appraisal system is opted by the institute which comprises self-evaluation, peer evaluation, and evaluation by the Director-General of the Institute.

The Staff Appraisal Committee consists of:

- Secretary
- Director-General
- Dean Academics
- Head administration

Appraisal of the staff is done on the following parameters:

- Job Description
- Achievements
- Competency for future growth
- Learning ability
- Contribution to Institutional Growth and Welfare Activities
- Quality of Work and Productivity Team working and supervisory Skills.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

RESPONSE:

The **Institute of Professional Excellence and Management (IPEM)** has a separate Finance and Accounts Section which takes care of budgeting, financial planning, accounting for all receipts and expenditures as well as getting the accounts audited both internally and externally and thereafter filing the necessary tax returns. The institution conducts internal and external financial audits regularly.

The institution has a very strong mechanism for conducting an internal and external audit.

Mechanism of Internal and External Audit followed by the Institute is as below:-

INTERNAL AUDIT:

Mechanism of Internal audit and settlement of objections implemented in the institutions is as follows:

- Study of the trust deed and regulations
- Examine the previous financial statements
- Noting of provisions applicable Evaluation of Internal control system
- Verifications of student's fee registers
- Authorization of fees concessions, controls, policies
- Examining the statutory payments to different bodies like EPF, ESI, TDS, Income Tax
- Examining the Bank Passbook Examining Grants, sponsorships, deposits, payments.
- At the end crosscheck all procedures and educating to put control for all transactions
- Interdepartmental stock checking reports.
- Internal audit is carried out twice a year. 1st Audit – in the Month of March to obtain budgets and approvals 2nd Audit – in the Month of September to review the utilization of budgets and for ratification of new items not included in the 1st Audit Budget.
- If any observation/objections are reported in the audit report submitted by the external auditors, such issues are investigated by the Institute's oversight committee consisting of the Department of Accounting, the Internal Auditor, the Department Head concerned, and any other member nominated by the Director.
- The audit team also checks stock reports and conducts Library audits, Institute Works, Department audit, and carries out analyses of the entire Institute's Income and Expenditures.

EXTERNAL AUDIT:

Mechanism and settlement of objections of External Audit: ·

The auditors verify all financial transactions with the supporting documents and the approvals given to the same by Competent Authority.

- The financial transactions are accounted in Tally ERP by the Institute.
- The audit is conducted in accordance with the Auditing standards generally accepted in India. They plan and follow laid down procedures to obtain reasonable assurance about whether the financial statements are free from any material misstatements or nothing has been ignored.
- Auditors also examined on a test basis evidence, supporting the amounts and disclosure in the financial statements.
- It also includes assessing the accounting principles used and Management's estimates and evaluation of overall financial statements presentation.

Based on such audit, the Chartered Accountant issues Audit Report giving True and Fair view on the financial statements

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 **Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

RESPONSE:

The following are the various strategies employed by the institute for fund mobilization and Resource mobilization.

Strategies Employed for Mobilization of Funds

The only source of Institutional funds is student's academic fees. This Academic fee is used in the following aspects/areas:

- A large amount of fee is utilized in providing Faculty & Staff's Monthly Salary.
- Another large amount of fee is utilized in providing various facilities like Wi-Fi Facility, Electricity, Water, Rho, Telephone, etc.

- In conducting activities like Seminars & Workshop for faculty, Seminars & Workshop for students
- Organizing Field Trips. Excursions, Industrial Visits, etc
- Organizing Alumni Meet of different departments.
- Conducting Practical Exams
- Providing Incentives to Faculty for Paper Publishing, Out-Standing Performance, Participating in workshops and Seminars
- Providing Incentives/Scholarships to Meritorious Students
- In organizing different Club Activities
- In celebrating Festivals like Holi, Diwali, Christmas, New-Year, Teacher's Day, etc
- Inter & Intra departmental Activities/ Competitions
- Providing free Transport Facility to Faculty, Staff, and Students
- Organizing and Participating in Inter- Institute Competitions like ULLAS
- Infrastructural Maintenance like renovations etc
- Infrastructural Developments like constructions of rooms, Labs, etc
- Providing Physical Facilities like purchasing of Computers, Books, Projectors, Furniture, etc
- Adopting Various Faculty & Staff welfare policies like Free Transport and Medical Insurance Facility
- Institutes have adopted five Villages under UNNAT BHARAT ABHIYAN and Works for the welfare of the villagers as Corporate Social Responsibility
- Utilize funds for taking the Memberships of various Academic bodies like CSI, AIMA, IATE, etc.
- Maintaining Health & Hygiene

Strategies Employed For Optimal Utilization of Resources:

The institution adopts a comprehensive resource mobilization policy

Mobilization of Physical Resources

- The whole campus is utilized fully and imaginatively. A strip of land behind one of the buildings has been transformed into a covered Badminton Court. Space at the backside of the Canteen has been converted into an open-air theatre for organizing Inter institutes events at a large scale like Institute fest ULLAS, Exhibition ANVESHAN, etc.
- The building plan of the institute was revised and Campus 1 is fully renovated for providing the best infrastructural facilities to the students and facilities to the Faculty & Staff. The rooftop Solar Photo-voltaic grid-connected energy system and the Rainwater Harvesting system use open terraces effectively.
- The Computer Laboratory accommodates students of multiple courses, the seminar halls which are also used as lecture theatres, the library which functions as a composite knowledge resource center are a few other examples of optimal space utilization.

