



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**G.L. BAJAJ INSTITUTE OF TECHNOLOGY AND
MANAGEMENT**

PLOT NO. 2, APJ ABDUL KALAM ROAD, KNOWLEDGE PARK - 3

201306

www.glbitm.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

GL Bajaj Institute of Technology and Management is a quality-driven educational institution. Its vision inspires and prepares students for a successful future. The institution provides BTech, MTech, MBA, and MCA programs. All of its UG programmes had been NBA-accredited (ECE, CSE, EEE, IT, ME, and CE). The Institute also offers BTech in emerging areas, such as Artificial Intelligence & Data Science, Artificial Intelligence & Machine Learning, CSE (Artificial Intelligence), CSE (AIML), CSE (Data Science), and CSE (Regional language- Hindi). The Rajeev Memorial Academic Welfare Society (registered under the Societies Registration Act of 1860) governs this self-funded institution. It is accredited by the All India Council for Technical Education (AICTE) and is affiliated with Dr A.P.J. Abdul Kalam Technical University, Lucknow. The institute has maintained its position among the top engineering and management colleges in AKTU university rankings and has maintained a high pass rate among engineering and management colleges under the university for the past ten years.

The institution has received various awards and recognitions from NIRF, ASSOCHAM, Data Quest, and other prestigious forums. The institute ranks 194 in NIRF 2021, 195 in NIRF 2022, and 151 – 200 band in NIRF 2023 under Engineering. The institute is also ranked in the Excellent band in ARIIA 2022 and the 151-300 band in NIRF Innovation 2023. The Institute Innovation Cell (IIC) has received the highest star ratings over the years. GLBITM IIC has been identified as a mentor institute and has also been a partner institute in the ATAL Tinkering Lab initiative. DST also acknowledges the institute as a Scientific and Industrial Research Organisation (SIRO). The institute partners with many industries and consistently maintains a high placement rate. The Institute houses an AICTE Idea Lab, CoE in EV, and advanced learning centres of NVIDIA AI, Bigdata, CIM, Robotics, 5G, and Industry 4.0. To support incubation and innovation, the institute is an integral part of Startup India, MHRD Innovation Cell, and is an MSME, GoI-approved business incubator. The incubator, GL Bajaj Center for Research and Incubation (GLBCRI) has also been identified as a PRAYAS centre under the Nidhi Prayas scheme of DST.

Vision

To be an institute of repute, providing globally competent and socially sensitive professionals.

Mission

- To equip with the latest technologies to be globally competitive professionals.
- To inculcate qualities of leadership, professionalism, corporate understanding and executive competence.
- To imbibe and enhance human values, ethics and morals in our students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Clear and well-defined Vision, Mission, and policies aimed at achieving academic excellence.
- Good and continuous academic pass performance of students in university results
- Optimum Gender ratio
- NBA Accredited UG Programmes
- Regular technical development and employability skills programs through the dedicated cell
- Overall development through activities like co-curricular activities and value-added programs
- Well-qualified and dedicated Faculty
- Faculty Encouragement through different schemes
- A strong student feedback system
- Centre of Excellence/ State of Art lab Facilities/ Internet Connectivity
- Effective Student Mentoring/ Counselling System
- Industrial Linkage and MoUs with the Industry
- Different department clubs
- Separate Incubation centre supported by MSME and Government of U.P.
- Regular career guidance and support
- Good Placement records
- Effective and Participative Governance
- Location of the Campus
- Good Student to faculty ratio (SFR)

Institutional Weakness

- Limited space for further expansion of facilities
- Lack of flexibility in academic systems and evaluation process.
- Lengthy and slow process for curriculum revisions
- A limited number of Post Graduate Programs in Engineering.

Institutional Opportunity

- Premier institutes like IIT Delhi, DTU, IIIT Delhi, NSUT, Delhi University etc. are in close proximity to the institute.
- Being close to Noida and Gurgaon industry hubs benefits the institute's industry accessibility.
- Being one of U.P.'s top engineering schools, the institute can attract the brightest students.
- To get the status of an Autonomous Institute
- To enhance the research and innovation culture in the institute through a multi-disciplinary approach
- To empower the faculty with the latest technologies and trends
- To create a digital and E-learning environment for self-learner
- To make Institute's visibility at the National & International level

Institutional Challenge

- Implementing National Education Policy (NEP-2020) to accredit all programs is challenging.
- Core company placement in traditional branches is a key concern.
- Limited flexibility and autonomy will hinder development and quality.
- Competing with private universities with bigger budgets and fewer regulatory limits may unfairly contend the self-financed institute.
- More transnational and lucrative corporate employment will make it harder to retain top talent and inspire them to teach and research.
- Getting quality faculty in Emerging areas.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

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

Teaching-learning and Evaluation

GLBITM endeavours to offer superior academic standards and, therefore, adheres to a methodical approach to teaching, learning, and assessment. The Institution boasts a team of highly qualified and passionate faculty members who demonstrate a strong commitment to both their students and the institution's overall goal of upholding a high standard of teaching and learning. The institution has maintained an average enrollment rate of more than 82% and an average pass percentage of more than 98%. over the past five years. The institution

effectively manages the diversity of its student and provides support to those who may require additional assistance while fostering an environment that encourages high-achieving students. The implementation of various academic support programmes such as mentorship programmes, supplementary classes, recognition for outstanding performance in examinations, and encouragement to participate in departmental societies that promote activity-based learning are among the measures taken to enhance academic performance. In order to upskill the students, year-round training in Soft skills, Aptitude and technical is conducted. The institute also facilitates various activities and has provided facilities for skill development that augment the learning experiences of students. The advanced learning centres, CoEs, IIC, GLBCRI, patent filing, internships, and industrial exposure are a few such initiatives. Over the past five years, the mean percentage of full-time instructors in relation to sanctioned positions has been very high and hence, the student-to-full-time teacher ratio (SFR) is also very good. The teaching-learning process of the institute follows outcome-based education. The attainment of the outcomes is monitored and corrective measures are taken to achieve the set targets. The institute prides itself on mentoring students through its effective mentoring policy. The internal and external examinations, as scheduled in Academic Calendar, are conducted and monitored by the Examination Cell. The IQAC audits the academic and administrative-related documents of the institute. Apart from the prescribed AKTU syllabus, the students are motivated to register in MOOCs like SWAYAM (NPTEL), COURSERA, EDX, etc. A well-equipped fully automated central library which operates for 12 hours and 365 days, is available for students and faculty. The Institute is part of AKTU E-Consortium which provides E-Books and E-Journals.

Research, Innovations and Extension

GLBITM has a well-defined objective of providing a superior platform for conducting research, innovation, and extension activities within the local community. This initiative aims to raise awareness among students about social issues, thereby promoting their all-round development and influence. The academic institution places great emphasis on promoting research, innovation, and extension endeavours among its faculty and student body. The institution has implemented an Institution Innovation Council (IIC) with the aim of fostering various endeavours pertaining to innovation, intellectual property rights (IPR), as well as start-ups and entrepreneurship. The IIC is been awarded the highest performance star rating over the years. GLBITM has been recognized in ARIIA Excellent Band in 2022, and the 151 – 300 band in NIRF Innovation 2023. Further, the institute has been recognised with an IDEA lab, and GLBCRI has been identified as a PRAYAS centre and is also part of UP start-up policy and MSME. The institute also has more than 234 patents filled/published/granted. Institute is approved by the Scientific and Industrial Research Organization (SIRO), DSIR, Delhi. The Institute boasts a faculty composed of individuals who are highly motivated and focused on research, with a strong commitment to achieving excellence in their respective fields of study. The institute offers financial incentives and support for the purpose of promoting a research-oriented environment, specifically for conferences and publications in academic journals. Regular departmental activities include research seminars that contribute to publications, project proposals, and consultancy opportunities.

In accordance with the principles of the National Service Scheme movement, our academic institution endeavours to engage students in altruistic social service endeavours aimed at promoting the socio-economic advancement of the local vicinity surrounding our establishment, as well as the broader nation. Our institution offers various initiatives, like NSS wings and Rotaract Club provide students with opportunities to gain a deeper understanding and

appreciation of community issues. These efforts aim to cultivate social consciousness, instil a sense of dignity in labour, and foster empathy among students. The extension activities encompass a range of initiatives such as sanitation campaigns, conservation of the environment, provision of medical aid, and facilitation of education, among other endeavours.

