



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

INDERPRASTHA ENGINEERING COLLEGE

**PLOT NO. 63, SITE-IV, SURYA NAGAR FLYOVER ROAD, INDUSTRIAL AREA,
SAHIBABAD**

201010

www.ipec.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

About the Institution

Inderprastha Engineering College is the most preferred engineering college in Delhi NCR region for aspiring engineers and technocrats. It was established in the year 2000, by leading academicians and business leaders in North India, under the aegis of Shail Garg Shiksha Sansthan, a non-profit making society.

As on date we are running Eight Under Graduate Programmes (B.Tech. Computer Science & Engineering (NBA accredited) , Computer Science & Engineering –Artificial Intelligence and Machine Learning, Computer Science & Engineering –Data Science, Information Technology (NBA accredited), Electronics & Communication Engineering (NBA accredited), Mechanical Engineering, Bachelor of Business Administration, Bachelor of Computer Application and one Post Graduate Programme (M.Tech. Computer Science & Engineering). All B.Tech. & M.Tech. programmes are affiliated to Dr. A.P.J.Abdul Kalam Technical University, Lucknow and approved by All India Council for Technical Education, New Delhi. Bachelor of Business Administration, Bachelor of Computer Application courses are affiliated to Ch. Charan Singh University, Meerut. At present total student strength is 2100 in the Academic year 2023-24. The Institute focuses on Outcome Based Education (OBE) , Practical Based Learning, Project Based Learning, Skill Based Learning.

Apart from this the institute's priority is to focus on academics, innovation and entrepreneurship culture, employability, Industry Institute Interaction and Research. The institute always implement best practices prescribed by the University and Statutory Bodies. In the same line the institute has briefed to the stakeholders regarding outcome based education and National Education Policy 2020.

IPEC has a rich alumni base of 18000+ students and best placement with 200+ recruiters with 23+ years of excellence and has now become a pioneer in the field of Technical Education, Extra-curricular activities, Placement offers, Campus, Faculty and other facilities.

The institute tagline is "Shaping Engineers and Leaders for future".

Vision

Vision

National leadership in Human Resource Development, Excellence in Education and impacting Society through Globally Competent Technologies.

Mission

Mission

Be the most preferred choice of Student, Faculty and Industry.

Be a National Level Technical Institution fostering Teaching, Research, Extension Education, Innovation, Leadership and Entrepreneurship Spirit”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 1. Approved by AICTE New Delhi and Affiliated to DR APJ Abdul Kalam Technical University Lucknow, U.P.**
- 2. The management has rich experience in the field of education. The members are very transparent and proactive with a vision to impart quality education and also bringing up the institution to the highest level.**
- 3. Sprawling lush green campus in 7.81 Acres in the hub of industrial area.**
- 4. Lucrative infrastructure with state-of-the-art facilities.**
- 5. Dedicated, qualified, stable, experienced and ethical faculty wherein maximum percentage of female prevails.**
- 6. Robust, effective, outcome based, Practical based and National Education Policy (NEP) aligned Teaching-learning processes with good use of ICT.**
- 7. Successful graduated twenty batches of engineering students.**
- 8. Very rich Alumni network.**
- 9. Innovation Incubation Entrepreneurship Center (MSME approved) and IPEC-TBI facilities exists in the institute to promote entrepreneur and innovation culture. This center also hones the skills of the budding entrepreneurs.**
- 10. Wi-Fi facility and round the clock web connectivity.**
- 11. Strong Mentoring of the students by faculty members.**
- 12. Well defined HR and research policy.**
- 13. Implementation of Swachh Bharat Abhiyan.**
- 14. Very good placement record.**
- 15. Very good Industry Connect as the institution is in the industrial area which provide ample**

opportunities to the students.

- 16. Value Added Courses beyond curriculum.**
- 17. Daily Review Meeting (DRM) of Director with the heads and deans of the institute for taking feedback related to the academics and administrative areas and also discussion on measures for corrective action.**
- 18. Ragging-free campus.**
- 19. Regular meetings of IQAC to improve Teaching Learning Practices (TLP)**
- 20. Engaging students in various clubs to develop their extracurricular skills, participative learning, team work and also leadership skills.**
- 21. Training on advanced technologies to make students industry ready.**
- 22. Inculcate the Strong Human Values and practices through Universal Human Values Practices.**
- 23. Effective and Participative Governance.**

Institutional Weakness

Weak points are collected on the routine observations and also on the basis of the feedback of the stakeholders.

- 1. Lack of autonomy to upgrade the curriculum.**
- 2. Lack of research-oriented faculty.**
- 3. Students are less inclined towards the core branches of Engineering.**

Institutional Opportunity

- 1. Location of the Institute is the main opportunity to grab good talent of students of NCR.**
- 2. Industry Institute interaction opportunity: the institute is located in the industrial area where the institute can collaborate with the small and medium scale industries for the projects, consultancies and other industry oriented tasks.**

3. **Expertise talent pool availability in the vicinity of the institution for better resource pool for advice and other helps in technical areas.**
4. **Easy Access of Government facility: as the institute is situated in the vicinity of Delhi, the institute can avail the opportunity to visit Government facilities easily.**
5. **Helps to fetch more startups in the IPEC innovation park as the institution is in the vicinity of the NCR.**
6. **R&D facilities towards professional and career advancement.**
7. **Support for career advancement to succeed in competitive examinations.**
8. **Collaborative student-projects with industries.**
9. **Several core and software companies within the vicinity.**
10. **Private, state and central government R&D labs are available for internships & projects.**
11. **The industrial environment serves as catalyst towards career enhancement.**
12. **Faculty and student exchange programs with Foreign Organizations.**
13. **To conduct more number of National and International conferences in the emerging trends of Engineering and Management.**
14. **Leveraging the strong links with distinguished alumni to increase the interaction with industry for development of projects, consultancy works etc.**
15. **To become autonomous Institution for introduction of new courses and revision of curriculum to suit to the requirement of industry.**
16. **Networking and sharing of facilities with other institutions and industries.**
17. **Inviting senior professors /adjunct professors/distinguished professors in the specialized areas.**
18. **Establishment of Centre of Excellence for research and training and development in collaboration with industries and research laboratories in the specialized areas.**
19. **Approach research organizations and funding agencies to improve the funding/research.**
20. **Existing infrastructure can be leveraged to set the Institution go on a global progression.**
21. **To inspire faculty towards purposeful society oriented research by getting research grants, increasing the number of books, publications, and registering patents.**

Institutional Challenge

- 1. Competition among the institutions located in the NCR for performing on the academic and other platforms.**
- 2. Technology challenges are very high in the NCR so this is the reason every faculty member has to be updated on new technology.**
- 3. Manpower mobility threats: More colleges are in NCR so manpower mobility is more.**
- 4. Innovation threats: As we are aware, it is very tough competition in the NCR so we have to be very innovative to sustain among the colleges and attract the students.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Inderprastha Engineering College, Ghaziabad is **affiliated with Dr. A.P.J Abdul Kalam Technical University**, Lucknow, and follows the curriculum prescribed by the University. The institute adheres to a clearly defined process with a very strong administrative and academic governing system which helps to ensure the efficient delivery of the curriculum. The programmes comply with the academic framework constituted by the University, which encompasses the prescribed curriculum and associated learning outcomes. Different Institute committees are set up that delve deep into the curriculum and lay procedures for effective curriculum delivery as well as a planned examination process. A well-planned academic calendar in accordance with the AKTU calendar is prepared, before the commencement of every academic semester, which helps in the smooth functioning of all the departments. The Heads of the departments make plans in advance for the co-curricular activities, seminars, conferences and workshops. A dedicated Timetable committee is in place for every department. The institution employs a systematic and documented approach to ensure the efficacy of curriculum delivery. The process includes the allocation of subjects to faculty based on their choice, comprehensive course documentation, and the use of Smart Boards, LCD projectors, green board etc and student-centric teaching paradigms to enhance learning. The faculty members create a lecture wise schedule for each course. The institute incorporates courses in the curriculum on cross-cutting issues to ensure sensitivity towards gender equality, sustainability, and the promotion of human values and professional ethics. The students are engaged in experiential learning by participating in project work, fieldwork, and internships, which are also assigned credits by the university. The institution routinely solicits feedback on its curriculum, teaching-learning and facility from various stakeholders, including students, faculty members, employers, alumni, and parents. Appropriate corrective measures are implemented based on the feedback received. Result analysis is also done periodically and corrective measures are taken, if required.

Teaching-learning and Evaluation

The institute endeavors to offer commendable academic standards and therefore, adheres to a methodical approach to teaching, learning, and assessment. The Institution has a team of highly qualified, experienced and passionate faculty members who demonstrate a strong commitment to both their students and the institution's overall goal of upholding a high standard of teaching and learning. The enrollment rate of the institution is appreciable and the institute has maintained an average pass percentage of around 98.41% over the past five years. The institution effectively manages the diversity of its students and provides support to those who may require additional assistance while fostering an environment that encourages advanced learners. The implementation of various academic support programmes such as mentorship programmes, supplementary classes, recognition for outstanding performance in examinations, and encouragement to participate in departmental societies that promote activity-based learning are among the measures taken to enhance academic performance. To upskill the students, year-round training in Soft skills, Aptitude and technical is conducted. The institute also facilitates various activities and has provided facilities for skill development that augment the learning experiences of students. The advanced learning centres, IIC, patent filing, internships, and industrial exposure are a few such initiatives.. The teaching-learning process of the institute follows outcome-based education. The attainment of the outcomes is monitored and corrective measures are taken to achieve the set targets. The institute stresses on mentoring students through its effective mentoring policy. The internal and external examinations, as scheduled in Academic Calendar, are conducted and monitored by the Examination Cell. The IQAC audits the academic and administrative-related documents of the institute. Apart from the prescribed AKTU syllabus, the students are motivated to register in MOOCs like SWAYAM (NPTEL), COURSERA, etc. A well-equipped fully automated central library which operates for 12 hours and 365 days, is available for students and faculty. “Students are exposed to latest technology through Technology Based Lectures”. They are motivated to participate in Hackathons and Ideathons besides regular curriculum teaching.

Research, Innovations and Extension

IPEC has a well-defined objective of providing an encouraging platform for conducting research, innovation, and extension activities within the local community. This extension initiative aims to raise awareness among students about social issues, thereby promoting their holistic development . The institution places great emphasis on promoting research, innovation, and extension endeavors among its faculty and student body. The institution has a fully functional Institution Innovation Council (IIC) to foster various endeavors about innovation, intellectual property rights (IPR), as well as start-ups and entrepreneurship. The institute has bagged third position in Dr. Kalam Entrepreneurship League(KEL) .The IIC has been awarded the highest performance star rating over the years. IPEC has been recognized in ARIIA Performer Band also.The institute also has appreciable number of patents filed/published/granted in the last 3 years. The Institute faculty comprises of individuals who are highly motivated and focused on research, with a strong commitment to achieving excellence in their respective fields of study. The institute offers financial incentives and support to promote a research-oriented environment, specifically for conferences and publications in academic journals. Regular departmental activities include research seminars that contribute to publications, project proposals, and consultancy opportunities.

Infrastructure and Learning Resources

IPEC campus has exceptional infrastructure, including meticulously designed facilities for each department. These facilities feature ample laboratory space, classrooms equipped with teaching aids, departmental libraries, and faculty offices. The institution owns exceptional computing resources, comprising a network of more than 1000 computers connected to the Internet. The institute has established various advanced learning centre facilities, including Innovation Center, Center of Excellence supported by ICT Academy, EDUGRAD,Blockchain,Cisco Lab etc. The institute is equipped with six seminar halls. The institution has a centralised library that is fully automated and contains a collection of more than books, both national and international in scope. The library employs the Koha software package for a library management system. The library has a subscription to a vast collection of electronic resources, including e-journals, Hard copy journals, and e-books. The premises offer ample space for engaging in outdoor activities such as Cricket, Football, Volleyball and Basketball. Additionally, indoor games such as Badminton, Table Tennis, Billiards, Chess, and Carrom are also available in the sports arena. The Institute has 6 hostels (3 Boys and 3 Girls that can accommodate over 700 students. The hostels are well-maintained and provide comfortable accommodation to the students. The hostels also have common rooms, recreation rooms, and sports facilities. Guest house facility is available for visitors and parents.