Mobilization of Intellectual Resources

- The institution mobilizes its human resources, too by visualizing, designing, and implementing academic and co-curricular activities.
- It encourages all staff members to reach their personal and professional growth goals by cooperating with their career development imperatives and discipline-specific aspirations.
- Most importantly, it is the abstract resources of intellectual and moral probity, along with a social conscience and cultural inclinations which are prioritized and cultivated by the institution for its

progress.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

RESPONSE:

In the pursuit of quality assurance, quality up-gradation, assessment and accreditation, and Institutionalization the institute has established the **Internal Quality Assurance Cell.** To initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution the IQAC has been a proactive player in this overall benchmarking process.

The IQAC has contributed to institutionalizing quality assurance strategies and processes at all levels. The IQAC at IPEM performing the following tasks on a regular basis:

- Institute prepares an Academic calendar through its IQAC every year at the beginning of the academic session in which the commencement of the classes, various events/activities, Examination Schedule, and Semester Break is notified.
- Improvement in quality of teaching by regular inputs to all concerned based on feedback from students.

- Students and staff give their feedback and suggestions on teaching and administrative performance through the Suggestion Box located outside the Account Office.
- Feedback is also taken by each student through feedback form after completion of each semester.

IQAC has collected feedback inappropriate forms from different stakeholder categories analyzed the same and used it for qualitative improvement.

- To cope up with the changing world scenario IQAC has tried to stay up with the ICT

Enabled teaching-learning process. To felicitate the teaching-learning process, Institute has set up ICT-enabled classrooms (with projectors & CPU) & Fully equipped computer Labs with the latest configured software.

- E-journals, DELNET, e-books database, 100 Mbps internet connection, and Wi-Fi facility are available for the students and staff.

- Institute is having its own YouTube Channel to provide audio-video lectures of the faculty.

The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.

- To adopt and popularize online courses on the SWAYAM platform in the various programs offered by the University, IQAC also suggested a concerned person in each department related with Swayam courses that will keep monitoring on the course and also motivate the students to enroll in the same.
- IQAC also provides inputs for best practices in administration for efficient resource utilization and better services to students and staff.
- IQAC is also involved in the development of the Institutional Self-Assessment Tool.
- The IQAC led efforts to the successful implementation of alternative sources of energy, especially enhancement of solar power & water harvesting in the Institute.
- IQAC provide inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.
- IQAC plays an important role in inculcating research culture in the Institute. Research incentives are provided to the faculties for publishing their papers in Scopus Indexed/UGC/National/ International journals.

Besides this IQAC has taken the following initiatives for the institutionalization of the quality culture in the Institute

- Self-Study Reports of various accreditation bodies
- IQAC conducts periodic meetings.
- Performance-Based Appraisal System
- Stakeholder's feedback
- Process Performance & Conformity
- Action Taken Reports
- New Programmes as per National Missions and Govt. Policies (like Unnat Bharat Abhiyaan)

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

Response:

- IPEM reviews its teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals through IQAC setup as per norms.
- The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.
- The Academic Calendar is prepared in advance, displayed, and circulated in the Institute and strictly followed.
- Admission to various programs, Semester Break, Examination Schedule and Declaration of results, and commencement of next semester are notified in the Academic Calendar.
- All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education System, the teaching-learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline, and culture of the Institute. All students are also given a guided tour of the campus and the various facilities at the end of the Orientation program.
- All students are provided with the complete syllabus, Time-Table, Programme structure before the semester commences, and a group is created in which all details & notices relevant for students are provided from time to time. All-important announcements are also made on the same group Director, Dean Academics, HODs, and Coordinators of various classes.
- Flying squad members make random visits to ensure the smooth functioning of classes.
- Departmental Meeting and Meeting with Dean Academics in Presence of Director-General held periodically to take feedback and appropriate steps are taken to enhance the teaching-learning process.
- Feedback is properly analyzed and shared with the Director, Deans, HODs, and individual faculty members.
- Students are also free to approach the Director-General of the Institute for feedback and suggestions.
- The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.
- Adoption of 'SWAYAM' courses for various programs of the University: To adopt and popularize online courses on the SWAYAM platform in the various programs offered by the University, IQAC suggested a concerned person in each department related with Swayam courses who will keep monitoring on the course and also motivate the students to enroll in the same.
- The seminars and workshops conducted for the faculty and students from time to time.
- Examining students by conducting internal tests assessments
- Holding extra classes for course completion on time.
- Arrangement of remedial classes doubt clearing classes for slow learners
- Establishment of research cell in order to encourage research activities
- Appointment of Senior/expert part–time faculty to get added advantage from them.
- Automation and digitalization of library
- Provision of Wi-fi facility and smart classes
- Increased usage of ICT tools in the teaching-learning process.
- The suggestion/complaint box is placed for everyone all the time and also on some important occasions to get the feedback of the students. Suggestions are considered while framing policies related to the institution.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - 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 last five years.

