



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**I I M T COLLEGE OF ENGINEERING, GREATER NOIDA,  
UP**

**PLOT NO. 20 KNOWLEDGE PARK III GREATER NOIDA DIST. GAUTAM BUDH  
NAGAR  
201308**

[www.iimtindia.net/iimt-college-engineering/](http://www.iimtindia.net/iimt-college-engineering/)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# **IIMT COLLEGE OF ENGINEERING**

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# **EXECUTIVE SUMMARY**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Founded on August 18, 2005, IIMT College of Engineering in Greater Noida has established itself as a distinguished institution in the field of technical and professional education. Committed to imparting high-quality education, the college has become a beacon of learning in engineering and management, shaping the careers of its students through rigorous academic standards and extensive professional training.

IIMT College of Engineering boasts a vibrant learning environment that effectively merges strong academic programs with substantial research initiatives. Under the guidance of experienced faculty members, students are encouraged to engage in innovative projects and research, which help them to understand and apply their knowledge in practical settings. This approach not only enhances their learning experience but also positions the institution at the forefront of educational development and innovation.

The college is equipped with state-of-the-art facilities, including advanced labs in partnership with major industry leaders like CISCO, Oracle, and Microsoft, as well as SAE India and Spoken Tutorial labs (IIT Mumbai). It also features the MSME Projects & Incubation Centre and the Texas Instrument Innovation Lab. The ongoing pursuit of SIRO certification further exemplifies IIMT's commitment to maintaining cutting-edge research capabilities.

Student life at IIMT is enriched by active participation in various professional societies such as IEEE, CSI, ISTE, and the Institution of Engineers. These societies provide valuable opportunities for students to expand their knowledge, connect with professionals in the field, and enhance their readiness for the workforce.

IIMT's commitment to excellence is reflected in its numerous awards and recognitions. It has been acknowledged as the best academic institution among private engineering colleges and has received accolades for the best training and placement institute in the Delhi NCR in 2017. Additionally, the college has earned a place in the Golden Book of World Records for creating the thickest manuscript of a book in one hour and holds several patents and copyrights, showcasing its role as an innovator in education.

As one of the top engineering colleges in Uttar Pradesh, IIMT College of Engineering stands out not only for its academic excellence but also for its contribution to the development of professional and ethically minded engineers. It continues to be a preferred choice for aspiring engineers, renowned for producing graduates who achieve significant professional success and recognition.

### **Vision**

To be among the renowned institutions providing engineering and management education of excellence, empowered with research, innovation and entrepreneurship with high ethical values, catering to the needs of industry and society.

### **Mission**

To offer state of the art undergraduate and postgraduate program.

To be a learner centric institute imbibing experimental innovation and lifelong learning skills, addressing societal problems with high ethical values for nation building.

To deliver changing demands of industry and academia through our stakeholders.

To contribute as a professional leader in the growing field of entrepreneurship and research.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

IIMT College of Engineering embodies:

- Management fostering a positive attitude and a philanthropic approach towards education.
- Dedicated focus on realizing its Vision and Mission through unwavering support and encouragement.
- A robust Teaching-Learning system empowered with ICT facilities, state-of-the-art laboratories, and a comprehensive computerized Library, including Digital resources.
- A highly effective mentorship program.
- Integration of Value-Added and Add-On Courses.
- Emphasis on holistic development through co-curricular and extra-curricular activities.
- Establishment of an Innovation and Incubation Centre to nurture new start-ups.
- Implementation of a proactive Research Promotion Policy.
- A supportive Placement Cell for career guidance and opportunities.
- Regular communication with parents, providing feedback on their wards' progress.
- Comprehensive student support services including Outdoor & Indoor Sports Complex, Gymnasium, Computer Lab, Yoga Centre, Medical Facility, Library, Boys/Girls Common Room, and more.
- Notable alumni holding senior positions in esteemed national and multinational corporations, and Research & Development organizations.

### Institutional Weakness

IIMT College of Engineering, affiliated with Dr. APJ Abdul Kalam Technical University Lucknow (UP), operates within certain constraints regarding curriculum updates, which can limit alignment with industry demands. However, recognizing the imperative for adaptability and relevance, there's a pressing need to augment its emphasis on Research & Development, Consultancy, and Training. This can be achieved through strategic Memorandums of Understanding (MoUs) and collaborations with various organizations, thereby fortifying the nexus between industry and academia.

Navigating within the framework of its affiliation, IIMT College of Engineering is poised to leverage external partnerships and alliances to overcome limitations imposed by a static syllabus. By fostering an environment conducive to innovation and inquiry, the institution can ensure that its academic offerings remain attuned to the evolving needs of the industry.

Through robust collaboration initiatives, the College can tap into the wealth of expertise and resources available

beyond its immediate confines. MoUs with industry leaders, research institutions, and other educational entities can facilitate knowledge exchange, joint projects, and opportunities for faculty and student engagement.

Furthermore, enhancing focus on Research & Development opens avenues for addressing industry challenges, fostering innovation, and nurturing a culture of continuous improvement. Consultancy services offered by the College can provide practical solutions to real-world problems while also enriching the learning experience for students.

Training programs tailored to industry requirements can bridge the gap between theoretical knowledge and practical application, equipping students with the skills and competencies needed for success in their chosen fields. By strengthening the symbiotic relationship between academia and industry, IIMT College of Engineering can position itself as a dynamic hub for knowledge creation, dissemination, and application, thereby enriching the educational experience for its stakeholders and contributing to societal progress.

### **Institutional Opportunity**

IIMT College of Engineering, nestled in the heart of Greater Noida amidst a thriving educational and industrial ecosystem, offers abundant prospects for students, including ample placement opportunities. Our strategic location, adjacent to Delhi, opens doors to a plethora of interactions, explorations, and collaborations with esteemed organizations such as DRDO, CSIR, DST, DMRC, MSME, and others, enriching the academic experience with sponsored projects and real-world applications.

The proximity to renowned institutions presents a wealth of possibilities for academic partnerships and research collaborations, enhancing the scholarly pursuits of our students and faculty members alike. Our commitment to fostering academic excellence extends to providing exceptional opportunities for capstone projects and dissertation research, empowering students to delve into cutting-edge topics and contribute meaningfully to their fields.

In our endeavor to bolster employability, we offer industry-oriented training through our proposed Centre of Excellence, leveraging the vast expertise available in the region across various emerging technologies. The cosmopolitan culture and rapid growth of the region, coupled with the presence of esteemed educational groups, ensure a steady influx of high-quality students, enriching the academic milieu and fostering a dynamic learning environment.

Furthermore, our proximity to an international airport opens avenues for forging academic ties and collaborations with foreign universities, broadening the horizons of our students and facilitating cross-cultural exchanges. At IIMT College of Engineering, we are dedicated to providing a holistic educational experience that equips our graduates with the skills, knowledge, and global perspectives necessary for success in today's interconnected world.

### **Institutional Challenge**

At IIMT College of Engineering, we acknowledge several challenges and are committed to addressing them proactively to enhance the educational experience and outcomes for our students.

One significant challenge lies in attracting projects focused on specific domains such as Computer Science, Artificial Intelligence, and Data Science for our incubation cell. We recognize the importance of fostering innovation and entrepreneurship in these cutting-edge fields and are actively working to create an environment conducive to incubating such projects.

The rapid pace of technological advancements poses another challenge, requiring us to ensure that our curriculum and resources remain current and aligned with industry demands. We are dedicated to staying abreast of these changes and equipping our students with the skills and knowledge necessary to thrive in dynamic and evolving industries.

Placement in the core sector presents a considerable challenge, and we are committed to expanding our network of industry partnerships and enhancing our career development resources to better support our students in securing meaningful employment opportunities.

Developing an ecosystem to nurture and support entrepreneurs is a key objective for us. We recognize the importance of fostering an entrepreneurial mindset among our students and are actively exploring initiatives to provide them with the resources, mentorship, and support needed to pursue their entrepreneurial ambitions.

Furthermore, we acknowledge the declining availability of quality faculty and the need to expose our teaching staff to the industrial scenario. We are committed to investing in faculty development programs and forging stronger ties with industry partners to ensure that our faculty members remain at the forefront of their respective fields.

Changes in student aspirations and declining quality of incoming students pose additional challenges. We are dedicated to maintaining high academic standards and providing support systems to help our students succeed academically and professionally.

Finally, the declining numbers of admissions over recent years represent a significant threat that we are actively addressing through targeted recruitment efforts, marketing initiatives, and enhancements to our academic programs and facilities.

At IIMT College of Engineering, we are committed to overcoming these challenges and providing our students with a transformative educational experience that prepares them for success in the ever-evolving landscape of technology and industry.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The curriculum of the six undergraduate engineering programs at IIMT College of Engineering, Greater Noida, is carefully tailored to meet the standards of AICTE and the requirements of Dr. APJ Abdul Kalam Technical University, Lucknow. This curriculum is crafted to align with the college's vision and mission, integrating the latest in technological advances. It comprises diverse academic components, including Humanities, Basic and Engineering Sciences, Mathematics, Professional Core, Professional and Open electives, and Skill Development courses. This structured approach ensures a holistic educational experience that fosters comprehensive development and deep knowledge acquisition.

Students are actively engaged through Mini projects, laboratory and project work, and technical report writing. They also receive training in contemporary software and technologies, enhancing their technical proficiency. The curriculum's core and elective subjects deliver essential knowledge and advanced concepts in their respective engineering disciplines.

Furthermore, the college motivates students to engage in technical symposiums, secure internships, participate in National Service Scheme (NSS) events, and join various extracurricular clubs to broaden their skills and interests.

Despite the comprehensive nature of the curriculum, it recognizes gaps that do not entirely mirror the latest industry trends. To bridge these gaps, IIMT College of Engineering incorporates feedback-driven additional programs, including guest lectures, workshops, and value-added programs from both industry and academia. These initiatives aim to supplement the formal curriculum and provide students with broader learning opportunities.

Student coordinators, selected through a defined process, manage these extracurricular activities, helping them develop leadership skills and practical experience in organizing events, which is advantageous for their professional development. The curriculum is delivered by a cadre of experienced and highly qualified faculty members who utilize the latest ICT tools and pedagogical strategies to enhance the educational experience. A robust feedback system ensures that the curriculum remains relevant and effectively meets the evolving educational trends. IIMT College of Engineering, Greater Noida, is committed to producing graduates who are well-equipped to contribute meaningfully to society and the nation.

### **Teaching-learning and Evaluation**

IIMT College of Engineering, Greater Noida, has placed a strong emphasis on the excellence of its teaching and learning environment since its founding. The college adheres rigorously to university admission guidelines and policies, ensuring thorough participation in admission counseling to uphold fair and equitable student admissions, particularly regarding reservation policies.

The college is dedicated to maintaining an ideal student-teacher ratio and focuses on recruiting well-qualified, committed faculty members. These faculty collaborate effectively with support staff to foster a student-centric learning atmosphere that not only emphasizes professionalism but also instills traditional values. IIMT College of Engineering employs modern, student-focused pedagogical approaches that include experiential learning, individual participative learning, and collaborative learning, all designed to cater to the varied needs of its students.

Program Specific Outcomes (PSOs), and Course Outcomes (COs). This framework ensures that all educational content delivered is of the highest standard and relevant to the demands of the field. To gauge the effectiveness of its teaching methods and the overall student experience, IIMT College of Engineering routinely conducts online satisfaction surveys during and at the end of each semester. These surveys assess students' satisfaction with the quality of teaching and the methodologies employed by instructors.

