

GATEWAY EDUCATION Delhi-NCR, Sonipat	Office Order INSTITUTIONAL DEVELOPMENT PLAN (IDP)	DOC: GE/HE/DG OFFICE/2025/192 REV: - DATE: 01 Nov 25 PAGE: 1 of 43
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The landscape of higher education in India is undergoing a major transformation. The Gateway Education in Delhi-NCR Sonipat aims to be a catalyst in shaping the future of higher education by providing a world-class learning environment that fosters excellence, innovation, and societal impact. This Institutional Development Plan (IDP) outlines the strategic roadmap for the development of the institution over the next 10 years, aligning with the national goals laid out in the National Education Policy (NEP) 2020, the Sustainable Development Goals (SDGs), and emerging global trends in education.

Vision Statement:

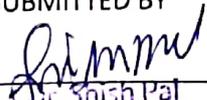
- *“To evolve into a world-class institution that delivers industry-relevant education, empowering students to thrive globally.”*

Mission Statements:

1. *“To produce skilled professionals with profound intellectual depth rooted in Indian knowledge, promoting outcome-based education via Industry–Academia Collaboration.”*
2. *“To equip students with advanced technical and life skills grounded in ethical values, emphasising industrial consultancy, innovation, and research excellence.”*
3. *“To foster human capital through multidisciplinary learning and prioritising entrepreneurship for global sustainability.”*
4. *“To enhance faculty growth through recognition, skill development, and a nurturing workplace culture.”*

Core Values of Gateway Education

1. **Academic Freedom and Integrity** - Upholding a culture where the pursuit of knowledge is free from bias, external influence, or censorship, and guided by honesty, transparency, and ethical conduct in teaching, learning, and research.
2. **Inclusivity and Equity** - Fostering a diverse, welcoming, and non-discriminatory environment where all individuals, regardless of background, have equal access to opportunities and resources for academic and personal growth.
3. **Student-Centric Learning** - Prioritizing the holistic development of students by engaging them through flexible, personalized, and experiential learning strategies that empower them to take ownership of their educational journey, while instilling the mindset and skills necessary for lifelong learning in a rapidly changing world.

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- 4. **Social Responsibility and Sustainability** - Encouraging ethical citizenship, community engagement, and environmental consciousness, aiming to create positive societal impact through academic and institutional practices aligned with sustainable development goals.
- 5. **Innovation and Excellence** - Promoting a forward-thinking and quality-driven mindset across all levels of the institution by encouraging creativity, critical inquiry, and continuous improvement in every endeavour.

Strength and Weakness Analysis

Strengths:

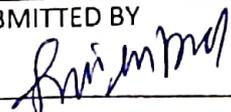
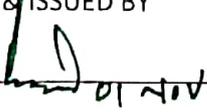
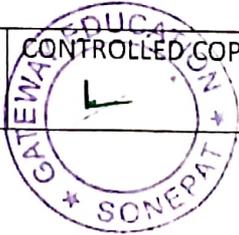
- (a) Strong commitment to academic and research excellence.
- (b) Modern infrastructure with green campus facilities.
- (c) Diverse student body with rural and urban students.

Weaknesses:

- (a) Need for further expansion of research outcomes.
- (b) Limited partnerships with industry for internships and placements.
- (c) Future-ready programs lacking.
- (d) Limited MOOCs adoption
- (e) Integration of AI in teaching-learning process lacking.
- (f) No accreditations and ranking (NBA, NAAC, NIRF, QS I-Guage etc.)
- (g) Limited no. of Ph.D faculties.
- (h) No consultancy and revenue generation.
- (i) Online learning infrastructure/LMS is not very robust.
- (j) Limited opportunities for skill development & entrepreneurship.
- (k) Faculty upskilling limited.
- (l) No Government funding.
- (m) Not very high word of mouth.
- (n) Enhancing student experience in campus.
- (o) Startup culture in campus lacking.
- (p) Setting Up Centres of Excellence (CoE) in collaboration with industry lacking.
- (q) 100% placement lacking
- (r) Limited international faculty presence.

Purpose of the IDP:

The Institutional Development Plan aims to:

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1. Align the Gateway Education's vision and mission with national priorities and global benchmarks.
2. Develop a phased roadmap for academic, administrative, infrastructural, and financial enhancement.
3. Facilitate structured growth through clear goals
4. Promote stakeholder participation and responsiveness, ensuring that students, faculty, alumni, and industry partners co-own the institutional journey.

Guiding Philosophy

The IDP is rooted in the faith from vision and missions of Gateway Education that higher education must:

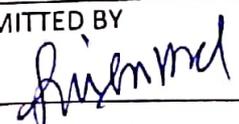
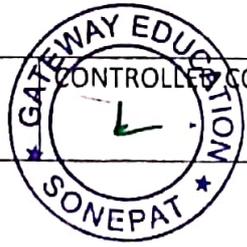
1. Produce skilled professionals with profound intellectual depth rooted in Indian knowledge, promoting outcome-based education via Industry–Academia Collaboration.
2. Equip students with advanced technical and life skills grounded in ethical values, emphasising industrial consultancy, innovation, and research excellence.
3. Foster human capital through multidisciplinary learning and prioritising entrepreneurship for global sustainability.
4. Enhance faculty growth through recognition, skill development, and a nurturing workplace culture.

Strategic Goals:

1. Short-Term Goals (0-2 Years):

1. Establish a Strong Governance Framework:

- (a) **Objective:** Set up a clear governance structure to ensure effective and transparent management.
- (b) **Action Plan:**
 - (i) Define the roles and responsibilities for academic, administrative, and leadership bodies.
 - (ii) Establish a system for accountability and regular reporting.
 - (iii) Implement governance policies that promote effective decision-making processes at every level.

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(iv) Engage stakeholders (students, faculty, alumni, industry partners) to co-own the institutional journey, ensuring alignment with the institution's goals.

2. Enhance Faculty Development Programs:

(a) **Objective:** Empower faculty with the skills and resources necessary to deliver high-quality education and research.

(b) **Action Plan:**

- (i) Create continuous professional development opportunities for faculty through workshops, training, and research support programs.
- (ii) Foster a culture of lifelong learning, where faculty are encouraged to update their skills and knowledge regularly.
- (iii) Introduce recognition systems that incentivize excellence in teaching, research, and community engagement.
- (iv) Strengthen faculty mentorship programs, allowing senior faculty to guide junior members in their academic and professional development.

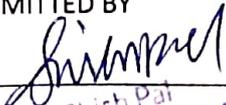
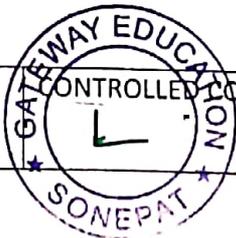
3. Develop State-of-the-Art Research Facilities:

(a) **Objective:** Create cutting-edge research infrastructure that supports multidisciplinary, high-impact research.

(b) **Action Plan:**

- (i) Construct and equip advanced research centers that focus on emerging technologies such as AI, IoT, and renewable energy.
- (ii) Provide faculty and students with the necessary resources (labs, equipment, databases) to carry out groundbreaking research.
- (iii) Encourage cross-disciplinary research initiatives that address global challenges, such as climate change, healthcare, and technological advancement.
- (iv) Establish a centralized research management system to streamline project funding, collaboration, and intellectual property management.

4. Increase Industry Collaboration for Funded Research Projects:

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(a) **Objective:** Strengthen ties with industry to secure research funding and promote innovation-driven learning.

(b) **Action Plan:**

- (i) Develop long-term partnerships with key industries, including tech, healthcare, manufacturing, and energy sectors, to sponsor research projects.
- (ii) Facilitate joint research projects where industry partners contribute real-world challenges and funding, while the institution provides the academic expertise.
- (iii) Establish an industry advisory board to guide research priorities and ensure alignment with industry needs.
- (iv) Create platforms for students and faculty to engage with industry professionals through internships, workshops, and industry-driven case studies.

5. Create a Comprehensive Alumni Network for Mentoring and Funding:

(a) **Objective:** Leverage alumni resources for mentorship, funding, and career development opportunities.

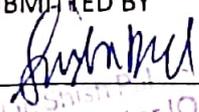
(b) **Action Plan:**

- (i) Develop a structured alumni engagement program, involving regular meetups, mentorship opportunities, and career advice for current students.
- (ii) Launch an alumni fund that can be utilized for scholarships, research grants, and start-up funding for students and faculty.
- (iii) Create a platform where alumni can collaborate with faculty and students on research, internships, and professional opportunities.
- (iv) Encourage alumni to return as guest speakers, mentors, or adjunct faculty to provide real-world insights into their fields of expertise.