Response:

RESPONSE:

Institute is not only responsible for providing the education of the highest standards, but it is also responsible for ensuring the Safety and Security of the Students, Faculty, and staff members. Institute has formed Gender Sensitization Committee with the objective to review from time to time the existing provisions of the constitution and other laws affecting women and their rights so as to suggest remedial legislative measures The institution has always shown commitment to enhancing the awareness about gender equity. Therefore Institute has undertaken the following initiatives to provide the facilities in terms of safety and security, counseling, and common room.

A. Safety and security:

1. The Institution has constituted the **Discipline Committee** so as to maintain and provide safety and security to all faculty, staff, and student.
2. The Whole campus is safeguarded by specially hired Security Guards. for the No one is allowed on the Campus without ID card.
3. The security personal at the entrance restricts the entry of intruders.
4. Secured Parking facility is provided for male and female staff members,
5. The whole campus comes under the surveillance of a **CCTV camera**
6. **Grievance Cell** is constituted to resolve the grievances of students.
7. As per the regulation of the university, Institution has a working **Anti-Ragging Committee.**
8. **Complaint Box** is provided in front of the administrative building
9. Bus facilities have been provided for the faculty, staff, and students of the Institute.
10. A separate hostel for men and women with dedicated wardens is provided to the students who belong to far distant places.
11. Awareness campaigns are done on women safety and gender sensitivity through street plays (Nukkad Natak), rallies, PPT presentation, Collage making Competition and Poster making competitions are also organized on International Girl Child Day/Women's Day.
12. On Industrial Visits or Study tours; at least one male faculty with female Faculty accompany the students as guardians.

B. Counseling:

Initiatives are taken by the Gender Sensitization Committee:-

1. At the beginning of every academic year, the Dean and HOD's address the newcomer students regarding the safety and security as well as Guidance and Redressal Cell.
2. The Cultural Committee in association with the Guidance Redressal Cell of the institute organizes a counseling program on mental health and hygiene.

3. World women's day is celebrated by conducting various activities to sensitize the students every year.
4. During Scouts and Guide camp, Girls are trained for various Self Defense training.
5. Various Guest Lectures and Seminars are organized on issues of gender sensitivity
6. The students of the Institution are guided and counseled regarding gender equity through one-act play, street shows & rallies.
7. Moreover, different departments have some portion of their curriculum addressing gender sensitivity.

Common room:

Common facilities are provided to the girl are:-

Separate common room for girl students and Female Staff.

Separate washroom facility to the girl students and Female Faculty

Separate Hostel for Girls.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Response:

 The Institution has taken up various initiatives to maintain an environmental friendly campus. The campus is full of greenery and is kept clean and tidy. The gardens, lawns and plantations inside the campus are maintained by gardeners, sweepers, and housekeeping staff.

Institute is strongly committed towards waste management.

- The college has segregated waste into three parts:
- Solid Waste
- Liquid Waste
- E-waste management

Solid waste management:

- For the collection of regular solid waste, garbage dustbins are placed on every floor, laboratory, and canteen and at different locations in the campus.
- Daily garbage is collected by housekeeping personnel.
- Sweepers are allotted to each floor that manages all the waste generated on the campus.
- All waste/garbage from Institution and hostel is segregated at the source and disposed of in a proper manner.
- Waste like plastic, papers etc. is collected and sold out to scrap vendors from time to time.
- The waste from the canteen is separated as biodegradable & non-biodegradable and used accordingly.
- Wastes like newspapers and stationery is sold to proper recycling agencies/vendors.
- Institute also organizes various events like ANVESHAN in which students present their models for saving the environment & best out of waste etc.
- Awareness programs like Nukkad Natak, Documentary competition on Swatch Bharat Abhiyaan are also organized by the Institute.
- Institute's Students attended & presented their own model (**How to Clean Ganga**) in events like **Kachra Mahotsav 2019** in Ghaziabad. By attending such kinds of events students get motivated and learns a lot ideas for recycling solid waste management.

 Liquid waste management:

Liquid waste is such an important category of waste management because it is so difficult to deal with. Unlike solid wastes, liquid wastes cannot be easily picked up from an environment.

- The institute understands the usefulness of water and has implemented the **Rainwater harvesting**

plant through Parle Agro.

- Harvested rainwater is used to cater to the purpose of sanitation and irrigation of the garden through sprinkle irrigation.
- Gardens are watered using a drip/sprinkler irrigation systems to save water. The institute ensures that the water wastage is minimized at an optimal level and the leaky taps and pipes are under regular check and hence no loss of water is observed, neither by any leakages nor by overflow from overhead tanks.