The college has established a robust and transparent system for internal assessments, designed to monitor and evaluate student progress effectively. This system is underpinned by clear guidelines that ensure fairness and consistency in the evaluation process. Additionally, IIMT has implemented a Mentor-Mentee system that provides essential guidance and counseling to students, aiding their academic and personal development. This



system plays a crucial role in supporting students through their educational journey.

Feedback from students is actively sought and highly valued at IIMT College of Engineering. It is an integral part of the continuous improvement process for teaching and learning. The feedback helps the college to identify areas needing adjustments or enhancements and to take appropriate corrective actions. By actively responding to feedback, IIMT continually refines its educational strategies to better meet the needs of its students, thus ensuring they are well-prepared to contribute effectively to society and excel in their professional lives.

### **Research, Innovations and Extension**

At IIMT College of Engineering, the establishment of the Innovation & Incubation Centre marks a significant initiative towards enhancing research capabilities. This move represents the college's commitment to expanding into the research domain, gaining recognition from both governmental and non-governmental agencies which, in turn, facilitates the acquisition of funds and grants for research promotion activities.

IIMT College of Engineering has implemented a well-structured and practical Research Promotion Policy. This policy is designed to foster research, innovation, and extension activities among both students and faculty members. It actively encourages the undertaking of both in-house and collaborative research projects. Faculty members and students are also encouraged to contribute to academic discourse by publishing papers in refereed journals and participating in conferences.

To further support the professional development of its faculty, IIMT motivates its staff to organize and participate in workshops, seminars, and conferences. These activities are crucial for staying updated with the latest knowledge and trends in their fields. Additionally, the college places a strong emphasis on establishing linkages with industry and academia. This is achieved through Memoranda of Understanding (MOUs) that facilitate collaboration and foster a practical understanding of industry requirements and academic advancements.

An annual institute-level technical fest is organized by IIMT College of Engineering to nurture and promote an innovation culture among students. This event provides a platform for students to showcase their innovative projects and ideas, fostering a vibrant community of creative and critical thinkers who are prepared to address the challenges of the modern world. Through these comprehensive efforts, IIMT College of Engineering not only enhances its research and innovation landscape but also significantly contributes to the broader academic and professional community.

### **Infrastructure and Learning Resources**

Since its inception, IIMT College of Engineering has been committed to establishing state-of-the-art infrastructure that supports and enhances the teaching and learning process. The institute has seen continuous upgrades in its infrastructure, which now includes smart classrooms equipped with ICT facilities, seminar halls, separate common rooms for boys and girls, well-equipped laboratories, comprehensive computing facilities, and hostel accommodations for both male and female students.

The educational environment is further enriched by indoor and outdoor sports facilities, a Yoga Centre, a dedicated Placement Cell, a Medical Room, and a Gymnastic Room. Specialized offices facilitate the

functioning of the Anti-Ragging Cell, Internal Complaint Cell, and Grievances Cell, ensuring a supportive and safe environment for all students and staff.

Each classroom, seminar hall, and laboratory is outfitted with an LCD projector and Wi-Fi, supporting a dynamic and interactive learning experience. The computing facilities and laboratory equipment are regularly updated to meet industry standards and support industry-relevant learning.

Additionally, the central library is enhanced with automated LMS software to efficiently manage library resources, promoting the use of digital platforms such as NPTEL and E-journals for academic and research purposes. The institute has computer labs, maintaining an excellent student-computer ratio that complies with AICTE norms. The internet bandwidth is robust, providing comprehensive internet access to both students and employees across the campus.

Printing facilities are available to all departments, supporting the administrative and academic needs of the institute. The campus is equipped with a variety of sports facilities, including outdoor fields for football and basketball, and indoor facilities for games like carom, chess, table tennis, and badminton. To promote physical fitness, the institute has established well-equipped gymnasiums in the hostels, ensuring students have access to modern fitness facilities. Through these comprehensive infrastructure developments, IIMT College of Engineering creates an ideal environment for high-class education and holistic student development.

### **Student Support and Progression**

At IIMT College of Engineering, the focus is on ensuring professional progression and holistic development of students. The institute incorporates capacity building and skills enhancement programs as integral parts of the curriculum, enabling students to align their career aspirations with their educational pursuits. A prominent feature of the co-curricular activities is the regular sessions on soft skill development, which are essential for student growth.

Additionally, the institute offers ongoing sessions aimed at enhancing communication skills, alongside yoga classes, meditation, and concentration workshops conducted by experts. Special attention is also given to the physical health and hygiene of the students, ensuring a well-rounded educational experience.

IIMT College of Engineering is committed to enhancing student employability and overall development. There is a robust support system in place to assist students with obtaining various Government and Non-Government scholarships through the registrar's office. Students interested in pursuing higher education receive tailored guidance to facilitate their academic and career goals.

The institute actively promotes student participation in co-curricular and extra-curricular activities by organizing events at both the institute and departmental levels. Numerous student clubs, guided by faculty members, provide platforms for engagement in cultural and sports activities. These fests are primarily student-organized, fostering leadership and organizational skills among participants. Furthermore, students have significant representation in various departmental and institute-level committees, ensuring they have a voice in key decisions and developments at the institute. This comprehensive approach at IIMT College of Engineering not only prepares students for professional success but also fosters personal growth and community involvement.

## **Governance, Leadership and Management**

IIMT College of Engineering places a paramount importance on its vision and mission, which serve as guiding principles in all aspects of its operations. A meticulously crafted roadmap delineates the institution's long-term aspirations, steering strategic planning and resource allocation towards achieving its goals. Embracing e-governance, the college ensures efficient administration, financial management, student admissions, and examination processes.

Dedicated to the welfare of its faculty and staff, IIMT College of Engineering regularly introduces schemes aimed at enhancing their well-being. A robust research promotion policy empowers faculty members with various forms of financial assistance, including support for attending workshops, seminars, and faculty development programs.

The management, under the leadership of the Director, is steadfast in its commitment to implementing and enhancing effectiveness through a structured approach. The Internal Quality Assurance Cell (IQAC) and other institute-level committees play pivotal roles in advancing the institution towards its mission. With clearly defined roles and responsibilities at every level, the college fosters transparency and inclusivity in its governance practices, valuing the contributions of all stakeholders towards its continual growth and strengthening.

## **Institutional Values and Best Practices**

IIMT College of Engineering embraces its social responsibilities and implements policies that benefit society. Upholding gender equality among students and staff is a core principle, celebrated alongside national and international observances. Energy conservation is a priority, evidenced by solar panels and LED appliances on campus, along with water conservation systems and green campus audits. Ensuring quality education, the institute conducts class visitations and teacher talk sessions. A dedicated placement cell guarantees full support for student placements, while an incubation cell fosters commercially viable projects through collaboration between faculty, students, and entrepreneurs. The institute's mentorship program enhances teaching and learning, satisfying all stakeholders.

# PROFILE

## 2. PROFILE

### 2.1 BASIC INFORMATION

<b>Name and Address of the College</b>	
Name	I I M T COLLEGE OF ENGINEERING, GREATER NOIDA, UP
Address	PLOT NO. 20 KNOWLEDGE PARK III GREATER NOIDA DIST. GAUTAM BUDH NAGAR
City	GREATER NOIDA
State	Uttar pradesh
Pin	201308
Website	<a href="http://www.iimtindia.net/iimt-college-engineering/">www.iimtindia.net/iimt-college-engineering/</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Director	Dr. Vinod Kumar	0120-2475002	9810484802	-	dg_gn@iimtindia.net
IQAC / CIQA coordinator	Seema Nayak	0120-2475000	9717856059	-	iqac.engg_gn@iimt india.net

<b>Status of the Institution</b>	
Institution Status	Private and Self Financing

<b>Type of Institution</b>	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	No

<b>Establishment Details</b>

State	University name	Document
Uttar pradesh	Dr Apj Abdul Kalam Technical University Uttar Pradesh Lucknow	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	12-05-2017	<a href="#">View Document</a>
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	<a href="#">View Document</a>	18-08-2005	12	
AICTE	<a href="#">View Document</a>	18-08-2005	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?	Yes
If yes, name of the agency	Ministry of Education GoI
Date of recognition	07-06-2023

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	PLOT NO. 20 KNOWLEDGE PARK III GREATER NOIDA DIST. GAUTAM BUDH NAGAR	Urban	2.5	24603

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Co course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BTech,Civil Engineering,	48	CLASS XII	English	60	21
UG	BTech,Computer Science And Engineering,	48	CLASS XII	English	120	120
UG	BTech,Electronics And Communication Engineering,	48	CLASS XII	English	60	53
UG	BTech,Information Technology,	48	CLASS XII	English	60	55
UG	BTech,Mechanical Engineering,	48	CLASS XII	English	60	27
UG	BTech,Computer Science And Engineering Artificial Intelligence,	48	CLASS XII	English	120	120
UG	BTech,Artificial Intelligence Ai And Data Science,	48	CLASS XII	English	120	120
PG	Mtech,Master Of Technology Mechanical Engineering,	24	B. TECH. B. E.	English	18	4
PG	MCA,Master s In	24	GRADUATION	English	60	57

	Computer Application,					
PG	MBA,Mba,	24	GRADUATI ON	English	120	117

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	19				28				105			
Recruited	16	3	0	19	11	6	0	17	70	35	0	105
Yet to Recruit	0				11				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				35
Recruited	30	3	0	33
Yet to Recruit				2



<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	29	0	0	29
Yet to Recruit				1

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	16	3	0	10	6	0	6	4	0	45
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	64	31	0	96
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	243	204	0	0	447
	Female	36	48	0	0	84
	Others	0	0	0	0	0
PG	Male	78	38	0	0	116
	Female	42	20	0	0	62
	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	20	15	12	14	
	Female	8	5	2	6	
	Others	0	0	0	0	
ST	Male	2	0	0	2	
	Female	0	0	1	0	
	Others	0	0	0	0	
OBC	Male	191	119	79	97	
	Female	37	24	19	26	
	Others	0	0	0	0	
General	Male	281	279	234	178	
	Female	84	63	79	68	
	Others	0	0	0	0	
Others	Male	61	55	53	51	
	Female	7	4	4	7	
	Others	0	0	0	0	
Total		691	564	483	449	

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>The implementation of the National Education Policy (NEP), with a focus on multidisciplinary and interdisciplinary education, is a priority at IIMT College of Engineering, Greater Noida. Recognizing the value of broad-based learning, the curriculum is being expanded to include a diverse array of subjects beyond traditional engineering disciplines. This encompasses integrating courses from humanities, social sciences, and management to foster a holistic educational environment. Additionally, enhancements in research facilities are underway to support interdisciplinary research projects, encouraging collaboration between different departments. This approach aims to nurture professionals who are not only technically proficient but also equipped with critical thinking, creativity, and ethical understanding, preparing them for a diverse range of career paths and contributing significantly to national development</p>
2. Academic bank of credits (ABC):	<p>The implementation of the Academic Bank of Credits (ABC) system at IIMT College of Engineering, Greater Noida, marks a pivotal advancement towards a more flexible and student-focused educational model. This system enables students to earn, accumulate, and seamlessly transfer academic credits across various programs and institutions. IIMT College of Engineering has directed its students to adopt or become part of the ABC system, in accordance with a specific initiative and AKTU, Lucknow guidelines. Participation in the ABC system is mandatory for all students, ensuring that everyone has the opportunity to tailor their learning journey according to their career aspirations and interests. This compulsory involvement underscores the college's dedication to a multidisciplinary and interdisciplinary educational approach, allowing students to delve into areas outside their primary field of study. By embedding the ABC system into its core academic strategy, IIMT College of Engineering reaffirms its commitment to creating an adaptable educational environment that reflects the dynamic nature of the modern educational and professional landscapes.</p>
3. Skill development:	<p>Aligned with the National Education Policy (NEP), IIMT College of Engineering, Greater Noida, places a significant emphasis on skill development to ensure</p>