6. Develop Digital Infrastructure to Support Blended Learning:

(a) **Objective:** Build a robust digital ecosystem that supports both traditional and online learning models.

(b) **Action Plan:**

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- (i) Invest in Learning Management Systems (LMS) to deliver course content, assessments, and interactions in a seamless, user-friendly environment.
- (ii) Upgrade classroom technologies, including smart boards, video conferencing tools, and interactive digital platforms, to facilitate blended and remote learning.
- (iii) Implement tools for collaborative learning, allowing students to work on group projects, engage in discussions, and access digital libraries and resources.
- (iv) Provide students with access to a range of online resources, including e-books, journals, and courses from top global universities.

7. Establish a Start-Up Incubation Center to Support Student Entrepreneurship:

(a) **Objective:** Nurture an entrepreneurial ecosystem within the institution to empower students to create their own businesses.

(b) **Action Plan:**

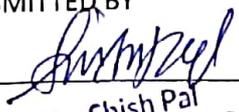
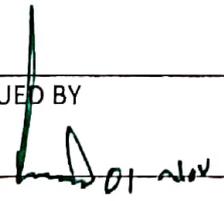
- (i) Launch a start-up incubation center that offers mentorship, resources, and funding to students with entrepreneurial ideas.
- (ii) Collaborate with venture capitalists, angel investors, and business mentors to provide students with the necessary tools and expertise to build successful startups.
- (iii) Offer specialized courses on entrepreneurship, business development, and innovation, combining theoretical knowledge with practical hands-on experience.
- (iv) Promote collaboration between students, faculty, and industry experts to drive innovation and new business ventures.

2. Mid-Term Goals (3-5 Years):

1. Launch New Multidisciplinary Academic Programs:

(a) **Objective:** Introduce innovative programs to address the demands of emerging industries.

(b) **Action Plan:**

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- (i) Develop new undergraduate and postgraduate programs in fields such as Artificial Intelligence (AI), Data Science, Cybersecurity, and Sustainable Development, which are aligned with current and future job market needs.
- (ii) Ensure the programs are designed with input from industry experts to ensure relevance and alignment with real-world demands.
- (iii) Integrate practical learning components, such as industry internships, project-based assessments, and collaboration with leading companies.
- (iv) Provide flexible learning options, such as part-time, online, and hybrid courses, to accommodate diverse student needs.

2. Build Partnerships with Local and International Universities:

(a) **Objective:** Strengthen academic collaboration to enhance the quality of education and global engagement.

(b) **Action Plan:**

- (i) Form strategic alliances with top-tier universities and research institutions globally to promote exchange programs, joint research initiatives, and shared academic resources.
- (ii) Create opportunities for faculty and student exchanges, allowing for exposure to diverse academic cultures and perspectives.
- (iii) Collaborate on curriculum development, research projects, and co-host academic conferences or seminars with partner universities.
- (iv) Seek funding opportunities from international bodies and collaborative grants to support joint initiatives and research endeavors.

3. Create a Fully Residential Campus with Enhanced Student Amenities:

(a) **Objective:** Provide students with a holistic, immersive educational experience through improved campus facilities.

(b) **Action Plan:**

- (i) Develop state-of-the-art residential facilities, offering students comfortable and sustainable housing options.
- (ii) Enhance student life by offering modern recreational facilities, sports complexes, wellness centers, and cultural spaces.

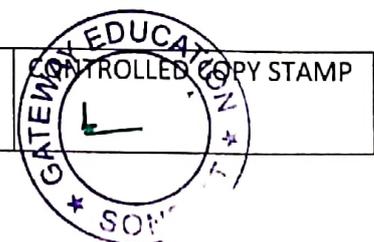
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(iii) Provide international students with dedicated services such as cultural exchange programs, language support, and mentorship to ease their transition.

(iv) Expand dining and study spaces to accommodate a diverse student body and create a vibrant, inclusive campus community.

4. Expand International Collaborations and Student Exchange Programs:

(a) **Objective:** Foster a truly global learning environment by enhancing international partnerships and student mobility.

(b) **Action Plan:**

(i) Strengthen existing partnerships and forge new agreements with top universities worldwide to facilitate student exchange and collaborative research.

(ii) Offer dual-degree programs, international internships, and exposure to global academic practices.

(iii) Develop faculty exchange programs to promote cross-cultural academic experiences and research collaboration.

(iv) Provide scholarships and funding opportunities to support students who wish to study abroad or engage in international projects.

3. Long-Term Goals (6-10 Years):

1. Achieve Global Recognition as a Research-Driven Institution:

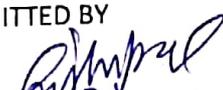
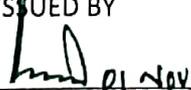
(a) **Objective:** Position Gateway Education as a leader in academic research and innovation on a global scale.

(b) **Action Plan:**

(i) Focus on publishing high-impact research in top-tier international journals and securing patents for groundbreaking innovations.

(ii) Collaborate with renowned research institutions and become a partner in global academic networks.

(iii) Develop specialized research clusters that focus on addressing global challenges such as sustainability, AI ethics, and healthcare advancements.

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(iv) Build a reputation for producing graduates who are leaders in research, industry, and academia.

These detailed goals ensure that Gateway Education's strategic development over the next ten years is rooted in innovation, global engagement, academic excellence, and industry relevance, making it a leading institution in India and internationally.

INSTITUTIONAL DEVELOPMENT PLAN (IDP) FRAMEWORK-MAJOR COMPONENTS (PARAMETER) FOR INSTITUTIONAL EXCELLENCE AS PER UGC GUIDELINES.

I. GOVERNANCE ENABLERS

Gateway Education is a progressive higher education institution committed to academic excellence, innovation, and holistic student development. Guided by a strong framework of governance enablers, the institution emphasizes transparency, accountability, and strategic growth through well-defined systems and stakeholder engagement.

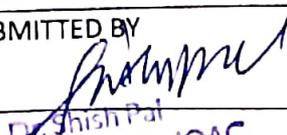
Under the visionary leadership of its governing bodies including the Board of Governors (BoG), Board of Studies (BoS), Academic Council and Internal Quality Assurance Cell (IQAC) Gateway Education operates with clearly established roles, responsibilities, and performance benchmarks. The institution ensures continuous quality assurance through structured processes that monitor academic, administrative, and financial outcomes.

With a focus on financial autonomy and sustainability, Gateway Education actively pursues external collaborations, research initiatives, and resource generation to strengthen institutional independence. The leadership remains dedicated to formulating and executing a shared vision and roadmap that aligns with both national educational goals and industry expectations, encompassing short-term, mid-term, and long-term objectives.

In essence, Gateway Education stands as a model of effective governance, strategic leadership, and continuous quality enhancement preparing its students and faculty to thrive in a competitive and rapidly changing global environment.

<i>Short-Term (0-2 Years)</i>	<i>Mid-Term (3-5 Years)</i>	<i>Long-Term (6-10 Years)</i>
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GOVERNANCE ENABLERS (Prime Driver-DG GHE)

Sr. No.	Types of Enablers	Description	Goals
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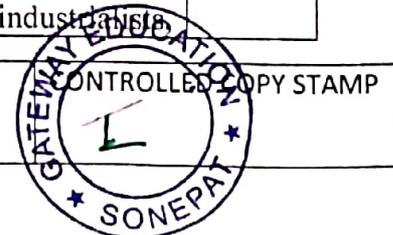
1.1	BoG /BoS/Academic Council/ Senate/ Syndicate	<ul style="list-style-type: none"> • Full Functional • Fully/ Majorly staffed • Defined roles and responsibilities and accountability • Involvement of alumni as major stakeholder 	1
1.2	Quality Assurance	<ul style="list-style-type: none"> • Well defined Processes • Processes to capture various aspects of governance • Clearly defined deliverables and outcomes 	1
1.3	Financial autonomy	<ul style="list-style-type: none"> • Striving for self-sustainability • Generating external revenue sources • Creation of Chair for Research in specific areas 	2
1.4	Leadership	<ul style="list-style-type: none"> • Effective leadership • Strategic management • Laying down objectives and targets 	1
1.5	Vision, Mission and Roadmap for the HEI	<ul style="list-style-type: none"> • Prepare Vision and mission document. • Evolve Shared Vision through detailed discussions with stakeholders. • Short, medium and long-term (2, 5, and 10 years) Plan document • To reliable consultants of repute and or insource capability as needed. • Templates designed and given to HODs/ Section In-charges for Roadmap preparation. 	1
1.6	Close monitoring by IT/ Web-based based Management Information System	<ul style="list-style-type: none"> • Parameters for performance to be finalized by appropriate Committee. Source of feedback, Also UGC, and AICTE guidelines to be kept in mind. • Academic system should be implemented on priority. 	1
1.7	Risk Management Analysis	<ul style="list-style-type: none"> • At least yearly meeting with insurance company representatives to discuss scenarios for mitigating risks (legal, safety, financial, natural disaster preparedness, environmental, hazards, etc.) 	1
1.8	External Advisory Boards	<ul style="list-style-type: none"> • Establish an external advisory board consisting of prominent industry experts. 	1