Infrastructure and Learning Resources

GLBITM campus boasts exceptional infrastructure, including meticulously designed facilities for each department. These facilities feature ample laboratory space, classrooms equipped with teaching aids, departmental libraries, and faculty offices. The institution boasts exceptional computing resources, comprising a network of more than 1500 computers connected to the Internet. Additionally, the institute houses three state-of-the-art Computer Centres, each equipped with modern computer systems featuring 1000 Mbps internet speed. The institute boasts a total of 91 generously sized classrooms, each of which is fitted with projectors. The institution boasts a total of 80 laboratories and workshops that are equipped with state-of-the-art laboratory equipment and software. The institute has established various advanced learning centre facilities, including Design Innovation Center, Big Data Lab, Robotics Lab., Idea Lab., etc. The institute is equipped with seven seminar halls /auditoriums. The institution boasts a centralised library that is fully automated and contains a collection of more than 111,000 books, both national and international in scope. The library employs the SIM software package for a library management system, to facilitate all internal operations of the library, utilising RFID and barcode technology and email communication to manage information circulation. The library has a subscription to a vast collection of electronic resources, including 2622 e-journals, 73 journals, and 33118 e-books. The library offers access to a range of electronic journals and books from reputable publishers such as Wiley Engineering, Springer Nature, Taylor & Francis, EBSCO, ELSEVIER: Science Direct Engineering, Emerald: Management, BSP Books Pvt. Ltd, Cambridge University Press, and Pearson Education. These resources are made available through the Nalanda E-Consortium membership, which has been signed under AKTU. The premises offer ample space for engaging in outdoor activities such as Cricket, Football, Volleyball, Futsal and Basketball. Additionally, indoor games such as Badminton, Table Tennis, Chess, and Carrom are also available. The Institute provides two boys' hostels having 165 rooms (40 AC rooms and 125 Non-AC rooms) with an overall capacity of 495 students. The lodging establishments are equipped with a physical fitness centre in addition to recreational amenities. The campus is a wi-fi campus with an internet bandwidth of 1000 Mbps.

Student Support and Progression

GLBITM offers comprehensive support to students, empowering them to gain valuable experiential learning opportunities on campus and fostering their all-encompassing growth and advancement. The academic institution offers robust assistance and direction to its students, with the aim of promoting their employability and overall growth. The degree programme is equipped with a robust support system that offers financial aid to students through a range of central and state Government scholarships and freeships. This support system has been established and is widely recognised. GLBITM offers scholarships and freeships to exceptional students who wish to pursue advanced studies. The academic institution possesses a specialised placement cell staffed with proficient trainers who address the requirement for training and the development of soft skills. The institution features a specialised language laboratory that facilitates the development of students'

communicative abilities. The curriculum includes provisions for supplementary courses that add value in pertinent subject areas. The Institution has implemented a systematic and structured approach to provide guidance and counselling services. The institution advocates for value-based education as a means of instilling social responsibility and fostering good citizenship among its student body. The institution effectively promotes student engagement in co-curricular and extra-curricular activities. The institution has been enriched by the exceptional performances of its students at state and national levels, as they have actively engaged in various events and earned recognition for their achievements. The institution has established multiple centres of excellence in partnership with industry stakeholders to provide graduate students with training and skill development opportunities, thereby enhancing their potential for global employability. The institution has implemented a transparent mechanism to address student grievances in a timely manner, which includes cases related to sexual harassment and ragging. The institution benefits from a registered Alumni Association that provides substantial contributions to its development and supports its students through various means, including tech talks and sessions.

Governance, Leadership and Management

The GLBITM governing body is diligently adhering to its Vision and Mission, and aligning all academic endeavours accordingly. The institute endeavours to ensure that its Vision and Mission statement unambiguously delineate its unique attributes. Effective leadership is facilitated through the implementation of clearly defined systems and a structured organisational framework. The Institute possesses a range of Statutory bodies that are responsible for the formulation of policies, regulations, and guidelines, as well as their effective implementation and ongoing enhancement. The institution employs a decentralised and participatory management approach in all of its activities, initiatives, and decision-making processes. This approach involves the participation of the Director, Deans, In-charges, Heads of Departments, and faculty members at all levels.

Prompt action is necessary to ensure excellence in the respective domains. The institute is equipped with an Internal Quality Assurance Committee (IQAC) that is responsible for evaluating the advancement of the institute's Strategic Plan and Policies, and implementing corrective measures to attain the overarching objectives. The formulation of the perspective plan is undertaken with due consideration to the institution's Vision, Mission, and objectives. The institution has implemented various initiatives aimed at fostering collaborative partnerships with industry in order to advance research and development endeavours, as well as training programmes that would enhance the marketability of students. The institution fosters a culture that emphasises participatory management. The administration of the college is under the purview of its Governing Body, whose composition adheres to the directives outlined by the affiliating University and AICTE. The institution regularly performs both internal and external financial audits. The institution consistently oversees the proficient and productive utilisation of accessible financial resources towards the enhancement of infrastructure and the facilitation of the teaching and learning process. The institute submits budget proposals containing details of income and expenditure to the governing body for their consideration and approval on an annual basis.

Institutional Values and Best Practices

GLBITM offers students superior professional education and has consistently maintained exceptional academic outcomes and job placements. The institute's best practices have resulted in outstanding outcomes, involving

fostering students' skill development to encourage entrepreneurship and offering opportunities for national and international industrial placement. To foster a safe and friendly work atmosphere for female students, staff, and faculty members, ICC has been established. The implementation of gender sensitivity initiatives within the Institution fosters a harmonious atmosphere on campus.

The Institution has implemented various measures for energy conservation and alternative sources of energy. The institute installed 286 KW rooftop grid-synchronized solar power plants to cut carbon emissions. Institute uses geothermal energy for ambient conditioning. Having a Cow shelter on campus, the institute uses cow dung for Bio-gas and manure.

Our organisation has implemented an effective waste management system that addresses both degradable and non-degradable waste. This system encompasses the management of solid, liquid, and electronic waste. GLBITM's fundamental philosophy towards all its processes and activities is centred around the principles of environmental sustainability and ecological friendliness. The establishment of a rainwater harvesting network facilitates the sustained replenishment of the groundwater table. Non-potable water is used for horticultural purposes such as maintaining green lawns, hedges, and plantations on institute grounds. The campus features expansive open spaces surrounding each block and building, which are adorned with verdant lawns, hedges and planters that effectively preserve a harmonious equilibrium with the natural surroundings.

GLBITM works with industries to offer training using advanced learning centres. This allows students to acquire industrial skills including Big data, Artificial Intelligence, Full Stack, SAP, 5G, IoT, CIM, Robotics, 3D Printing, Industry 4.0, Pneumatics, Modelling & Simulation, etc. The institution is building an AICTE Idea Lab and a CoE in Electric Vehicle technologies. Both facilities will help students learn disruptive technologies.

The institute has established G L Bajaj Center for Research and Incubation (GLBCRI) to create high-quality incubation facilities that combine capital equipment and operating facilities with sector-specific mentors to help innovators and start-ups succeed. GLBCRI has been recognized as a PRAYAS centre, DCMSME's Start in UP recognises GLBCRI as an incubator.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	G.L. BAJAJ INSTITUTE OF TECHNOLOGY AND MANAGMENT
Address	PLOT NO. 2, APJ ABDUL KALAM ROAD, KNOWLEDGE PARK - 3
City	Greater Noida
State	Uttar pradesh
Pin	201306
Website	www.glbitm.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Manas Kumar Mishra	0120-2323818		0120-2323817	
IQAC / CIQA coordinator	Rudra Pratap Ojha	0091-9718503625	9718503625	0120-2323817	iqac@glbitm.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Uttar pradesh	Dr Apj Abdul Kalam Technical University Uttar Pradesh Lucknow	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	08-07-2022	12	EoA is issued every year

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	PLOT NO. 2, APJ ABDUL KALAM ROAD, KNOWLEDGE PARK - 3	Urban	10	51776.47