	<p>comprehensive learning and prepare students for the evolving demands of the workforce. The NEP advocates for an education system that goes beyond rote learning, emphasizing critical thinking, creativity, and practical skills. In response, Apart from curriculum, IIMT College has given the chance to all of its students to enhance their skills through various in house value added courses, workshops, seminars, and practical projects, emphasizing interdisciplinary learning and the application of knowledge in diverse contexts. By fostering partnerships with industry leaders and incorporating internships, live projects, and guest lectures, the college provides students with invaluable exposure to real-world scenarios and networking opportunities. The college also prioritizes the development of soft skills, such as communication, teamwork, and ethical reasoning, ensuring students are not only technically adept but also socially responsible and adaptable. This approach is in direct alignment with the NEP's vision of creating an education system that prepares students for both the challenges and opportunities of the 21st century, making IIMT College of Engineering a leader in delivering an education that is both comprehensive and future-ready</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The integration of the Indian Knowledge System at IIMT College of Engineering, Greater Noida, is a testament to its commitment to holistic education, resonating with the core values of the National Education Policy (NEP). This approach not only emphasizes the teaching of technical subjects but also incorporates the rich heritage of Indian culture, languages, and traditional knowledge through various mediums, including online courses. The curriculum is designed to foster a deep understanding and appreciation of India's diverse cultural heritage among students, preparing them not only as engineers but as well-rounded individuals who are aware of their roots and the wisdom of past generations. To further this objective, subjects such as Universal Human Values and Professional Ethics, and Rural Development: Administration and Planning have been integrated into the curriculum. These subjects are aimed at instilling a strong ethical foundation, social responsibility, and an understanding of rural dynamics and development challenges within</p>

	<p>students. By learning about universal human values, students are encouraged to develop empathy, integrity, and a sense of responsibility towards society and the environment. The focus on rural development introduces them to the complexities of rural administration, planning, and the importance of sustainable development practices. Through this multifaceted educational approach, IIMT College of Engineering ensures that students are not only equipped with the technical skills required for their professional growth but are also imbued with a strong moral compass and an understanding of their societal responsibilities. The inclusion of these subjects underscores the institution's dedication to producing graduates who are capable of contributing positively to society, with a clear understanding of their cultural identity and the ethical implications of their work.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>In line with the National Education Policy (NEP), IIMT College of Engineering, Greater Noida, emphasizes Outcome-Based Education (OBE) to ensure a comprehensive, student-centric learning experience. The NEP advocates for OBE to shift the educational focus towards achieving specific learning outcomes, essential for meeting the demands of the industry and broader societal needs. The implementation and continuous assessment of OBE at IIMT College are rigorously overseen by the Internal Quality Assurance Cell (IQAC), which is dedicated to upholding and advancing the quality of education. The IQAC plays a vital role in ensuring that curriculum design, teaching methodologies, and assessment strategies are all aligned with OBE principles. It conducts regular evaluations to measure the effectiveness of these strategies in reaching the desired learning outcomes. To bolster this effort, the IQAC organizes a variety of workshops and seminars aimed at faculty development. These sessions cover innovative teaching and assessment methods designed to enhance critical thinking, problem-solving abilities, and the practical application of knowledge. These workshops and seminars often feature experts from both the academic and industrial sectors, providing faculty and students with valuable insights into current trends and technologies. This initiative ensures that education at IIMT College of Engineering remains relevant and of high quality. Guided by the efforts of the IQAC, IIMT College of</p>

	<p>Engineering's adoption of the OBE framework not only aligns with the NEP's objectives but also equips graduates with the technical skills, ethical grounding, and practical knowledge necessary to make meaningful contributions to society and the professional realm.</p>
<p>6. Distance education/online education:</p>	<p>Under the National Education Policy (NEP), the emphasis on online education reflects a progressive approach to expanding the reach and accessibility of quality education. This strategic shift acknowledges the evolving landscape of education, driven by technological advancements and the need for flexible learning options. However, IIMT College of Engineering does not offer distance education programs but through a robust Enterprise Resource Planning (ERP) system, the college facilitates the provision of assignments, study materials, and a variety of educational resources online. This approach ensures that students have continuous access to learning materials, enabling them to study at their own pace and convenience. The ERP system also supports interactive learning through forums and virtual classrooms, fostering a dynamic educational environment that transcends traditional classroom boundaries. By integrating online education methodologies, IIMT College of Engineering aligns with the NEP's vision of making education more inclusive, accessible, and adaptable to the needs of a diverse student population.</p>

### **Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club of IIMT College of Engineering, Greater Noida, is a vibrant initiative designed to foster civic engagement and enhance electoral awareness among students. This club provides a crucial platform for students to comprehend the importance of democracy, electoral processes, and the influence of their votes. Through engaging workshops, insightful discussions, and targeted awareness campaigns, IIMT College's Electoral Literacy Club equips students with the essential knowledge and skills needed to become informed and responsible voters. By promoting a sense of civic responsibility and encouraging active</p>
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	<p>participation in the democratic process, the club plays a key role in developing the next generation of socially aware and politically informed citizens.</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>The structure of the Electoral Literacy Club at IIMT College of Engineering, Greater Noida, includes one senior faculty member as the Faculty Coordinator and four student coordinators. The selection of student coordinators is based on their demonstrated interest and motivation in promoting electoral literacy and civic participation among their peers.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club at IIMT College of Engineering, Greater Noida, conducted several significant activities during the 2022-23 session: National Constitution Day on 26th November 2022 Human Rights Day on 10th December 2022 National Youth Day on 12th January 2023 National Voter's Day on 25th January 2023 Pledge event on the occasion of the UP Municipal Elections on 2nd May 2023. These events played a crucial role in enhancing students' understanding and participation in important civic and democratic processes.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club (ELC) of IIMT College of Engineering, Greater Noida, has implemented various awareness initiatives focusing on electoral rights. These efforts include sensitizing students about their voting rights and encouraging them to enroll in the electoral roll. This is achieved through the celebration of Voters Day and other significant programs like Human Rights Day, National Constitution Day, and Youth Day. Additionally, the ELC has established a dedicated wall within the institute where students and staff can sign to express their support and raise awareness about the electoral system and democracy.</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>At IIMT College of Engineering, Greater Noida, all enrolled students are over the age of 18. The institute actively organizes a range of events and programs, including poster presentations, debates, elocution contests, and essay writing competitions. These activities are designed to foster a deeper awareness and understanding of electoral procedures, engaging students in meaningful discussions and allowing them to express their thoughts on important civic and democratic processes.</p>



# **EXTENDED PROFILE**

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1900	1724	1718	1782	1794
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 269

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
126	133	149	141	150

### 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
1429.5	1295.2	825.7	556.1	924.4

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

# **QUALITY INDICATOR FRAMEWORK (QIF)**

# **Criterion 1 - Curricular Aspects**

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

**Course Curriculum Planning:**

The course Curriculum at our institution is in line with the affiliating university Dr. APJ Abdul Kalam Technical University, Lucknow, Uttar Pradesh. The University calendar serves as the foundation for the institute's carefully planned academic schedule. Once the college calendar is finalized, the departmental calendars are fixed. Furthermore, extracurricular and co-curricular activities are included into the schedule of each department in accordance with the policies set forth by our organization and the academic calendar. The link of the affiliating university's academic calendar: <https://aktu.ac.in/academic-calender.html>

The affiliating university offers courses semesterwise for each program. The program's whole course content is split up into even and odd semesters. The predetermined university syllabus, which may be seen on the university website under the Dr. APJ Abdul Kalam Technical University Syllabus, is the source of courses for a given semester. Link: <https://aktu.ac.in/syllabus.html>

Courses are assigned to faculty members according to their expertise. Every faculty member creates a customized lesson plan that includes a timeline for course completion. Faculty preferences taken into consideration when choosing subjects to teach, and assignments are prepared in accordance with the needs of the institute.

**Curricular Implementation:**

**Conduction of Classes:**

In the beginning of the semester the faculty members prepare the course file of the course assigned to them, which is checked by the HOD. According to the institute's academic schedule, classes for odd/even semesters start at 9:15 a.m. till 5:00 p.m. In all classrooms, the conventional blackboard, chalk, and duster have been replaced with a white board and marker system. Teachers and students can routinely access cutting-edge electronic devices and multimedia audio-visuals in smart, high-tech classrooms, which can also record the lectures delivered in the class.

The medium of communication is English, with sporadic clarifications given in Hindi, if required.

**Assignment, Tutorial, and Practical Classes:**

There are five units in each course. There should be a minimum of one assignment, one tutorial sheet (wherever prescribed by AKTU) and one quiz or exam in class for each course.

In practical classes, there is one faculty member for every group of maximum thirty students. According to university regulations, students must complete minimum ten experiments in a semester. Students get lab manuals. The observations are noted in lab practical files by the students which are reviewed and evaluated. A lab evaluation sheet is maintained by the faculty member to keep the records.

### Internal Assessment:

There are two internal assessments. In the first internal assessment, about 40 % of the syllabus is covered. In the second internal assessment, called as Pre University Examination (PUE), 100 % of the syllabus is covered. Weightage of both the assessments is on the basis of 30 marks. As per university norms, the internal assessment carries a total of 50 marks, out of which 10 marks are determined by attendance and 10 marks from assignment evaluation.

Director, Dean and Head of Department keep a watchful eye on academic activities to make sure they are of high standards and follow the prescribed academic calendar.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 21

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

**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:** 27.1

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
406	273	297	390	1051

**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:**

Our unwavering goal at IIMT, Greater Noida is to deliver not just a demanding academic education but also a comprehensive learning environment that covers important intersecting topics like environmental sustainability, gender awareness, professional ethics, and human values. The curriculum has been carefully designed to imbue our children with a sense of accountability, diversity, and sustainability, equipping them for a dynamic and socially aware future.

**Professional Ethics:**

Professional ethics constitute the guiding principles that regulate an individual's or a group's conduct within a business environment. Similar to values, professional ethics establish a set of rules dictating how individuals should interact with others and institutions in such professional settings. The cultivation of professional ethics and an understanding of human rights contribute to enhancing an individual's capabilities, judgment, and conduct. This, in turn, refines one's behaviour, decision-making, and actions when fulfilling responsibilities to family, organization, and society.



Recognizing the pivotal role of professional ethics in shaping ethical behaviour among professionals, AKTU, Lucknow has incorporated "Universal Human Values and Professional Ethics" as a mandatory subject for all engineering branches. This strategic inclusion ensures that students across various engineering disciplines gain a comprehensive understanding of professional ethics, empowering them with the requisite knowledge to navigate the complexities of their chosen professions.