E-waste management:

- The Institution has undertaken a number of E-waste Management initiatives with the objective of creating an eco-friendly environment on the campus.
- Electronic goods are put to optimum use; the minor repairs are set right by the Laboratory assistants and teaching staff, and the major repairs are handled by the Technical Assistant and are reused.
- UPS Batteries are recharged/repaired/exchanged by the suppliers.
- E-wastes such as electronic components (plastic/metallic) that could not be repaired are handed over to agencies which help recycle these materials.
- The awareness programs have been undertaken in the institution where the students are made aware of the waste management techniques

File Description	Document
Geotagged photographs of the facilities	[View Document](#)
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

RESPONSE:

Institute is highly committed to promoting cultural harmony in our students, faculty, staff, and even Visitors. The Cultural Club Committee of the Institute specifically works with the objective of developing the academics and cultural talents of the students, improving their capabilities to work as a team, and raising their level of self-confidence in interacting with fellow students and peers, which aid to develop the overall personality of students. Activities conducted under the aegis Cultural Club motivate students by giving full support (financially and academically) for participation in all National cultural events. The Institution has a very dynamic Cultural Committee managed by students themselves with the guidance of faculty members. This committee serves as a platform for enhancing and exposing the often hidden talents and skills of the students in various fields. The students actively participate in various extracurricular activities including Dance, street Plays, Social Awareness programs, Fine Arts, Drama, debate, fashion-show, Rangoli, etc. Few Initiatives taken by the institute are as follows,

1 To serves as a conscious reminder to our students that how fragile our planet is and how important it is to protect it, Institute celebrates Earth Day to continue promoting environmental awareness and to remind us that we can protect the earth in our everyday lives as well.

2. Constitution day is celebrated sensitizing students about the constitution of India and creating awareness about practicing social harmony.

3. All National festivals like Independence Day, Republic Day, Gandhi Jayanti are also practiced in the institute. Institute desires our future generation to remain attached to the history of their nation so that they can educate their future generation when growing up.

4. The Institution organizes the Annual Inter-Institutional Institution fest every year "ULLAS". It is a team event held under the guidance of the Director-General and Dean Academics and is organized by the cultural committee including students and faculties. It helps in enhancing the leadership and organizing qualities and inculcating a sense of responsibility besides sheer entertainment for the students. It includes a number of intra and inter-Institution competitions. Winners of the competitions are awarded certificates, trophies, and cash prizes.

5. Some prominent Cultural events include Fresher's Day, New Year Function, Martyr's Day, Youth's Day, Teachers day, and Farwell function have been organized during the calendar year.

6. As a part of our tradition we are also celebrating the birth anniversary of great Indian personalities includes Mahatma Gandhi, Dr. B. R. Ambedkar Dr. A. P. J. Abdul Kalam, etc.

7. Hindi Diwas is also celebrated on September 14 to pay tribute to the official language of India. Everybody on the campus made sincere efforts to use Hindi as a medium of conversation for the day.

8. In institute Human Values and Professional Education also given equal importance. Value- education is concerned to make morality a living concern for students. Inculcation of good manners and of responsible and cooperative citizenship. Developing respect for the dignity of individuals and society. Inculcation of a spirit of patriotism and national integration.

File Description	Document
Any other relevant information.	[View Document](#)
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

RESPONSE:

Various activities are organized for Students and Employees in the Institution to sensitize them with the constitutional **obligations: values, rights, duties and responsibilities of citizens.**

Inculcation of Human values

- To develop the **cultural values** among students curriculum is supplemented with extracurricular activities. At Institute, Extracurricular activities comprise sports, singing, music, debate, dance, drama, social services, etc are organized as per the Activity Calendar.
- Every year FDP on Workplace harmony is also organized for faculty to deal with stressful situations at the workplace and develop cordial relationships with each and every employee of the institute.
- In-house debates and talks on Political issues are also organized to develop political values among the faculty and students.
- Various Committees and Sub-Committees of students, Faculty, and Administrative staff are set up from time to time to organize various events at the institute.
- To develop religious values different festivals are celebrated at campus with great pomp and show like Diwali, Christmas, Gurunanak Jayanti, Holi, etc
- Blood donation Camp is regularly organized at Campus every year in collaboration with Rotary Club Ghaziabad.
- Institute has Contributed Rs 10, 00,000 to the Prime Minister's Covid-19 Relief Fund.
- Class X books sets of CBSE and UP BOARD were donated to nearby villages.
- Field trips, traveling, and tours are organized for students to know about other places, people, customs, and cultures.
- For proper channelization of physical health, Yoga Day Celebration and various indoor games activities are organized.
- We have adopted villages under **UNNAT BHARAT ABHIYAN** and work for the welfare of

Villagers

Rights of the Students and Faculty

- No discrimination in the name of Religion, Caste, and Gender is observed at the campus. Everyone is free to approach the institute for Admission.
- Under **Beti Bachao, Beti Parao Abhiyan,** Girl Candidates are given 50% scholarship at the time of admission.
- Institute follows a fair recruitment policy for everyone.
- A complaint Box is placed on the ground floor so that if anyone wants to inform management regarding any issue confidentially then it can be made possible.
- SC/ST/OBC/Minorities students scholarship forms are forwarded to the UP Government.