The Institute has a solar power plant that generates electricity for the campus, a rainwater harvesting system that collects rainwater and uses it for irrigation and other purposes. All the academic blocks in the institute are well connected physically and provided with Ramps and Lifts making it barrier-free for physically challenged students/ people. The institute has Atal Sabhagar of 400 capacity Raman Sabhagar of 200 capacity. The whole campus has an Internet facility with a bandwidth of 800 Mbps. College also has a dedicated first aid & sick room. Dedicated knowledge park is also there in the campus to incubate and facilitate the growth of innovation and entrepreneurship amongst the faculty and students. Apart from above, we have Sewage Disposal System and three standby power generators of 320 KVA, 250 KVA, 125KVA.

Student Support and Progression

IPEC offers comprehensive support to students, empowering them to gain valuable experiential learning opportunities on campus and fostering their overall growth and advancement. The institution offers robust assistance and direction to its students, with the aim of promoting their employability and overall growth. The degree programme is equipped with a robust support system that offers financial aid to students through a range of central and state Government scholarships and freeships. This support system has been established and is widely recognized. IPEC offers freeships and stipend to students who wish to pursue M Tech. The institution possesses a placement cell equipped with specialized and highly proficient staff. Institute has hired many agencies that address the requirement for training and the development of soft skills, aptitude etc.. The institution features a specialized language laboratory that facilitates the development of student's communicative abilities. The curriculum includes provisions for supplementary courses that add value to impertinent subject areas. The Institution has implemented a systematic and structured approach to provide guidance and counselling services. The institution advocates for value-based education as a means of instilling social responsibility and fostering good citizenship among its student body. The institution effectively promotes student engagement in co-curricular and extra-curricular activities. The institution has been enriched by the exceptional performances of its students at state and national levels. The institution has established multiple centers of excellence in partnership with industry stakeholders to provide graduate students with training and skill development opportunities, thereby enhancing their potential for global employability. The institution has implemented a transparent mechanism to address student grievances in a timely manner, which includes cases

related to sexual harassment and ragging. The institution benefits from Alumni Association that provides substantial contributions to its development and supports its students through various means, including tech talks and alumni sessions.

Governance, Leadership and Management

The governing body of IPEC meticulously follows its Vision and Mission and plans all the academic work inline with it. The institute ensures that its Vision and Mission statement clearly define its distinctive characteristics. Leadership is involved through well-defined systems and organizational structure. The Institute has various Statutory bodies for the development of policies, regulations & guidelines, their implementation and continuous improvement. The institution practices a decentralized and participative management approach in all its activities, initiatives and decision-making by involving Deans, Heads of the departments and faculty members at all levels.

The various committees are in place to review the progress in various functions and accordingly take necessary timely action for ensuring excellence in respective areas. The institute has IQAC (Internal Quality Assurance Cell) to review the progress of the implementation of the Strategic Plan and Policies of the college and take corrective action to achieve the broad-based goals. The perspective plan is developed keeping in mind the Vision, Mission and objectives of the institution. The institution has initiated many activities with industry to promote R&D activities and training programs which would improve the employability of students. The college promotes a culture of participative management. The management of the college rests with its Governing Body whose members are appointed following the guidelines provided by the affiliating University and AICTE. The institution conducts internal and external financial audits regularly. The institution always monitors the effective and efficient use of available financial resources for the infrastructural development and teaching-learning process. Every financial year budget proposals including Income and expenditure details are being submitted by the institute to the governing body for their consideration and approval.

Institutional Values and Best Practices

Best Practice 1:

Title of the practice: Employability Enhancement Program

Objectives of the practice: Graduates acquire a professional and ethical mindset, effective communication, teamwork, and multidisciplinary skills. They possess robust knowledge and soft skills, enabling contributions to industry, consultancy, government, and academia.

The Context: In the contemporary job market, employers seek not only technical expertise but also interpersonal and relationship-building skills for effective communication and collaboration.

The practice: Employability Enhancement Program is run by the Institute in an effective manner. The Institute provides excellent career guidance and placement opportunity to every student. The mission of the Institute is

to help students clarify their educational & career goals, acquire employment seeking skills and ultimately attain desired employment. The Institute has a dedicated team of professionals who works in coordination with HODs /faculty members to integrate academic curriculum with Project Work, Summer Training, industrial visits, Internship Programs and Additional skill development and technical knowledge development programs. The Institute has the team comprises of young, vibrant and enthusiastic team of professionals with management degree and industry experience for this purpose.

Best Practice 2:

Title of the practice: Project Paper Presentation Program

Objectives of the practice: Graduates acquire a presentation skill to effectively communicate key information about a project including its goals, progress, outcomes, and potential impact. Overall, the objective of a paper presentation program is to facilitate the exchange of knowledge, encourage collaboration, and contribute to the advancement of research and innovation in a particular domain.

The Context: A paper presentation program is a structured and organized forum that facilitates the sharing of research findings, encourages academic discourse, and fosters collaboration within a specific academic or professional community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INDERPRASTHA ENGINEERING COLLEGE
Address	Plot No. 63, Site-IV, Surya Nagar Flyover Road, Industrial Area, Sahibabad
City	Ghaziabad
State	Uttar pradesh
Pin	201010
Website	www.ipec.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Ajay Kumar	0120-2895135	9971664484	-	director@ipec.org.in
IQAC / CIQA coordinator	Meenakshi Sharma	0120-4535000	9891047435	-	naac.iqac@ipec.org.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Uttar pradesh	Choudhary Charan Singh University	View Document
Uttar pradesh	Dr Apj Abdul Kalam Technical University Uttar Pradesh Lucknow	View Document
Uttar pradesh	Uttar Pradesh Technical University	No File Found

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2018	12	
AICTE	View Document	10-04-2018	12	
AICTE	View Document	10-04-2018	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot No. 63, Site-IV, Surya Nagar Flyover Road, Industrial Area, Sahibabad	Urban	7.81	43170

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech, Computer Science And Engineering,	48	Passed 10+2 examination and Obtained at least 45% marks (40% marks in case of candidates belonging to SC/ST category) in the subjects taken together.	English	240	189
UG	BTech, Electronics And Communication Engineering,	48	Passed 10+2 examination and Obtained at least 45% marks (40% marks in case of candidates belonging to SC/ST category) in the subjects taken together.	English	120	43
UG	BTech, Mechanical Engineering,	48	Passed 10+2 examination and Obtained at least 45%	English	60	1

			marks (40% marks in case of candidates belonging to SC/ST category) in the subjects taken together.			
UG	BTech,Information Technology,	48	Passed 10+2 examination and Obtained at least 45% marks (40% marks in case of candidates belonging to SC/ST category) in the subjects taken together.	English	180	123
UG	BTech,Computer Science And Engineering Artificial Intelligence And Machine Learning,	48	Passed 10+2 examination and Obtained at least 45% marks (40% marks in case of candidates belonging to SC/ST category) in the subjects taken together.	English	180	152
UG	BTech,Computer Science And Engineering Data Science,	48	Passed 10+2 examination and Obtained at least 45% marks (40% marks in case of candidates belonging to SC/ST category) in the subjects	English	120	106

			taken together. Intermediate Pass			
UG	BBA, Management,	36	Candidates should have secured 45% marks in 10+2 or equivalent examinations from a recognized board.	English	300	114
UG	BCA, Computer Applications,	36	Candidates should have secured 45-50% marks in 10+2 or equivalent examinations from a recognized board with Mathematics as a subject. Relaxation of 5% for SC ST and OBC.	English	300	194
PG	Mtech, Computer Science And Engineering,	24	Applicants should have a Bachelor's degree in Engineering or Technology from a recognized university or institute.	English	9	2

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	18				36				165			
Recruited	6	8	0	14	6	9	0	15	55	102	0	157
Yet to Recruit	4				21				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						75
Recruited	45		30		0	75
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				21
Recruited	19	2	0	21
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	8	0	6	9	0	2	11	0	42
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	53	91	0	144
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	339	352	0	0	691
	Female	133	98	0	0	231
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	0	1	0	0	1
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	8	5	12
	Female	0	2	5	2
	Others	0	0	0	0
ST	Male	0	1	1	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	167	157	160
	Female	0	43	48	40
	Others	0	0	0	0
General	Male	0	241	265	226
	Female	0	71	91	70
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	533	572	511

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>(a) Apart from the curriculum of the affiliating university the institution has very clear cut vision to transform itself a holistic multidisciplinary institution as we are covering all the relevant technologies and other additional information as per multidisciplinary are concerned in the form of value added courses, in the form of trainings, FDPs, seminar, hackathon, conferences etc. Also the affiliating university has given the provision of minor and major degree in the respective department to cover this aspect. (b) Being the nodal center of human values there is a privilege to organise value based programmes for the Engineering, management and computer applications students which inculcate ethics and values in the student. Apart from this faculty is also trained on value based courses from time to time. In addition to this we organise an induction programme for newly inducted students as per the AICTE and affiliating University guidelines. (c) The institution has flexibility to take the problem statement in the areas of community engagement and service, environmental etc. in the students' projects and later on we also send these problems statements to the funding agency for funds. (d) To coverup the multidisciplinary courses in the institute we are introducing these courses in the 1st, 2nd, 3rd and 4th year in the form of value added courses and the students of different streams take the projects jointly for better understanding of the multidisciplinary areas. (e) As the institution exists in the industrial area we always encourage the students to take community problems and to give their solutions. (f) In view of NEP-2020, we are engaging the students with the nearby industries and asking them to take up their problems and give solutions. In this way students are getting better exposure and better hands on experience.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>(a) As per the guidelines of the affiliating university, Academic Bank of Credit is implemented in the institute and in the first phase ABC ID of every student has been created to get every information regarding credit earned by the student. Further, it is also planned to use ABC more extensively as per the NEP 2020 guidelines. (b) We have registered our students in ABC. To avail the multiple entry and multiple exit benefits we solely depend upon the affiliating university and its guidelines. (c) As far as</p>

	<p>the international collaboration is concerned we have signed MoU's with two foreign universities. As we have mentioned earlier, being an affiliated college we are bound to follow the university guidelines. As the guidelines will clear the student will enroll in the foreign universities and the credit earned by the student will be entered in their ABC ID. (d) Being an affiliated institution we run the new technology courses as the value added courses. Time to time we take the feedback from the faculty, students, alumni and industry officials related to the curriculum. Finally the feedback is sent to the university for curriculum revision. (e) In the future the ABC will help to fetch the credits of the students earned by them through SWAYAM and other platforms. This type of culture would be used more extensively in the institution.</p>
<p>3. Skill development:</p>	<p>Skill program are designed to improve learning skills and help them to achieve their academic goals and acquaint them with latest technologies used in the industry. The courses are aligned with National Skills Qualifications Framework (NSQF) and are embedded in the curriculum. These courses are delivered at various levels starting from the first year in the form of soft skills training, Communication skills and foreign languages. Interdisciplinary subjects, open electives are a part of the curriculum that also covers skill development. Further, skills related to software / technology / emerging area is being offered to learn through IOPs and Value-Added / Certificate Programs / Courses of SWAYAM / NPTEL / MOOCs / Coursera etc. / Classes / courses through Zenith / Cocubes and assessment through AMCAT. Moreover, seminar / guest lectures / workshop / internship / Industrial visit / Industrial Trainings / Sensitization programs to various labs and central facilities are also conducted to give exposure to skill learning. Skill development programs through various industry like TCS, Infosys and Barkley etc. are also in place. The institute is inculcating skill development through conduct of activities like annual gathering & forum activities that includes drama, singing and cultural program, yoga and patriotic song competitions etc. There are Hobby clubs for students like Photography, Entrepreneurship, Product/Model Design, Renewable Sources, Web Design, Music, Art & Craft, Fitness, and Sports that enhances various</p>