**Gender Awareness:**

IIMT instituted the Women Empowerment Cell with a mission to empower female students and staff, fostering awareness about women's societal issues. The cell aims to equip them with strength and determination to overcome challenges. Through initiatives like guest lectures, seminars, workshops, awareness programs, and welfare activities, the Women Empowerment Cell seeks to promote the advancement, development, and empowerment of women, striving towards gender equality.

**Human Values:**

Beyond scholastic achievement, developing people with a solid foundation in human values is highly valued at our university. The goals of the courses are to promote cultural awareness, empathy, and introspection. Students' personal and professional growth can be enhanced by exploring the essence of compassion, tolerance, and respect for others via exposure to literature, the arts, and humanities.

**Environmental Sustainability:**

Understanding how urgent it is to solve environmental issues, our curriculum integrates sustainability concepts into all subject areas. Ecological awareness, resource conservation, and sustainable behaviour are all covered in depth in the courses. Students are urged to consider the environmental effects of the careers they have selected carefully and to look into creative solutions that support a sustainable future.

**Holistic Approach:**

The practical application of gender sensitivity, environmental sustainability, human values, and ethical issues is further reinforced via fieldwork, internships, and community involvement.

**Impact on Graduates:**

Our integrative approach at IIMT, Greater Noida produces graduates who are not just academically skilled professionals but also morally and socially responsible people. They possess the values, abilities, and knowledge required to successfully navigate a challenging and ever-changing world. Alumni frequently speak about the long-lasting effects of their comprehensive education, highlighting the importance of these intersecting concerns in forming their viewpoints and social contributions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**1.3.2**

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

**Response:** 57.11

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

Response: 1085

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

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

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

# **Criterion 2 - Teaching-learning and Evaluation**

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 63.07

##### 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
685	560	474	446	484

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

2022-23	2021-22	2020-21	2019-20	2018-19
798	798	828	858	918

#### 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:** 37.28

##### 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
229	164	123	144	174

### 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
423	423	443	459	489

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 15.08

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

Our teaching philosophy is centred on establishing a learning environment that is both immersive and student-centric. We use cutting-edge teaching strategies, such as problem-solving techniques, experiential learning, and participatory learning, to improve learning experiences. In addition, we use tools provided by information and communication technology (ICT), such as a wealth of online resources, to help with teaching and learning.

**Experiential Learning:**

We firmly believe in the transformative power of experiential learning. Students actively connect with the material through practical applications, real-world settings, and hands-on experiences. This method not only broadens their comprehension but also develops their capacity for critical analysis, problem-solving, and the application of academic information to real-world scenarios. Our dedication to experiential learning goes beyond the classroom; we include industry visits, field trips, and internships to provide students a comprehensive understanding of the subjects they have selected.

**Participative Learning:**

Using participatory learning strategies, our teaching members acknowledge the value of group learning. Students actively participate in debates, exchange ideas, and work together on projects in these dynamic, post-classroom environments. Using an interactive method, students are encouraged to learn from their classmates as well as from the instructor, creating a feeling of community. The sharing of thoughts and viewpoints enhances education and fosters a more thorough comprehension of the material.

**Problem-Solving Methodologies:**

At IIMT, Greater Noida, preparing students for problems in the real world is a top concern. The program incorporates problem-solving techniques to foster critical thinking and decision-making abilities. Students are exposed to real-world issue scenarios through case studies, simulations, and group projects, which enable them to use their theoretical knowledge to come up with workable solutions. Using this approach, students are better equipped to handle the challenges of their future careers by developing a proactive, problem-solving mentality.

**ICT-Enabled Tools:**

Given the rapid improvements in technology in our day, we understand the value of using ICT tools into the teaching and learning process. The institute is also practicing the use of ICT (animations, videos, and ppts) with conventional methods of lecture delivery. Virtual simulations, online collaboration tools, multimedia presentations, and other ICT-enabled technologies are used. These resources support a variety of learning styles in addition to making education dynamic and entertaining. The library also has AKTU – Consortium (E-Books, E-Journals) for faculty members and students.

**Effective Teaching and Learning Process:**

An atmosphere that is favourable to successful teaching and learning is created by combining student-centric techniques with ICT-enabled technologies. Our instructors modify their methods of instruction to meet the individual demands and learning preferences of every student since they are knowledgeable

about the most recent developments in pedagogy. To monitor and improve the learning results, techniques for continuous improvement, feedback systems, and regular evaluations are used.

We remain at the forefront of cutting-edge teaching techniques because of our dedication to building a culture of continual development, giving our students a cutting-edge education that will help them succeed in their future efforts.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 85.98

#### 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
155	155	160	160	183

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 31.04

**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
42	47	53	37	38

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 internal assessment framework is meticulously structured within an academic calendar at the commencement of each session, ensuring a seamless integration of evaluations throughout the semester. Aligned with university guidelines, students are informed in advance about the various components shaping their assessment journey, fostering a transparent and equitable process.

Two pivotal internal examinations, namely Sessional and PUT, coupled with regular unit tests, punctuate the academic calendar. Students receive timely notifications, allowing them to prepare adequately. Test copies, a t



angible record of academic performance, are presented in classrooms, facilitating a comprehensive analysis. Subject teachers engage in purposeful discussions with students during the answer sheet review, addressing any concerns and rectifying discrepancies promptly. The maintained course file encapsulates the outcomes of unit tests and internal examinations, fostering accountability.

Should dissatisfaction persist, students have a direct avenue to the Head of Department (HOD) for necessary intervention. The proactive approach to grievance resolution underscores the institution's commitment to fairness and student satisfaction. Additionally, in the event of suboptimal marks in university examinations, students possess the recourse to seek re-evaluation, reinforcing a commitment to justice in the evaluation process.

The commitment to transparency extends further through various measures. The initiation of each semester involves a comprehensive briefing on the assessment process components, ensuring clarity for students. Detained lists are prepared in advance and communicated to parents, triggering targeted interventions such as extra classes for weaker students.

A crucial layer of assurance is woven through the random verification of corrected answer scripts by the HOD, affirming the fidelity of the evaluation process. The daily uploading of student attendance on the university web portal not only streamlines administrative processes but also enhances accountability.

For laboratory courses, a nuanced approach to assessment is adopted, encompassing regularity, performance, viva, and prompt submission of records. Marks and grades for each experiment are meticulously recorded, with viva voce sessions serving as a practical test of independent learning and real-time application comprehension.

In the realm of project evaluation, a Project Review Committee collaborates with project guides to ensure a holistic and quality-centric assessment. The maintenance of a project diary adds an element of ongoing monitoring, emphasizing the iterative nature of project work.

To combat malpractices, the university has introduced a jumbling system, relocating semester-end examinations to centres external to the college. This strategic measure bolsters the integrity of the examination process.

Laboratory and project end examinations benefit from the expertise of internal and external examiners appointed by the university, ensuring a rigorous and impartial evaluation. The judicious orchestration of these elements culminates in a streamlined process where students receive updated results within the same semester, fostering a culture of efficiency and transparency.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 comprehensive structure of course outcomes (CO) is a cornerstone in the academic landscape, meticulously outlined and prominently displayed on the institution's website. The dissemination of these outcomes transcends digital boundaries, reaching the tangible realms of classrooms, labs, newsletters, and course and lab files. This strategic dissemination not only enhances visibility but also underscores the institution's commitment to transparency.

The pursuit of CO attainment is a dynamic process, finely tuned to well-defined parameters that encapsulate both internal and external evaluations. The journey commences with the formulation of course outcomes for each individual course, a meticulous process overseen by faculty members with shared areas of interest, working under the auspices of the Departmental Academic Committee (DAC). The finalization of CO attainment targets involves a collaborative effort, with DAC, faculty members, and the Head of Department (HOD) engaging in a thorough review of previous results and attainment values. This collective endeavor culminates in the establishment of targets for the upcoming session, a process that embodies a commitment to continuous improvement.

Internal evaluation, a linchpin in the CO attainment framework, is characterized by a judicious mix of sessional examinations and pre-university examinations. The sessional examinations, structured around CO-based question papers, strategically cover approximately half of the syllabus. This nuanced approach enables the identification of students across the spectrum of academic prowess—bright, average, and weak. In parallel, pre-university examinations present CO-based question papers covering the complete syllabus, serving as a robust preparation mechanism for the final examinations. Practical assessments, seamlessly integrated into the internal evaluation framework, focus on enhancing practical knowledge and ensuring the completion of laboratory tasks stipulated by the university. The evaluation process is further enriched through viva-voce sessions and experiment analyses, affording a comprehensive understanding of the knowledge gained by students.

External evaluation, orchestrated through university end-semester examinations, serves as a critical anchor in the CO attainment paradigm. The university's examinations, spanning both theory and practical domains, provide an external benchmark against which students' academic prowess is measured.

Beyond the confines of university guidelines, the department exercises vigilance over various facets of students' academic engagement. Attendance, assignments and class tests are meticulously monitored, contributing to a holistic understanding of individual student performance. This multifaceted approach to internal assessment is aligned with university norms, with a deliberate distribution of marks between internal and external assessments.

In the final reckoning of CO attainment, a calibrated weighting system is employed, attributing 30% to internal assessments and 70% to external assessments, mirroring the proportions dictated by university norms. The determination of attainment levels rests with the Departmental Academic Committee, guided by clear benchmarks.

For internal assessments, the attainment levels are defined based on the percentage of students achieving average values. If more than 20% of students achieve the average value, the attainment level is 1; if 50% to 70% achieve it, the level is 2; and if more than 70% achieve it, the level is 3. External assessments follow a similar paradigm, with attainment levels contingent on the percentage of students achieving target values.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

**Course Outcomes:**

Program outcomes and course outcomes of all programs are well stated and displayed on website. Also disseminated in labs, classrooms, and newsletter, course and lab files.

**Attainment of Course Outcomes**

Department is using well defined parameters to calculate Course attainment (CO) of each course. Broadly, it consists of internal evaluation as well as external evaluation (University examination). The internal evaluation starts with the formation of course outcomes for individual courses and then all course outcomes are mapped with program outcomes. The mapping is finalized by individual Course in charge along with the faculty members having same area of interest under the supervision of Departmental Academic Committee (DAC). For finalizing the attainment targets, DAC along with all concerned, HOD conducts a meeting and in this meeting previous results as well as attainment values are being discussed. Considering all parameters and discussion, targets for coming session are being finalized.

The internal assessment tools are being used by department.

**Theory:**

- Sessional Examination: CO based Question papers covers approximately half syllabus for identifying the bright, average and weak students.
- Pre-University Examination: CO based Question papers covers complete syllabus to prepare students for final examinations.

**Practical:**

- Continuous Evaluation: Enhancement of practical knowledge, completion of laboratory task prescribed by the university.
- Examination: To analyse knowledge gained by students through Viva-voce & Experiments.

The External evaluation is carried out with the help of university end semester examinations. The University conducts examinations for theory and practical.

Apart from university guideline, department is monitoring attendance, assignments, class tests and quizzes of each student on regular basis. So, the overall internal assessment depends upon the following verticals.

1. Sessional Examination.
2. Pre-University Examination
3. Assignments.
4. Attendance.

In the final calculation of CO attainment **30 % weightage of internal and 70 % weightage of external** is taken since marks are distributed between internal and external as per university norms. The attainment levels are finalized by Departmental academic committee which is given below.