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		academics, and governmental officers to advise on the running and make-up of the School	
1.9	Accessibility/ Proximity	<ul style="list-style-type: none"> Board to meet at least once per semester in conjunction with a student presentation or other function Leaders being readily available and approachable as a collective leadership style where leaders to make themselves available for support, creating a pull-based (by choice) interaction rather than a push-based (forced) one. 	2
1.10	Rich Communication	<ul style="list-style-type: none"> Real-time, interactive communication. Messages are not only conveyed clearly but also understood as intended. Importance of immediate and interactive communication, promoting collaboration among engaged individuals. 	2
1.11	Role Model	<ul style="list-style-type: none"> Developing leaders who share a vision for the institution's planned growth who motivate and set targets for others, serving as examples for the entire community. 	2
1.12	Institutional values (Core Values)	<ul style="list-style-type: none"> The belief system foundation of the institution to guide the behaviour and decisions of all stakeholders. 	3
1.13	Vision	<ul style="list-style-type: none"> A well-articulated and ambitious vision to encourage the forward-thinking & planning for future opportunities rather than reacting to constraints. 	1
1.14	Trust among stakeholders and outsiders	<ul style="list-style-type: none"> Building trust among all stakeholders, based on their commitment and contributions to the institution. Fosters a sense of unity and responsibility toward institutional development. 	1
1.15	Institutional Tradition Rituals	<ul style="list-style-type: none"> Traditions, established by the institution as emotional bonds among stakeholders and enhance commitment to the institution. 	2
1.16	Alternative strategy & Support	<ul style="list-style-type: none"> Prepared with backup plans to ensure the delivery of commitments including includes facilities, faculty, exams, and time. 	2

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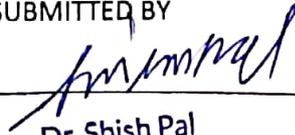
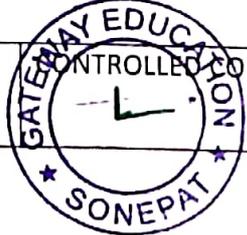
		announcements, ensuring uninterrupted academic services.	
1.17	Legacy of the system	<ul style="list-style-type: none"> Maintaining and continuing the institution's traditions, cultures, and legacy through programs and festivals. It also involves maintaining organizational hierarchy respectfully. 	3
1.18	Respect & perception	<ul style="list-style-type: none"> Ensuring that every individual stakeholder has a positive perception of the institution and holds it in high regard as their alma mater. 	1
1.19	Openness in terms of information	<ul style="list-style-type: none"> The institution should maintain transparency in its operations, including admission, teaching, examinations, research, and financial matters. 	1
1.20	The Ability of the institution to deliver on promises	<ul style="list-style-type: none"> Rectifying any failures promptly building a good reputation. Using the autonomy of the institution to resolve issues effectively 	1
1.21	Accountability measures	<ul style="list-style-type: none"> Systems to determine, evaluate accountability of all stakeholders and their consequence. 	1

2. FINANCIAL ENABELERS (Prime Driver - Head F&A)

Gateway Education is committed to ensuring financial sustainability, transparency, and accountability through a well-structured financial governance framework. The institution follows clearly defined financial policies that outline the responsibilities of officers and committees involved in managing financial assets, ensuring that all financial decisions align with institutional goals and regulatory norms.

An integrated action plan and budgeting system guides both short-term and long-term financial planning. Budgets are prepared with precise granularity monthly for the first year and quarterly for the next four covering all income and expenditure streams. Departmental heads prepare detailed capital and recurring expenditure plans, ensuring effective allocation and utilization of funds with continuous monitoring against defined milestones.

Gateway Education emphasizes diversification of revenue sources, drawing from tuition fees, government grants, consultancy projects, CSR funds, endowments, and intellectual property revenues. The institution actively liaises with Government of India ministries and funding agencies to access external grants and supports departments in developing R&D and modernization proposals through standardized templates and SOPs.

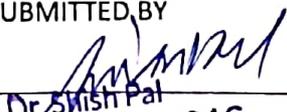
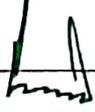
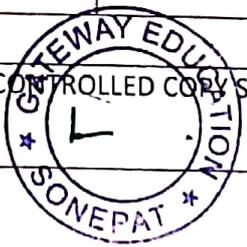
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Through these structured financial enablers, Gateway Education demonstrates its commitment to fiscal responsibility, long-term sustainability, and strategic resource management in support of its academic and research excellence.

FINANCIAL ENABELERS

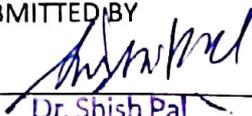
Sr. No.	Types of Infrastructure	Description	Goals	Supporting Driver
2.1	Financial Policies	<ul style="list-style-type: none"> The policies shall outline the roles and responsibilities of various institution officers and organizations in managing the institution's financial assets. 	1	DG, GE
2.2	Action Plan and Budgets	<ul style="list-style-type: none"> Finalize Action Plan based on the proposed IDP. Define budget line items (Income: fees, grants if any, research projects, endowments, CSR funds, donations, etc., Expenses: salaries, utilities, maintenance, etc.) Budget details to be monthly for the first year, quarterly for the next 4 years. Indicate clear responsibility, milestones, and timelines for each activity. Finalize 1-year and 5-year budget forecast Detail out one-year Capital Budget, Recurring Budget. Allocate funds and put these in a separate account. Utilize funds and track spending against milestones per budget. Revisions to the budget are to be approved only after a meeting and discussion with the budget committee. Planning of recurring and non-recurring expenditures for each department. Consumables, etc. Separate budget for Non-Recurring and Recurring expenditures. HODs/FHs to prepare details budget plans for departments/office. 	1	DG, GE, DEAN R & D

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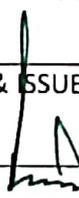
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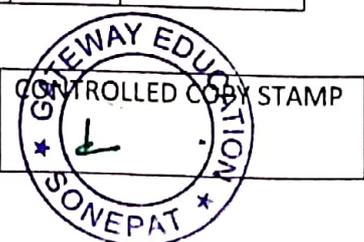
2.3	Main sources of revenue to be developed	<ul style="list-style-type: none"> Tuition and other fees from the students Government grants and subsidies Consultancy fees and overheads earned on the sponsored research and development projects from the Government and private/ corporate sector Endowments, philanthropic contributions, and other income like CSR, royalties on intellectual property (IP)/ patents etc. 	2	Registrar, Dean R&D
2.4	Close liaison with GOI ministries/ agencies and others for funding and Access to external grants and funding	<ul style="list-style-type: none"> More than 20 ministries of the Government of India offer Projects/ Research Projects for HEIs. Performa for financial assistance is to be procured from the concerned Ministries. Widening the responsibility for getting grants from all appropriate source Standardized performa/ template for new R& D / Modernization proposals for funding by the Government of India/ other external agencies. Templates to be designed and prescribed in consultations with respective heads and deployment of SOPs. 	2	DG-GE, Dean R&D
2.5	Internal Revenue Generation (IRG) scheme in each department	<ul style="list-style-type: none"> Commercial Utilization of existing facilities: Collection of information indicating the strength of each department & the lab equipment/instruments available for use by external agencies Consultancy by Each Department: The strength of each department May be circulated and advertised in Newspapers. Funding from external funding agencies 	2	Dean R&D
2.6	Staff providing financial services	<ul style="list-style-type: none"> Finance team need some specific roles and incumbents like a chief financial officer, treasurer, assistant treasurer as dedicated resources; and /or access to capabilities like chief investment officer, accountants, clerks, Data Entry Clerks, CA, etc. 	3	Dean R&D

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3. **ACADEMIC ENABLERS (Prime Driver-Dean Academics)**

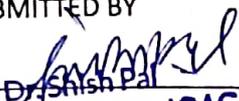
Gateway Education is dedicated to providing a transformative and future-oriented learning environment that nurtures innovation, employability, and global competence. The institution's academic ecosystem is designed to meet evolving industry and societal needs through a balance of multidisciplinary education, research integration, and skill development.