	<p>skills in the students. The institute also conducts faculty skill development programs in almost all domains of engineering and technology.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>It is imperative that Integration of Indian knowledge system is very important to motivate and focus on the teaching in Indian languages and culture using online courses. The Constitution of India, Law, and Engineering course (KNC-501/601) and the Indian Tradition, Culture, and Society course (KNC-502/602) are part of the curriculum for the Bachelor's degree. The lectures are sometimes delivered in a bilingual fashion, both in English and in Hindi, since the faculty understands that some of the students are not comfortable with their ability to communicate in English. Under the direction of the Dean of Student Welfare (DSW), the various clubs host several events each year to educate the students about Indian culture such as Hindi Basha Divas etc.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Focus on Outcome based education (OBE): OBE is a student-centred model that focuses on measuring student performance on outcomes, which includes knowledge, skills and attitudes. The institute adopts outcome-based education in a student-centric learning model that helps the faculty to plan course delivery and assessment with the outcome in mind, by identifying curricular gaps and adding values to fill up the gaps. The OBE system has been implemented in the institute since 2013. The institute has fine-tuned and institutionalization of traditional OBE is in place through focused policy formation and training. The institute focuses on Bloom's Taxonomy, Course objectives, Program Evaluation Outcomes (PEOs), Program-specific Outcomes(PSOs), Program Outcomes(Pos), Course outcomes(CO) and knowledge attributes. Program-specific outcomes are designed by the institute. Slow learners are motivated and supported by following the level of remembering and understanding mentioned in Bloom's Taxonomy. The institute follows innovative teaching methodology by making the students aware of new concepts like think pair share, demonstration, Project poster exhibition and Prototype Design etc. Students are trained, supported and transformed to attain the desired outcomes through training and creating awareness. The institutional Vision and Mission are framed in such a way that they are measurable, appropriate, realistic,</p>

	<p>time-bound and achievable. The learning outcomes are analyzed at the end of the course and continuous improvement is done. Majority of the programs of the institute have been accredited by the National Board of Accreditation under the OBE model, which shows the effectiveness of the implementation of the OBE in the institute.</p>
<p>6. Distance education/online education:</p>	<p>Although the institution runs all the theory and practical classes in physical mode but time to time online mode of education is being used to connect with the students. Online education is offered to the students as a supplement. The various key points concerned with online education are as follows :</p> <ol style="list-style-type: none"> 1. Conduct of Online Classes through Google Classroom and MS. Team 2. Giving assignments and conduct of its evaluation through Google Class-rooms 3. Providing study material / notes / questions bank etc. to the students through Google Class-room 4. Online Assessment of Soft-skills, English, Technical, Verbal Abilities, Aptitude etc. through AMCAT and Cocubes etc. 5. Conducting guest lectures / webinars etc. in online mode 6. Conducting paper presentation / project review / skill learning / Value-added courses / certificate programs delivery through online mode 7. Online courses (through NPTEL / MOOCs / SWAYAM / Coursera etc.) 8. Video lectures on You tube 9. Training programs to the faculty and students by various industries like ICT Academy etc. 10. Conducting training sessions through Online Platforms

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Inderprastha Engineering College has established an Electoral Literacy Club (ELC) with the aim of raising awareness regarding voters, voting, elections, and the electoral process, it suggests a proactive approach towards promoting civic engagement and political awareness among students. The presence of such a club typically indicates the institution's commitment to fostering a sense of responsibility and participation in the democratic process. The Electoral Literacy Club may engage in various activities, such as:</p> <ol style="list-style-type: none"> 1. Educational Workshops: Conducting workshops to educate students about the importance of voting,
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	<p>electoral processes, and their rights and responsibilities as voters. 2. Awareness Campaigns :Organizing campaigns to raise awareness about upcoming elections, voter registration drives, and the significance of civic participation. 3. Debates and Discussions: Facilitating discussions and debates on political issues, candidates, and the electoral system to encourage informed decision-making. 4. Collaborations with Election Authorities: Establishing partnerships with local election authorities to provide accurate and up-to-date information on the electoral process. 5. Mock Elections: Organizing mock elections or simulation exercises to familiarize students with the voting process and enhance their understanding of democratic principles. 6. Community Outreach: Extending activities beyond the campus to engage with the local community and encourage voter awareness and participation. It reflects a commitment to shaping well-informed and engaged citizens who understand the significance of their role in the democratic process and thus contribute to the development of the Nation.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>. Yes, the institute has a well structured ELC and it is fully functional. IPEC has formed the "IPEC Electoral Club" at the institute level. Below are the details: Name of the Club : IPEC Electoral Club Level : Institute Level Objective : Awareness regarding Voter, Voting, Election and Electoral Process etc. Faculty I/c : Mr. Mr. Bhaskar Kandpal, Asst. Professor (ME) Student Coordinators: Mr. Prakhar Dubey,CSE,4th year and Ms. Khushi Goel, ECE,4th year. The club contributes to the objective of promoting awareness about the electoral process.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>ELC of IPEC organized voter awareness campaigns regarding promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. for the budding voters. The resource persons for the same were Ms. Shubhangi Shukla, City Magistrate, Ghaziabad and Mr. Vinay Kumar Singh, SDM, Ghaziabad.</p>
<p>4. Any socially relevant projects/initiatives taken by</p>	<p>IPEC Electoral Club (ELC) and the college</p>

<p>College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>administration have taken proactive steps to encourage voter registration among students who are above 18 years of age. Here's a summary of the efforts: 1. Notice Forwarded under District Administration: The ELC and the college have communicated with the district administration, demonstrating a collaborative approach to encourage voter registration among eligible students. 2. Communication to Students: Notices have been forwarded to all students, emphasizing the importance of voter registration. The communication specifies that representatives from the electoral team will assist in the registration process. 3. Sessions organized for awareness regarding voting.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>A survey was done on existing students and a data bank was created for the same . The details regarding students above 18 years and yet to be enrolled in the electoral role were shortlisted . Then the respective formats for enrolling them(Forms:6,7&8) were circulated ,filled and forwarded to the local electoral authorities.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1843	2471	2476	2674	2979

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 296

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
134	150	173	174	181

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1375.43	1642.35	869.43	1144.45	1954.54

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

· The institution is dedicated to delivering the highest quality curriculum to its students through a proficient and well-trained faculty. Affiliated with Dr. A. P. J. Abdul Kalam Technical University (AKTU), Lucknow, the institute adheres to the university's Choice Based Credit System (CBCS) curricula. Several measures are in place to ensure the effective delivery of the curriculum:

Academic Calendar

· At the commencement of each semester, the institute aligns its academic calendar with the university, displaying it on departmental notice boards, the institute website, and strategic locations. The tentative schedule for mid-term and end-term theory and practical examinations is included in the academic calendar.

Course Offering

· Faculty members are assigned subjects based on their expertise and interests. Students have the flexibility to choose electives, and additional periods are incorporated into the regular timetable for analytical subjects. Detailed subject-wise course files are prepared, encompassing course schemes, syllabi, coverage plans, book lists, CO-PO-PSO mapping, tutorial sheets, examination papers, assignments, notes, and hand-outs. Faculty members utilize ICT tools for content delivery, and lecture videos are produced and published. Online teaching-learning methods were implemented during the COVID pandemic. An online attendance management system tracks student attendance, with defaulters receiving regular counseling from mentors and class advisors. The Head of the Department reviews academic progress, attendance, and syllabus completion periodically.

Examinations:

· The continuous internal assessment (CIA) process involves midterm examinations, assignments, quizzes, presentations, and viva-voce. The institute conducts three internal examinations (ST 1, ST2 and PUT) with a make-up test (if required) for absentees due to valid reasons. End-term semester examinations are administered by the university. A detailed timetable for midterm examinations is planned by the examination cell, and faculty members submit marks within 7 days of the examination. Solutions to midterm examination papers and evaluation schemes are discussed with students.

Feedback:

- Student feedback is collected each semester, leading to corrective measures after analysis. Expert opinions from industry, academia, and alumni on the curriculum are regularly sought.

Beyond Syllabus:

- Gaps in the curriculum are addressed through add-on courses and topics beyond the syllabus, with identified gaps communicated to university through BOS for necessary actions. Students are encouraged to enrol in MOOC courses for additional credit. Academic activities beyond the curriculum, such as conferences, seminars, workshops, expert lectures, webinars, STTPs, and FDPs, are organized throughout the year to facilitate faculty and student up skilling with the latest trends and practices.

Academic Audit:

- The institute conducts an annual academic audit to assess the effectiveness of teaching and learning methodologies, implementing desired changes as needed.

- Teachers of the Institution participated in various activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year, Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University AKTU.

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

1.2 Academic Flexibility

1.2.1

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

Response: 93

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 52.22

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1433	1412	1433	1091	1129

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute adheres to the curriculum set by Dr. A.P.J. Abdul Kalam Technical University, encompassing classes that focus on various important aspects:

Professional Ethics & Human Values:

To instill a sense of conscience and moral principles, AKTU has integrated courses on Human Values and Professional Ethics into the UG/PG degree curriculum. Fundamental courses such as Professional Communication Lab and Soft Skills (KNC-101/102) are taught in the first year. In the second year of B.Tech., courses like Technical Communication (KAS-301/401), Universal Human Values (KVE-301/401), Constitution of India, Law, and Engineering (KNC-501/601), as well as Indian Tradition, Culture, and Society (KNC-502/602) are covered. The third year of B.Tech. offers an Open Elective-I titled "Understanding Human Being, Nature, and Existence Comprehensively - Human Aspirations and its Fulfilment (KOE-069)." The final year includes courses on Rural Development: Administration and Planning (KHU-701/801) and Project Management & Entrepreneurship (KHU-702/802). Open Electives also cover subjects like Vision for Humane Society (KOE-076), Human Values in Madhyasth Darshan (KOE-089), Human Values in Buddha and Jain Darshan (KOE-098), and Human Values in Vedic Darsana (KOE-098). The Value Education Cell at the Institute, established according to AICTE guidelines, aims to integrate human values into technical education. Faculty members from all the departments are motivated to attend AKTU's workshops on Universal Human Values and Professional Ethics.

Gender and Social Justice:

In the academic year 2021-22, the university introduced "Introduction to Women and Gender Studies" (KOE079) as an open elective in B.Tech. Final Year. This course focuses on modules such as Women and Society, Feminist Theory, Women's Movement, Gender Roles and Psychology of Sex, and Gender and Representation. Unit III of the course "Universal Human Values" (KVE-301/401) also addresses gender-related issues, family, and societal harmony. The Institute actively promotes female participation in Gender Equality-focused activities, such as Women in Tech (WIT). An Internal Complaint Committee (ICC) is in place to address gender-related concerns of students and employees. The ratio of female employees is visibly dominant in the institute and most of the Heads of Departments are females.

Every Year the Institute celebrate Women's Day to acknowledge the contribution of female faculty and staff members. Additionally, the institute organizes events on women's empowerment, awareness programs on schemes for women, initiatives to promote women in entrepreneurship/placement, and training on women's safety and self-defence. Every year girl child day is celebrated in the institute.

Environment and Sustainability:

The curriculum includes various courses addressing environmental issues, starting with the first-year course on Environment and Ecology (BAS104). Some Engineering programs cover Environmental Engineering, Environmental Engineering Lab, River Engineering, Air and Noise Pollution Control, Geotechnical Engineering, Engineering Geology, Engineering Hydrology, GIS, and advanced remote sensing courses. The institute implements environment friendly practices, including rainwater harvesting, use of solar water heaters, rooftop solar power plants, ambient conditioning, and effective waste management.

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

<p>1.3.2</p> <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>Response: 84.37</p>	
<p>1.3.2.1 Number of students undertaking project work/field work / internships</p> <p>Response: 1555</p>	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

<p>1.4.1</p> <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Response: C. Feedback collected and analysed</p>	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	533	572	511	562

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	909	849	894	894

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 50.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	221	216	215	235

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	454	424	447	447

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

2.2 Student Teacher Ratio

<p>2.2.1</p> <p>Student – Full time Teacher Ratio (Data for the latest completed academic year)</p> <p>Response: 13.75</p>

2.3 Teaching- Learning Process

<p>2.3.1</p> <p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process</p>

Response:

IPEC focuses on bringing out the best in every individual by taking into account individual learning capabilities. Highly student centric approach is followed throughout via Mentor Mentee program. Tutorials / remedial classes are conducted for the slow learners to clarify doubts, re-explain the critical topics for an improved performance. Meritorious Students are awarded cash prize by Management along with Certificates. Advance learners are motivated to submit their innovative Ideas as proposal to MSME/DST. Career Guidance and counselling and Employability Enhancement Classes are conducted.

Information Communication Technology (ICT) has transformed the teaching learning process to a great extent. To make the classes highly interactive and enabling learner centric approach, a mix of hybrid mode of teaching has been thoroughly inculcated in our system. The faculty members have integrated and equipped themselves with all devices and technological up gradation to achieve maximum learning amongst the students. The classrooms are well equipped with LCD projectors and systems along with excellent bandwidth connectivity to ensure smooth conduct of classes both in online as well as offline mode of lecture delivery.