**For Internal Assessment:**

1. If more than 20% students achieve average value, then **attainment level is 1.**
2. If 50% to 70% students achieve average value, then **attainment level is 2.**
3. If more than 70% students achieve average value, then **attainment level is 3.**

**For External Assessment:**

1. If more than 30% students achieve target value, then **attainment level is 1.**
2. If 50% to 60% students achieve target value, then **attainment level is 2.**
3. If more than 60% students achieve target value, then **attainment level is 3.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 80.1

#### 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
432	329	414	488	305

#### 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
482	452	573	505	445

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.5

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

# **Criterion 3 - Research, Innovations and Extension**

## 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:** 1113.84

**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
119.502	427.70	565.3843	0.75	0.50

#### 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:**

IIMT College of Engineering has created an ecosystem for Research and Innovation by

- (i) Recruiting and developing desirable human resource,
- (ii) Taking initiative for creation and dissemination of knowledge and
- (iii) Establishing state of the art infrastructure:

Human Resource Development

At the entry level, IIMT College of Engineering recruits meritorious, dynamic and enterprising young faculty through an elaborate selection process that involves careful scrutiny of applications, testing of



knowledge and teaching skills and subsequent selection in interviews.

The annual performance appraisal system encourages faculty to enhance their teaching, research and administrative skills, as well as social services to the desired level of promotion. Faculty members are encouraged to undergo professional development programmes and organize and participate in Conferences, Seminars and Workshops.

Teaching and non-teaching staff are encouraged to enhance their qualifications and pursue part-time PhD programs.

The institute has a well-defined and published research promotion policy. Faculty members are encouraged supported to guide research.

IIMT College of Engineering has signed MOUs with DCS (Dysmech Competency Services Pvt. Ltd.) to provide the training on skill development to the student and faculty. The academic and research expertise of the IIMT College of Engineering continually contribute to the Innovation Ecosystem through breakthrough solutions and suggestion for solving critical problems, and motivating students to become good engineers and entrepreneur. An Incubation Center is established in IIMT College of Engineering campus in collaboration with DCS to train the students idea of Entrepreneurship and Start up in student.

The system also has the provision of research and development team under which the various research activities are planned such as startups, Patent, Copyrights, Prototypes and business model.

Some other initiatives include:

1. Entrepreneurship courses.
2. Visits to industries.
3. Organization of Hackathon to foster creativity and innovation along with other creative art contests like Swalaksha
4. Project work for all students.
5. Annual exhibits of Models and Innovative ideas of students
6. Skill training to augment potential for start-ups

The institution seamlessly integrates the Indian Knowledge System across all facets of education and activities. The curriculum delves into India's rich cultural heritage, exploring historical perspectives, political ideologies, and legal aspects through studies. In the fifth semester, AKTU introduces subjects like Constitution of India and Law and Engineering (KNC501/KNC601)), providing students with a comprehensive understanding of legal and constitutional aspects related to engineering. Furthermore, in the sixth semester, Indian Tradition, Culture, And Society (KNC502/KNC602) became a compulsory subject for all students, emphasizing the importance of cultural awareness and societal understanding. The institution actively promotes language fluency, particularly in Hindi, recognizing it as a profound source of knowledge. An ecosystem is fostered for learning, understanding, and supporting those in need, while participation in inter-state activities, cross-cultural studies, study tours, projects, and exchanges

further enhances the holistic educational experience. Additionally, the institution celebrates Hindi Diwas each year, accentuating the significance of the language. The curriculum not only includes the observation of nationally significant days/events but also integrates subjects that bridge the gap between law, engineering, and the cultural fabric of India.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 157

**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
81	57	9	3	7

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:** 1.03

**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
70	37	52	88	31

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

### 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:** 0.54

**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
67	24	4	23	26

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

### 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:**

At IIMT College of Engineering in Greater Noida, the emphasis on holistic development through active participation in extension programs focused on social issues is a cornerstone of its educational philosophy. These initiatives, particularly through the National Service Scheme (NSS), foster a culture of community service and awareness among both students and faculty.

#### **National Service Scheme (NSS) Initiatives**

The NSS at IIMT is robust, involving students from all departments under the guidance of faculty coordinators and student volunteers. The program's scope encompasses a broad array of activities aimed at addressing pressing environmental and social issues:

- **Environmental Programs:** Initiatives like the Clear Earth, Green Earth Program and the Pollution Awareness Program educate and engage the community in sustainability efforts. Additionally, programs such as the Plastic Removal for Fit India and tree plantation drives not only contribute to environmental conservation but also instill a sense of responsibility towards maintaining ecological balance.
- **Health and Safety Campaigns:** The NSS volunteers organize health-related events such as Medical Camps and Blood Donation Camps, crucial for community health and emergency preparedness. The Rally for Road Safety highlights the importance of safe driving practices, aiming to reduce road accidents.
- **Social Awareness and Support Programs:** Efforts to distribute sanitary pads and conduct yoga sessions address crucial aspects of women's health and overall community well-being. These programs ensure that the benefits of health and hygiene are accessible to all segments of society, particularly the underprivileged.

## Community Sensitization and Awareness

Community sensitization is another significant aspect of NSS activities at IIMT. Through various rallies and awareness programs, the college addresses several critical issues:

- **Environmental and Health Awareness:** Environmental awareness and COVID-19, Go-Green etc. awareness programs play a vital role in educating the community about ongoing health and environmental challenges. These initiatives are essential for fostering informed communities capable of proactive action.
- **Civic Engagement:** Programs like the Election Awareness Program are crucial in a democratic society, ensuring that community members are informed and motivated to participate in the electoral process.

## Educational Outreach and Impact

The adoption of a primary school in the village "Bhutiya" near Mathura is a highlight of IIMT's extension activities. This initiative involved a special camp that lasted about seven days, benefiting over 150 local students. Such activities not only enhance the educational opportunities for these children but also enrich the learning experience for IIMT students, developing their understanding of social issues and civic responsibilities.

The extension activities at IIMT College of Engineering represent a comprehensive approach to education that goes beyond academic achievement to include moral and social education. By participating in these programs, students not only enhance their knowledge and skills but also develop essential qualities such as leadership, empathy, and self-confidence. These experiences prepare them to be conscientious citizens and innovative engineers who can contribute positively to society. The proactive engagement with the community through these initiatives not only impacts the community positively but also strengthens the bond between the institution and the community, fostering a mutual growth that benefits all stakeholders involved.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### Response:

IIMT College of Engineering in Greater Noida has distinguished itself through its exceptional commitment to community service and environmental sustainability, earning significant recognition and accolades from various governmental and non-governmental bodies. These awards and recognitions

highlight the institution's impactful activities in areas such as public health, environmental conservation, and community development, all of which contribute to the holistic development of its students.

### **Recognition by Nagar Palika Parishad, Dadri Gautam Buddh Nagar**

A notable acknowledgment came in the form of an appreciation letter from Nagar Palika Parishad, Dadri Gautam Buddh Nagar. This recognition was for IIMT's active participation in the Swachh Bharat Abhiyan, where the college significantly contributed to cleanliness drives that improved hygiene and sanitation in the local area. These initiatives not only fostered a cleaner environment but also instilled a sense of civic responsibility among students, encouraging them to participate actively in community betterment efforts.

### **Rotary Club, Noida for Blood Donation Camps**

The Rotary Club of Noida recognized IIMT College of Engineering for its regular organization of blood donation camps. These camps, critical for maintaining adequate blood supplies in healthcare facilities, have been lauded for their organization, reach, and the high participation rate of students and faculty. Such initiatives underscore IIMT's dedication to healthcare-related community service, demonstrating the institution's role in saving lives and educating students about the importance of regular voluntary blood donation.

### **Award from Paryavaran Sanrakshan Gatividhi**

IIMT's environmental efforts were formally recognized with an award from Paryavaran Sanrakshan Gatividhi, an organization focused on environmental protection. This award was given in acknowledgment of IIMT's initiatives to develop an eco-friendly environment within and around the campus. Programs such as the extensive tree plantation drives, pollution awareness campaigns, and the push for sustainable practices have not only enhanced the local ecosystem but also provided students with practical experiences in environmental stewardship.

### **Impact of Extension Activities on Education**

The extension activities at IIMT go beyond mere participation and have become a core component of the educational curriculum, integrating practical, real-world issues with academic learning. The adoption of a primary school in the village of Bhutiya near Mathura is one such initiative where IIMT students interact directly with the community, enriching both their own and the children's educational experiences. This program, in particular, has helped students develop a deeper understanding of societal challenges and the ways in which they can contribute positively.

The array of awards and recognitions received by IIMT College of Engineering is a testament to its commitment to social responsibility and community service. These accolades not only reflect the institution's significant contributions to societal betterment but also highlight the role of educational institutions in fostering community development. Through its diverse range of extension activities, IIMT not only impacts the community positively but also ensures that its students develop holistically, equipped with the knowledge, skills, and moral framework necessary for their future roles as global citizens.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:** 16

**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
4	4	4	3	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 61

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



# **Criterion 4 - Infrastructure and Learning Resources**

## 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:

During academic Journey of professional excellence of 18 years the legacy of outcome based professional education with moral values and ethics is still continued under the table guidance of Director IIMT College of Engineering. The Eco friendly Campus and other facilities of IIMT College of Engineering have been spreader under Sprawling area of 2.50 acres of land. The overall built-up area is of 24603.43 Sq. Mts. The IIMT College of Engineering consists of 58 class rooms which include 05 smart class Rooms, the purpose of smart class rooms are to use IT Enabled teaching pedagogy and practices as teaching aids for providing quality teaching to students. There are 04 seminar halls for conducting workshops, seminars and round table conferences time to time at department level with motive of providing additional current subjective knowledge apart from knowledge based on syllabus. IIMT Engineering College has 03 drawing halls for dealing with Engineering Drawing and closely related subjects. The college has 39 Laboratories related with various departments such as Mechanical Engineering, Civil Engineering, Electronics Engineering as well as Computer Science Engineering. Some more lab setups are in progress related with Data Science and AI. The College has 02 Workshops applicable in Mechanical as well as Civil Engineering. There are 02 Air-conditioned Conference Halls for major activities time to time at department as well as at Institute level as it has been the trend of the institution to impart activity based knowledge. For promoting teaching learning as well for Book Bank purpose dedicated Central library is established in B Block of IIMT Engineering College. The college has provided excellent canteen facility to the students, faculties as well as non-teaching staffs. Administrative Block of the college is fully devoted for ensuring smooth functionality at administrative level.

The institute has sound IT Infrastructure facility which is managed by IT Cell. The 24X7 Internet Facility in the Campus is available through Fiber Optic Cable. In addition to this well established Language Labs, Texas Instrument Innovation Lab, CISCO Certified Lab, Oracle lab, MSME Incubation Center, Microsoft Certified Lab, Cloud Computing Research, etc. are also available along with open theatre and playgrounds. In CISCO Lab students learn advanced Networking Concepts with highly skilled networking trainers. In Oracle Lab students learn advanced Database Concepts from database experts. In Microsoft Certified Lab students are trained on Microsoft based software tools. Cloud Based Computing are now a days in demand, the students are trained on Cloud Computing concepts using Cloud Computing Research Lab.