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Applied Computational Science And Engineering	48	Senior Secondary Pass	English	180	180
UG	BTech,Applied Computational Science And Engineering	48	Senior Secondary Pass	English	180	180
UG	BTech,Applied Computational Science And Engineering	48	Senior Secondary Pass	English	180	180
UG	BTech,Applied Computational Science And Engineering	48	Senior Secondary Pass	English	60	59
UG	BTech,Applied Computational Science And Engineering	48	Senior Secondary Pass	English	60	60
UG	BTech,Computer Science And Engineering	48	Senior Secondary Pass	English	300	300
UG	BTech,Computer Science And Engineering	48	Senior Secondary Pass	English,Hindi	60	59
UG	BTech,Information Technology	48	Senior Secondary Pass	English	180	180
UG	BTech,Electr	48	Senior	English	30	30

	ical And Electronics Engineering		Secondary Pass			
UG	BTech,Electr onics And Co mmunication Engineering	48	Senior Secondary Pass	English	120	120
UG	BTech,Civil Engineering	48	Senior Secondary Pass	English	1	0
UG	BTech,Mech anical Engineering	48	Senior Secondary Pass	English	30	24
PG	Mtech,Comp uter Science And Engineering	24	B Tech MCA MSc	English	18	5
PG	MCA,Master Of Computer Applications	24	Graduation	English	180	180
PG	MBA,Master Of Business Administrati on	24	Graduation	English	120	120
PG	MBA,Master Of Business Administrati on	24	Graduation	English	420	420

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	36				68				205			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	36				68				205			
Sanctioned by the Management/Society or Other Authorized Bodies	38				46				261			
Recruited	31	7	0	38	26	20	0	46	163	98	0	261
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						141
Recruited	0		0		0	0
Yet to Recruit						141
Sanctioned by the Management/Society or Other Authorized Bodies						141
Recruited	107		34		0	141
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				63
Recruited	0	0	0	0
Yet to Recruit				63
Sanctioned by the Management/Society or Other Authorized Bodies				63
Recruited	59	4	0	63
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	31	7	0	25	20	0	28	21	0	132
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	135	77	0	213
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	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	3174	921	0	0	4095
	Female	795	230	0	0	1025
	Others	0	0	0	0	0
PG	Male	596	216	0	0	812
	Female	288	119	0	0	407
	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	37	43	28	30
	Female	8	11	3	6
	Others	0	0	0	0
ST	Male	0	3	4	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	412	276	271	261
	Female	110	44	49	34
	Others	0	0	0	0
General	Male	940	680	612	621
	Female	330	194	202	169
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1837	1252	1169	1121

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Eleven B.Tech programmes are offered by GLBITM. The institute offers one MCA programme, two MBA programmes, and one M.Tech programme in CSE discipline at the postgraduate level. In order to transform itself into an integrated multidisciplinary institution, the institute has also begun offering a B. Tech CSE in a regional language i.e. Hindi. In recent years, we have begun offering courses in emerging fields. The balance between science, humanities, and engineering courses is maintained through elective courses designed according to the university's curriculum. In the third and final year of B.Tech., students have the option of choosing from a selection of nine humanities and science-based elective subjects. Institute offers four credit-based value courses. These courses are meticulously designed to instil social, human, and environmental values in students in order to promote the holistic and multidisciplinary education theme of the NEP 2020. The GLBITM is an affiliated institution that can only offer courses according to the university's curriculum. However, branch modification is possible after the first year. After the first year, students can alter their major based on their merit. The faculty members publish research papers in prestigious national/international journals that cover both technical/scientific and social topics. In addition, the institute intends to launch additional courses in emerging/multidisciplinary fields. From the academic year 2020-21, the institute has introduced new programs in emerging fields such as Artificial Intelligence, Machine Learning, and Data Science, among others. The institute started B. Tech CSE (AI&ML), B. Tech CSE (AI) from AY 2021-22 and B. Tech (AI&ML), B. Tech CSE (DS) B. Tech. in AI&DS, B. Tech CS (HINDI) from AY 2021-22. We also started MBA (BA) from AY 2022 -2023.</p>
2. Academic bank of credits (ABC):	<p>GLBITM is a higher education institution that is affiliated with Dr. A.P.J. Abdul Kalam Technical University (AKTU) located in Lucknow. In June 2023, the University instructed the institutes to start the registration process for ABC. The registration process for ABC remains unfinished at the University, which consequently renders credit transfer with other academic institutions or universities unfeasible for GLBITM. Due to its affiliation, GLBITM is neither authorised to develop</p>

	<p>its curriculum nor to operate ABC, independently. In accordance with the notification from AKTU, on 06 June 2023, GLBITM started the registration of its students on ABC.</p>
<p>3. Skill development:</p>	<p>GLBITM provides Personality Development Programme (PDP) for B. Tech II year and B. Tech III year students, MBA I year students, and MCA I year students. In addition, industry experts provide more than 100 hours of rigorous training on Competitive Coding. B. Tech students are required to complete summer internships during their first, second, and third years. The duration of internships is B. Tech. first year: three to four weeks, B. Tech II year: 4 weeks and B. Tech III year: four to six weeks. In addition, the institute's numerous student clubs organise events and competitions which help students acquire technical and problem-solving skills as well as organizational skills. Students can receive a B. Tech Honours Degree if they effectively complete NPTEL/SWAYAM courses and earn stipulated credits. Courses on soft skills and other skill development courses can also be credited. Through the executed MoUs with various industries and training partners, GLBITM promotes faculty/student skill development. The Train-the-Trainer model is used to upskill the faculty. Students are also provided with certification and skill-enhancement opportunities for cutting-edge technologies. Additionally, the institute's advanced learning centres, the AICTE Idea Lab, and other initiatives help students engage in hands-on learning.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>GLBITM has been granted permission to start a new programme in Hindi for the Bachelor of Technology degree in Computer Science and Engineering (with an intake of sixty seats). The Constitution of India, Law, and Engineering course (KNC-501/601) and the Indian Tradition, Culture, and Society course (KNC-502/602) are part of the curriculum for the Bachelor of Technology degree. The lectures are sometimes delivered in a bilingual fashion, both in English and in Hindi, since the faculty understands that some of the students are not comfortable with their ability to communicate in English. Under the direction of the Dean of Student Welfare (DSW), the various clubs host a number of events each year with the objective of educating its students about Indian culture.</p>

5. Focus on Outcome based education (OBE):	<p>As an institute affiliated with APJ Abdul Kalam Technical University (AKTU), Lucknow, all AICTE-accredited programmes adhere to the curriculum outlined by the affiliating university. However, GLBITM was represented on the Board of Studies (BoS) at the university level. The Board of Studies, which was convened by Dr. Rajeev Agarwal of GLBITM, designed the course outcomes of ECE-related courses that appear on the course curriculum of the AKTU Syllabus. In addition, all departments periodically provide AKTU with feedback on their respective curricula. Through in-house workshops and seminars, the OBE guidelines and related academic practices are made known to all GLBITM faculty and staff. Faculty members are encouraged to enrol in NPTEL courses pertaining to OBE. Periodically, OBE seminars are held to keep the faculty abreast of OBE developments. All departments have created a Course Correlation Chart that illustrates the relationship between all courses and their relevance to POs and PSOs. The institute and all of its departments have updated their vision and mission statements in accordance with the OBE guidelines and Washington Accord. NEP 2020 suggests that all offered courses be NBA-accredited. NBA has already accredited all eligible undergraduate programmes of GLBITM. The remaining programmes will seek NBA accreditation as soon as they are eligible. In the foreseeable future, the PG programmes will also apply for NBA accreditation.</p>
6. Distance education/online education:	<p>The GL Bajaj Institute of Technology and Management is affiliated with the Dr. A. P. J. Abdul Kalam Technical University. All programmes and courses are delivered through traditional face-to-face instruction. The curriculum provided by the affiliating university does not include any reference to distance learning or online education. However, during the Covid-19 pandemic, the mode of instruction for all classes was transitioned from offline to online from April 2019 to July 2021. Currently, all instructional sessions are being delivered in a face-to-face format. The faculty also provides e-contents, such as videos and PowerPoint presentations, as supplementary materials to enhance students' comprehension of the courses.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Office order can be found at https://www.glbitm.org/uploads/2023/Notice%20ELC.pdf
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?	Yes. The students' co-ordinator and co-ordinating faculty member's appointment orders can be found at https://www.glbitm.org/uploads/2023/Notice%20ELC.pdf The ELC is functional and the details are available at https://www.glbitm.org/cpage.aspx?mpgid=154&pgidtrail=248
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.	A voter awareness campaign was conducted on 11/01/2023 at Sakipur village, Greater Noida.
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.	Yes, a mobile app "Know Your Booth" by the team of GLBITM faculty and students along with District Election Officer was made and deployed. It allows users to locate their voting booth. https://www.glbitm.org/social-initiatives/
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.	Yes, the app "Know Your Booth" allows new voters to enrol in case if not enrolled yet.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4947	4233	4181	4248	4351