At the core of Gateway Education's academic philosophy lies the commitment to curriculum innovation and relevance. The institution continually updates its programs to align with industry trends, technological advancements, and future skill demands, ensuring that students are prepared for professional success. The curriculum is enriched with employability and life skills, covering areas such as communication, entrepreneurship, critical thinking, digital literacy, inclusivity, and ethical citizenship.

Through these academic enablers, Gateway Education continues to evolve as a center of excellence committed to empowering students with the knowledge, skills, and values essential for innovation, lifelong learning, and meaningful contribution to society.

ACADEMIC ENABLERS

Sr. No.	Types of Innovative academic infrastructure	Description	Goals	Supporting Driver
3.1	Curriculum embedded with Employability Skill	<ul style="list-style-type: none"> The curriculum needs to focus on inculcating basic skills important for increasing the employment avenues and readiness. Adding Employability Skills (ESs) across all disciplines like Constitutional values/ Citizenships, universal values; Career Development & Goal Setting; Becoming a professional in 21st Century; Communication Skills; English Skills; Inclusivity and Diversity including Gender sensitization etc.; Digital Literacy/ Skills/ digital fluency; Financial & 	3	Head-AS&H Cell

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		<p>Legal Literacy; Start-up management and Entrepreneurship; Customer Service orientation; and Job readiness and exam preparation</p> <ul style="list-style-type: none"> Curriculum to focus on competencies and skills like Critical thinking and problem solving; Creative thinking and innovation; Analytical Thinking; Adaptive Thinking; Design Thinking & Creativity; Computational thinking; Social intelligence; Cross cultural competency; New media literacy; Virtual collaboration; Decision Making; Conflict resolution and negotiations etc 		
3.2	Curriculum embedded with Skill Enhancement Courses	<ul style="list-style-type: none"> HEIs in education & skilling ecosystem need to bring the core skills that are used in the era of digitization and automation like AI, Block-Chain, IoT, drones, Industry 4.0 and beyond, etc. as also integrate 21st-century digital skills wherever required. 	2	Head-AS&H Cell
3.3	Curriculum embedded with emerging technologies to be integrated with future of work	<ul style="list-style-type: none"> The future skills would need to be developed in the emerging technology areas keeping in view the important foundational technologies fundamentally changing the nature of work. Some of these technologies are Artificial Intelligence and machine learning; Robotic Process Automation/ hyper automation; Data Analytics; IoT/ IIoT; Blockchain; Cyber Security; 	3	Head-AS&H Cell

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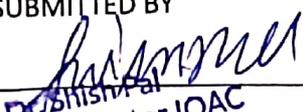
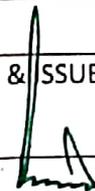
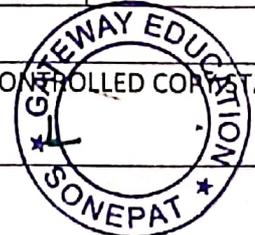
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		<p>Cloud Computing; Social & Mobile; 3D Printing; Augmented reality/ virtual reality/ extended reality (AR/VR/ XR); Digital content</p> <ul style="list-style-type: none"> • development: simulators, digital twins, Metaverses. etc • Development of centers that will continuously upgrade the curriculum and at the same time incorporate 21st century skills in the credit system – which includes communication, collaboration, creativity, problem solving, initiative, emotional stability, physical fitness, confidence to be best at the world stage etc. 		
3.4	Faculty/ teaching Staff	<ul style="list-style-type: none"> • Qualified, Experienced, and committed faculty is an asset of the organization. • Regular upgradation of knowledge skills based education. • Focused on research activities and motivated students to involve in research to create new knowledge or to do innovations. • SMEs from the industry may be engaged as teaching • staff/trainers/ instructors. • Be role models for students by providing appropriate guidance 	2	Head-IA

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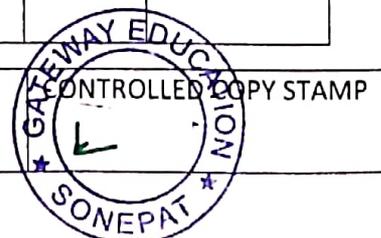
		<ul style="list-style-type: none"> • Create new projects (aligned to COE), develop expertise and present it in peer conferences and create a platform for continuous improvement 		
3.5	Center for Faculty Development (CFD)	<ul style="list-style-type: none"> • Exchange/internship programs with industry to cross pollinate skills • Facilities to learn from the best in the world, with appropriate tools for research as well as tools for imparting new age education such as videography, games, AI, robotics, metaverse, AR/VR as a means to deliver content • Appropriate non-teaching staff to support the organization. 	2	-
3.6	Non-teaching staff	<ul style="list-style-type: none"> • Must have requisite qualification, experience for the relevant post • Systematic planning in teaching and learning process is required which includes session wise teaching plan and implementing such teaching plan. 	1	-
3.7	Learning material like Study books	<ul style="list-style-type: none"> • To provide equal amount of essential information to all the students in a class • essential to provide study books prepared as per the syllabus of the subject. • Question bank- to have a resource pool of all possible questions prepared as per the examination pattern. 	2	-
3.8	Question bank	<ul style="list-style-type: none"> • Such question bank eliminates the chance of asking questions out of 	1	COE

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		<p>the syllabus.</p> <ul style="list-style-type: none"> • Question bank should be such that it enables evaluating the holistic learning of a student • Relevant assignment of varying types and nature to be conducted 		
3.9	Assignments	<ul style="list-style-type: none"> • This could include term papers, practicums, or assigning students with task of preparing answers for question banks. • The students are encouraged to work more by answering all question bank questions in the form of assignments. • Periodic assignment submission with due date. • Internal assessment for these assignments for doing work time bound manner. • Timely and relevant assessments. 	1	-
3.10	Assessments	<ul style="list-style-type: none"> • All kinds of assessment strategies to be used. • Mode of assessment could be online, offline or blended. • Opportunities like on demand assessments, make-up assessments etc to be given • The syllabus must not be restricted to core and elective subjects. 	2	COE
3.11	Value added skills enhancement Papers	<ul style="list-style-type: none"> • Provision of providing modules on general skills for enhancing the employability of the students by improving their professional knowledge. • Can be introduced as skill development-based value- 	3	Head-GEVAC

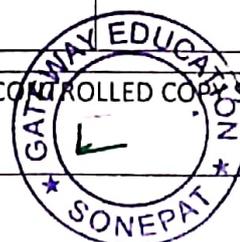
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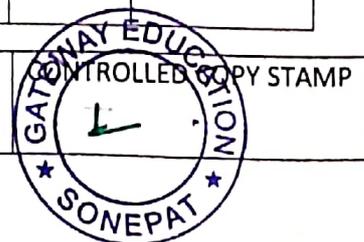
		<p>added papers should be offered as separate papers and taught by industry or professional people in the field.</p> <ul style="list-style-type: none"> The teaching-learning pedagogy should contain substantial amount of experimental learning part related to their specialization through either real environment or virtual environment. 		
3.12	Pedagogy	<ul style="list-style-type: none"> The pedagogy should be an appropriate mix of traditional and modern methods Usage of latest technology must be encouraged/adopted Enhanced usage of blended mode of learning Teaching learning material for PwDs to be made available Must be learner centric Activities to support the overall development of students like sports, music etc. must be integrated in the core curriculum. 	3	-
3.13	Other activities as part of learning	<ul style="list-style-type: none"> Integration of these activities as core Proper assessment and weightage of marks to be assigned. Develop additional skills with them by involving in inculcating cultural and traditional skills which enhances their design thinking ability. Activities in teams or groups related to social work and social contribution also builds good character and team working skills of the students and 	3	-

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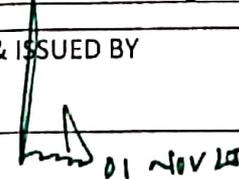
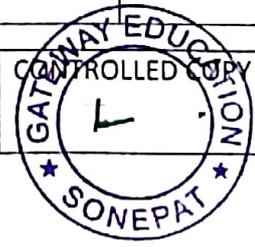
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		<p>incorporates collective responsibility in them.</p> <ul style="list-style-type: none"> • These activities support all-round development of students and enhance their competency and confidence in facing any challenges. • To support students who are from financially weaker background. 		
3.14	Earn while learn & flexibility	<ul style="list-style-type: none"> • Earn while learn model has dual objectives: it gives working skills for a student with responsibility and it also supports financial needs of a student so that he need not depend on his parents for his pocket money. • The course design needs to be varied, multi- disciplinary in nature. 	3	Head-IA
3.15	Opportunities to develop & utilize Research & innovative thinking skills.	<ul style="list-style-type: none"> • Enhancing the innovative ability of students and increasing their competency and confidence. • Academic support to raise knowledge, skills, attitude, and experience-based competency to improve confidence in doing innovation. • Organizing Hackathons and other similar competitions • Overseas Exchange programs 	3	Dean R & D
3.16	International Exposure	<ul style="list-style-type: none"> • International Collaboration • Foreign Faculty (visiting) • International Scholarships • International Conferences 	3	Head-IRO
3.17	Student Feedback	<ul style="list-style-type: none"> • Evolve Regular 360 Degree feedback for all faculty and consistently monitor and act upon the observations. • Methodology to be proposed by Faculty members through HODs. 	1	-