Sensitization towards Fundamental Duties and Responsibilities

- To develop the feeling of Nationalism and Patriotism among Students and Faculty, National Festivals like; Independence Day, Republic Day, Gandhi Jayanti is celebrated every year.
- It is the tradition of the Institute to conclude each Academic activity with the National Anthem to respect our nation.
- Freedom Fighters Contribution towards the nation is cherished by celebrating their birth anniversary
- Institute works awakes the students about **SWACHH BHARAT ABHIYAN** Campaign through a program organized by Chief Municipal Corporation Commissioner.
- World Environment Day, National Earth day is also celebrated to protect and improve the natural environment.
- On National Votes day, all the students and faculty take a pledge to make the best use of their voter's rights.
- The students, faculty, and staff members are supposed to maintain their decorum at the campus.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

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.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Response:

Institute celebrates/organizes national and international commemorative days, events and festivals every year. These days are celebrated with a unique zeal and zest. But the basic and fundamental aim of the celebration of these days is to inculcating cultural integrity amongst the students. For making the students aware of the Indian historical past and their contribution in National development, Institution also organizes Birth and Death Anniversaries of great Indian personalities.

IPEM Cultural Club: IPEM also have its cultural club, which organizes various cultural activities to shape the intellect, imagination, and creativity of the students. Cultural is the widening of mind and spirit which is well displayed by the students of IPEM.

Few events that are celebrated by the Institute throughout the year are:

Teachers' Day Celebration:

IPEM celebrates **Teachers' Day** every year in honor of Dr. Sarvepalli Radhakrishnan India celebrates Dr. Radhakrishnan's birth anniversary by paying respect to its teachers and gurus on this day. The Institute of Professional Excellence and Management (IPEM) was established by Late Dr. B.S.Goel, who had over 56 years of teaching & research experience in India and abroad. So, the Faculty being the intellectual capital is the greatest asset of the Deptts/ Institute. Each year on Teacher's Day, the Outstanding Faculty, based on their overall performance is **felicitated**. Faculty also get monetary rewards for their outstanding research work also.

Republic Day

The Republic Day of India is celebrated with gaiety and patriotic fervor at IPEM. Institute also organizes a Pre-Republic Day celebration in which students from various departments showcase their talents.

Independence Day Celebration

Each Anniversary of India's Independence Day is celebrated at the Institute by hoisting the National Flag in the morning. Institute also organizes Pre – Independence Day celebration with various events like nukkad natak, patriots dance competition, Speech competition, etc.

Gandhi Jayanti :

Every year, The **Cultural Club** of **IPEM** organizes the celebration of **Gandhi Jayanti**. This day is celebrated in the honor of the birthday of the Father of the nation, Mohandas Karamchand Gandhi, popularly known as Mahatma Gandhi or Bapuji. To commemorate this day Club organizes various events like the Fancy dress Competition, Collage making Competitions, Nukkad Natak on themes like Swach Bharat Abhiyan, etc.

Hindi Diwas :

Hindi Diwas is celebrated on September 14 to pay tribute to the official language of India. Institute celebrates Hindi Diwas in the Institute to mark the importance of the country's most widely spoken language.

Other Events organizes by the Institutions are:

National & International Festivals:

- Lohri & Makar Sankranti
- National Science Day
- International Women's Day
- National Yoga Day
- Basant Panchmi - (Goddess of Knowledge)
- Earth Day

Birth/Death Anniversary of Great and Renowned Indian Personalities:

The Institution observes the Birth/Death anniversary every year of the Indian national heroes such as;

- Birth Anniversary of **Mahatma Gandhi**
- Birth Anniversary of **Netaji Subhash Chandra Bose**
- Birth Anniversary of **Dr. A.P.J.Abdul Kalam**
- Birth Anniversary of **Lal Bahadur Shastri**
- Martyr's Day(**Shaheed Diwas**)

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Any other relevant information	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice – 1

Title of the Practice: "TEACHING – LEARNING METHODS PROMOTING SKILL-BASED EDUCATION, AND ENTREPRENEURSHIP."

Objectives of the Practice:

The objectives of using learner-centered, participatory, innovative teaching-learning methods are as follows:

- To engage students in the learning process, at an individual level as far as possible.
- To respect the learner as an active participant as opposed to a passive recipient.
- To encourage cooperative learning.
- To empower our women students to build self-confidence.
- To enable students to extend their knowledge into the community, both urban and rural.
- To relate the taught and learned knowledge to their experiences in Local areas; tribal-rural areas near Ghaziabad; and other parts of NCR.
- To have students co-construct knowledge and take ownership of ideas.
- To support students in thinking out of the box, with innovative ideas that encourage problem-solving, skill development, and entrepreneurship.

The Context

- The Institution stands for a socially relevant education that awakens the students' sense of social responsibility to reach out and share their knowledge and skills with more vulnerable sections of society.
- The vision of the Institution focuses on inculcating values of respect, commitment, and concern for the service of others, thereby enabling students to make a positive contribution to society in the 21st century, through their extension services and entrepreneurial ideas.