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

2 Teachers

2.1

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

Response: 468

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
272	250	251	268	272

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
2650.73	1063.63	2260.37	2745.02	2472.39

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institute is committed to imparting the highest standards of curriculum delivery to the students through its well-erudite and well-trained faculty members. The institute is affiliated with Dr. A. P. J. Abdul Kalam Technical University (AKTU), Lucknow, and follows the university's Choice Based Credit System (CBCS) curricula. To ensure efficient delivery of the curriculum, the following measures are implemented:

- **Academic Calendar:**
 - At the beginning of each semester, the institute prepares its academic calendar in line with the university's academic calendar, which is displayed on departmental notice boards, the institute website, and other strategic locations.
 - The tentative schedule of all mid- and end-term theory and practical examinations is mentioned in the academic calendar.
- **Course Offering:**
 - Subjects are assigned to faculty members as per their expertise and interests.
 - Students are permitted to select electives.
 - Extra periods are planned in the regular timetable for analytical subjects in addition to the period stipulated as per the scheme.
 - Subject-wise course files containing the course scheme and syllabus, course plan and coverage, list of books, CO-PO-PSO mapping, tutorial sheets, midterm and university question papers, assignments, subject notes and handouts, etc., are prepared.
 - Faculty members frequently use ICT tools for effective and stimulating content delivery. Several faculty members have also produced and published lecture videos.
 - Online teaching-learning methodology was implemented for curriculum delivery during the COVID pandemic.
 - An online attendance management system (SIM) keeps track of students' attendance. Attendance defaulters are regularly counselled by their mentors and class advisors to improve their attendance.
 - HoD reviews academic progress, students' attendance, and syllabus completion periodically.
- **Examinations:**
 - The continuous internal assessment (CIA) process includes two midterm examinations, assignments, quizzes, presentations, viva-voce, etc.
 - The institute conducts a minimum of two midterm examinations. One make-up test is also conducted for those students who remain absent from examinations due to valid reasons.
 - End-term semester examinations are conducted by the university.

- A detailed timetable for midterm examinations is planned by the examination cell.
- Faculty members carry out evaluation work and submit marks on SIM within 7 days of the examination.
- The solutions to midterm examination papers and the scheme of evaluations are discussed with students. The evaluated answer sheets are also discussed.

• **Feedback:**

- Feedback is obtained from the students every semester. Corrective measures are taken after an analysis of the feedback.
- Views of experts from industry, academia, and alumni on the curriculum are regularly taken.

• **Beyond Syllabus:**

- The gaps identified in the curriculum are incorporated through add-on courses and topics beyond the syllabus. The gaps are identified and communicated to university authorities as feedback for necessary actions.
- Additionally, students are encouraged to enrol in MOOC courses and earn credit.
- Academic activities beyond the curriculum are regularly planned. Several activities like conferences, seminars, workshops, expert lectures, webinars, STTPs, FDPs, etc. are organised throughout the year to enable faculty and students to upskill themselves with the latest ongoing trends and practises.

• **Academic Audit:**

- The institute follows an annual academic audit practice to review the effectiveness of teaching and learning methodologies and steer desired changes whenever required.

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

1.2 Academic Flexibility

1.2.1

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

Response: 111

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 81.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
2876	3323	3914	3804	3935

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute follows the curriculum of Dr A.P.J. Abdul Kalam Technical University. The curriculum includes classes pertinent to:

Professional Ethics & Human Values:

To instil the proper conscience and moral principles, AKTU included Human Values and Professional Ethics courses in the UG/PG degree curriculum.

- In the first year, fundamental courses such as Professional Communication Lab and Soft Skills (KNC-101/102) are taught.
- In the second year of B.Tech., Technical Communication (KAS-301/401) and Universal Human Values (KVE-301/401) are taught. Also available are courses on the Constitution of India, Law, and Engineering (KNC-501/601) and Indian Tradition, Culture, and Society (KNC-502/602).
- Understanding Human Being, Nature, and Existence Comprehensively- -Human Aspirations and its Fulfillment (KOE-069) is an Open Elective-I in the third year of B.Tech.
- Rural Development: Administration and Planning (KHU-701/801) and Project Management & Entrepreneurship (KHU-702/802) are taught in the final year to help students comprehend the growth of rural areas and the significance of projects in the workplace.
- As Open Electives, the curriculum also includes Vision for Humane Society (KOE-076), Human Values in Madhyasth Darshan (KOE-089), Human Values in Buddha and Jain Darshan (KOE-098), and Human Values in Vedic Darsana (KOE-098).
- A Value Education Cell has also been established at the Institute by AICTE guidelines. The primary objective of the Value Education Cell is to integrate human values into technical education.
- Moreover, several faculty members from the Humanities department have undergone AKTU, Lucknow's requisite seminars on Universal Human Values.

Gender and Social Justice:

- In 2021-22, the University offered "Introduction to Women's and Gender Studies" (KOE079) as an open elective in B. Tech. Final Year, with a focus on modules such as Women and Society, Feminist Theory, Women's Movement, Gender Roles and Psychology of Sex, and Gender and Representation.
- Unit III of the course "Universal Human Values" (KVE-301/401) focuses on gender-related issues in addition to family and societal harmony.
- In a similar vein, to strengthen women's role in the Tech World, the Institute ardently encourages female students to participate in Gender Equality-focused activities such as Women in Tech (WIT).
- The Institute has an Internal Complaint Committee (ICC) to address the concerns of students and employees on gender-related issues.
- Additionally, GLBITM conducts a variety of events on women's empowerment, awareness programmes on various schemes targeting women, programmes to promote women in entrepreneurship/placement, and training on women's safety and self-defence, etc.

Environment and Sustainability:

The curriculum contains a variety of courses addressing the environment and its related issues.

- In the first year, a course on Environment and Ecology (BAS104) is offered.
- The B. Tech Civil Engineering programme includes Environmental Engineering, Environmental Engineering Lab, River Engineering, Air and Noise Pollution Control, Geotechnical Engineering, Engineering Geology, Engineering Hydrology, GIS, and advanced remote sensing courses.
- Apart from the courses, the institute implements various environment-friendly practices. Rainwater harvesting, use of solar water heaters, rooftop solar power plants, usage of geothermal energy for ambient conditioning, use of Bio-gas and Cow dung for manure, conservation of fossil fuels by optimized trips of vehicles, and waste management are a few such practices.

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

1.3.2

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

Response: 63.27

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

Response: 3130

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 82.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
1601	1068	1038	1044	1095

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1740	1440	1338	1278	1278

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](#)

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: 67.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
883	608	531	578	653

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

2021-22	2020-21	2019-20	2018-19	2017-18
1181	976	906	865	865

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.19

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:

To increase students' active involvement in the learning process, the institute has employed student-centric methods such as experiential learning, participative learning, and problem-solving.

Experiential Learning:

- Each laboratory has a state-of-the-art infrastructure with sufficient experimental apparatus, processors, and peripherals.
- The institute houses several Advance Learning centres having specialized tools and equipment for experiential learning on AI, Robotics, Big Data, Computer Integrated Manufacturing, IoT, 5G, etc.
- In addition, the institute organizes visits to industry, field surveys, and workshops to improve students' ability to acquire and analyse raw data using appropriate approaches and methods.
- Summer Industrial Internships provide an opportunity to learn various dimensions of functioning and management in a corporate/company environment.
- Conferences, seminars and exhibitions are conducted to facilitate the students to learn and exhibit their talent.
- MoUs with industries and training partners help the students to get exposed to recent technologies.
- Faculty and students are encouraged to enrol in MOOC courses. The institute has a local chapter of NPTEL.
- The institute has an incubation centre that provides students with a platform to implement their innovative concepts. Recently the centre has been recognized as a PRAYAS centre under DST.
- The institute has also been recognised as an AICTE Idea Lab which will provide a unique platform for the students to experiment with their ideas and develop the prerequisite skills for excellence.
- A Centre of Excellence on Electrical Vehicles is also being set up to help the students to experience and develop skills in this disruptive technology.

Participatory Learning:

- Students are encouraged to partake in debates, group discussions, and presentations in which they convey their varying perspectives on a given topic and demonstrate their knowledge.
- Institute conducts sessions by experts and workshops on technologies for the students to learn the latest technologies and trends.
- Students administer several technical and non-technical clubs at the institute. Students are encouraged to join societies of their choice and to participate in a variety of events.
- Group projects are assigned to students to promote teamwork and enhance their learning.