Use of ICT By Faculty-**Experiential Learning:-**

1. All the class rooms and labs are well equipped with ICT.
2. The Institution provides sufficient teaching aid like OHP/LCD projectors, Smart Boards, State-of-art Lab, Language Lab, R&D Lab, Virtual Labs, Workshops and Seminar halls for effective curriculum delivery.
3. Exposure to diverse learning platforms through NPTEL, Spoken Tutorial and Virtual Labs.
4. Encourage students to excel in co-curricular activities by providing the various Societies
5. Ensuring adequate industrial, R&D and academic exposure.
6. Various CoEs under MoUs are developed in the various Departments ensuring the multidisciplinary grooming of the students in campus

Participative Learning: Participation in various zonal, regional and national technical events for overall expansion of ideas.

1. For collaborative learning, participation of students in seminars, workshops, quiz competitions are encouraged.
2. UDBHAV, an annual Techno cultural fiesta, aimed to hone the skills with an effort to search the finest technocrats along with the fun and frolic.
3. Student Chapter of ACM conducts various events like technical talks, workshops and quiz have been organized under its flagship.

4. Industrial tie-ups with Infosys Campus Connect, AWS, Cisco, IBM, ICT Academy etc. to bridge the gap between industry and academia.

Problem Solving Methodologies

Students have to build mini/small projects and then integrate them to make complex ones. We have also established E - Yantra Lab to train the students on Robotics and Microcontroller programming.

College is having well functional Business Incubation Centre to nurture the innovative Ideas of the students and Faculty members

Course beyond Curriculum: Bridge Courses are designed to fill the gap between Industry and Curriculum (at First Year Level). Courses on Latest Trends and Technologies are incorporated.

Peer Learning: It helps students solidifies knowledge by Teaching each other.

Cross Cultural Training

Foreign Language Cell is operational with the Courses in Two Languages (Spanish/German)

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
134	179	178	184	190

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 34.61

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
31	60	59	67	64

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The process of Internal Assessment is followed as per the university guidelines. The process is transparent and is communicated to all the stakeholders by structured mechanisms.

1. The schedule of internal assessment are prepared and communicated to the students well in advance through college academic calendar. The gap between these three Tests is kept such that students get ample time for preparation and overcome gaps from one Test to another. The syllabus covered between theses sessional tests is approximately 33% so that full syllabus is covered before PUT .

2. The COE (at college level) conducts all the sessional tests as per schedule. Detained List is prepared on the basis of common attendance criteria and same is shared on Notice Board well in advance
3. Attendance of students gets uploaded on college ERP on the same day. Parents can also check it at any time. In case of short attendance parents are informed telephonically and through speed post.
4. Subject in charge prepares two set of question paper. The pattern, quality and correctness of the question papers prepared by the subject in-charge for the sessional test are verified by the HoD. The COE select one set randomly which is distributed to students in the examination.
5. Exams are conducted in Classrooms with different branch student sitting Optimum distance is kept between students. Two Faculty members perform invigilation Duty and no student is allowed in Exam Hall after 15 minutes of commencement of Exam. Further no student is allowed to enter Exam Hall before the end of the examination unless any medical emergency is there
6. The evaluated answer scripts are shown to students for any discrepancy. The marks obtained by the students in sessional test are displayed on the portal.
7. At the end of each semester, Director of the institute verifies the internal marks for all the students.

At institute Level: The performance of the students is informed the students immediately after the completion of assessment tests through displaying the marks. There is provision to display the evaluated answer booklet of class test and sessional test to the student and get it signed by the student. In case of any discrepancy the student can get it corrected with the concerned faculty member on spot. The students can approach the head of the department with their grievance, in case it is not sorted out by the faculty concerned. Even if the student is not satisfied with the decision he can approach to the Director of the Institute for the resolution of the grievance.

External Examination: For complete transparency and mall practice in semester Theory examination conducted at other centre and for practical examination, university assigns an examiner from other college. University examination result may be challenged by scrutiny/re-evaluation. Form for scrutiny/re-evaluation is shared by the university after about a month from the result Declaration. Students having doubts in marks, fill this form with a nominal Exam fees. This whole process is is a time-bound process.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The vision and mission of the institution emphasize the development of wholesome technocrats with discipline and integrity. Each department has its own vision and mission statements which are mapped to the vision of the institution.

Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course Outcomes (COs) are developed based on the principles of Outcome-Based Education (OBE) by the department that offers the relevant programme, in consultation with all faculty and stakeholders. Following the establishment of consensus, the statements are widely marketed and presented through the various presentation and/or communication methods listed below:

- Institute Website
- Department Notice Boards
- Laboratories
- Library
- Orientation Programs
- Faculty meetings
- Meetings with Employers
- Alumni meetings

In addition, the faculty members and mentors while addressing in class or any appropriate gatherings, educate students about these outcomes, raise their awareness, and stress the importance of achieving these targets.

Programme Outcomes (POs) are overarching declarations that list the professional achievements students are expected to attain by the program's completion. Before graduation, students must master a broad set of interrelated knowledge, skills, and personality traits defined as POs. These are provided by the National Board of Accreditation and are prominently posted on the websites and in all departments.

Programme-Specific Outcomes (PSOs), which are typically two to four in number, are the precise skill criteria and accomplishments that students must achieve at the micro and macro levels by the end of the programme. These are defined for each program after thorough discussions & deliberations with stakeholders. The PSOs are also displayed in prominent places in all the respective departments & on the website.

Course Outcomes (COs) are the declarations that describe the fundamental and enduring discipline knowledge, skills, and level of learning that are expected of students following any course completion. The university's curriculum outlines the COs for each course under any program. The COs are mentioned in each question paper and are also kept in the course file, in the office of the respective head of department, and on the institute website as well.

Each course defines course outcomes that are linked to the program outcomes and a set of performance criteria that are used to provide quantitative measurement of how well course outcomes are achieved.

The program outcomes and program specific outcomes are thus achieved through a curriculum that offers a wide range of courses.

The extent to which a student has effectively attained the COs and, subsequently, the POs is a measure of both the student's performance and the efficacy of the teaching-learning processes at any HEI.

According to the NEP-2020, Continuous Internal Examinations and End-of-Term Examinations are required for its evaluation. The course outcomes are thus directly and quantitatively assessed and are linked to the program outcomes and program-specific outcomes.

The course outcomes of each course are mapped to the Program Outcomes with a level of emphasis: Being strongly correlated -3, moderately correlated -2, and Lightly correlated -1.

Program Outcomes (POs), Program-Specific Outcomes (PSOs) and Course Outcomes (COs) are available on the respective department's websites.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Effectiveness of teaching-learning process can be measured by the evaluation of POs, PSOs and COs through direct attainment. Further the feedback from different stake holders are also taken to calculate the attainment of POs and PSOs.

Following are the tools used in direct attainment process.

Direct Attainment Tool

Internal Assessment Test: The Internal Assessment marks of a theory paper are based on three tests generally conducted at the end 4, 8 and 12 weeks of each semester. It is a metric to continuously assess the attainment of course outcomes w.r.t course objectives. Average of the better marks obtained from any two tests shall be the Internal Assessment marks for the relevant subject.

Lab Assignments: Lab Assignment is one the measuring criteria to mainly assess student's practical knowledge with their designing capabilities. In case of Practical, the marks are based on the laboratory records, quiz and attendance.

Theory / Practical Semester Examination: Semester examination (theory or practical) are the metric to assess whether all the course outcomes are attained or not.

Rubrics: Rubrics are basically the Performance evaluation parameters which are used to find the gaps in the teaching learning process. Institute follows the methodology of proper gap analysis and fulfilling the gap in time through teaching learning process and various co-curricular activities.

Based on the above mentioned tools attainment of course outcome is calculated first. After the calculation of the course outcome, attainment of the program outcome is calculated based on the mapping of course outcome with the program outcome.

Indirect Attainment is determined based on the student exit surveys, Parents, Alumni, Employer.

Indirect Tools

Alumni Survey: It is important assessment Tool to find out attainment once in a year.

Employer Survey: is conducted to find out whether the knowledge skills and attitude learnt from the institution is adequately satisfying their expectation or not

Student Exit Survey: The objective of conducting the student exit survey is to identify several factors for future strategies framing once in a year to understand the impact of Teaching Learning process.

Parents Survey is conducted to find out whether the knowledge skills and attitude learn from the institution is adequately satisfying their expectation or not.

Final attainment is calculated by taking the 80% weightage of the direct attainment method and 20% of the indirect attainment method.

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

2.6.3

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

Response: 98.41

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
552	617	584	806	843

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

2022-23	2021-22	2020-21	2019-20	2018-19
574	628	588	809	858

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.65

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 89.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.8	9.11	21.78	11.22	35.08

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

This institution has strategically positioned itself as a hub for groundbreaking initiatives, including patent filings, publications, and state-of-the-art incubation center facilities. The Institution provides an active environment for promotion of Innovation and Incubation. All required facilities are provided and Guidance is extended to the students. Necessary support is provided for Documentation, Publication of Research Papers and also for obtaining patents.

Innovation, Incubation and Entrepreneurship Cell with Technology Business incubator

The institution has Innovation Cell that is fully functional since 2009 in the Institute to promote Innovation, Entrepreneurship and Self Employment among technical students as an attractive and viable

career option. To fulfil the farsightedness of the vision and mission of the institute which includes the fostering of research, innovation, leadership and entrepreneurship spirit, IIEC/TBI (Innovation, Incubation and Entrepreneurship cell/ Technology Business Incubator) cell is functional in the institute. Innovation, Incubation and Entrepreneurship cell of the institute, works on promoting entrepreneurship, innovation and self-employment among the students. II&EC is approved Business Incubator by the Ministry of Micro, Small and Medium Enterprises (MSME). II&EC has also established E-Cell under the aegis of Dr. A.P.J. Abdul Kalam Technical University, Lucknow. This cell in the college provides the platform to ignite the innovative skills of students.

The complete support by IPEC- TBI in terms of:

- State of the art office space
- Product Design & Development support through advanced labs, workshops & Centre of Excellences established at campus.
- Entrepreneurial Training & Development
- Mentorship: Technical, Managerial, Marketing, Financial & Legal Aspects
- Networking & Handholding Support

MSME Funded Projects

1. Interactive Learning using Augmented Reality
2. Library Automation System
3. Room Cooling using chilled water from Desert Cooler
4. Deportation of plant for sewage Gas
5. Biometric Voting Machine- Peeyush Chauhan
6. Solar Energy Based Plate Form Lift
7. Biker Safety System
8. Power Efficient E-Home
9. Interactive Food Ordering- Archit Trivedi
10. Blue Security
11. Toroidal Engine
12. Industrial Pollution

13. Trip pay

14. Virtual Eye

Successful startups

There are 71+ Successful startups

Students' encouragement and establishment themselves as Entrepreneur.

Patents Filed:

The institution has consistently demonstrated its innovation prowess by filing numerous patents across diverse domains. 47+ patents filed in last two years by faculty members and students.

Research Publications:

Faculty and students have published 380+ research papers in different reputed journals and conferences.

Centre of Excellence:

IPEC has established Centre of Excellence to promote research projects. These include the Centre of Excellence on CISCO Excellence Centre, AWS, Infosys, ICT Academy, E yantra, Blockchain, ORACLE Academy.

Mentor-Mentee Program:

IPEC is one of the top-performing institutes all over India. IPEC has been selected as a Mentor Institution under the Mentor-Mentee Program.

IPEC Journal

IPEC JOURNAL OF SCIENCE & TECHNOLOGY (IPECJST) is a bi-annual journal published by Inderprastha Engineering College, Ghaziabad, India.

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

3.2.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	33	15	20	11

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	22	10	17	20

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

3.3.2

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

Response: 0.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	45	52	13

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

3.4 Extension Activities

3.4.1

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

Response:

Over the past five years, our institution has actively engaged in various extension activities within the neighborhood community, aiming to create a positive impact and sensitize students to social issues. These initiatives have been an integral part of our commitment to holistic student development. The outcomes achieved through these extension activities are highlighted, focusing on the impact on both the community and the students.