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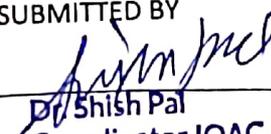
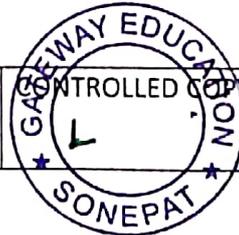
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		<ul style="list-style-type: none"> Feedback to be taken on a regular basis and faculty members to be motivated to improve their delivery. 		
3.18	Goal setting in every student	<ul style="list-style-type: none"> Encouraging students to set and work towards their goals by creating awareness about opportunities. 	2	-
3.19	Search for proximity (Local friends. Local food, local culture)	<ul style="list-style-type: none"> Students often seek a sense of belonging during their initial year. The institution needs to facilitate connections by encouraging friendships, providing local cuisine, and celebrating local culture. 	1	-
3.20	Mental Health	<ul style="list-style-type: none"> Ensuring students mental health providing appropriate infrastructure and support 	1	DSW
3.21	Academic and Research Excellence	<ul style="list-style-type: none"> <i>Cross-Institutional Synergy:</i> Pursue academic collaborations for co-research, shared curricula, and intermobility of students, enabling dual degree programs and joint use of facilities. <i>Research Collaboration:</i> Create consortia for shared databases, library access, and co-authored research to drive innovative outcomes and participate in international research projects. 	2	

4. RESEARCH, INTELLECTUAL PROPERTY AND SUPPORTIVE ENABLERS

(Prime Driver- Dean R&D)

Gateway Education is committed to fostering a strong culture of research, innovation, and intellectual property (IP) creation across all academic disciplines. The institution recognizes that impactful research is central to national development, global competitiveness, and the advancement of knowledge. To this end, Gateway Education has established comprehensive systems, policies, and enablers that strengthen its research ecosystem, encourage innovation, and translate ideas into tangible societal and industrial outcomes.

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To encourage academic excellence and innovation, the institution implements API-based faculty compensation systems, recognizing and rewarding contributions in research publications, patents, book authorship, and collaborative projects. This transparent and performance-driven mechanism nurtures healthy competition and motivates faculty to contribute to the institution's intellectual capital.

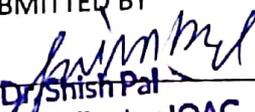
To promote dissemination of research outcomes, the institution encourages book and journal publications, organizes regular conferences and seminars, and plans to establish its own publishing division for academic works. Further, citation and indexing services are offered to assist researchers in improving visibility, impact, and citation metrics of their scholarly contributions.

Gateway Education is also strategically working toward increasing the number of Ph.D.-qualified faculty, expanding research mentoring capacity, and building a self-sustaining research environment that prioritizes innovation, affordability, and societal benefit.

Through these research and IP enablers, Gateway Education aims to position itself as a hub of research excellence, where academic inquiry, innovation, and entrepreneurship converge. The institution remains dedicated to nurturing a research-driven academic culture that generates new knowledge, advances technology, and contributes meaningfully to India's knowledge economy.

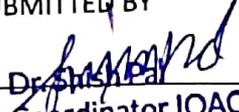
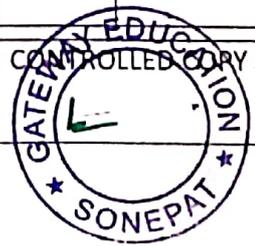
RESEARCH, INTELLECTUAL PROPERTY AND SUPPORTIVE ENABLERS

Sr. No.	Types of intellectual property infrastructure	Description	Goals	Supporting Driver
4.1	Quality Research	<ul style="list-style-type: none"> Increased intake of students in research-based curriculum undertaking quality research projects Establish a portfolio approach to research projects and quality research facilities and research labs 	1	-
4.2	Targeted research and collaborative research	<ul style="list-style-type: none"> The institution finds some new fields in several disciplines and helps the competent faculty members in such fields do research, publish papers, and file 	2	-

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		<p>patents.</p> <ul style="list-style-type: none"> In the portfolio approach this is called targeted research and the institution can create IPR as well as an international brand through such efforts based on a strategic approach. 		
4.3	Research oriented experienced faculty members	<ul style="list-style-type: none"> Self-sustaining model undertake basic and applied research Enable development of disruptive and affordable technologies Faculty members who are research oriented are usually research inclined. 	1	-
4.4	More Faculty members with Ph.D.	<ul style="list-style-type: none"> The institution ought to adopt a strategy to boost the proportion of Ph.D. holders among its faculty. The Ph.D. degree holders are ready to mentor the research scholars for Ph.D. programmes in addition to acting as teaching faculty. 	2	Head-HR
4.5	Faculty encouragement for Book Publications, Research Publications and Patents	<ul style="list-style-type: none"> The institution should have a policy to promote IPR contributors, who are none other than UG & PG Students, Research scholars, and Faculty members, in order to increase the intellectual property rights (IPR) of the institution. The institution can improve its IPR infrastructure by setting 	1	-

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		up supportive policies that stimulate research and publications at all of the aforementioned levels. Such a task will be assisted by numerous incentives and funding plans.		
4.6	More conferences (At least two conferences per year per college/Department)	<ul style="list-style-type: none"> Research scientists, faculty members, and students are kept active through the periodic organisation of conferences for the presentation of research papers. These conferences offer an opportunity for goal-setting and networking with other academics. 	2	-
4.7	Student involvement in Research	<ul style="list-style-type: none"> The most valuable resource in the institution system is its students, who, when properly supervised, can create innovations by creating patented inventions. Similarly, through systematic research, they can also come out with scholarly publishable results. By involving students at the graduate and postgraduate levels, the institution can boost its IPR infrastructure. 	2	-
4.8	Industry and institutional collaboration & Consultation	<ul style="list-style-type: none"> Supports collaboration-based research so that the institution can create 	2	-

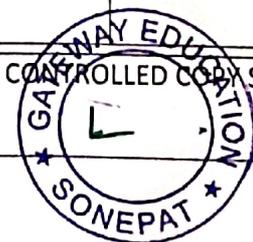
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		<p>IPR along with industry personnel. This also gives the opportunity to use industry research facilities by institution personnel.</p> <ul style="list-style-type: none"> • Further collaborative research leads to more patents & publications. • Industries' contribution to the research activities so as to do the research on live projects and quantify the output. 		
4.9	Incubation Centers	<ul style="list-style-type: none"> • Institution business incubators assist students who want to establish their own companies after graduation. • Any ideas generated while working on a project or an internship might be fostered and encouraged as a business plan to initiate self-employment. 	2	Head-IIC&E
4.10	Publication through its own press	<ul style="list-style-type: none"> • To hasten scholarly publications, many colleges launch their own publishing houses. Additionally, this streamlines or lowers the cost of publishing and encourages academic members to use their press for the dissemination of newly developed knowledge. • Online and digital publications are prevailing and recognized as one of the most significant initiatives of top colleges. 	3	-

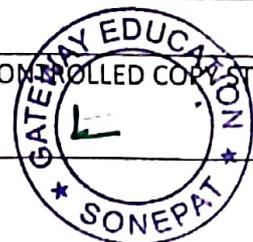
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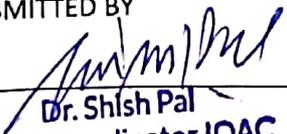
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4.11	Publications & Citation service	<ul style="list-style-type: none"> Universities have been offering citation services to their academic members, stakeholders, and the general public as a convenience to researchers that will aid researchers in improving the caliber of their articles. 	3	-
4.12	Target patent claim for UG & PG projects in Professional subject areas	<ul style="list-style-type: none"> Setting goals for undergraduate and graduate students in terms of internships and regular mentoring and supervising them as they prepare and submit patent applications for their inventions enhances the outcome. 	2	-
4.13	Opportunities to develop & utilize Research & innovative thinking skills	<ul style="list-style-type: none"> students should be encouraged to work either individually or in a team. Enhancing the innovative ability of students and increasing their competency and confidence. Academic support to raise knowledge, skills, attitude, and experience-based competency to improve confidence in doing innovation. Organising Hackathons and other similar competitions Overseas Exchange programs 	2	
4.14	SDGs based research	<ul style="list-style-type: none"> SDGs (Sustainable Development Goals) based research can align with a variety of global initiatives and focus on solving pressing issues 	2	

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5. HUMAN RESOURCE AND SUPPORTIVE FACILITIES ENABLERS (Prime Diver-Head HR)

Gateway Education recognizes that human resources and supportive facilities are the foundation of institutional excellence. The institution is deeply committed to developing an enabling ecosystem that empowers students, faculty, and staff, fostering holistic growth, emotional well-being, and a culture of innovation and inclusion. The focus remains on creating a vibrant academic community where every stakeholder feels valued, supported, and inspired to contribute toward the institution's vision of quality education and sustainable progress.