Problem-Solving Methodology:

- Smaller groups of students are assembled for a tutorial class. These classes on problem-solving are scheduled according to the standard schedule.
- In lecture and tutorial classes, numerical problems on university examinations and other typical problems are discussed.
- Case studies or assignments are given with standard and application-based problems, which are then graded by faculty upon submission.
- Projects are assigned based on real-world problems and challenges, which encourages them to develop creative and original solutions.
- Students have participated and won prizes in various Hackathons and competitions.

Enhancing Learning Experiences with ICT:

- Faculty members use IT-enabled learning aids such as PowerPoint Presentations (PPTs), video lectures, and online resources to enhance student learning.
- Classrooms are outfitted with audio-visual systems and overhead projectors with an internet connection over Wi-Fi.
- Students have access to the National Digital Library, NPTEL, and DELNET to further investigate and broaden their understanding of topics of interest. The library of the institute subscribes to numerous international journals and publications that are readily accessible to students.

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

2.4 Teacher Profile and Quality**2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 98.2**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
290	270	261	258	258

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

2.4.2

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

Response: 31.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
104	88	93	73	56

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

A well-established Internal Assessment Scheme is observed at the institute which is presented to newly admitted students during their Orientation Programme, and the Examination Policy is posted on the website.

Internal Assessment:

- The institution holds two mid-term sessional tests: ST-1 and/or ST-2 with a combined weightage of 30% and one Pre-University Test (PUT) with a weightage of 70%.

Question Paper:

- Faculty members teaching the same subject, set test questions a week before each exam. Departmental experts examine and moderate the papers.

Answer Script Evaluation:

- Answer scripts are stapled to mask examinee identities after an examination.
- Subject instructors evaluate these exams within seven days according to the standards and procedures of assessment.
- The model answers are discussed in class. Students see evaluated answer scripts and may raise complaints to address. Once satisfied, they sign the assessed answer sheet.
- Finalised marks are posted on SIM to generate internal evaluation marks at the end of the semester.
- After addressing all queries, the Department preserves the answer scripts.

Lab Courses:

- Experiments are conducted every week. At the next lab class, students submit their lab records.

Experimentation, lab records and viva-voce determine internal marks.

Project Assessment:

- Each Project group maintains a logbook of discussions with the project guide. The project coordinator checks logbooks periodically.
- Minimum 03 Project presentations in the 7th and 8th semesters are organized to assess the progress of the project.

External Assessment:

- The University conducts the end-term examinations of theory papers and also coordinates the assessment. the university also appoints external examiners for the end-term practical examinations.

Examination Grievance Redressal:

GLBITM has an examination cell. Internal and External exams are led by the Head exam cell and Center Superintendent, respectively. The exam cell coordinates internal and external exams. Director and university directives guide all actions.

Internal Exam Grievances:

- Students may call the college examination cell during exams for Internal Exam issues. The exam cell prioritises and resolves grievances/issues amenably.
- Exam cell and department heads address unfair means (UFM) cases.
- Subject faculty/department heads resolve question paper issues after reporting.
- After each internal test, students see graded answer sheets to resolve evaluation issues.
- Students might retake internal tests for health, placement, or other genuine reasons after the approval of HoD.

External Exam Grievances:

- In external examinations, the University instructs the student to submit a request for results correction, re-evaluation, challenge evaluation, correction in mark sheet, etc. through the University's portal to have any evaluation-related complaints dismissed.
- The student grievance portal is active on the university website.

<https://erp.aktu.ac.in/Webpages/StudentServices/frmStudentGrievance.aspx>

<https://erp.aktu.ac.in/WebPages/StudentServices/frmStudentGrievanceStatus.aspx>

- The University also conducts carry-over examinations.
- Students who have completed a course but could not appear in the end-of-semester examination for valid reasons such as illness or personal emergencies are permitted to write the carry-over examination or the end-of-semester examination at the university's next available opportunity. Grades/marks awarded in the carry-over examination are added to respective semester results.
- In case the problem is not resolved, the institute put its efforts into writing and sending officials to the university to pursue and resolve the problem in time.

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

2.6 Student Performance and Learning Outcomes**2.6.1**

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

Response:

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

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

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

- **Course Outcomes (COs)** are the declarations that describe the fundamental and enduring discipline knowledge, skills, and level of learning that are expected of students following any course completion. The university's curriculum outlines the COs for each course under any program. The COs are mentioned in each question paper and are also kept in the course file, in the office of the respective head of department, and on the institute website as well.
- **Programme Outcomes (POs)** are overarching declarations that list the professional achievements students are expected to attain by the program's completion. Before graduation, students must master a broad set of interrelated knowledge, skills, and personality traits defined as POs. These are provided by the National Board of Accreditation and are prominently posted on the websites and in all departments.
- **Programme-Specific Outcomes (PSOs)**, which are typically two to four in number, are the precise skill criteria and accomplishments that students must achieve at the micro and macro levels by the end of the programme. These are defined for each program after thorough discussions & deliberations with stakeholders. The PSOs are also displayed in prominent places in all the respective departments & on the website.
- Furthermore, a course articulation matrix is designed keeping in view the institution's vision and mission in line with the departmental vision and mission. The program outcomes and program-specific outcomes are thus achieved through a curriculum that offers a wide range of courses. Each course defines course outcomes that are linked to the program outcomes and a set of performance criteria that are used to provide quantitative measurement of how well course outcomes are achieved.

- The extent to which a student has effectively attained the COs and, subsequently, the POs is a measure of both the student's performance and the efficacy of the teaching-learning processes at any HEI. According to the NEP-2020, Continuous Internal Examinations and End-of-Term Examinations are required for its evaluation.
- The course outcomes are thus directly and quantitatively assessed and are linked to the program outcomes and program-specific outcomes. The course outcomes of each course are mapped to the Program Outcomes with a level of emphasis:

Being strongly correlated -3, moderately correlated -2, and Lightly correlated -1.

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

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Program Outcomes and Program Specific Outcomes are assessed through direct and indirect methods.

- *Direct Attainment (80%)*- through direct examinations or observations of student knowledge or

skills against measurable Course Outcomes.

- **Indirect Attainment (20%)** - is determined based on the student exit surveys, participation in co-curricular and extracurricular activities and impact of various academic activities.

Direct Attainment:

- All COs are mapped with POs and PSOs keeping relevancy mapping of low-1, medium-2, & high-3.
- Being affiliated with AKTU, only internal assessments are conducted by the institute. Therefore, continuous internal assessment components CO-wise and external examination marks averaged over all COs are used for the attainment of COs, and thereby POs & PSOs.

Theory Courses

- **Sessional Tests (ST, PUT)**
 - Sessional tests of 2-3 hours are conducted as per the curriculum of the university.
 - Sessional exam papers are prepared on a CO basis.
 - The answer sheets of the students are evaluated CO-wise by the faculty.
- **Assignments**
 - CO-wise assignments are given to the students by the faculty.
 - These assignments are evaluated as per the rubrics circulated by the faculty and grades/marks are awarded accordingly.
- **End Semester Examination**
 - At the end of the semester, the university conducts the external examination.
 - CO attainment is obtained based on equal weightage distribution.

Laboratory Courses

- **Lab Performance:**
 - The lab performance of the students is evaluated during the conduction of the experiment and viva-voce. Practical files or written work is also considered for evaluation. Marks are awarded for the same by the faculty.
- **End Semester Practical Examination**

- The end-semester practical examination is conducted by the university by appointing external and internal examiners.
- The student has to perform one experiment out of two during the external examination.
- Marks are awarded based on lab work, practical record and viva-voce by the external examiner.
- CO attainment is obtained based on equal weightage distribution.

Indirect attainment:

- Student activities which do not come under the direct evaluation process are included in the indirect assessment.
- Exit Surveys/Feedback are taken for every activity and mapped with corresponding POs & PSOs. Students write their learning levels against each applicable POs & PSOs.
 - 1 mark represents neutral.
 - 2 marks represent a little learning.
 - 3 marks represent a fair amount of learning
 - and 4 marks represent a great deal of learning
- An overall summary is made for every survey/feedback, and as per the level decided by individual departments, attainments are calculated.