The Practice

The Innovative Processes adopted by the institution in Teaching and Learning promote Skill-Based Education, Extension Activities, and Entrepreneurship in the following ways:

- Experiments and demonstrations; Simulation techniques; PowerPoint presentations; Using Movies, documentaries and videos; Mind Maps which help students to picturize the information and facilitates clear understanding and quick review – These provide the know-how as a theoretical basis for Skill-Based Education.
- Visits to various Industries of SSGT Road, Recreational activities, Rural camps, community

projects, and industrial visits with detailed report presentations – These provide opportunities for Extension Activities.

- Role-plays, street plays, skits, songs, dumb charades, games, short stories help to transfer learning experiences from the classrooms to the community - These provide the skills to conduct Extension Activities.
- Internship programmes at FMCG Sector, IT Sector, Telecom Sector/organizations; Conducting short term live projects & market surveys, conducting projects and working on assignments; Encouraging students to participate in workshops and seminars; Conducting sessions/activities based on the problem -solving techniques; Lectures and workshops by resource people and experts of national and international repute; Organization of exhibitions, displays, seminars, and conferences; Visits to exhibitions, field visits to industries - These provide the skills necessary for Entrepreneurship.

Furthermore, Extension Activities emerge from the Institution Motto of service to the community and are conducted along with students through:

- To engage the students of all the departments in the rural extension program at various rural centers.
- To sensitize the students towards the vulnerable section of the society by encouraging them to work along with this section.
- Departments invited various guests from industry, academic institutions, research centers, craft centers and NGO's to share their knowledge and experiences with students and staff.
- Soft skill development sessions were conducted for the First-year students of all departments. Alteration of the Value-added computer course for all course students to make it most relevant to the current needs. So that they can revise Microsoft Word, Excel and Powerpoint.
- Institute has an Entrepreneur cell where the focus is on creating a resource base for entrepreneurship. They learned relevant aspects of social media marketing for eg. Facebook page, website creation, and blogs. The evaluation was in the form of assignments and exams.
- Value-added courses by the different departments enhance the students' creativity, entrepreneurship and help develop skills
- Entrepreneurship Incubation Cell conducts activities related to Entrepreneurship. Fostering entrepreneurship through Entrepreneurship Incubation Cell wherein experts from Industry and Alumni Entrepreneurs mentors are invited to motivate the students.
- Career counseling and scope for entrepreneurship sessions for the final year undergraduate and postgraduate students were conducted by various departments as well as employment placement cell.

Evidence of Success

Creative, student-centered, participatory teaching-learning methods are used at all levels of the course. Evidence of the success of using this creative teaching methodology is:

- Students have earned while they were doing their summer training in different Industries.
- The students are exposed to the latest developments in the field and requirements of the industry.
- Students have got a lot of exposure to conduct activities and develop soft skills, communication skills, and leadership qualities by organizing various activities like seminars, talks, conferences, workshops of the Departments.

Problems Encountered and Resources Required

Any problems encountered mainly in using ICT get handled immediately.

A grievance redressal cell in the Institution encourages, among other things, the expression of concerns related to the teaching learning process and resolution of the same by the management/principal/relevant staff.

Best Practice 2

1. Title of the Practice: Mentorship Scheme

2. Objective: The objective of the mentorship scheme are as follows:

- To teach and guide the Mentee student, How to Improve, Share Skills, and Discuss Issues, Ideas and Problems willingly.
- To help the Mentee student to identify his/her Strengths and advise how he/she can overcome problems.
- To help the Mentee student to Identify Areas for further Development, Priorities Needs, and Set appropriate Targets.
- To help the mentee learn the concepts and prepare for career advancement.
- To help the mentee develop a sense of competence and clarity of identity.
- To check whether there is learning in mentees or not regarding their studies.
- To give them suggestions, opinions and sorting problems at a personal or professional level.
- To monitor the overall progress of students during his/her graduation.

3. The Context:

- The students have a peculiar background and motivation level while being admitted to the institute. These students not only have misconceptions but also are inexperienced in order to get a brief view of the industry. The students need varied times to come out of their shells to face the demanding world. These students need to be handled individually by setting reasonable goals and working on their confidence and independence. We also understood that these students should be engaged in challenging activities and also need to provide courteous negative feedback whenever necessary.

- The Mentorship Program was started at IPEM with a view of sharing the knowledge, advice, and resources from the mentor to the mentee. While designing the program care was taken to understand that business times are challenging in new vistas of technology and management, need of the hour is to be futuristic in skill development by incorporating a diligent and informed approach for better future career opportunities.

4. Practice:

? In the mentorship scheme, a Teacher (mentor) is allocated with a group of approximately twenty students (mentees). Around seven students from each year form a group of twenty.

? The mentor meeting is conducted once in an alternate week. Various activities like counseling, providing guidance, motivation, emotional support, and role modeling, etc. are conducted in the meetings.

? Along with these activities, the mentor has to keep the academic record of the mentees allotted to him in terms of their monthly attendance, academic results, co-curricular participation within and outside campus, etc., and inform the same to parents.