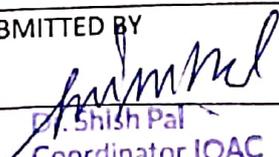
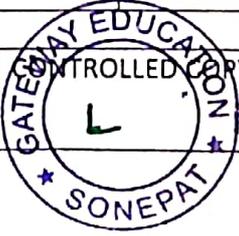
For staff empowerment, Gateway Education adopts a competency-based recruitment process that aligns employee strengths with institutional goals and values. Continuous professional development initiatives, structured career pathways, and inclusive induction programs create a motivated and engaged workforce. These measures foster a sense of belonging and commitment among staff, promoting organizational harmony and shared responsibility toward institutional objectives.

Faculty and researchers are central to the institution's mission of academic and research excellence. Transparent and merit-driven recruitment systems ensure fairness and inclusivity in faculty appointments. The institution offers continuous pedagogical and professional development through workshops, fellowships, and training programs aimed at enhancing teaching quality, research output, and leadership capabilities. Equitable tenure and promotion mechanisms further motivate faculty by recognizing their diverse contributions in research, teaching, community engagement, and institutional development.

Cross-functional enablers play a vital role in sustaining institutional synergy. The institution has established recognition and reward systems that celebrate achievements in research, mentorship, and leadership, encouraging a culture of appreciation. In addition, resilience and well-being programs are implemented to support mental health and emotional balance. Faculty and staff are also provided with leadership and collaborative opportunities to engage in interdisciplinary initiatives, driving institutional innovation and transformation.

HUMAN RESOURCE ENABLERS

Sr. No.	Types of Human Resource Enablers	Description	Goals	Supporting Driver
5.1	Student and Learner Enablers	<ul style="list-style-type: none"> Holistic Admissions Framework: Streamline the student selection process with a holistic approach, assessing 	1	Director A&P and Registrar

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		<p>academic prowess alongside extracurricular talents, ensuring diversity and inclusion.</p> <ul style="list-style-type: none"> • Merit and Equity-Based Financial Aid: Deploy merit-based scholarships and financial aid for underrepresented groups to democratize access to education and attract a rich tapestry of student talent. 		
5.2	Staff Empowerment Enablers	<ul style="list-style-type: none"> • Competency-Based Recruitment: Adopt a competency-based recruitment approach that aligns with institutional goals, promoting a culture of performance and shared values. • Professional Development and Growth: Establish clear career pathways and continuous professional development opportunities that encourage staff growth, satisfaction, and retention. <p>Inclusive Induction Protocols: Ensure a seamless integration of new staff with comprehensive induction protocols, fostering a sense of belonging and commitment to the HEI's mission.</p>	1	-
5.3	Faculty and Researcher Enablers	<ul style="list-style-type: none"> • Transparent Recruitment and Appointment: Implement transparent procedures for 	1	Dean R&D

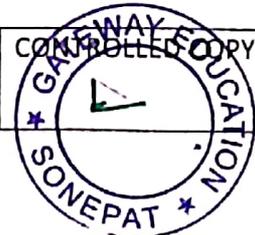
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		<p>faculty recruitment and appointments that prioritize excellence and diversity in educational backgrounds, research expertise, and pedagogical skills.</p> <ul style="list-style-type: none"> • Continuous Professional and Pedagogical Development: Offer fellowships and development programs for faculty to advance their pedagogical skills, research methodologies, and leadership capabilities. • Tenure and Promotion Mechanisms: Create equitable tenure and promotion mechanisms that recognize diverse achievements in research, teaching, service, and community engagement, motivating faculty to pursue long-term careers within the institution. 		
5.4	Cross- Functional Enablers:	<ul style="list-style-type: none"> • Recognition and Reward Systems: Introduce comprehensive recognition systems that celebrate a wide array of achievements, such as research innovation, exceptional mentorship, community service, and transformative leadership. 	2	-

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		<ul style="list-style-type: none"> • Resilience and Well-Being Programs: Incorporate resilience-building initiatives and mental health support services to foster an • Leadership and Collaborative Opportunities: Develop leadership programs and collaborative platforms that allow staff and faculty to lead initiatives, drive change, and engage in cross-disciplinary projects. 		
5.5	Strategic Funding and Emotional Support Enablers:	<ul style="list-style-type: none"> • Innovative Funding Strategies: Cultivate funding strategies and incubation grants that empower early-career researchers and attract pioneering projects, enhancing the institution's research profile. • Emotional Intelligence and Support Networks: Embed emotional intelligence training and establish support networks to aid students, staff, and faculty in managing the demands of academia with resilience. 	2	Dean R&D
5.6	Enablers for Pedagogical Innovation	<ul style="list-style-type: none"> • Pedagogical Excellence Initiatives: Promote teaching excellence through specialized fellowships and programs that encourage innovative curriculum design, leveraging the latest educational technologies 	3	
5.7	API based faculty compensation	<ul style="list-style-type: none"> • They encourage participation in research and innovation among academics, staff, and students, 		

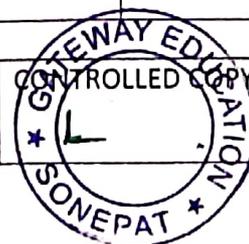
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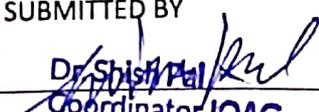
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		<p>strengthening the institution's framework for intellectual property.</p> <ul style="list-style-type: none"> The creation and implementation of a faculty compensation scheme based on Academic Performance Indicator (API) scores encourages faculty participation in research and publication activities. API based compensation creates healthy competition among the faculty members for accelerated IP contribution. 		
5.8	Faculty Ranking (Annual) system	<ul style="list-style-type: none"> Faculty members generate a winning spirit and constantly strive for excellence when their annual API rankings are announced and they are graded according to different levels. Faculty oversight at every stage can be reduced in such scenarios. 	2	

6. NETWORKING AND COLLABORATIONS ENABLERS (Prime Driver-Director Placement)

Gateway Education recognizes that meaningful partnerships, collaborations, and networking are critical for fostering innovation, academic excellence, and holistic institutional growth. The institution strategically emphasizes establishing and nurturing connections with industry, academia, government bodies, and the community to create a vibrant ecosystem of shared learning, research, and development. Through carefully planned initiatives, Gateway Education seeks to strengthen its collaborative framework to support its mission of producing globally competent professionals with a strong sense of social responsibility.

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In essence, Gateway Education's enablers for networking and collaboration create a dynamic framework where partnerships are leveraged for mutual growth, knowledge creation, and societal development. Through strategic alliances, research synergies, community outreach, and entrepreneurial support, the institution continues to strengthen its role as a forward-thinking hub for education, innovation, and collaboration preparing students and faculty to contribute effectively to the global knowledge economy.