For example:

- If the learning outcome is 50% - 69% in individual POs & PSOs, then the attainment level is 1.
- If the learning outcome is 70% to 84% in individual POs & PSOs, then the attainment level is 2.
- If the learning outcome is more than 85% in individual POs & PSOs, then the attainment level is 3.
- Based on the above-defined parameters, the attainment of the COs, POs, & PSOs is calculated.

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

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 98.13**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1132	1073	1135	1160	1164

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

2021-22	2020-21	2019-20	2018-19	2017-18
1181	1089	1159	1171	1172

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.47

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 100.95

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)

2021-22	2020-21	2019-20	2018-19	2017-18
23.85	21.96	25.96	19.22	9.96

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:

GLBITM encourages student innovation and entrepreneurship. Establishing the Startup ecosystem and giving young entrepreneurs a platform to launch successful firms helps accomplish this aim. Mapped activities are organized to help students understand the nuances of establishing a firm from the beginning. Students are motivated to get benefited from government programmes like Startup India, Make-in-India, Digital India, Smart Cities, etc. and contribute to nation-building.

Incubation Center:

- The institute has established G L Bajaj Center for Research and Incubation (GLBCRI) to create high-quality incubation facilities that combine capital equipment and operating facilities with sector-specific mentors to help innovators and start-ups succeed. The GLBCRI helps staff and students apply for government programmes like MSME, Atamnirbhar Bharat, UP start-up, DST, SERB, DRDO, AICTE, etc.
- GLBCRI has been recognized as a PRAYAS centre under the Nidhi Prayas scheme of DST.
- DCMSME's Start in UP initiative recognises GLBCRI as an incubator.
- UPLC, the nodal agency of the Department of IT & Electronics, GoUP, also recognises GLBCRI as an incubator.
- The campus has a dedicated working space with more than 15000 sq. ft. of operational area, including well-equipped cubicles for startups, fabrication and testing labs, and a Centre of Excellence with prototyping, mentoring for IPR, marketing, business plan development, product development, and more. 36 seating spaces, conference room, meeting room, canteen, and workspace for entrepreneurs. For entrepreneur development, incubation and innovation are naturally intertwined.
- GLBCRI has 35 Startups registered with the incubator.
- Periodically the institute conducts ideation challenges to promote innovation and entrepreneurship. These contests screen fresh ideas and evaluate their viability as prototypes and startups. An expert committee evaluates ideas and provides incubation assistance if they are promising.
- Ideation, concept development, Innovation & Business Model Development, Validation, and Start-up Development guide such concepts. Startups that want to innovate may be incubated. Famous entrepreneurs are invited to talk about entrepreneurship's pros and cons.
- Young minds at our institution are motivated and supported in developing unique ideas.
- 7 incubates earned Rs 5 lakhs of seed money each from the StartinUP programme.
- Pawan Gupta an alumnus of GLBITM and an incubate of GLBCRI was the winner of MSME Idea Hackathon 2022 and got a grant of Rs. 10.1 Lakhs.
- Many of our alumni are present-day successful entrepreneurs.

Institutional Innovation Council (IIC):

- The institution has an IIC with ID IC21810213. This council organises Innovation and Entrepreneurship events year-round. IIC-GLBITM has held top-performing events for three years. IIC-GLBITM achieved the highest star performance rating in 2019-20, 20-21 and 21-22.
- IIC-GLBITM was chosen to mentor 5 Mentee Institutions through the Ministry's Mentor-Mentee programme.
- IIC-GLBITM is also a partnering institute in the ATAL Tinkering Lab initiative.
- The Atal Ranking of Institutions on Innovation Achievement (ARIIA) 2021 placed the institution in the "Excellent" band. In 2023, GLBITM is in the 151-300 band in NIRF innovation.

E-Cell:

- The institution has an E-Cell. This cell organises events to stimulate the entrepreneurial attitude of students.

Patents Filled/Published/Granted:

- The Institute has 50 filled 174 published and 10 granted patents.

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

3.2.2

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

Response: 105

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	28	31	07	03

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

3.3 Research Publications and Awards

3.3.1

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

the last five years**Response:** 0.2**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	16	31	46

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

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.68**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**

2021-22	2020-21	2019-20	2018-19	2017-18
99	107	58	45	10

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

3.4 Extension Activities

3.4.1

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

Response:

The G L Bajaj Institute of Technology and Management emphasizes instilling a sense of social responsibility in its students using diverse extension activities. From the onset of their academic journey, students are strongly encouraged to engage in a diverse range of student clubs/societies that facilitate social services within nearby schools, villages, and communities. The aforementioned facets were addressed through the following activities.

Health: The students analysed public health and found that personal hygiene was a commonly neglected aspect among individuals in nearby localities.

- In response, initiatives were implemented to promote awareness of the importance of hand sanitation, dental check-ups, and eye check-ups.
- Periodic yoga sessions have been arranged to promote physical fitness awareness.
- Several mental health camps were organised to address the adverse impact that the pandemic had on individuals' mental well-being.
- These activities have resulted in an increased awareness of hygiene among our students.
- The institute organizes Blood Donation camps annually under GLBajaj Rotaract Club. In addition, a few blood donation camps, health checkup camps, awareness programs on organ donation, etc.; have also been organized in association with various NGOs.

Environment Conservation: The conservation of the environment is an urgent requirement that necessitates the responsibility of every individual to safeguard nature and its inhabitants. The students

possess a keen understanding that this is a pressing necessity at present.

- Our students frequently organise activities such as adopting parks and trees, installing water bowls for birds and animals, feeding stray animals through Project Benevolence, conducting tree plantation drives, and distributing paper bags.
- These activities foster a sense of appreciation towards the natural world among students.

Education: The students of G L Bajaj are committed to making a positive impact on society by engaging in educational initiatives aimed at assisting underprivileged children in their respective communities through a range of activities.

- Educational resources such as books and bags are supplied to individuals who are in need, to ensure that their academic pursuits are not impeded.
- Using these activities, the pupils acquire an understanding of the significance of education and develop a greater sense of concentration towards their academic pursuits.

Societal Issues: Societal issues refer to the challenges and problems that affect the functioning and well-being of society.

- The students engage in diverse initiatives aimed at providing regular supplies of food, clothing, medicines, and other necessities to individuals living below the poverty threshold, to alleviate their hardships.
- The incorporation of such practises instils a collective identity and a spirit of altruism among students, thereby facilitating their development into empathetic members of society.
- Programs on Mental Health and NEP 2020, etc; were organized to make the students aware and be sensible individuals.
- Various initiatives are implemented to disseminate information to the public regarding pressing concerns such as COVID awareness, and the problem of overpopulation, etc.

The implementation of extension activities serves to cultivate a sense of responsibility and social awareness in students, prompting them to address pertinent societal concerns. The maxim "Service before Self" is embodied by our students, manifesting in their character.

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

3.4.2

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

Response:

Name of the Award/recognition for the Institution	Name of the Awarding government/government-recognised bodies
Diamond, QS-I Gauge Award-2022	QS-I Gauge
ARIIA, Recognition -AKTU Lucknow, 2022	Dr. APJ Abdul Kalam Technical University, Lucknow
NBA, Recognition- AKTU Lucknow, 2022	Dr. APJ Abdul Kalam Technical University, Lucknow
NIRF, Recognition -AKTU Lucknow, 2022	Dr. APJ Abdul Kalam Technical University, Lucknow
Anganwadi Participation Certificate, 2022	From Governer U.P, Smt. Anandi Ben Patel,
ZEE Sammelan Education Award 2022	ZEE Media
National Institutional Ranking Framework Award 2022	NIRF, Ministry of Education, GOI
Appreciation from National Human Rights Protection Council, Lucknow, U.P.,2022	National Human Rights Protection Council, Lucknow, U.P,
Excellent Teacher Award 2022, Al-Falah Humanity Council	Al-Falah Humanity Council,
Danik Jagran Corona Youdha Award, 2021	Danik Jagran
Growth of the Institute both Academically & Administratively	Dr. APJ Abdul Kalam Technical University, Lucknow
Anganwadi Participation Certificate, 2021	From Governer U.P, Smt. Anandi Ben Patel,
Recognition From MoE, For Beat Covid Campaign, 2021	Mahatma Gandhi National Council of Rural Education, 2021
Appreciation From Anandam NTPC Society, Greater Noida, 2021	Anandam NTPC Sahakari Awas Samiti Ltd. Greater Noida,
Atal Ranking of Institution on Innovation Achivement (ARIIA) Award 2021	ARIIA, Ministry of Education, GOI
National Institutional Ranking Framework Award 2021	NIRF, Ministry of Education, GOI
NIRF, Recognition -AKTU Lucknow, 2021	Dr. APJ Abdul Kalam Technical University, Lucknow
Growth of the Institute both Academically & Administratively, 2020	Dr. APJ Abdul Kalam Technical University, Lucknow
Growth of the Institute both Academically &	Dr. APJ Abdul Kalam Technical University,