Sl. No.	Facilities	Number Available

1	Classrooms	58
2	Technology Enabled Learning Space	9
3	Seminar Halls	4
4	Conference Hall	3
5	Open Theatre	1
6	Tutorial Spaces	14
7	Laboratories	57
8	Workshop	2
9	Drawing Hall	3

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 30.01

**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
583.98	529.05	233.90	31.65	131.35

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:**

IIMT College of Engineering has huge Central Library along with departmental libraries for continuously facilitating teaching, learning and research practices to the students as well as faculties. The IIMT College of Engineering Library has a wide collection of books on Science, Technology, Humanities, Management and Soft Skill. Through Library Membership, All students and employees of the Institute may avail the library access facility. The Library is well equipped with latest open software packages for managing all in-house operations of the library. The database of books available in the Library is updated on regular basis along with details of recently acquired books. The library has DELNET membership which is useful for both the students and faculty for online learning. IIMT Engineering College has also subscribed AKTU E-Consortium. As the institute is affiliated with AKTU therefore this software is very useful in library management and automation. Based on changes in syllabus, the library management keeps updating about the text books and reference books. NPTEL Lectures, MOOC Course materials are also available in the library in digitized form. During sessional as well as mid-term exam, the library timing is flexibly managed as per the demand of students apart from its normal timings. Students are also encouraged for competitive exams such as preparation of GATE exam; therefore for that purpose several study materials which are relevant to students from competitive prospects are also available in the library. Institute management has initiated to put library resources on institute's ERP in collaboration with TCSion. The transactions of the books to the students as well as faculties are monitored and managed smartly through available library related software. The annual expenditure on the library for the academic year 2021-2022 is INR 10.02066 lakhs. The students as well as faculty members are encouraged to access recent newspapers, e-journals and e-book of their concern discipline for latest updates in their knowledge domain area. The accessibility of online content is also ensured to students and faculties through internet enabled smart computers available in library.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

For Managing IT-Resources in the institution, dedicated IT-Cell is established. The institution has 736

Computers exclusively for providing the computing facilities to the students. it has been the regular practice of updating the existing computer labs with latest configuration keeping in view the academic as well as industry requirement. the institute has various computer labs at departmental level such as IT-Lab, MCA-Lab, CSE-Lab, ECE-Lab, ME-Lab as well as CE Lab. For sharing Computing Resources, LAN facility is available for students, faculties as well as staff. For Enhancing online access of course content and promoting online learning, Bandwidth of Internet facility is regularly updated. Currently Institution has 500 Mbps Leased Line Internet Connectivity. For supporting ,procuring and securing IT-Resources various licensed system software, application software, utility software, Internet Security Software are available. It has been in practice of regularly upgrading/replacing computer system by state of art systems. New acquisition for servers, switches and UPS are being procured regularly to meet computer lab maintenance requirement. Apart from computing facility at department level shared computing facility is available at established Computer Centre.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 2.58

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

**Response:** 736

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 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:** 57.47

**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
665.37	651.76	529.29	407.78	637.13

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

# **Criterion 5 - Student Support and Progression**

## 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:** 69.63

**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
1058	950	1418	1318	1466

#### 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](#)

#### 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 45.13

**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
531	959	835	988	712

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 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:** 61.18

**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
243	200	290	258	213

**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
432	329	414	488	305

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 1.44

**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
0	9	1	1	0

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

## 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: 25**

**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
6	12	5	0	2

**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](#)

**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: 22.6**

**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
20	25	13	25	30

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The Alumni Association of IIMT College of Engineering plays an important role in the institution's development by providing financial support and other services.

IIMT College of Engineering has a strong network of alumni who have graduated from various disciplines and have excelled in their respective fields. The Alumni Association serves as a platform for these alumni to stay connected with their alma mater and contribute to its growth and progress through an integrated alumni management software “Almashine”.

One of the primary ways in which the Alumni Association contributes to the development of the institution is through financial support. Alumni donate funds for various initiatives. IIMT Aluminize regularly use to donate books in our library, donates sports and other useful items in departments.

Apart from financial contributions, the Alumni Association offers various other support services that benefit the college community. This includes mentoring programs, where alumni provide guidance and career advice to current students. Alumni also participate in guest lectures, workshops, and seminars, sharing their knowledge and experiences with students and faculty members. Additionally, the Alumni Association facilitates networking opportunities, job placements, and industry connections for students and recent graduates.

The active involvement of the Alumni Association has had a significant impact on the development of IIMT College of Engineering. Their contributions have helped in creating a conducive learning environment, fostering academic excellence, and nurturing future leaders in the field of engineering. The financial support and other services provided by the Alumni Association have contributed to the college's reputation and success.

Thus the registered Alumni Association of IIMT College of Engineering plays a crucial role in the institution's development through its financial contributions and other support services. The active participation of alumni strengthens the bond between the college and its graduates, creating a sense of pride and belonging among the entire college community. Moving forward, continued collaboration between the college and its alumni will be instrumental in achieving further growth and excellenc

File Description	Document
Upload Additional information	<a href="#">View Document</a>

# **Criterion 6 - Governance, Leadership and Management**

## 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:**

IIMT College of Engineering, Greater Noida aims to provide a value-driven culture and professional environment, offering state-of-the-art undergraduate and postgraduate programs. The institution focuses on research, innovation, and entrepreneurship, addressing societal problems with high ethical values, delivering industry and academia's changing demands, and contributing to entrepreneurship and research.

**The Board of Governors:** - The Board of Governors is responsible for implementing framework directive principles and policies, approving and amending policies, approving budgets, and overseeing the institute's overall development.

**Director:-** The Director of an institution is responsible for planning, implementing, and monitoring academic activities, defining organizational structure, delegating responsibilities, monitoring processes, mobilizing resources, and planning necessary facilities for development.

**Dean Academics:** - The Dean Academics at an institution is responsible for preparing and executing the academic calendar, conducting result analysis, overseeing the teaching-learning process, initiating supplementary teaching measures, and monitoring academic audits.

**Internal Quality Assurance Cell (IQAC):-** This cell is responsible for creating and implementing quality benchmarks for academic and administrative activities, maintaining a quality management system, organizing internal audits, providing feedback, and publishing technical magazine and news letters.

**Dean Student Welfare:-** DSW is responsible for implementing Student Grievance, Co-curricular activities, Cultural activities, Sports activities, Student Health Care, Formation of Student Council, Student Orientation Institute's Scholarship.

**Dean Administration:-** The Dean Administration's role involves ensuring efficient purchase procedures, resource provision, transportation, housekeeping, and overall building maintenance, including hostels, to maintain the NCC.

**Dean R&D and Incubation Centre:-** The Dean of Research and Development (RD&D) is responsible for overseeing EDC, IIC sponsored projects, consultation, industry supported labs, patents, and copyrights.

**Dean Examination:-** The Dean Examination conducts both internal and external examinations,

maintaining a record of all internal examination copies.

**Head of Departments:-** The Head of Departments is responsible for managing academic activities, planning and executing these activities, and fostering discipline and culture within the department.

**Head Training & Placement:-** The Head of T&P is responsible for organizing employee development programs, maintaining records, identifying student training needs, and providing career guidance.

**Librarian:-** He is responsible for planning and executing routine activities, proposing expansions/developments, maintaining library discipline and culture, and preparing the annual budget.

**Sports Coordinator: -** He is responsible for ensuring the smooth operation and maintenance of sports facilities.

**Registrar:-** He is responsible for student data, compliance with AICTE, universities, and other agencies.

**HR: -** HR handles employee recruitment, maintains faculty personal files, appraisal forms, and leave records, as well as records for faculty joining and leaving.

**Account Officer: -** The Account Officer is responsible for managing the annual college budget.

**Prof. In charge – Admissions: -** The Professor in charge of Admissions is responsible for designing and printing an admission brochure and proposing an admission policy.

**Proctor: -** The Proctor is responsible for student discipline, including the Anti Ragging Grievance Cell and the WGRC.

**Chief Warden: -** The Chief Warden is responsible for overseeing and directing all hostel-related activities.

**Participative Management:-**

There is a representation of faculty members and students in many committees, like student council, sports committee etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

IIMT College of Engineering, Greater Noida, established by ASSOCIATION OF MANAGEMENT STUDIES in 2005, affiliated with AKTU, Lucknow, Uttar Pradesh. It offers quality professional education through accredited courses, seminars, conferences, guest lectures, industrial visits, and excellent academic facilities, focusing on holistic student development.

**The Board of Governors:** - The Board of Governors is responsible for implementing framework directive principles and policies, approving and amending policies, approving budgets, and overseeing the institute's overall development.

**Director:-** The Director of an institution is responsible for planning, implementing, and monitoring academic activities, defining organizational structure, delegating responsibilities, monitoring processes, mobilizing resources, and planning necessary facilities for development.

**Dean Academics:** - The Dean Academics at an institution is responsible for preparing and executing the academic calendar, conducting result analysis, overseeing the teaching-learning process, initiating supplementary teaching measures, and monitoring academic audits.

**Internal Quality Assurance Cell (IQAC):-** This cell is responsible for creating and implementing quality benchmarks for academic and administrative activities, maintaining a quality management system, organizing internal audits, providing feedback, and publishing technical magazine and news letters.

**Dean Administration:-** The Dean Administration's role involves ensuring efficient purchase procedures, resource provision, transportation, housekeeping, and overall building maintenance, including hostels, to maintain the NCC.

**Head of Departments:** - The Head of Departments is responsible for managing academic activities, planning and executing these activities, and fostering discipline and culture within the department.

**HR:** - HR handles employee recruitment, maintains faculty personal files, service books, appraisal forms, and leave records, as well as records for faculty joining and leaving.

**Account Officer:** - The Account Officer is responsible for managing the annual college budget, overseeing employee attendance, maintaining monthly attendance reports, and preparing salary.

**Appointment Rules:**

The College will issue recruitment advertisements in leading national dailies, making appointments based on the Selection Committee's recommendations, and may make rolling advertisements to attract top talent. The selection process will be transparent, objective, and credible, assessing merits and credentials based on performance. Colleges may also assess teaching and research aptitude through seminars or lectures.

**Professional Code of Conduct:**

The College Code of Conduct mandates that all teachers must adhere to it, including avoiding misconduct, inciting students against others, engaging in communal activities, making inappropriate remarks, refusing to make decisions without reason, and engaging in plagiarism. These actions are against the college's interests and do not interfere with the right of teachers to express their opinions. The code also prohibits plagiarism within legal terms.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:**

Results are only possible when the complete team of Faculty and staff are highly motivated. Therefore the Institute has kept a number of welfare measures for Faculty and staff:

The leave policy provides employees with various types of leaves to ensure rest, recuperation of health, and fulfilling social obligations. The policy is applicable from August 1st to July 31st, and includes casual leave (CL), medical leave (ML), short leave (SHL), summer leave (SL), winter leave (WL), and leave without pay (LWP). Maternity and paternity leave is available for all permanent staff of the institution, with female and male faculty serving more than two years entitled to these leaves.

Applying for leave should be properly filled online and submitted by the end of the month. Special approvals for leave include casual leave (CL), which is granted to all permanent staff and trainees/probationers. Employees are eligible after completing one month from the joining date and can avail a minimum of half CL. National holidays, festivals, declared off days, and weekly off days can be prefixed or suffixed to CL. Unutilized CL/ML will lapse on July 31st of every session.