Community Impact:

a. Health and Sanitation:

Conducted Cleanliness drive on 24/9/18, A blood donation camp on 7/9/18, Health awareness program leading to increased awareness about hygiene and preventive healthcare. Implemented sanitation drives, resulting in cleaner neighborhoods and reduced disease risk. Cancer Awareness Program by Nukkad Natak is organized on 21/4/22. Yoga awareness program on 21/6/23 is organized.

b. Education and Skill Development:

Organized tutoring programs and workshops, leading to improved academic performance among students. Facilitated skill development training sessions, empowering community members with employable skills. Rope of Hope Essay Writing Competition on 2/10/21, Entrepreneurial Achievement & Motivation Training for student's skill development. Entrepreneurial achievement and motivation training on 23/3/21 is organized for motivation faculty members.

c. Environmental Conservation:

Conducted tree planting campaigns on 15/7/21 and waste management initiatives on 24/9/22, contributing to a greener and cleaner environment. Raised awareness about environmental issues, fostering a sense of responsibility among community members. Initiative by planting more trees to maintain our natural resources tree plantation day activity conducted. An activity for Better environment better future is organized on 14/9/22.

d. Social Harmony and Inclusivity:

Organized cultural exchange events, promoting understanding and harmony among diverse community groups. Nukkad Natak, is a form of theatrical performance that takes place in public spaces to raise awareness and address social issues is conducted. Nukkad Natak on Student Depression is organized on 8/4/22. Clothes donation drive, JAM (Just a Minute) cum Elocution Activity on the Parda system prevailing in the Society are conducted. Masks were distributed to pedestrians on Covid-19 awareness campaign as community services on 15/4/21. OPEN MIC GRAVITAS: An open mic competition on the theme Child Labor on 11/10/22, Paper Bag Making Activity, brainstorming to educate the students of class 6-8 about Indian Ethos & Culture through activities are conducted. For children joy and happiness

Gifts distribution program to children is organized on 16/2/21. To make ragging free campus and to educate students an event on Anti ragging is organized on 16/8/22. Human Values Awareness Program on 24/9/22 is organized.

Conclusion:

In the last five years, our extension activities have not only left a lasting impact on the neighborhood community but have also played a crucial role in sensitizing our students to various social issues. As we move forward, we remain committed to fostering positive change and creating a symbiotic relationship between our institution and the community we serve.

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

3.4.2

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

Response:

Extension activities, especially those recognized by government or government-recognized bodies, play a significant role in various fields such as education, social welfare, healthcare, and community development. These activities often receive awards and recognitions for their impact and contributions.

Our institution's commitment to community service and social impact has garnered noteworthy recognition from esteemed government and government-recognized bodies. Over the last five years, our extension activities have not only made a tangible difference in the lives of the community members but have also received acclaim for their innovation, impact, and sustained efforts.

These awards and recognitions serve as a testament to the impactful and transformative nature of our institution's extension activities. They not only acknowledge the dedication and hard work of our students, faculty, and community partners but also inspire us to continue pushing boundaries in our pursuit of positive social change. As we reflect on these achievements, we remain committed to our mission of creating a lasting impact on society through innovative and sustainable community engagement initiatives. These accolades reinforce our belief that collaborative efforts can truly bring about meaningful and positive transformations in the communities we serve. Here are some common types of awards and recognitions that extension activities might receive:

- Women Entrepreneurship Award
- National Awards for Excellence in Extension Activities

- Certificates of Recognition
- Collaborative Partnerships
- Publication in Government Reports or Journals
- Invitations to Government Events and Conferences
- Awards for social activities
- Special Awards and Commendations

Overall, government recognition of extension activities underscores the importance of these initiatives in advancing social, economic, and environmental goals. It also encourages further investment and collaboration in extending knowledge and resources to communities for sustainable development.

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

3.4.3

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

Response: 30

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	3	4	7

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

3.5 Collaboration

3.5.1

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

Response: 40

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Inderprastha Engineering College, Ghaziabad has a state-of-the-art academic infrastructure that includes well-equipped classrooms, laboratories and libraries. The classrooms are spacious and well-ventilated and they are equipped with modern audio-visual aids. All the laboratories in the institute are in good condition & well equipped for experiential learning and Project Development. The libraries have a vast collection of books, journals/e-journals, and other resources. The institute has a total of 6 hostels (3 Boys and 3 Girls) that can accommodate over 700 students. The hostels are well-maintained and provide comfortable accommodation to the students. The hostels also have common rooms, recreation rooms, and sports facilities. Guest house facility is available for visitors and parents.

The institute has separate Girls Common Room and Boys Common Room in the campus. Institute has IDEA Lab, Institute Innovation & Entrepreneurship Centre (IIEC) approved by MSME, to foster the growth of innovation and entrepreneurship amongst the faculty and students. Institute has Technology Business Incubator (TBI) to promote student's start-ups.

Institute has a well-developed sports infrastructure that includes a football ground, a cricket ground, basketball court and volleyball court as well. The institute has a sports arena for indoor games like badminton (three courts), table tennis (two tables), chess, billiards and carrom. In addition to this, the institute also has a separate gymnasium for boys and girls.

The Value Education Cell in IPEC is working continuously to lay a strong foundation in value based living and to create awareness in students towards realizing self.

The College regularly celebrates a yoga day to inspire students for a healthy life. In addition to the above, the institute also has a number of other facilities, such as a Doctor on call, Smart Class Rooms, library for every department, Transport facility and bank (HDFC) ATM. The fire safety and security is also maintained in the campus by various means like placing Fire Extinguishers at various locations. RO Water plant is available in the campus. The campus is Wi-Fi enabled, and it has a well-developed transportation system.

The Institute has a solar power plant that generates electricity for the campus, a rainwater harvesting system that collects rainwater and uses it for irrigation and other purposes. All the academic blocks in the institute are well connected physically and provided with Ramps and Lifts making it barrier-free for

physically challenged students/ people. The institute has Atal Sabhagar of 400 capacity Raman Sabhagar of 200 capacity. The whole campus has an Internet facility with a bandwidth of 800 Mbps. College also has a dedicated first aid & sick room to cater to the needs of the sick students. A dedicated examination cell is there with the strong room for the conduction of university examinations. Dedicated knowledge park is also there in the campus to incubate and facilitate the growth of innovation and entrepreneurship amongst the faculty and students. Apart from above, we have Sewage Disposal System and three standby power generators of 320 KVA, 250 KVA, 125KVA.

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

4.1.2

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

Response: 32.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
329.94	657.67	133.74	270.24	899.74

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Institute has an enriched library, automated with KOHA ERP whereas earlier Integrated Library Management System (ILMS) was IPECSOFT Software, Version 15.2.1(a in-house developed Software). KOHA, materializes the needs of Library and Library Users.

The Important features of different Modules of KOHA software are as below:

1. Acquisition Control: Acquisition Section is responsible for selection and purchase of Books. The library may select vendors, negotiate price, place an order, and select individual titles. There are generally five steps taken in order to acquire Books for a library collection:

- **Request Processing,**
- **Verification and Approval: Check the availability and Approval of Authorities,**
- **Ordering: Order Placed with Approved Vendors.**
- **Receiving Orders and Verify the Books from Purchase Order.**
- **Technical Work: Accessioning, Classification, Data Entry and Shelving.**

2. OPAC (Online Public Access Catalogue):

The OPAC has simple and advanced search facility with the minimum information of the item by using Author, Title, Subject, Keywords, Department, Class Number, Accession No., Publisher and Member ID. or combination of any of two or more information regarding the item. Major functions provided in the module are: Simple Search , Advanced Search

3. Circulation Management: This module takes care of all possible functions of circulation like Issue, Returns, Renewal and Reminders for Overdue of library Books according to Borrower's Limit for Books and Duration.

4. Membership Management: This module deals with membership management, maintenance and No Dues status of library Members. Database of Users (Students, Faculty Members and Staff).

5. Library Reports and Statistics: Generates Various Statistical Reports of available Resources, Users and uses of the material. based on Specific filters,

6. E- Library facilities

7. Central Library has separate E-Library Section having 10 latest computers. It remains open from 09:00 AM to 09.00 PM on all working days. Library has subscription of AKTU Nalanda E-Consortium, having E- Books, E-Journals and other E-Content which can be accessed by the

Students/Faculty in Institute or anywhere through login/password. Library week is conducted once a semester to encourage faculty & students to visit library. Subscription to twelve technical magazines is also there.

E-RESOURCES

Shodhganga (Repository of thesis and journals submitted by doctorates and research students), NPTEL (An online upskilling initiative by 7 IITs in India), Digital Library of India : A collaborative project by 21 institutions in India

Apart from above, Central Library has the membership of the following:

1. Institution of Electronics and Telecommunication Engineering (IETE) [00296]
2. Indian Society For Technical Education (ISTE) [IM 1356]
3. The Institution of Engineers (India) [IM0001319]
4. Developing Library Network (DELNET) [IM- 588]
5. Computer Society of India (CSI) [IM- 10281]
6. National Digital Library (NDL) [INUPNCE9BXRMHBM].

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute has a sufficient IT infrastructure that includes High Bandwidth, Licensed/Open source software as per the requirements of Students and Teachers along with latest well-equipped hardware devices. Controlled Wi-Fi access is given at application level and the user access control is managed in the college with the help of a firewall and user authentication. The support license of firewall is latest

renewed in 2021 to 2024.

Intrusion detection and traffic monitoring on the different ethernet ports is executed by firewall along with gateway level antivirus. All the internal buildings have fiber optic connectivity.

Institute has always given priority for up-gradation of IT facilities. Regular updating is done in facilities at institute level as well as department level. The description of the same is provided below:

Internet Connection: The institute regularly updates the internet connection every year and as of now, the available internet bandwidth is **800 Mbps as compared to earlier 400 Mbps. Connectivity is extended to Labs and offices through CAT6 Cable and GigaByte switches.**

No. of Systems: Institution has a total of **950** desktop computers in the different labs for students.

Wifi Facility: Institution has provided ten access points in and around campus for all staff and students.

Networking Peripherals: Institution has networking switch provided by DLINK of speed 4 GBPS and Net Gear.

Remote Centre for IIT, NITTTR & Industry Programs: The audio-visual setup enables the institute to often arrange workshops conducted by IITs/NITs/ NITTTR via video conferencing and Industry Programs.

Licensed version of OS: The institute has license copies of Windows Operating System and also works with open-source operating systems like RedHat OS and other software tools.

Software like Orell Talk software is utilized in communication lab to improve the softskills of students.

Various Open Source Softwares like Turbo C GCC (<http://gcc.gnu.org/releases.html>) , DIGITAL TWIN SOFTWARE (<https://www.simio.com/academics/>) etc. are also utilized.

I/O Devices: The institute purchases printers as per the requirements given by the departments. The institute has in all twenty-five laser printers (colored as well as black and white).

Media Lab/Video Lecture making Facility: The institute has a well-equipped media lab where faculties can prepare their video lectures.

LCD Projectors: The Institute has forty rooms with ICT facilities and four seminar halls with smart boards and audio-visual facilities at different locations in the campus.

ERP System: The institute has already automated all its manual work in various departments like Accounts, Administration, Library, Admission, Record room, Leaves etc. via Mastersoft ERP earlier it was done with IpecLive. MasterSoft enables Parents / Students / Staff access to information regarding the student's progress.

Renewal of AMC is done at the beginning of the academic year for the deployed software applications and UPS.

During Covid pandemic, cloud hosted smart IT labs services(CodeTantra) , CISCO Webex Cloud meetings were purchased to deliver uninterrupted practical hands on to students.

Grievance redressal software was also procured with the aim to resolve the grievances of students, parents, staff and others (if any) with optimal transparency and accuracy.

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

4.3.2

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

Response: 1.94

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

Response: 950

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 25.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
447.09	468.68	231.05	260.29	344.41

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 53.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
744	1814	1352	1267	1496

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 77.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
1711	1841	1794	2028	2263

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 69.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
425	518	402	516	510

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

2022-23	2021-22	2020-21	2019-20	2018-19
552	617	584	806	843

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

5.2.2

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

Response: 3.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	7	9	5	8

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

5.3 Student Participation and Activities

5.3.1

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

Response: 45

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	1	0	11	19

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 42.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	56	8	38	40

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

5.4 Alumni Engagement

5.4.1

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

Response:

Since its inception in 2000, IPEC, Ghaziabad has produced more than 15000 graduates. Our alumni have distinguished themselves globally and made their Alma Mater proud by achieving great heights of excellence in their respective fields and contribution to the socio-economic development of the nation and the world.

Alumni involvement serves as a bridge between the past, present, and future, fostering a sense of community and providing valuable resources for both students and the institution. We have a registered Alumni Association with certificate number **IN-UP34802913854233W**.