Administratively, 2020	Lucknow
Appreciation From Bharat Tibbat Shayog Manch, 2020	Bharat Tibbat Shayog Manch
Appreciation from Rajendra Prasad Inter College, 2020	Rajendra Prasad Inter College, GautamBuddh Nagar
Appreciation from H.S. Disha Public Junior High School, 2020	H.S. Disha Public Junior High School, GautamBuddh Nagar
Appreciation from S.D. Girls Inter College, 2020	S.D. Girls Inter College, GautamBuddh Nagar
Appreciation From Primary School Hateva, 2019	Primary School Hateva, GautamBuddh Nagar
International Academic and Research Excellence Award, 2019	GISR Foundation, Noida, U.P ,
Chief Guest Award, 2019	Quality Circle Forum of India, Delhi Chapter
Educational Excellence Award, 2019	Association of Education, Training & Research Institutes
Dataquest Top T-School Award,2019	Dataquest T-School Award
Best Professional Colleges Award 2019	Outlook
Educational Excellence Award, 2019	Association of Education, Training & Research Institutes
Atal Ranking of Institution on Innovation Achievement (ARIIA) Award 2019	ARIIA, Ministry of Education, GOI
EduShine Excellence Award, 2019	ASSOCHAM, Government of India
Appreciation from Bihari Lal Inter College, 2019	Bihari Lal Inter College, GautamBuddh Nagar
Appreciation From B.P.B.D. International Academy, 2019	B.P.B.D. International Academy, GautamBuddh Nagar
Appreciation from Kisan Adarsh Inter College,2019	Kisan Adarsh Inter College,GautamBuddh Nagar
Appreciation from Chandrakanta Mahavidyalaya, 2019	Chandrakanta Mahavidyalaya, Bulandshar
Appreciation From Primary School Bilaspur, 2019	Primary School Bilaspur, GautamBuddh Nagar
Samaj Ratna Award, 2018	Greater Noida Press Club
Appreciation From Rotaract 2018	Rotaract
National Education Excellence Award - 2018	ASSOCHAM, Government of India
Jagran Josh Rank One Award, 2017	Jagran Josh Media
Recognition From D.M, Gautam Budh Nagar, 2017	By D.M GautamBuddh Nagar
Bestowing Cleanest Engineering College Campus Award 2017	State Government, U.P Award

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

3.4.3

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

Response: 71**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**

2021-22	2020-21	2019-20	2018-19	2017-18
45	08	02	11	05

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

3.5 Collaboration**3.5.1**

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

Response: 40

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

GLBITM campus is adequate with well-planned and comprehensive infrastructure for better teaching-learning processes such as spacious classrooms, tutorial rooms, faculty rooms & auditoriums having audio-visual facilities, an RFID-enabled fully automated library, well-equipped laboratories, a language lab, and advanced learning facilities such as Incubation Center, Design Innovation Center, Big Data Lab, and Robotics Lab. The institute has a fully equipped gymnasium, mess & cafeteria, sports facilities, infrastructure for cultural events, transport facility, medical room, 24 x 7 internet over Wi-Fi with 1 Gbps bandwidth, full load power backup 2070 KVA with silent mode generators and solar power plant of 286 kW, campus shop, stationery shop and laundry.

Total Built-up Area:

- The institute campus has 40468.6 square meters of open area and 52609.18 square meters of built-up area with clean and green surroundings, pollution-free, elegant landscaping, and grassy lawn.

Class Rooms, Seminar Halls, and Laboratories:

- The institute has 91 ICT-enabled Classrooms, 10 Smart Classrooms, 07 Auditoriums/Seminar Halls, a Language Lab, and 83 Laboratories/workshops with the latest equipment.
- During COVID-19, the institute has shifted to online learning through LMS (Moodle server), Google Classroom etc.
- The SHD is a well-equipped air-conditioned and aesthetically designed auditorium with the latest lighting facilities, acoustics facilities, and sound system having a capacity of 900 plus audience and a 45x24 feet screen. The SBG hall has 300 plus capacity and the open theatre has 1000 plus capacity.

Central Library:

- The Central library operates 365 days a year and provides a fully air-conditioned 1292 sqm of Wi-Fi-enabled learning environment with 320 seating capacity, a reference section, and a digital library.
- The library has 111621 books and subscribes to plagiarism software (iThenticate) and AKTU Nalanda E-Consortium which has 2622 e-journals and 33118 e-books.

- It is managed by Software for Institutional Management (SIM).

Sports Facility:

- The institute provides numerous opportunities for students to exhibit their talents in extracurricular, co-curricular, and sports events. The institute provides ample indoor and outdoor sports facilities such as Futsal, Table Tennis, Cricket, Badminton, Basketball, Volleyball, Snookers, Carom, Chess, etc.
- The Institute has a fully equipped gymnasium (138.19 sqm) with machines like treadmills, weight lifting, Leg Curl Machines, Shoulder Press machines, Crossbar machines, Indoor cycles, etc.
- GLBajaj Rotaract Club and NSS wings organise blood donation camps, health camps and other social activities.

Hostel:

- The Institute provides two boys' hostels having 165 rooms (40 AC rooms and 125 Non-AC rooms) with an overall capacity of 495 students. Hostels have triple-sharing spacious rooms with airy balconies and wooden beds, study tables, chairs, and Almira for every student. Institute also provides many other facilities like Wi-Fi, un-interrupted water supply, laundry and fresh filtered cold/hot drinking water in summer/winter season, hygienic and homely mess, hot water in every washroom, power back up facility, sports complex, a large LED wall display screen (18x12ft) and Gym facilities.

Medical Facility:

- The institute provides a preliminary medical facility on campus. In addition, a fully equipped ambulance is kept for emergency services and the institute has a tie-up with Kailash Hospital Private Limited for 24-hour emergency.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during

the last five years

Response: 35.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
793.73	108.66	491.26	1460.67	1108.90

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The central library of the institute is user-focused and excellence-driven. The central library manages knowledge both in print and digital formats and ensures seamless access to scholarly resources. The fully automated library provides a 1292 sqm Wi-Fi-enabled fully air-conditioned & Wi-Fi-enabled adequate learning environment, a well-developed book stack, a reference section, and a digital library.

Integrated Library Management System (ILMS)

- The library is managed by Software for Institutional Management (SIM), which is an integrated application to run the educational requirements efficiently and provides various applications in the digital mode of library services.

Plagiarism Detection Tool

- The library subscribes to plagiarism software (iThenticate) for plagiarism detection of scholarly articles drafted by faculty members and students.

e-resource Subscription

- The library subscribes to AKTU Nalanda E-Consortium access provided by MyLOFT having Database - 22 consisting of more than 2622 e-journals and more than 33118 e-books having 24x7 seamless off-campus access through login & password.
- The book databases are from the publishers like BSP E-Books, Taylor and Francis E-Book, Taylor and Francis Online, Pearson E-Books, Emerald, Springer Link, Science Direct, McGraw Hill, India Express, Directory of Open Access Books (DOAB), Directory of Open Access Journals (DOAJ), Wiley Online Library, Gale One File: Pharmacy Collection, Cambridge Core, Art and Architecture Source (EBSCOhost), Hospitality & Tourism Complete (EBSCOhost), Emerald Case Studies.