**CASUAL LEAVE (CL)**

Casual leave is granted annually based on service period, with a minimum of half leave per month. Employees can avail a minimum of half leave after a month from joining. National holidays, festivals, declared off days, and weekly off days can be prefixed or suffixed to leave. Balanced leave will lapse on July 31st. Unutilized leaves must be notified to the HOD. Approved leave applications must be submitted within two working days of re-joining. Academic leave can be availed up to three days per month. Non-approved leaves are considered LWP.

**MEDICAL LEAVE (ML)**

Employees can take 5 days Medical Leave (ML) in an academic year, with a minimum of half ML availed after 1 month. Extended ML requires a doctor's fitness certificate. If no ML is available, CL can be clubbed. Intervening holidays or weekends count as leave.

**WINTER LEAVE (WL)**

Winter leave (WL) requires a minimum of 3 months of service and is available to faculty and staff. It is 08 days per week, with no half-day allowance. It cannot be clubbed with other leaves and must be used within the approved winter slot.

**SUMMER LEAVE (SL)**

Summer leave (SL) requires 6 months of service and 10 months for all leaves. Teaching staff who have completed 10 months or more can avail 06 days of leave before the start of academic sessions. Non-teaching staff can avail 0-4 days. Admission team members' leave periods are determined by the

Competent Authority.

### PAID LEAVE:

Faculty members entitled to paid leave for conducting external practical exams, attending Convocation for Ph.D. degree, and special cases like evaluation can be combined with summer/winter breaks.

### OTHER BENEFITS TO EMPLOYEES:

The college offers medical benefits to regular teaching and non-teaching staff with a minimum of 3 months of service, covering up to INR 15000/-. Staff can contact the Accounts Department for this benefit. Hospitals offer discounts on medical treatment bills. Faculty birthday celebrations are held monthly, and transportation facilities are available for faculty members.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 31.76

**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
29	43	42	48	60

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>

### 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:** 23.17

**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
81	58	48	12	29

**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
57	57	57	57	57

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

## 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:**

IIMT College of Engineering, Greater Noida, implements strategic measures for the effective mobilization and utilization of funds, ensuring resource optimization across all operations. The

Institution relies on various income sources, including student tuition fees, need-based loans from management, sponsorships for events by government and non-government agencies, and alumni contributions for essential purchases.

A finance committee oversees the judicious use of funds, covering both recurring expenses and capital investments. Procurement processes are transparent, with the purchase committee obtaining competitive quotes for essential acquisitions, ensuring value for money in terms of quality and service. The budgeting process is collaborative; the Director and Department Heads draft a comprehensive budget before the fiscal year, accounting for all expected expenditures. This budget is meticulously reviewed and approved by the management and Governing Council, with continuous monitoring by the accounts and purchase departments to prevent budget overruns. External statutory auditors further validate the financial health of the institution.

IIMT College also focuses on maximizing resource utilization. It encourages research and innovation among faculty, offers travel grants for academic conferences, and promotes the use of infrastructure for extended learning opportunities. Facilities are used beyond regular hours for various educational and community services, demonstrating the college's commitment to leveraging its resources for maximum benefit.

The internal audit, executed by the college's financial committee, scrutinizes incomes and expenditures, with findings reported to the institution's management via the Account Officer. Additionally, an independent agency performs an annual external audit to uphold financial standards. The financial oversight process begins with the Director and Director of Planning & Procurement proposing a detailed budget, considering department heads' recommendations. This budget encompasses both recurring expenses, such as salaries and utilities, and non-recurring costs for infrastructure enhancements and equipment purchases. The accounts department vigilantly monitors spending against this budget.

Internally, financial transactions are audited annually, with all vouchers reviewed for accuracy and compliance. Discrepancies, if any, are immediately brought to the Finance Officer's attention. Externally, the college's accounts undergo scrutiny by a chartered accountant, ensuring all transactions are properly authorized. This robust audit process, compliant with government regulations, reinforces the college's commitment to financial transparency and accountability. Any audit queries are promptly addressed, maintaining the college's high standards of fiscal management.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

### **INTERNAL QUALITY ASSURANCE CELL**

Composition of the IQAC

The IQAC should be constituted in every institution under the chairpersonship of the Head of the Institution with heads of key academic and administrative units and a few teachers and a few distinguished educationists and representatives of the local management and stakeholders as members.

The composition of the IQAC should be as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent all levels (Assistant Professor and Associate Professor) (Three to eight)
3. One member from the Management
4. The senior administrative officer (Office Superintendent/Manager)

5. One nominee each from the Local Society/Trust, Students and Alumni
6. One nominee each from the Employer/Industrialists/Stakeholders
7. One of the senior teachers as the Coordinator of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution and accordingly the representation of teachers may vary. The IQAC helps the institution in planning and monitoring quality-related activities. It ensures the various stakeholders' and beneficiaries' cross-sectional participation in the institution's quality-enhancement activities. The guidelines given here are only indicative and will help the institutions in their quality-sustenance activities.

The membership of the nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-thirds of the total number of members. The Agenda, Minutes and Action Taken Reports are to be documented and maintained electronically in a retrievable format.

While selecting these members, several precautions need to be taken. A few of them are listed below:

- It is advisable to choose persons from different backgrounds who have earned respect for their integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- It is advisable to change the Coordinator every two/three years to usher in new thoughts and activities in the institution.
- It would be appropriate to choose senior administrators and persons in charge of institutional services such as library, computer centre, estate office, student welfare, administration, academic tasks, examination and planning and development.
- The management representative should be aware of the institution's objectives, strengths and limitations, and should be committed to its improvement. The local Society/Trust representatives should be of a high social standing and should have made significant contributions to society and to education, in particular.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** B. Any 3 of the above

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

# **Criterion 7 - Institutional Values and Best Practices**

## 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:**

IIMT College of Engineering is very much conscious of its Female students, faculty, and staff.

As per the routine activities for gender sensitization, the college uses to conducts many activities like women's day celebrations, security-related workshops, motivational lectures, etc by the eminent resource persons of the Government Administrations and other organizations.

The following initiatives have been taken by the college management to maintain gender equity:

1. Women Grievance Redressal Cell (WGRC) working as per rules and regulations of Statutory Authorities.
2. CCTV cameras are installed in all academic blocks, boys and girls' hostels, common places like the cafeteria, Library, and sports facilities.
3. Girls NCC wing for the Girls students.
4. All the students have their dedicated mentors to discuss any such issue for immediate action.
5. Proper availability of security guards.
6. Proctorial board members & the Government administration personnel's contact numbers are displayed at the multiple locations.
7. A permanent Female counselor is available on the campus for the counseling of any such issue which can only be shared with the female members by the female (students, faculty & staff).
8. Various awareness programs on women's empowerment and gender sensitivity, cybercrime, and self-defense are conducted.
9. The college also has a fully functional daycare inside the campus.
10. Also, have a women guard as a team member of our security team.

To inculcate moral and ethical values in the new generation it is our moral responsibility to make the students aware of the journey of freedom of the country through our great freedom fighters by their unforgettable sacrifices, they gift us freedom, to remember them and make our students aware about their struggle and stories the college used to celebrates many national days like Republic day, Independence Day, International Yoga day and many more such days.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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

**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:** A. All of the above

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

#### 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:**

**To build a nation of youth who are noble in their attitude and morally responsible. The College organizes conducted several activities to build and promote an environment for ethical, cultural and spiritual values among the students and staff. To develop the emotional and religious feeling among the students and the faculty. Our college has systemized multiple provide compendious environment like abundant leads towards cultural, regional , linguistic, communal, socio-economic and other diversities for**

**the promotion of amalgamation of society. IIMT is fully responsible for the welfare of the society. The support given by the IIMT group encouraged many people to be part of IIMT family. The local community and society around IIMT counts on the group in adverse situations and such a bond exists between IIMT and local community. The different social activities undertaken by IIMT Group of Colleges supported by the employees and students and communicate the standards for ethical behavior like food distribution during the corona times, distribution of**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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: Online YouTube Live lectures**

**Objective of the practice:**

The objective of these online YouTube lectures is to make them available all the time for the students. The lectures are delivered by the faculties as per their expertise. The students can watch the lectures at their convenience, they can watch them any number of times even during their off hours. Through this practice, we have seen appreciable improvements in the knowledge of the students.

**The context:**

- **YouTube, being universally accessible and free, has emerged as a powerful tool for educational institutions to share knowledge beyond traditional classroom boundaries.**
- **This approach aligns with the global shift towards more accessible and inclusive educational practices.**

**Benefits:**

There are various benefits to students by this practice:

1. This also helps to make the brand building of the college.
2. The benefit of this facility can also be availed by the students of other discipline to enhance their knowledge.
3. Lectures are available for the students 24\*7.

**The practice:**

- Faculty members are selected based on their expertise in the subject matter, ensuring that contents delivered are of high quality and relevance.
- Lectures are planned to cover both foundational topics and emerging trends in various fields.
- Technical setups, such as good quality microphones and cameras, are used to ensure clear audio and video quality.
- All lectures are archived on the institution's YouTube channel.

**The Evidence of success:**

Reference link of the success

**Link of You Tube channel of faculty lectures:**

<https://youtube.com/playlist?list=PL8nYt1SFwLhykveEx667SXxmAMzq7KwQ6>

**Problems encountered and resources required:**

**Problems encountered**

- **Ensuring stable internet connectivity during live sessions to avoid disruptions.**
- **Need for ongoing technical support to manage the streaming, recording, and uploading of content.**
- **Maintaining student engagement in a non-traditional learning environment can be challenging.**

**Resources Required**

- **Technical equipment for high-quality video and audio recording.**
- **Platforms for editing and hosting content, including software and cloud storage.**

**Best Practice 2:**

**Title: Innovation and Entrepreneurship Development Cell**

**Objective:**

It motivates the students as well as faculty members to become entrepreneurs by starting their startups to increase employment in the country.

To support the Make in India campaign of the country IIMT College of Engineering conducts many Entrepreneurship/startups related expert lectures, awareness programs, workshops, success stories of entrepreneurs, etc. This is to make us aware and motivate our potential students and faculty members to become entrepreneurs. The college not only works on the student's placement by providing them the job opportunities in the public and private sectors but also do a lot to sensitize their students to start their start-ups and become an entrepreneur. The college supports the students in all aspects till they are able to run their startups independently.

**The context**

**The Innovation and Entrepreneurship Development Cell (IEDC) initiative by the IIMT College of Engineering is a strategic response to the national imperative of fostering entrepreneurial skills**

**among the youth to bolster economic growth. It aligns with governmental objectives, such as the Make in India campaign, aiming to stimulate domestic production and innovation.**

**Benefits:**

IIMT feels proud to share that as of now the IIMT College of Engineering is running multiple student and faculty startups and participating in the economy of the country. Apart from this many other benefits of this practice are mentioned below:

1. It also helps in increasing the number of jobs through startups.
2. Students feel more confident to become entrepreneurs and self-dependent.
3. An entrepreneur plays a vital role in the country's economy.
4. This reduces the load on the country to generate employment.
5. Big support in strengthening the country in all aspects.