1. Alumni Engagement Initiatives:

- Institute's IPEC Alumni Meet "Memoirs" is organized annually, in February providing a platform for alumni to reconnect with their alma mater, faculty, and fellow graduates. Due to Covid' 19 we were not able to host on campus alumni meet in 2020 to 2022. But online Star alumni connect series was held regularly with huge success.
- We have organized off-campus alumni meets in Bengaluru and Pune.
- Alumni actively participate in mentorship programs, offering guidance and support to current students in various academic and career-related aspects.
- Alumni's are invited to deliver guest lectures, conduct workshops, and judge Hackathons.
- Some of our Alumni are also greatly involved in various social causes. Mr. Atul Kumar (IT) has founded an NGO 'Pranav' and received recognition by Kalam Achievers Awards and Limca Book of Records for donating blood in maximum states of India (22). Mr. Piyush Mishra (ECE) has started an NGO "Rope of Hope" in 2017 to contribute towards betterment of the society with a focus on child education, holistic child development and women empowerment.

2. Alumni Contributions:

- Academic Support: Alumni contribute to curriculum development, and provide internship opportunities for students in their respective companies.
- Placement Assistance & Entrepreneurship: Alumni leverage their professional networks to facilitate jobs and internships for graduating students, thereby enhancing the college's placement record. Several alumni have established successful start-ups and businesses, fostering an entrepreneurial ecosystem within the college and offering mentorship to aspiring student entrepreneurs.
- Alumni Collaboration: Alumni partners with various committees of the institute as

members of IQAC, Departmental Advisory Board, Academic Council, etc. to spearhead the introduction of alumni involvement in the growth and continued leadership of the institute.

1. Impact Assessment:

- Alumni achievements and contributions have enhanced the college's reputation both locally and nationally.
- The alumni network continues to grow, providing valuable networking and recruitment opportunities for students and alumni alike.
- Alumni involvement enriches the college experience for students by providing diverse perspectives, industry insights, and real-world connections beyond the classroom.

1. Challenges and Future Directions:

- Improving the management of alumni databases to ensure effective communication and engagement.
- Implementing strategies to engage geographically dispersed or less active alumni in college events.
- Developing sustainable models for alumni engagement and fundraising to support the college's growth and development initiatives.

Conclusion: Alumni involvement is a cornerstone of IPEC success, contributing to its academic excellence, industry relevance, and institutional advancement. By fostering strong alumni relationships, the college can continue to thrive and achieve its mission of delivering quality education and preparing future leaders in engineering and technology.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institutional Vision and Leadership can be gauged by the policies and practices it has evolved in the matter of planning human resources, recruitment, training, performance appraisal, financial management, and evolutionary mindset. IPEC has a clearly defined vision and mission statements which are given as under:

The Vision & Mission of the institute are prepared taking into consideration the views of all the stakeholders namely management, faculty, students, parents, alumni, and industry persons. The Institute strongly believes in transparency, participative leadership, and delegation of powers at various levels.

The vision of IPEC is as follows:

- **"National leadership in Human Resource Development, Excellence in Education and impacting Society through Globally Competent Technologies".**

The Institute achieves its vision through the following mission statements:

- **Be the most preferred choice of Students, Faculty, and Industry.**
- **Be a National Level Technical Institution fostering Teaching, Research, Extension Education, Innovation, Leadership, and Entrepreneurship Spirit.**

Decentralization and Participation initiative to accomplish the Vision and Mission

- **The institute makes sure that vision and mission should be disseminated to every one through the academic calendar, attendance register, college website , fdp/conference leaflets , classrooms,labs , brochure etc.**
- **The institute operates under a decentralized administration marked by a transparent**

decision-making process. The composition of the institute's Governing Council/BOG adheres to the guidelines set forth by AICTE,affiliating university incorporating members from Management, Academic Institutions, Industry, Statutory bodies, University and faculty representatives with the Director serving as the member secretary. This council addresses and approves a spectrum of academic and administrative matters, including budgeting, recruitment, purchases, admissions, promotions, conferences, variations in intake, etc.

- The institute adopts an integrated teaching-learning system approach that emphasizes outcome-based education policies. Each program articulates specific program educational objectives aligned with the institute's mission.
- The Head of the Institution convenes a daily review meeting(DRM) with the Heads, Dean and section heads of the institutes to deliberate on academic and administrative issues , reaching decisions communicated to the faculty/staff via meeting circulars. Monthly class committee meetings, presided over by the HOD and respective class coordinator,
- The institute has various essential and desirable committees, such as Anti-ragging, Accreditation, IQAC, Research, Examination,Women Safety, and the Grievance Redressal Committee/Internal Complaint Committee (ICC) that ensure the institute's smooth, transparent, and effective functioning.
- The institute has an innovation and entrepreneurship centre(MSME approved) that is linked with AKTU for pre-incubation and numerous innovation, creative thinking, and start-up initiatives. This centre is dedicated to promoting innovation and entrepreneurship culture. Also, We have a Technology Business Incubator(TBI) to fetch funds from government /Non-Government agencies for the startups.

The institution's formal and informal arrangements, long- and short-term planning, and implementation reflect its efforts to realize its vision, which includes NEP implementations, providing faculty, staff, and students with entrepreneurial opportunities; projects aimed at improving society; parent feedback; consultees and grants; and various committees with appropriate power delegation from the top down. We also foster an environment where everyone can work together to realize the mission and vision of the institute.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Response:

The Institute details strategic initiatives in academics, research, faculty recruitment, admission, accreditation, and governance domains.

1. Incorporating global best practices in content delivery and outcome-based assessment.
2. Strengthening the research ecosystem through the recruitment of research personnel, formation of research groups, and enhanced research of collaboration.
3. Encouraging faculty and students to engage in product innovation and entrepreneurial endeavours with the support of the Technology Business Incubator.
4. Pursuing for accreditations and participating in rankings.
5. Establishing sound infrastructure for academic setups, laboratories, libraries, hostels, recreation, sports, refreshment, and medical facilities.
6. Diversify funding sources: student fees, research projects, seminars, consultancies, grants.
7. Seeking accreditation enhances the institution's brand, attracts students, and secures regulatory benefits.

Administrative Setup

Various entities provide academic and administrative leadership within the institution. Key bodies, main committees, and cells have been established within the institute to facilitate the effective execution of policies to achieve all the objectives.

Committees	Role & Responsibilities
Governing Council/BOG (This is the supreme body of the institute)	1. Framing/Approval of Rules and Regulations and Policies of the Institute 2. Approval of Appointments, allocations of budget 3. Planning for the continuous growth of the

	Institute
	4. Academic Review
Department Academic Committee	1. Supervise the process of Internal assessment. 2. Analysis of Examination results, Students Feedback, Attainments POs/PSOs of Departments. 3. Organizing Conference, workshops, STTP, FDP, etc
Training & Placement Cell (TPC)	1.1. Assist in the Training and Recruitment of students in various Industries/Organizations. 2.2. Guide for Personality Development, and Career Guidance
Alumni Affairs Committee (AAC)	To arrange Alumni Meet and coordinate with Alumni.
Grievance Redressal Cell	Adhering to institute rules, redressal and counseling ensures faculty and student satisfaction.
Anti-Ragging Committee	To ensure compliance with the provision of UGC regulation 2009 at the institute level.
Proctorial Committee	To ensure compliance of disciplinary rules and regulations as per institute guidelines

Service rules, procedures & Recruitment Policies:

The institution meticulously adheres to AICTE and AKTU service regulations, providing comprehensive benefits to staff. Recruitment aligns with AICTE and University norms, overseen by a committee including the Director and HoDs. Faculty selection is based on interviews, ensuring adherence to norms.

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

Response:

Inderprastha Engineering College upholds a robust governance system in accordance with the approvals from AICTE and AKTU.

- **The governance framework within Inderprastha Engineering College is characterized by well-defined policies, processes, and standard practices.**
- **The Director, serving as the Executive Head of the Institute, also assumes the role of Chairman for various Committees established within the Institute.**
- **The governance structure includes the Board of Management, Academic Council, Planning and Monitoring Board, and Finance Committee, fostering inclusive governance.**
- **The Institute embraces a faculty-driven democratic approach to decision-making, emphasizing roles and responsibilities entrusted to Head of each department.**

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Institutional Well-being Initiatives:

The institution is committed to fostering the holistic well-being of its teaching and non-teaching staff, implementing a diverse range of initiatives that prioritize health, professional development, and work-life balance. These initiatives are structured to create a nurturing and supportive environment for all members of the institution, recognizing the importance of a healthy and motivated workforce. The following table outlines the various well-being initiatives across different categories:

Health and Wellness Initiatives:

Initiatives Taken	Detailed Description
Medical Facilities	Comprehensive on-campus medical care, providing access to practitioners during office hours, with emergency services available through a partnership with Paras Hospital.
Psychological Counseling	Regular visits by psychologists to offer counseling services for both students and faculty, emphasizing mental health support.
Sports Facilities	State-of-the-art sports facilities, including gyms, sports fields, and courts, promoting a culture of active engagement and a healthy work-life balance.

Professional Development Initiatives:

Initiatives Taken	Detailed Description
Employee Assistance Programs (FDP/STC/Workshops)	Financial support for research and academic development, including German language class, covering expenses for registrations and travel. Duty leave/study leave is granted for program attendance and Ph.d work.
Employee Engagement Activities	Diverse initiatives, including festivals, team-building exercises, wellness programs, and skill-enhancement workshops contributing to a

	vibrant and cohesive workplace.
Uniform Facilities	Bi-annual uniform supplies tailored for both summer and winter seasons, prioritizing the comfort of class four personnel.
Employees' Provident Fund Scheme(Partially implemented)	Facilitation of the Employees' Provident Fund Scheme to assist post- retirement financial needs.
Yoga Classes	Offered to faculty and staff for spiritual and holistic development, enhancing their preparedness for creative endeavors.
Employees' State Insurance Scheme	An integrated social security scheme providing protection in contingencies like sickness, maternity, disability, or employment-related injuries.
Accidental Insurance Scheme	Coverage for unforeseen incidents during employment, ensuring additional security for staff members.
Maternity Leave	Entitlement to maternity benefits as per institute rules, supporting work-life balance for female employees.
Transport Facility as per availability	Provided exclusively for female employees, enhancing accessibility and convenience for commuting

Compliance and supportive Initiatives:

Initiatives Taken	Detailed Description
Internal Complaint Committee and Grievance Redressal Cell	Established as per the Sexual Harassment Act to address harassment concerns and employee grievances, ensuring proper action and protection.
Fixed Holidays	Employees are granted normal holidays with the 1st Saturday off in every month.

Academic Performance and Recognition Initiatives:

Initiatives Taken	Detailed Description
Appraisal System	A crucial system for enhancing the quality of education, adhering strictly to recruitment and promotional protocols. Includes comprehensive evaluation criteria covering end-semester results, student feedback, research publications, consultancy engagements, authored books, participation in FDPs/Workshops, grants, and attendance at conferences, seminars, and workshops.

These initiatives collectively contribute to creating a positive and supportive institutional environment (including inhouse ATM and stationary shop), ensuring the well-being, growth, and work satisfaction of all faculty members. The institution's commitment to holistic well-being reflects its dedication to nurturing a thriving and harmonious community within its academic framework.

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

6.3.2

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

Response: 5.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	00	1	27	15

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

6.3.3

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

Response: 56.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
193	287	114	226	44

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

2022-23	2021-22	2020-21	2019-20	2018-19
124	130	146	161	164

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Mobilization:

IPEC is a self-financed institution. The institution's revenue is generated mainly from student fees. Through prudent fee structuring and effective financial management, the institution ensures a steady inflow of funds to support its ongoing activities and initiatives. There is also a financial arrangement in place to address budget shortfalls which the institution manages by taking advances from the trust. Faculty members seek additional funding from various external funding agencies such as AICTE, DST, AKTU, MSME, and PMKVY through research proposals. The funds obtained from external sources are specifically earmarked for research, conferences, FDPs, workshops, laboratory development etc. Overall, IPEC's mobilization strategies encompass a multifaceted approach that capitalizes on internal revenue streams and external funding opportunities to sustain its financial vitality and advance its mission of academic excellence and innovation.

Optimal Utilisation of Resources and funds

A well-defined mechanism is in place to monitor the effective and efficient utilization of available financial resources for the development of academic processes and infrastructure.

The Governing Council/BOG holds the master key for making financial decisions and related matters. This body constantly monitors and encourages the proper utilization of allocated funds based on the institution's needs. Funds are allocated to each department during the yearly budget preparation. This budget is designed to address departmental requirements and upgrades. The institutional budget is prepared annually by the Director, taking into consideration both recurring and non-recurring expenditures projected by the respective departments.