- The limitations faced during the implementation of the program were –

1. There were students who initially said they have their family and friends as their mentors and were reluctant to accept the concept.

2. Some of the mentees were unwilling to accept the assigned mentors and took time to open up with them.

3. Few of the times the mentees were not ready to accept their flaws and hence not ready to work on them.

4. The mentors took a hard time making the mentees work for the activities assigned to them.

5. Time was a major constraint. In the case of a professional course with a semester system, managing time is a very big challenge.

5. Evidence of success:

? The evidence of the success of the mentorship system is reflected through the evidence from the following areas of improvement

1] Increase in attendance

2] Increased participation

3] Enhanced performance in Formative assessment

4] Lowered conflicts

5] Creates a conducive environment

5] Built positive attitude and focus

6] Improves placement record

? Those students who had a lack of confidence, weak in communication, poor presentation skills, were observed having marginal improvement in the lacked areas when they came to final year.

? Parents were happy to have a system where the overall progress of their ward is monitored and informed to them timely right from the first year till the candidate completes his/her graduation.

? There is a marginal increment in the number of students participating in various events held within and outside the college, since the implementation of the Mentorship Scheme.

6. Problem Encountered and Resources required:

? The Mentorship Program incorporates a diligent and informed approach, taking student participation to the next level making the learning environment more competitive and interesting. The program has been modified over time. There were some problems in the initial phase as follows

1] Time table adjustments. Lack of time

2] Time slots for individual counseling

3] No / less control over the background and support from home for such initiatives as the students are doing Post-graduation

4] The students' mindset is already set and hence needs more time to change.

 5] Adjustment of time with external experts

File Description	Document
Any other relevant information	[View Document](#)
Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

RESPONSE:

The establishment of the Institute and its 24 years of voyage symbolizes the ascendance of the plateau of achievement of academic excellence, in the dissemination of quality education in the different-different stream, under the aegis of Laksh Educational Society, registered under the Societies Act, 1860 by an academician par-excellence Dr. B. S. Goel and has been continuously ranked among the top two/three Institutes in the NCR for its excellent results and placements.

  Institute is known for its philosophy, processes, academic resources, and infrastructural facilities. Industry interface is intrinsically interfaced with all academic systems and the expectations are met through academic rigor and hands-on experiences.
Towards the philosophy of producing professionals who pioneer future revolution, the Institute's efforts are aimed at higher benchmarks and a process of refinement.

Institute is committed to ushering in socio-economic transformation by providing inclusive innovative quality education of global standards to fully meet the expectations of the stakeholders as initiated by the

founding father. To recruit and retain well-qualified motivated faculty and staff and provide adequate infrastructure, equipment, and machinery. To provide amenities and sports facilities in harmony with nature. Industry institute interaction to provide adequate exposure to the students to the world of work. Enrich library and provide the latest teaching gadgets and processes to promote effective teaching, learning. To provide holistic value-based education and inculcate entrepreunal abilities so that the students are well groomed in knowledge, skills, and values to have the ability to face the challenges of the corporate world and life.

In accordance with this strategic thrust, Institute successfully implemented the semester system which was introduced by CCS University, Meerut. The focus is on skill development, career-oriented programs, industry visit, industry-academia interaction, and Institute have brought all these aspects under curriculum implementation and enrichment. Special attention is given to weak students especially those belonging to SC/ST., OBC, and minority groups. In the Institute the students are not only guided to achieve excellence in education but are thoroughly equipped with the knowledge of social perseverance and environmental sustainability. It lays special effort on students' understanding of the current environmental crisis and through its various schemes like energy conservation, waste management, rainwater harvesting, plantation drives urges them to become eco-friendly citizens. The institution in its endeavor to implement its curriculum incorporating its mission and vision with contemporary issues has evolved a number of best practices like Human Values Session, Various club Activities, Organizing Blood Donation Camps, Cultural fests, etc. just to name a few of them.

Salient features of institute:

- Institute provided inclusive technical education so that a deserving student is not denied
- An opportunity for technical education solely on socio-economic constraints.
- Institute provided holistic education to develop skills, knowledge, and values through
- Well-structured curriculum and instructions, Made students readily acceptable to the corporate world and promote entrepreneurship.
- The academic vigilance Committee headed by the Head of Departments, who keep their eyes in providing the best education and fulfillment of university syllabus effectively.
- Disciplinary Committee to look into the in disciplinary Acts, Committee & Ragging.
- Power backup is given on the campus.
- The Members of the cultural club are active in order to imbibe strong Social values in our students.
- The institute takes conscious efforts to create awareness about energy conservation and renewable energy usage among students.
- Solar panels are used in the hostel and the Institution campus.
- Significant career guidance programs arranged by the Institute to guide the students of nearby schools every year by arranging campaigns nearby villages.
- Students at IPEM Ghaziabad are privy to a unique Wi-Fi campus. The Wi-Fi campus enables the students to get online anywhere on campus without the hassle of wires and plug-ins. The campus truly is the high-tech face of the new-age IPEM.
- Various Social events carried out for the enrichment of students.
- Institute provides scholarships to economically backward students and also gives scholarships to female candidates by deducting their first-year fees (Half).
- Mentoring scheme has developed a systematic road map for improving the different aspects of personality development, Communication skills, Presentation skills, Team Work, leadership qualities, etc.
- A well-established Corporate Resource cell is developed in the Institute which acts as a resource