**The practice:**

- The IEDC organizes regular events, including expert lectures, workshops, and seminars, focusing on various aspects of entrepreneurship, from ideation to execution. These sessions are designed to inspire and inform students and faculty members about the opportunities and challenges of starting a business.
- Sharing success stories of entrepreneurs, including alumni who have successfully launched startups, provides relatable role models and practical insights into the entrepreneurial journey.
- The cell offers a holistic support ecosystem for aspiring entrepreneurs, encompassing mentorship from experienced business leaders, networking opportunities, and guidance on business planning and development.
- Awareness programs on government funding schemes are conducted to educate students and faculty members on how to secure financial support for their startups. The cell facilitates connections with potential investors and guides the process of applying for government grants and loans.
- Provision of dedicated spaces equipped with the necessary tools and resources for product development and experimentation. These innovation labs encourage hands-on learning and prototyping.

**The Evidence of success:**

Reference link of the success

**Innovation and Entrepreneurship Development Cell**

URL: <https://www.iimtindia.net/innovation-and-entrepreneurship-development-cell.php>

**Problems encountered and resources required:**

**Problems Encountered**

- Limited access to initial funding for startups and for the operational costs of the IEDC itself can hinder the ability to provide extensive support and resources.



- Overcoming the traditional preference for secure, salaried jobs over entrepreneurial ventures among students and their families poses a significant challenge.
- Bridging the gap between academic knowledge and the practical skills required for entrepreneurship, including business management, legal issues, and market analysis.
- Ensuring the long-term sustainability and growth of student and faculty member startups in a competitive market environment.

### Resources Required

- Investment in infrastructure for innovation labs and incubation centers, as well as funds to support startup initiatives and cover operational expenses of the IEDC.
- Hiring experienced entrepreneurs, industry experts, and mentors to guide and support the students and faculty members through the entrepreneurial process.
- Resources for developing and delivering entrepreneurship education, including curriculum development, access to online platforms, and materials for workshops and seminars.
- Establishing connections with industry, government agencies, and financial institutions to provide students with real-world exposure and opportunities for collaboration.
- Assistance with navigating the legalities of starting a business, including intellectual property rights, company registration, and compliance with regulatory requirements.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

#### **INSTITUTIONAL DISTINCTIVENESS:**

The vision of the College is to empower students for succeeding in a changing world to become productive engineers and responsible citizens. To achieve this Vision, the institute works comprehensively in both academic and administrative aspects. Creating a conducive learning environment with state-of-art infrastructure and laboratories and emphasizing on inculcating ethical standards among students through outreach programs.

Activity- Conducive learning environment to impart quality education: the college has an eco-friendly campus with ICT-enabled classrooms, well-equipped state of art laboratories, well-stocked library, which

nurture the students to enhance their technical competency. Institute ensures the continuous up-gradation of the laboratories. Institute has also the facility to conduct all academic activities in online mode through Microsoft Teams and Zoom online software. With the Microsoft Teams online software, we can easily share the course contents with the students for the enhancement of Teaching Learning process. It is also used to share various study materials on the basis of anytime and anywhere access. It provides an efficient way to conduct forum discussions among the student community and online quizzes.

**Library:** The institute has a central library and also departmental libraries. An exclusive reference section is available in the library. Institute also has various clubs which conduct regular activities throughout the year for the holistic development of the students and to make them industry ready. Institute also has an incubation Centre which gives an effective platform for students to start their startups and business. Various MoUs also signed by the institute which also helps the students a lot in their Internship/training programs, Industrial Visits to gain knowledge on real-time applications. Institute provides prerequisite training to students for building and developing competency.

To maintain the quality of the teaching and improve the employability of the students the college provides various facilities in addition to their curriculum, like:

### **DCS - The System Integrator of CSED**

DYSMECH COMPETENCY SERVICES PVT. LTD. (DCS)

IIMT College of Engineering is committed to developing employability and entrepreneurship skills among all individuals. The only Higher Education College in Uttar Pradesh, providing Infrastructure of Rs. 30 crores for the Centre for Skill and Entrepreneurship Development (CSED) to bridge the gap between Industry and Academia. The Technology partners are Dassault Systems, PTC, and MasterCam. This will certainly help students in gaining confidence, and industrial certification, therefore, leading to the best placement opportunities and assistance in quality placements. CSED shall prove to be a center where students shall receive the finest consulting on skill and Entrepreneurship Development gaining class apart experiential learning. This is also to fulfill the requirements of NEP 2020.

**DCS provides the students in campus facilities with summer training and a chance to make themselves skilled as per the requirements of the Industries. DCS is a registered company working inside the campus and provides students with corporate-like working environments.**

### **IIMT College of Engineering, Institution's Innovation Council (IIC)**

Ministry of Education has established Institute's Innovation Council to enhance innovation and entrepreneurship culture among students and faculty members of different Higher Educational Institutions. Therefore with the same aim IIMT College of Engineering, Greater Noida is determined to foster an innovation culture among students and its faculty members. IIMT is aiming to provide support to young researchers so that they can nurture their idea to a successful product.

IICs are primarily responsible for involving a large number of faculty members, students, and staff in various innovation and entrepreneurship-related activities such as ideation, problem-solving, Proof of Concept development, Design Thinking, IPR, project handling and management at the Pre-

incubation/Incubation stage, and so on, in order to establish and stabilize the innovation and entrepreneurship ecosystem in HEIs.

IIMT College of Engineering, Greater Noida, has established Institution Innovation Council (IIC) in accordance with the MoE's Innovation Cell, the Government of India's guidelines.

### **Research & Development Cell of IIMT College of Engineering**

The college also provides various Research oriented facilities to its faculty members, students to enhance the possibilities of innovation and research.

Under the umbrella of R&D Cell IPR Cell is working with a number of senior members from the Industries and Academia:

### **Intellectual Property Rights (IPR)**

"Intellectual property (IP) refers to various distinct types of creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs; for which a set of exclusive rights like copyrights, trademarks, patents, industrial design rights, and trade secrets are recognized under the corresponding fields of law."

In order to promote research and innovative activities among faculty members, research scholars, and students an Intellectual Property Right (IPR) Cell has been constituted at IIMT College of Engineering, Greater Noida.

### **Functions and Responsibilities of IPR Cell:**

- To create awareness about IPR / Patent drafting and filing for faculty members, research scholars, and students.
- To help and impart training on future endeavors regarding patent filing processes.
- Organize guest lecturers/webinars/workshops and training courses on IPR.
- To facilitate the filling of applications and licensing.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

# **CONCLUSION**

## **5. CONCLUSION**

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### **Additional Information :**

At IIMT College of Engineering, we are dedicated to upholding the highest standards of education and fostering a culture of sustainability and excellence.

As part of our commitment to quality, we actively participate in NIRF (National Institutional Ranking Framework) assessments, ensuring transparency and accountability in our educational practices. Additionally, we conduct regular audits on energy usage and environmental impact, striving to protect and preserve our planet for future generations.

We place a strong emphasis on co-curricular and extracurricular activities, recognizing their importance in holistic student development. With sincerity and dedication, we provide ample opportunities for students to engage in a diverse range of activities beyond the classroom, nurturing their talents and interests.

Furthermore, our institute pulsates with vibrant cultural events, organized with fervor and enthusiasm. These events serve as platforms for fostering creativity, celebrating diversity, and building a sense of community among students, faculty, and staff.

In essence, at IIMT College of Engineering, we aspire for excellence in every facet of education. Through our unwavering commitment to academic rigor, sustainability, and holistic development, we endeavor to empower our students to achieve their full potential and contribute meaningfully to society.

### **Concluding Remarks :**

IIMT College of Engineering has been steadfast in its commitment to engineering education excellence for over a decade. The institution is focused on advancing its research initiatives and is fully equipped to further enhance consultancy and project development through its incubation cell, with the goal of building a stronger, service-oriented nation.

# **ANNEXURE**

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :21</p> <p>Remark : As per clarification received from HEI, and excluding the courses which are part of the regular university curriculum and Training Program, thus DVV input is recommended.</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1087</td> <td>253</td> <td>860</td> <td>425</td> <td>1056</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>406</td> <td>273</td> <td>297</td> <td>390</td> <td>1051</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1087	253	860	425	1056	2022-23	2021-22	2020-21	2019-20	2018-19	406	273	297	390	1051
2022-23	2021-22	2020-21	2019-20	2018-19																	
1087	253	860	425	1056																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
406	273	297	390	1051																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 962</p> <p>Answer after DVV Verification: 1085</p> <p>Remark : As per clarification received from HEI, and after removing multiple counting of the same students in the same academic session, thus DVV input is recommended.</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
693	569	483	460	485

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
685	560	474	446	484

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
798	798	828	858	918

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
798	798	828	858	918

Remark : As per clarification received from HEI, and as per SOP number of admitted students should not be more than sanction seats in any of the programs in any academic year, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
270	181	124	166	194

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
229	164	123	144	174

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
423	423	443	459	489

Answer After DVV Verification :



2022-23	2021-22	2020-21	2019-20	2018-19
423	423	443	459	489

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
159	154	159	163	183

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
155	155	160	160	183

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

#### 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)**

##### 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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	54	57	43	47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	47	53	37	38

Remark : As per clarification received from HEI, and as per SOP only the teacher those who have done NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D should be considered not M.PHIL so based on that DVV input is recommended.

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

##### 3.1.1.1. **Total Grants from Government and non-governmental agencies for research**

**projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
119.502	427.70	113.076	0.75	0.50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
119.502	427.70	565.3843	0.75	0.50

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	57	9	3	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
81	57	9	3	7

Remark : As per clarification received from HEI, and after removing beyond the assessment programs,thus DVV input is recommended.

**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
66	38	53	69	63

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
70	37	52	88	31

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

**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
47	69	9	19	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	24	4	23	26

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

**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
6	10	19	8	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	3	1

Remark : As per clarification received from HEI, and excluding awareness programs on generic themes, days celebrations, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :61

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
610.83	541.49	237.78	53.54	138.75

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
583.98	529.05	233.90	31.65	131.35

Remark : As per clarification received from HEI, and as per SOP Focus of this metric is on to acquiring new infrastructure only not on Office Equipments, thus DVV input is recommended.

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
610.83	541.49	237.78	53.54	138.75

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
665.37	651.76	529.29	407.78	637.13

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

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***

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
780	743	1057	1063	1158

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1058	950	1418	1318	1466

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

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

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
605	828	714	646	346

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
531	959	835	988	712

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
225	197	223	254	168

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
243	200	290	258	213

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
432	329	414	488	305

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
432	329	414	488	305

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

**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
0	10	1	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	9	1	1	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	8	4	0	2

Answer After DVV Verification :

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

6	12	5	0	2
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Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	6	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	25	13	25	30

Remark : As per clarification received from HEI, and after removing Multiple activities on the relatively closer dates, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	48	42	84	85

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	43	42	48	60

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

**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
152	173	135	57	54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
81	58	48	12	29

**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
57	46	58	50	58

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	57	57	57	57

Remark : As per clarification received from HEI, and after removing Less than 5 days FDPs and Multiple participation of the faculty in the same academic year, thus DVV input is recommended.

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.**

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

Answer After DVV Verification: B. Any 3 of the above

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

**2.Extended Profile Deviations**

ID	Extended Questions
1.1	<b>Number of students year wise during the last five years</b>  Answer before DVV Verification:



2022-23	2021-22	2020-21	2019-20	2018-19
1943	1725	1718	1783	1809

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1900	1724	1718	1782	1794

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

Answer before DVV Verification : 312

Answer after DVV Verification : 269

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
146	153	158	149	164

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
126	133	149	141	150