The financial transaction mainly covers followings heads:

Infrastructure Built-Up, Library, Laboratory Equipment, Laboratory Consumables, Teaching and Non-Teaching Staff Salary, Maintenance and Spares, Research & Development , Training and Travel, Miscellaneous Expenses.

Institution conducts external financial audits regularly

An external audit, conducted by a chartered accountant, is legally required to review the accuracy of an institution's financial statements and records. A crucial audit aspect is verifying whether the required records are maintained appropriately. This includes examining supporting documentation for financial transactions to ensure they are accurate and complete

The financial audits are conducted on the following dates for the last five years:

Audit of the books of account of IPEC for AY 2018-19 was done on 24.09.2019

Audit of the books of account of IPEC for AY 2019-20 was done on 29.12.2020

Audit of the books of account of IPEC for AY 2020-21 was done on 08.02.2022

Audit of the books of account of IPEC for AY 2021-22 was done on 29.09.2022

Audit of the books of account of IPEC for AY 2022-23 was done on 25.09.2023.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

- The IQAC at IPEC is well-established and is led by the Director of the institute in association with coordinator IQAC. It was constituted on 26-05-2017.
- The IQAC committee comprises of representatives from all stakeholders, including faculty, administration, management, students, alumni, and local society/employers/industrialists.
- The development of quality procedures for students and faculty is at the core of the institute's philosophy. Through this approach, each department has an established Program Assessment Committee (PAC) and the Departmental Advisory (DAB) .
- Existing academic and administrative policies of institutions are of superior quality. The IQAC develops a comprehensive audit protocol for each process, which is used by internal auditors to identify deviations from the established system. The system is based on AICTE, NBA, and affiliating university requirements, as well as the institute's vision and mission.
- Through the HoDs, IQAC communicates with faculty and students to cultivate a culture of quality within the institution.
- IQAC assists different departments with various accreditations.
- The IQAC is accountable for attaining the quality benchmarks/parameters for the institution's academic and administrative activities.
- The IQAC periodically examines the teaching-learning process, fundamental structures and

methodologies of operations and learning outcomes to enhance numerous academic and administrative endeavours.

Objectives of IQAC at IPEC

- Academic and Administrative audit.
- Assessment and Monitoring of Academic and Administrative Performance.
- Develop an approach for enhancement of Knowledge, Skill, Attitude and Values among the students through curricular, co-curricular and extra-curricular activities.

Functions of IQAC at IPEC

- Development and application of quality benchmarks/ parameters for the various academic and administrative activities of the Institute. These benchmarks help to give a direction to the Institute to achieve excellence in accordance with the standards laid down by statutory bodies.

Continuous Review

- IQAC meetings are conducted on a regular basis. The agenda of the meeting is prepared and circulated among all the members of IQAC. All the concerned points / issues etc. are discussed thoroughly in the meeting and outcomes are notified as minutes of meeting. The details of meetings held and action taken report are available on the institute web-site.
- The institution routinely accumulates student feedback, evaluates the instructional skills of faculty, and provides feedback on their deficiencies. The institution has always communicated its quality assurance policies, mechanisms, and outcomes to its internal stakeholders sincerely and diligently.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Measures for promotion of gender equity

1. Awareness Programs:

- **Awareness sessions are conducted on women safety and regard on the regular basis by the college.**
- **IPEC, TBI foundation conducts women entrepreneurship awareness program by the name 'Her Story' and invites successful women entrepreneurs to the college campus to share their stories and to guide the females about the new startups.**
- **The Unnat Bharat Abhiyan Team of Inderprastha Engineering College, Ghaziabad organizes remarkable awareness programs for the remote areas.**

2. Committee Constitution at college level:

- **Internal Complaint Committee (ICC) has been constituted in IPEC under "The Sexual Harassment of Women at Workplace (prevention, prohibition and redressal) act,2013". Chairperson ICC interacts with the students about working of ICC, discusses their issues and finds the solution of their problems.**
- **Anti-ragging committee is constituted in the institute with effective functioning.**

3. Safety and Security:

- **The Institute keeps safety and security as an absolute priority. Institute has taken many steps for ensuring safety such as having separate lady guards at various locations. Female hostel warden is also available 24*7 for any assistance.**

- **The premises has CCTV surveillance. This assists in monitoring all activities taking place within the campus.**
- **Rotational duties are assigned to the faculty members in girl's hostel to ensure discipline and security.**
- **Sanitary napkin vending machine at Girls hostel and academic block washrooms is provided.**
- **Institute provides bus facility for girl students to the Vaishali metro station for their safety and security.**

4. Female Counseller:

- **IPEC has appointed a female psychologist. Girl students can visit her to share their personal problems. Mental Health Club has been formed in the institute in association with Aditya Birla Education Trust. It provides a safe and supportive space for students to discuss their mental health concerns.**

5. Common Rooms:

- **Common rooms are available, in each girl's hostel for female occupants to play/gather/watch TV or hold discussions. One girl's common room is also available in college premises for the girl students to take rest, and for informal meetings.**

6. Sports Activities for girls:

- **Institute helps girl students to participate in sports to work towards achieving their full potential. Sports officer brings out ability by identifying needs and planning and implementing suitable training programs.**
- **Every year our students participate in various sports festivals like AKTU Inter-Technical State Level Sports Fest and win many medals in various categories like Kabaddi, Kho Kho, 100m and 400m races etc.**

7. Special Day's Celebrations: Institute celebrates special days like International Women's Day, National Girl Child Day. Celebration is done with stage shows and prize distribution to the women performers.

8. Boasts a Strong Female Representation: In our college, women empowerment is a culture where women are encouraged to excel, lead, and inspire others and their potential is realized. As per our honourable Prime Minister's vision of women empowerment, maximum staff in the institute includes women. Women hold many reputed designations of the institute like Dean student

welfare, Head of the departments, Head IIEC etc.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: B. Any 3 of the above

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

7.1.4

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

Response:

The institute is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy and setting communal harmony.

a. Inderprastha Engineering College organizes extension activities in schools as a part of Education Social Responsibility. The extension activities are targeted towards enabling a holistic environment for student development. Blood donation camp is annually organized at Inderprastha Engineering College in association with Rotary Club of Sahibabad, Ghaziabad where students, faculty and staff contributed voluntarily by donating blood for the noble cause of serving society and proudly adorn the badge of a blood donor. Inderprastha Engineering College celebrated Vigilance awareness week to generate awareness in the public at large about the ill effects of corruption. Inderprastha Engineering College spread vote right awareness to enhance people’s participation in the voting system.

b. Mental Health awareness is an important initiative to improve understanding of mental health conditions and increase access to healthcare for those who need it. Inderprastha Engineering College spread mental health awareness and took a mental health oath to spread positivity among the students.

c. Inderprastha Engineering College has organized many activities to sensitize students and employees to the constitutional obligation: Values, Rights, Duties, and responsibilities of the citizens. Every year, on Republic Day and Independence Day, Director Sir appeals to all to remember the struggle of freedom and respect the National Flag and National Anthem. Our constitution provides for human dignity, equality, social justice, human rights and freedom, rule of law, equity and respect and superiority of constitution in the national life. The whole country is governed based on the rights and duties preserved

in the Constitution of India. Every year Republic Day is celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Independence Day is also celebrated every year to highlight the struggle of freedom and importance of Indian constitution.

d. The annual cultural fest is also promoting the awareness towards rights and duties of citizens where Skits, Dances, Poetry, singing etc are based on such themes. A course is introduced namely Constitution of India for B. Tech students. Every student must pass this course. The objective of this course is to spread awareness and imbibe the constitutional values in the conduct of students. The course includes content on fundamental rights, duties, and responsibilities of every citizen. The course would acquaint the students with legacies of constitutional development in India and help them to understand the most diversified legal document of India and philosophy behind it. It would make students aware of the theoretical and functional aspects of the Indian Parliamentary System.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1 :

Title of the practice: Employability Enhancement Program (EEP)

Objectives of the practice: Graduates acquire a professional and ethical mindset, effective communication, teamwork, and multidisciplinary skills. They possess robust knowledge and soft skills, enabling contributions to industry, consultancy, government, and academia.

The Context: In the contemporary job market, employers seek not only technical expertise but also interpersonal and relationship-building skills for effective communication and collaboration.

The practice: Employability Enhancement Program is run by the Institute in an effective manner. The Institute provides excellent career guidance and placement opportunity to every student. The mission of the Institute is to help students clarify their educational & career goals, acquire employment seeking skills and ultimately attain desired employment. The Institute has a dedicated team of professionals who works in coordination with HODs /faculty members to integrate academic curriculum with Project Work, Summer Training, industrial visits, Internship Programs and Additional skill development and technical knowledge development programs. The Institute has the team comprises of young, vibrant, and

enthusiastic team of professionals with management degree and industry experience for this purpose.

The Employability Enhancement Program, managed by the Institute, offers superior career guidance and placement opportunities. The T&P Cell of Inderprastha Engineering College aims to assist students in defining educational and career goals, developing employment-seeking skills, and securing desired employment. A dedicated team of professionals, with management degrees and industry experience, collaborates with outside bodies to align the academic curriculum with project work, summer training, industrial visits, and internship programs.

This program runs in three steps: -

1. **Assessment:** Association with expert assessment agencies to identify improvement areas of the students and impart training accordingly.
2. **Training:** Arrange training for the students for their overall development and improving the chances of their selection during the campus recruitment drives. Student specific training is as soft skill training to the students. Campus Recruitment Training (Aptitude, Quant, logic, verbal, and Reasoning) to Pre-Final and Final Year students.
3. **Industry Academia Interface:** Ensure regular and close interaction between Industry Personnel and Students by different collaborations. Besides this respective academic departments also supplement their efforts by organizing industrial visits for the students to prominent Industries.

The institute fosters impactful industry-academia collaborations to train and guide students in emerging technologies. Key partnerships include Infosys Campus Connect, Sopra Steria Academic Alliance, Dell-EMC Academic Alliance, Microsoft IT Academy, and E-Yantra. Additional collaborations involve MOUs with MRDC, NISWA, Ed Gate Technologies for the Texas Instruments Innovation Lab, and Tech Adityaa for VLSI and Embedded Systems. Agreements with EFY and Lelogix Pvt. Ltd. further establish centers of excellence. Challenges include acclimating rural students to the engineering curriculum, requiring mentorship to instill confidence, and addressing the annual balance between academics and employability skill development programs.

Best Practice 2:

Title of the practice: Project & Paper Presentation Program by Students (PPPPS)

Objectives of the practice: Graduates acquire a presentation skill to effectively communicate key information about a project including its goals, progress, outcomes, and potential impact. Overall, the objective of a paper presentation program is to facilitate the exchange of knowledge, encourage collaboration, and contribute to the advancement of research and innovation in a particular domain.

The Context: A paper presentation program is a structured and organized forum that facilitates the sharing of research findings, encourages academic discourse, and fosters collaboration within a specific academic or professional community.

The practice: The Poster Project Exhibition that is organised by Inderprastha Engineering College on Engineer's Day is a showcase of creative and thought-provoking visual communication, a dynamic platform where pioneering minds in engineering converge to showcase their innovations. This exhibition

represents a diverse range of poster designs, each offering a unique perspective on various themes, issues, and concepts. Through these posters, students invite viewers to see the world through their eyes and gain a deeper understanding of the subjects they explore. In the age of rapid technological advancement, a series of posters delve into the impact of technology on our lives, from artificial intelligence to cybersecurity. Visitors are fascinated by the variety of mediums and techniques used in the posters. From digital illustrations, the students employ diverse tools to convey their messages effectively. This is not merely an exhibition; it's an invitation to open one's mind, embrace different viewpoints, and appreciate the power of visual communication.

Event Highlights:

- 1. Innovative Projects:** Engage with a diverse range of projects spanning across mechanical, electrical, civil, software engineering, and more.
- 2. Knowledge Exchange:** Explore the latest trends, methodologies, and technological advancements through the insightful presentations and discussions led by experts in the field.
- 3. Recognition and Awards:** Acknowledge and celebrate outstanding contributions through awards recognizing innovation, technical excellence, and presentation skills. This serves as a testament to the dedication and ingenuity of the participating teams.

Evidence of Success: Success of our paper presentation program is measured through attendee engagement, positive feedback, increased knowledge dissemination, and potential collaborations initiated during the event

The success of our paper presentation program is measured through various indicators and evidence. Here are some key factors that we consider when assessing the success of such a program:

Quality of Presentations: We evaluate the content and delivery of the presented papers. High-quality presentations often indicate the success of the program.