center for Interface between IPEM Students and Industry through Short term Live Projects, Industrial Visits, Guest Lectures, Workshops, Corporate Meetings, Seminars, and Alumni Interaction, etc. The Institute involves its students in all the activities to develop and groom their Managerial Skills. CRC counsels the students in-house and also with the help of Industry Experts to choose an appropriate career depending on their aptitude and interest etc. and makes them ready to face the challenges in the industry.

- Departmental Associations are established for student development.
- Institute has introduced Entrepreneurship Club for stimulating the young minds of the students of all departments to think beyond traditional mindsets and foster the culture of entrepreneurship.
- Bus facility is provided for faculty, staff, and students. Total 2 buses are available from various locations.
- An internal complaint committee has established to prevent sexual harassment.
- Institute provided students with prerequisite training for building and developing competencies for the placement.
- Various personality development programs and health check-up camps are conducted
- Institute has provided career development services to students with respect to higher education, opportunities for growth.
- Institute has provided user Education and References Service to the teachers in order to maximize the use of the resource of the Library. It provides access to reading material, information trends, and a vast collection of books & journals.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Striving for excellence can never be an accidental and spontaneous phenomenon. It has to be engendered in the basic personality framework where it lives as a firm habit. We at IPEM Group of Institutions are alive to these basics and this is reflected in our major thrust areas which are to create an environment for world-class management education, value-based learning on human dynamics, interactivity, and optimization of time as the exhaustible resources. Our paradigm for various programs is to create equidistant managers and professionals who have the competence to operate effectively both at the domestic and global levels. IPEM Group of Institutions strives for the service to the industry and society by providing value-based managers, technocrats, and professionals.

Concluding Remarks :

The Institute was established in the heart of Ghaziabad under the aegis of Laksh Educational Society, registered under the Societies Act, 1860. It has been serving as a premier educational institute since then. Promoting multicultural diversity, the college provides high-quality, innovative, and career-focused education. The college tries to incorporate entrepreneurial skills in students to enable them to make independent career decisions.

IPEM has emerged as the epitome of world-class education and imparts value-based education. We amalgamate curiosity and dedication to ensure that all our students are self-driven towards learning. The college serves as an innovative center to focus on imparting knowledge through wide exposure, and frequent research, and

scholarships. Focusing on innovation and discipline, the college has received accreditation for being the best college in India and especially in Delhi, NCR region.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
810	724	329	239	00 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
687	577	329	239	00	
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
424	328	328	311	260 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
424	328	328	311	303 | 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---	
2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
13	12	14	15	13	

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
13	12	12	15	13

2.6.3 **Average pass percentage of Students during last five years**

2.6.3.1. Total number of final year students who passed the university examination year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
269	352	266	280	144

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
269	352	269	280	144

3.3.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

3.3.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Only awards and recognition received for extension activities considered. Appreciation certificates not considered as awards.

4.1.4 **Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
45.80	55.76	17.15	4.08	18.8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
84.9	55.76	17.15	4.08	18.8

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
80.02	77.52	113.57	88.89	173.9

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
67.07	53.3	78.67	53.78	52.49

5.1.1	**Average percentage of students benefited by scholarships and freeships provided by the Government during last five years**

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
310	349	294	303	229

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
199	210	224	257	144

5.2.2	**Average percentage of students progressing to higher education during the last five years**
	5.2.2.1. Number of outgoing student progressing to higher education. Answer before DVV Verification : 76 Answer after DVV Verification: 378
5.2.3	**Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)** **5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years** Answer before DVV Verification:

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	30	43	64	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
43	29	43	64	00

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
64	53	51	40	35

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
64	53	51	40	35

Remark : Edited after clarification report from HEI.

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).** **6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

| 22 | 35 | 25 | 29 | 34 |

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
22	35	25	29	34

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---------	---------	---------	---------	---------
114	108	108	108	108 | Answer After DVV Verification: | 2019-20	2018-19	2017-18	2016-17	2015-16
---------	---------	---------	---------	---------
120	108	108	108	108	
1.2	**Number of programs offered year-wise for last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---------	---------	---------	---------	---------
5	4	4	4	4 | Answer After DVV Verification: | 2019-20	2018-19	2017-18	2016-17	2015-16
---------	---------	---------	---------	---------
4	3	3	3	3	
2.1	**Number of students year-wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---------	---------	---------	---------	---------
899	814	776	760	613 | Answer After DVV Verification: | 2019-20	2018-19	2017-18	2016-17	2015-16
---------	---------	---------	---------	---------
861	812	773	760	613	
3.1	**Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
36	35	41	44	39

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
36	35	40	40	39