NETWORKING AND COLLABORATIONS ENABLERS

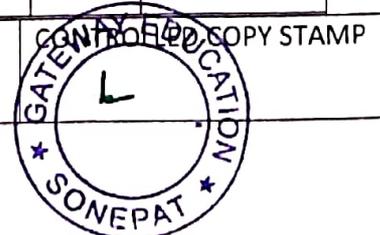
Sr. No.	Types of Infrastructure	Description	Goals	Supporting Driver
6.1	Strategic Collaborations	<ul style="list-style-type: none"> <i>Integrated Partnerships:</i> Forge partnerships across industry, academia, and communities through MoUs to encourage diverse collaboration for research, curriculum design, and community engagement initiatives. <i>Alumni Networks:</i> Develop strong alumni networks that contribute to mentorship, funding, and domain expertise, supporting research and infrastructure development. <i>Industry Integration:</i> Collaborate with industry for curriculum development, internships, apprenticeships, and joint projects that align with dynamic industry needs. 	2	-
6.2	Practical Exposure and Experience	<ul style="list-style-type: none"> <i>Hands-On Learning:</i> Integrate practical skilling with theoretical learning through industry consultations, usage of shared workshops, and live project opportunities. <i>Earn While Learn Initiatives:</i> Establish programs that allow students to engage in live projects and hybrid learning models to gain professional experience while studying. 	2	Dean-A

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6.3	Community Engagement and Service	<ul style="list-style-type: none"> • <i>Social Integration:</i> Collaborate with NGOs and social service organizations for rural outreach and fieldwork, participating in government programs like Unnat Bharat Abhiyan for societal development. • <i>Civic Partnerships:</i> Engage with local bodies and communities to foster sustainable development and implement field-based educational programs. 	1	DSW
6.4	Professional Development and Employment	<ul style="list-style-type: none"> • <i>Placement Networks:</i> Build networks with various industry sectors for internships and job placements, leveraging placement cells for networking and employment opportunities. • <i>Faculty Consultancy:</i> Promote faculty-led consultancy to enhance industry-institute relationships and ensure faculty remain current with industry practices. 	2	Dean R&D
6.5	Quality and Credibility	<ul style="list-style-type: none"> • <i>Accreditation and Certification:</i> Secure recognition from national and international accreditation bodies, enhancing the institution's brand value and ensuring a commitment to educational excellence. • <i>Quality Assurance:</i> Adopt quality assurance frameworks from recognized agencies to improve internal standards and learning outcomes. 	1	IQAC
6.6	Innovation and Entrepreneurship	<ul style="list-style-type: none"> • <i>Startup Ecosystem:</i> Establish incubation centers, funding avenues, and ideation networks to support startup initiatives and foster a vibrant entrepreneurial ecosystem. • <i>Digital Infrastructure:</i> Provide a 	2	Head-IIC&E

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		strong digital backbone to support startup activities, including access to digital resources and networks.		
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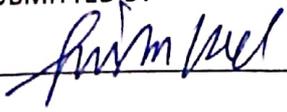
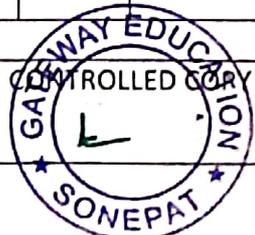
7. PHYSICAL ENABLERS (Head Administrations & EEM Cell)

At Gateway Education, physical enablers form the cornerstone of a forward-looking, student-centric campus designed to support excellence in learning, research, and overall development. These enablers encompass a broad spectrum of infrastructure, ranging from smart and sustainable buildings to state-of-the-art classrooms, laboratories, and digital resource centers, as well as recreational, sports, and wellness facilities. Each facility is designed not only to meet the functional requirements of students, faculty, and staff but also to enhance safety, accessibility, and overall campus experience.

Through this comprehensive and carefully planned physical infrastructure, Gateway Education aims to create a world-class educational environment that supports academic rigor, fosters innovation, encourages personal growth, and prepares students to meet global challenges. The following sections provide a detailed overview of the key types of infrastructure, their intended purposes, and the goals they achieve in making Gateway Education a benchmark for modern, sustainable, and student-focused campuses.

PHYSICAL ENABLERS

Sr. No.	Types of Infrastructure	Description	Goals	Supporting Driver
7.1	Smart Campus	<ul style="list-style-type: none"> A Smart Campus creates the best balance of cost, comfort, risk and resilience. When a campus is "smart," it detects and fixes small problems before they grow into big ones or cause distractions for students, staff, and visitors. It creates a performance infrastructure where building systems "talk to each other" in order to coordinate common outcomes, such as lighting, security, and 	2	-

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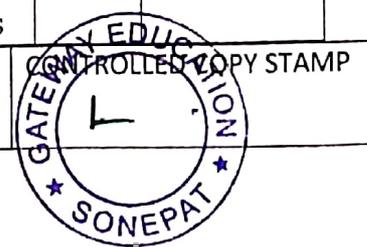
		<p>environmental controls.</p> <ul style="list-style-type: none"> It focuses on the uptime of facilities, performance of campus buildings on demand, greenhouse gas reduction targets, protection and mitigation against variable energy prices, and adopting new technologies. 		
7.2	Green/ Sustainable building	<ul style="list-style-type: none"> Constructing green buildings on institution campuses involves using resources as efficiently as possible during the structural process and for future use of the building. (Basic requirements) It is based on the principle of open environment by using optimum models of water & energy consumption. Internally, the campus uses green energy, harvested water, renewable and recycled resources to produce and provide air, water, food, light, and electricity in a sustainable way. Central Air-Conditioned High-Tech Buildings with modern clean-green environmental concept. (Aspirational requirements) 	2	-
7.3	Infrastructure to commute	<ul style="list-style-type: none"> Better infrastructure along with signs on the streets and separate spaces for commute for differently-abled Students and staff should have access to high-quality motorways and bicycle paths so they can commute by bicycle or battery-powered vehicles. 	2	-
7.4	Administrative Block (Admission &	<ul style="list-style-type: none"> Having adequate space for administrative activities (such as admission and counseling activities) is 	1	-

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	Counselling Area)	<p>essential.</p> <ul style="list-style-type: none"> Faculty Cubicles in adequate numbers as per the demands (Desirable Requirements) Different departments may have their own buildings 		
7.5	Library/ Digital resource centre	<ul style="list-style-type: none"> Adequate in size with reading rooms, stock areas for books & Journals with online information access facility. 	1	Dean-A
7.6	Lecture Complex, Classrooms	<ul style="list-style-type: none"> Students should have access to Lecture complexes, classrooms, tutorial rooms, discussion rooms of different sizes with comfortable seating arrangements and teaching-learning facilities. 	1	-
7.7	Tutorial rooms	<ul style="list-style-type: none"> Video Recording Facilities 	1	-
7.8	Examination branch	<ul style="list-style-type: none"> There should be a separate examination branch with strong room large enough to accommodate confidential documents and examination papers. 	1	COE
7.9	Facilities to Faculty and Staff	<ul style="list-style-type: none"> There should be an adequate number of well-equipped faculty chambers to accommodate all permanent faculty members, visiting faculty members, part-time faculty members, research scholars, etc. (Basic Requirements) The Campus shall have 2-3-bedroom facilities/ quarters for the resident faculties/ staffs. (Desirable Requirements) 	1	-
7.10	Meeting rooms	<ul style="list-style-type: none"> Meeting rooms with enough space (as per standard norms), furniture, and electronic communication/presentation equipment. 	1	-
7.11	Office Rooms	<ul style="list-style-type: none"> Suitable for meeting the needs of all staff members 	1	-
7.12	Laboratories and Research Centres	<ul style="list-style-type: none"> Modern laboratories and advanced super specialty research centers in a wide variety of scientific and 	2	Dean R&D

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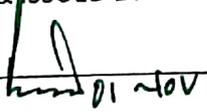
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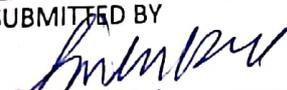
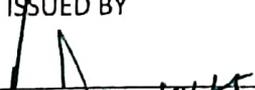
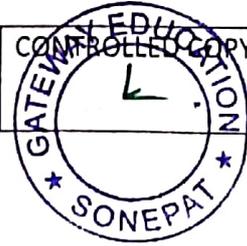
		technological fields. (Basic Requirements)		
		<ul style="list-style-type: none"> Departmental Libraries with reference books & online digital information resources. (Desirable Requirements) 		
7.13	Computer Centre/ Multimedia Studios	<ul style="list-style-type: none"> Computer Centre having appropriate Computer: Student Ratio as per standard norms. (Basic Requirements) Multimedia Studios for creation of digital contents with optimum sound control & recording facilities. (Aspirational requirements) 	1	Head ITS
7.14	Cafeteria/Dining Room/ Mess Facility	<ul style="list-style-type: none"> Cafeteria/ Dining room/ Mess facility equipped with modern cooking apparatus/equipment to ensure quality, cleanliness, and hygiene. (Basic Requirements) 	1	-
7.15	Games & Sports facility	<ul style="list-style-type: none"> Playground and indoor Stadium of sufficient size to accommodate variety of games. (Basic Requirements) Gymnasium and workout center, Swimming Pool, Stadium and High-Tech Playgrounds, Modern type indoor stadium with multi-purpose arena (Aspirational requirements) 	1	-
7.16	Auditorium and conference rooms	<ul style="list-style-type: none"> One auditorium of sufficient size and or conference rooms of various capacities depending upon the size of the institution (Basic Requirements) 	1	-
7.17	Hostels	<ul style="list-style-type: none"> Student Hostels: for at least 60 % students, especially for out stationed students. (Basic Requirements) 	2	-
7.18	Parking	<ul style="list-style-type: none"> Suitable for meeting the needs of all stakeholders International Student Hostels (Aspirational requirements) 	2	-
7.19	Exhibition Hall	<ul style="list-style-type: none"> In order to fulfill the requirements of all curricular activities 	3	-