Participant Feedback: We Collect feedback from presenters and attendees. Positive feedback regarding the organization, content, and overall experience is also a strong indicator of success.

Attendance and Participation: We measure the number of attendees and participants. A higher turnout suggests that the program attracted interest and engaged the audience.

Problems Encountered and Resources Required: The problem that we encounter during our paper presentation program is sometimes the low participation from presenters or attendees. Inadequate communication also leads to misunderstandings and logistical challenges. Participants facing scheduling conflicts sometimes also affect our overall program. Lack of diversity in presenters or topics limit the program's appeal. Technical glitch during presentations, such as audio-visual problems or connectivity issues is also a big problem. Human Resources such as organizing committee members, volunteers, and support staff to handle various tasks such as registration, logistics, and technical support is also required. A suitable venue for physical events or a reliable virtual platform for online events and ensured access to necessary audiovisual equipment, microphones, projectors, and internet connectivity is also a necessary resource for the successful.

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

Title: Innovation, Incubation and Entrepreneurship Cell with Technology Business incubator

To fulfil the farsightedness of the vision and mission of the institute which includes the fostering of research, innovation, leadership and entrepreneurship spirit, IIEC/TBI (Innovation, Incubation and Entrepreneurship cell/ Technology Business Incubator) cell is functional in the institute. Innovation, Incubation and Entrepreneurship cell of the institute, works on promoting entrepreneurship, innovation, and self-employment among the students. II&EC is approved Business Incubator by the Ministry of Micro, Small and Medium Enterprises (MSME). II&EC has also established E-Cell under the aegis of Dr. A.P.J. Abdul Kalam Technical University, Lucknow. This cell in the college provides the platform to ignite the innovative skills of students. Through innovation, students not only exhibit their creative ideas, but also learn to further their innovative skills.

Vision & Mission of the IIEC/TBI

VISION

To expand the entrepreneurship through education, research and training, thus speed up the economic growth by increasing the supply of new entrepreneurs and build up performance of the existing ones. To initiate entrepreneurial culture within the institutional mechanism and recognize its responsibility for providing motivation, guidance & opportunity to women and weaker section with all other budding new entrepreneurs.

MISSION

To identify the opportunities that will allow the growth and success of individuals through inculcation of entrepreneurial and Innovation culture with multidisciplinary learning and creativity. Innovators to be given the chance to see new Business opportunities and nurture them to materialize by hand holding support and mentorship to make them job providers rather than job seekers.

Activities:**Pre- Incubation Activities:**

Entrepreneurship Awareness Camps (EAC)

Entrepreneurship Development Programs (EDP)

Faculty Development Programs on Entrepreneurship (FDP)

Technology based Entrepreneurship Development Programs (TEDP)

Women Entrepreneurship Dev Programs

Other Skill Dev Programs (MSME-DFO, DST,NIESBUD,AICTE,AKTU)

Industry/Incubator Visits

Innovation, Design Thinking & IPR:

IPR Awareness Activities

Design Thinking workshops

Promotion of National Competitions as Smart India Hackathon, Toyathon, National Innovation Contest etc

IPR support under KAPILA

Incubation:

MSME sponsored Projects

Physical Incubation

Virtual Incubation

Prototype Development for Innovative Ideas sponsored under Innovation Gallery,AKTU

Achievements:

The following are the indicators of learning outcomes of Innovative Learning taking place in the campus through IIEC/TBI

1. This cell is having 11 funded projects by MSME with the funding of Rs. 66.25 lacks till date.

2. One of the projects of II&EC titled as Sewage Gas Generation was appreciated by our honorable Prime Minister Sh. Narendra Modi ji during his speech on 10th August, 2018 on 'Bio Fuel Day' at Vigyan Bhawan.

3. IPEC-II&EC has established Institute Innovation Council with four and half star rating under the aegis of Ministry of Education, Govt. of India to create a vibrant local innovation ecosystem.

4. IPEC-II&EC has secured 2nd position at state level in Kalam Entrepreneurship League Ranking, issued by Dr. A.P.J. Kalam Technical University, Lucknow in 2018.

5. Two Ideas have been approved in 2022-23. One is Virtual Eye with MSME Grant of Rs. 15 Lakhs and second is Trip Pay MSME Grant of Rs. 12 Lakhs.

6. Successful start ups:

A) Cleardekho.com, it's a fastest growing eyewear brand.

B) Smart EV chargers with internet connectivity for 2, 3 and 4 wheelers

C) Battery Management System

D) A GameTech Startup

E) KIBI Sports: Khelega India to Badhega India

F) Eduglobe Consultants: overseas education consultancy

G) Shukrah Healthcare Private Limited: Health care solutions

H) Satiat Technologies Private Limited: Software Development & Training

Awards & Recognitions:

1. Kalam Entrepreneurship League (KEL) awarded by Dr. A.P.J Abdul Kalam Technical University for excellent work in entrepreneurship promotion.

2. 5 start-ups crossed the turnover of Rs. 1Cr. and 2 start-ups Rs. 50 L in financial year 2022-23.

3. Hon'ble Governor of U.P awarded "Geetanshi Enterprise" "Second Best Start-up" in U.P during Start-up Samvad 2.0, Start-up-Investor Expo, Lucknow on 15th Oct 2023.

4. 6 Women led startups are recognized for their work in National Women Entrepreneurship Summit organized by G.B Pant University Utrakhand.

5. 13+ Innovative startup ideas sponsored by MSME with grant of Rs. 90+ Lakhs.

6. Six Innovative Ideas selected for "Innovation Gallery Prototype grant" by AKTU.

7. AICTE-MODROB Grant received by three engineering departments to upgrade Lab infra in latest technologies like AI-ML, LabVIEW & Data Science etc.
8. Cleardekho.com, Alumni Startup as one of the top 3 startups in Ghaziabad region, boasting a network of 100+ franchise stores across PAN India.
9. 100+ jobs generated by IPEC-TBI Incubated start-ups
10. Aamani's Crochet garnered national recognition for her remarkable entrepreneurial journey.
11. KYAA Matlab Network got awarded the prestigious Women Entrepreneurship Award 2023.
12. Receiving grants from DST continuously since year 2012 for entrepreneurship development programs for startups every year including specialized programs for women led startups 4-weeks WEDP, 6-Weeks TEDP & 2-weeks FEDP
13. **20+** well-established and recognized **Alumni Start-ups**.
14. 20+ Innovative products developed with the support of government grants.

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

5. CONCLUSION

Additional Information :

- **University Position Holders last five years: 05** students.
- Medal(Sports) in AKTU last five years: **Gold-40, Silver-20 & Bronze-10**.
- Certificate of Excellence as A category and ranked 60th in AIE Survey-2019.
- **CSR Excellence in Education Award-2022**.
- **Valuable Local Chapter with “A” rating by SWAYAM-NPTEL Certification Courses 2019**.
- AICTE approved **IDEA Lab,2023**.
- NAAC sponsored Online Workshop on NAAC Accreditation Process-2022 (**Rs.30,000/-**).
- Fully functional IEEE Student Chapter.
- **Rank 34** across India in the Green Institutional Ranking-2022.
- Recognized by **India Skills-2018** for outstanding contribution.
- Established dedicated infrastructure for Innovation and entrepreneurship as **“Innovation and Research Park”**.
- Supporting **“Women Self-Help Groups”** IPEC-TBI.
- Awarded **“Parimal Biswas Memorial Award”** for Best Students Chapter-2022 by Indian Institute of Welding-2022,Chennai.
- Awarded **Second Position** in Kalam Entrepreneurship League.
- Certificate of Excellence towards Practicing Sustainable Education and ranked 34 across India in the Green Institutional Rankings-2022 by Sustainable Institutions of India.

- Certificate of Excellence by AICTE under National Level Chaatra Vishwakarma Award-2020.
- Organized **MEGA JOB FAIR** with District Employment Office,Ghaziabad and NCS.
- Hosted **World's first Science-Based Reality Show "Vigyan-Ghar"** Season 3 in collaboration with ACIC MIET Meerut (Niti Aayog).
- Organized **"YOUTH CONCLAVE"** in collaboration with **Akashvani Delhi** to celebrate India's Presidency of G20.
- Hackathon and Competition Series throughout the year.
- Organized Student Campus Connect Session under **HackWithInfy-2024**.
- Consistent placements with highest package being **Rs.30.56** lakh to Kush Gupta, CSE-2022 by **Amazon**.
- Alumni Start-up **“Cleardekho.com”** rated as one of the **top 3 start-ups** in NCR region.
- **20+** well-established and recognized **Alumni Start-ups**
- **Institute Innovation Council** rated **four and half star** by MoE, Govt. of India.
- Six Innovative Ideas selected for **“Innovation Gallery Prototype Grant”** by AKTU.
- 14 Innovative Ideas funded by **MSME** with grant of **Rs.1.14Cr** till date.
- **“Sewage Gas Generation”** Project **appreciated** by Honorable Prime Minister **Sh. Narendra Modi ji** during his speech on 10thAugust,2018 on ‘Bio-Fuel Day’ at Vigyan Bhawan.
- **85+ Start-ups** incubated at IPEC-TBI. (**5** crossing turnover of **Rs.1Cr.** and **2 Rs.50L** in FY2022-23).
- Grants received of **Rs.27 lakhs** for multiple MSME Projects till date.
- Grants received of **Rs.12.20 lakhs** from DST for FDP on Entrepreneurship and Innovation till date.
- Strong and Rich Alumni Network.

Concluding Remarks :

Inderprastha Engineering College (IPEC) NAAC accredited was established in 2000 by the trust of the institute “Shail Garg Shiksha Sansthan” to impart quality education to all the sections of society. As on date we are running 08 Under Graduate Programmes (B.Tech. Computer Science & Engineering (NBA accredited) , Computer Science & Engineering –Artificial Intelligence and Machine Learning, Computer Science & Engineering –Data Science, Information Technology (NBA accredited), Electronics & Communication Engineering (NBA accredited), Mechanical Engineering, Bachelor of Business Administration, Bachelor of Computer Application and one Post Graduate Programme (M.Tech. Computer Science & Engineering). At present total student strength is 2100 in the Academic year 2023-24.

Apart from this the institute’s priorities to focus on academics, innovation and entrepreneurship culture, employability, Industry Institute Interaction and Research. The Institute has very rich Alumni Network. The institute always implement best practices prescribed by the University and Statutory Bodies. In the same line the institute has briefed to the stakeholders regarding outcome based education and National Education Policy 2020.

The students and faculty maintain excellent rapport resulting in a conducive learning ambience in the campus. The supportive management provides all the facilities that are required to carry out teaching learning process, research activities and industry collaboration.

The vision of the Institute is “National leadership in Human Resource Development, Excellence in Education and Impacting Society through Globally Competent Technologies" and all efforts are being made to achieve the vision in the near future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :93</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has made changes as per the given information.</p>																				
3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>33.6</td> <td>12.8244</td> <td>33.93333</td> <td>17.71</td> <td>61.49830</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12.8</td> <td>9.11</td> <td>21.78</td> <td>11.22</td> <td>35.08</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the given data.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	33.6	12.8244	33.93333	17.71	61.49830	2022-23	2021-22	2020-21	2019-20	2018-19	12.8	9.11	21.78	11.22	35.08
2022-23	2021-22	2020-21	2019-20	2018-19																	
33.6	12.8244	33.93333	17.71	61.49830																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
12.8	9.11	21.78	11.22	35.08																	
3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

24	40	19	24	13
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	33	15	20	11

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	31	15	27	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	22	10	17	20

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	13	56	64	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	45	52	13

Remark : DVV has made changes as per the the given data.

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

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	14	8	8	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	3	4	7

Remark : DVV has made changes as per the supporting document given data.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1045.49	984.68	735.69	874.21	1054.80

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
447.09	468.68	231.05	260.29	344.41

Remark : DVV has made changes as per the supporting document.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	8	10	6	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	7	9	5	8

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	1	0	14	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	1	0	11	19

Remark : DVV has made changes as per the given data.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	2	30	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	00	1	27	15

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
193	243	114	226	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
193	287	114	226	44

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
124	130	146	161	164

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
124	130	146	161	164

Remark : DVV has made changes as per the report shared by HEI.

7.1.2 The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
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2.Extended Profile Deviations

Extended Profile Deviations
No Deviations