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		(Academic/Vocational/Skilling), there should be an adequate number of exhibition halls/ space.		
7.20	Guest Accommodation	<ul style="list-style-type: none"> Suitable guest house for meeting institution requirement (Basic Requirements) Star hotel type guest hostels with accommodation, food, and recreation facility (Desirable requirements) 	2	-
7.21	Commercial Shops/centres	<ul style="list-style-type: none"> Convenience Shops for students and staff to purchase essential items (Basic Requirements). Shopping Complex/ Centers suitable for all kinds of shopping (Aspirational requirements) 	2	-
7.22	Health Well Being	<ul style="list-style-type: none"> Modern Dispensary / hospital that offers inpatient and outpatient services 24 hours a day, 7 days a week. (Desirable requirements) 	3	-
7.23	Student Recreation Facilities	<ul style="list-style-type: none"> Student recreation facilities with appropriate blend of modernity and functionality (Desirable requirements) 	2	-
7.24	International Student Centres	<ul style="list-style-type: none"> With contemporary student amenities whenever international students are large in number (Aspirational requirements) 	3	-
7.25	Botanical Park/Garden	<ul style="list-style-type: none"> With in-house industry R & D units & collaboration (Aspirational requirements) 	3	-
7.26	Vocational Education, Training and Skilling Infrastructure.	<ul style="list-style-type: none"> Natural type, with a documented collection of living plants that may be used for the purpose of scientific research, conservation, display, and education. (Aspirational requirements) 	2	-

8. DIGITAL ENABLERS (Head ITS)

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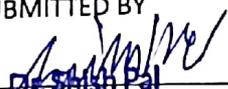
In the era of rapid technological transformation, Gateway Education recognizes the indispensability of robust digital infrastructure to enhance teaching, learning, administration, and governance. The institution has developed a comprehensive framework of digital enablers designed to strengthen communication, academic delivery, research dissemination, and operational efficiency, ensuring a truly smart and future-ready campus. These initiatives collectively promote transparency, accessibility, sustainability, and innovation while aligning with the national vision of Digital India and the National Education Policy (NEP) 2020.

In essence, Gateway Education's Digital Enablers create a technologically empowered ecosystem that connects learning, research, and administration into a unified digital experience. The strategic implementation of these enablers ensures sustainability through reduced paper use, accessibility through online platforms, and excellence through innovation transforming the institution into a digitally driven, globally connected, and future-ready center of learning.

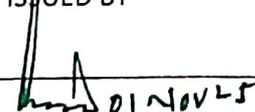
DIGITAL ENABLERS

Sr. No.	Types of Digital Infrastructure	Description	Goals	Supporting Driver
8.1	Internet Usage	<ul style="list-style-type: none">Connecting external world through an electronic device to the stakeholders	1	Director Admissions
8.2	Website	<ul style="list-style-type: none">For providing institutional information to the public	1	
8.3	Online Messaging Stakeholders' Groups	<ul style="list-style-type: none">For vertical and horizontal communication between Stakeholders	1	
8.4	Online Blogs & Sites for Every Course	<ul style="list-style-type: none">To provide course information and day to day progress of the students who enrolled in the course to stakeholders and publics.	1	
8.5	Wi-Fi Campus	<ul style="list-style-type: none">To access online ubiquitous information in the campus and classes.	2	-
8.6	Online Study Material	<ul style="list-style-type: none">Development of study materials both in audio, video, and text form as per the curriculum and providing them to concerned students online as additional support to classroom teaching – learning process. The study material in the form of a PDF book to be stored in a smartphone,	2	Dean A

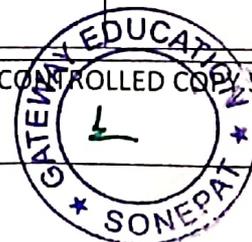
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		<p>tablet, or laptop computer will help provide a ubiquitous</p> <ul style="list-style-type: none"> reference for the covered portion of the course subjects. 		
8.7	Digital Library	<ul style="list-style-type: none"> Developing and updating digital library and providing digital library membership to every stakeholder of the institution for ubiquitous access of books, periodicals, study materials, magazines, annual/year books of organizations, journals in digital form is the responsibility of Institution digital library. For this purpose, the Institution digital library can collaborate with national digital libraries and Global digital libraries. 	2	Dean A
8.8	Digital Publication	<ul style="list-style-type: none"> The institution should have its own publication for books, newsletters, magazines, journal proceedings, and printing question papers for examinations. Online digital publication as open access publication globally is the best practice., 	3	Dean R&D
8.9	Paperless Office	<ul style="list-style-type: none"> By developing academic administrative software the institution should provide an online office environment to cater the services of stakeholders. 	2	Director A&P
8.10	Paperless Exams	<ul style="list-style-type: none"> Adopting a digital examination system eliminates the wastage of papers in the examination process. 	2	
8.11	Online Evaluation	<ul style="list-style-type: none"> Automated & digitized online evaluation system eliminates the wastage of time of evaluators & speeds up the evaluation process. 	2	
8.12	Website Based Result Announcement	<ul style="list-style-type: none"> Ubiquitous reachability. 	1	

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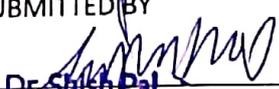
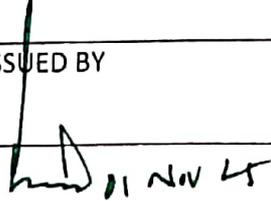
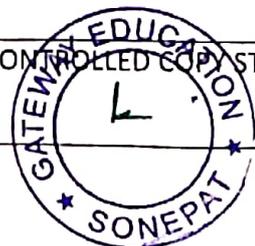
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8.13	NAD Mark cards Facility	<ul style="list-style-type: none"> A convenient and completely secure digital academic depository solution. 	2
8.14	Online Admission Test	<ul style="list-style-type: none"> A ubiquitous facility for global admission 	2
8.15	Education ERP	<ul style="list-style-type: none"> To integrate various departments of the institution for timely exchange & access of information. 	1
8.16	Plagiarism Software Facility	<ul style="list-style-type: none"> A software facility available to every stakeholder to check plagiarism content in the documents. 	2
8.17	Online Digital Magazine and Student Publication	<ul style="list-style-type: none"> For open information access from globally 	2
8.18	Online Placement (Project, Internship)	<ul style="list-style-type: none"> For open information access from globally 	2
8.19	Video Documentation on Online Public Platforms	<ul style="list-style-type: none"> For open information access from globally 	3
8.20	Social Media Based Promotions	<ul style="list-style-type: none"> Information access & Brand building promotions 	1
8.21	Use of ICT Technologies.	<ul style="list-style-type: none"> Adopting present technologies in automating the services 	2
8.22	Studio for Video Online Classes	<ul style="list-style-type: none"> Studio for digitization of sound and scene 	2
8.23	Video Conference Facility	<ul style="list-style-type: none"> For global information exchange in digital format 	1
8.24	Online Open Publication System	<ul style="list-style-type: none"> For exchange of new knowledge generated to everybody through open access system 	3

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GATEWAY EDUCATION Delhi-NCR, Sonipat	Office Order INSTITUTIONAL DEVELOPMENT PLAN (IDP)	DOC: GE/HE/DG OFFICE/2025/192 REV: - DATE: 01 Nov 25 PAGE: 43 of 43
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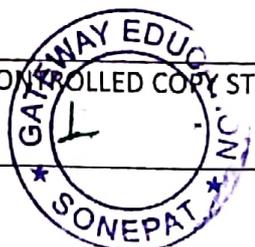
This Institutional Development Plan serves as the foundation for Gateway Education's vision to become a world-class institution that delivers industry-relevant education, empowering students to thrive globally. Through a combination of academic excellence, strategic partnerships, and a commitment to societal impact, the institution aims to provide students with the skills, knowledge, and values necessary for success in the 21st century. The plan will evolve through continuous stakeholder engagement and will be regularly updated to align with global trends and national priorities.



Dr. (Col) A Garg
Director General

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Copy to: Chairman, Executive Chairman & Executive Directors

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