Key Highlights of the Central Library

- Operates 12 hours x 365 days
- RFID-enabled fully automated Library
- 1292 sqm Wi-Fi-enabled air-conditioned area
- More than 320 seating capacity
- Digital section with 20 nodes
- Plagiarism (iThenticate) software
- Computer terminals for browsing e-journals & e-books/OPAC etc.
- Facilities for online video conferences and video lectures
- CCTV cameras are installed for surveillance
- Book Bank facility
- SC/ST Book-Bank
- Digital Attendance
-
- Real-time e-notification

Collection in Institute Central Library

Number of Books	111621
Book Titles	8561
Print Journals(Indian)	73
E-Resources/Databases	22
E-Journals	2622
E-Books	33118
E-Book (Archives)	397
Bound Volumes	331
Newspapers	14
Magazine	15
CD/DVD	6409
Conference Proceedings	25

Reports	30
Questions Papers	17 Years
Video Lectures	211
NPTEL Archive	918 Courses
Project Reports	801
Reference Collections	16144

Software for Institutional Management (SIM)

Name of the ILMS software	Software for Institutional Management (S.I.M)
Nature of automation	Fully
Version	54.2.2
Year of Automation	From 2007

The institution has a subscription for the following e-resources

- e-Journal (AKTU Nalanda e-consortium)
 - e-books (AKTU Nalanda e-consortium)
 - Database (DELNET)
 - Remote Access to e-Resource (AKTU Nalanda e-consortium)
-
- The institution has a membership of the NDL (National Digital Library)
 - The institution has been certified as a Local Chapter of Swayam NPTEL

Number of teachers and students using the library per day (2021 – 2022): 137.44

Website Link: <https://www.glbitm.org/library/index.asp>

Telegram Link: <https://t.me/+UHPGHNH3O9vJ3sdK>

Contact: library@glbitm.ac.in & support.library@glbitm.ac.in

Library Help Line Number: +91 – 7835005115

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute has an adequate IT infrastructure with a 1Gbps Internet bandwidth over a leased line, 5 servers and 3 cloud hostings, 1501 desktops, 139 LCD projectors, 116 printers, 127 L2/L3 switches, 351 CCTV cameras, 27 Wi-Fi routers, 1 Firewall, etc. The infrastructure also includes an NVIDIA DGX A100 machine, a 5 petaFLOPS AI system which offers unprecedented compute density, performance, and flexibility.

The Institute has been frequently updating its IT facilities, to provide a conducive learning environment, to students, faculty members, and administrators. The strategies for IT infrastructural development are dealt with on a priority basis due to the strong interdependence between effective teaching-learning and adequate IT infrastructure. The strategies adopted to ensure the adequacy of IT infrastructure are as follows:

- The working condition of the IT and infrastructural facilities are reviewed before the commencement of each semester. The Lab Technicians/ Faculty Lab In-charge conducts the lab audit and reports the present condition of every piece of equipment/facility to the Head of the Department (HOD). The HOD forwards the reports to the system administrator to resolve the issue.
- The Institute has provided the latest and up-to-date computing facilities in all IT Labs of the departments. Laptops & desktops are provided to faculty, officials, and staff with Wi-Fi access.
- AMCs, related to Software (Microsoft Windows 10, Office 365, etc.) and UPS, are renewed before the expiry date.
- The institute has always been reviewing the current needs and accordingly, the internet bandwidth is upgraded from 150 Mbps to 1 Gbps.
- All Classrooms have been equipped with LCD projectors to demonstrate the concepts effectively. The projectors and other electronic teaching aids are maintained regularly under the supervision of the system administrator.
- The Institute is monitored by CCTV surveillance. 351 CCTVs & 25 DVRs are installed at strategic places for the vigilance of all activities for security and helping to ensure a ragging-free and safe campus. The footage is monitored continuously and repair of equipment is done in case of any malfunctioning.
- The Institute has computers that are accessible to the students as well as the staff for academic and co-curricular activities. Printers are arranged in the administration office, departments, library, exam cell, and laboratories which are maintained regularly for proper functioning.
- All the information about upcoming events such as venue, time, and date along with details about the event, are shared through college notices, and departments notice. The other important information is made available on the institute's website and social media (like Facebook, Instagram, Twitter, etc.).
- All the students, faculty members and staff members are provided with their official G-Suite Gmail Accounts for accessing advanced features provided by Google.
- Learning Management System (Moodle) was used by all the students and faculty during the Covid-19 lockdown. It included attendance monitoring, classroom recording,

assignments/Quizzes, and updated grading along with notifications.

- Each room in the Hostels is connected to the Internet through Wi-Fi.
- The institute uses the Software for Institutional Management (SIM) as ERP, extensively.
- The bandwidth available for students, faculty and staff is 1Gbps.

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

4.3.2

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

Response: 3.96

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

Response: 1249

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 40.89

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)

2021-22	2020-21	2019-20	2018-19	2017-18
1335.46	636.87	1210.48	603.19	789.91

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 24.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
1856	795	932	898	922

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)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 64.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
3875	2250	2149	2673	3205

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

5.1.4

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

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

Response: A. All of the above

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

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: 78.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
997	823	887	881	878

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

2021-22	2020-21	2019-20	2018-19	2017-18
1132	1073	1135	1160	1164

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

5.2.2

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

Response: 7.26

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.)

2021-22	2020-21	2019-20	2018-19	2017-18
23	19	17	17	11

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

5.3 Student Participation and Activities

5.3.1

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

Response: 74

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	08	11	20	14

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 10.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	08	08	10	09

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 Institute possesses an officially registered Alumni Association. The primary objective of this association is to disseminate information, foster active participation, and stimulate motivation among alumni to maintain a strong affiliation with their alma mater, endorse its vision & mission, and contribute to its achievements. The function of this association is to establish a proficient platform that facilitates interaction and contribution among the alumni, students, teachers, and the institute in its entirety.

The Alumni Association intends:

- To establish itself as a hub for extracurricular activities aimed at fostering camaraderie among its members. This, in turn, will facilitate communication and collaboration between the alumni and the Institute.
- To motivate the Institute's alumni to exhibit a persistent and engaged involvement in the Institute's development and advancement initiatives, thereby facilitating the improvement of their Alma Mater and delivering valuable services to the community.
- To create and administer scholarship funds to provide financial assistance to students in need and demonstrate academic merit.
- To establish accolades and distinctions for exemplary project work, research papers, or other professional endeavours undertaken by the students of the Institute. Additionally, it aims to appropriately acknowledge exceptional social and community service rendered by the alumni and individual or group-wise students.
- To engage in civic or charitable endeavours and promote public awareness regarding the contribution of technology in enhancing the cultural, economic, and social progress of the country.
- Organise significant social events such as conferences, seminars, debates, sports, excursions, and other recreational activities.

The educational institution boasts a robust network of graduates who have achieved notable success in

various fields of advanced engineering, technology, and management across the globe.

- Arpit Varshney, Director, SIA Manufacturing Pvt. Ltd.
- Kajal Srivastava, Founder & CEO, Nadipulse Diagnostics
- Alok Tripathi, Co-Founder, EV MINDA Pvt Ltd.
- Nikky Kumar Jha, Co-Founder, SaptKrishi Scientific Pvt.
- Deepak Mishra, LiveRamp, San Francisco
- Shreya Singh, Microsoft, Redmond, USA
- Himanshu Tomer, Tech Mahindra, Canada
- Saurabh Sarkar, Apple, Issaquah, Washington
- Shakib Mohd, Facebook, London, United Kingdom
- Arvind Kumar, Nokia Networks, Mexico City, Mexico
- Ankur Varshney, Enfas GmbH, Munich, Germany
- Pushkal Sharma, KPMG, London, UK
- Abhishek Mishra, TCS IT, Japan
- Sharibh Ilahi, Emirates NBD, Dubai, UAE
- Prashant Sharma, Aeronautical Engineer, Indian Air Force
- Amit Sharma, IES, Ministry of Railways, GoI
- Vishal Badlas, Deputy Manager, Power Grid Corp. of India
- Vandana Tyagi, Scientist/Engineer, Semi-Conductor Lab, ISRO
- Anshu Kumari, Dist. Education Officer, Bihar

The institution organises alumni gatherings and frequent interactive sessions with current students to provide mentorship. The individuals impart their experiential insights, expertise, professional connections, and guidance to the students to optimise their competencies. The institution fosters a robust connection between its alumni and current students through alumni gatherings.

Numerous guest lectures are arranged, and the alumni are invited to impart their experiential insights. This allows students to gain insights from professionals in their respective industries.

The institute arranges an annual reunion for the alumni and establishes a unified worldwide community of GLBITM graduates for the advantage of both the institution and the student populace.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institute Vision:

To be an institute of repute, providing globally competent and socially sensitive professionals.

Institute Mission:

- To equip the students with the latest technologies in order to be globally competitive professionals.
- To inculcate qualities of leadership, professionalism, corporate understanding and executive competence.
- To imbibe and enhance human values, ethics and morals in our students.

The governance and leadership of G. L. Bajaj Institute of Technology and Management (GLBITM), encompasses the formulation and execution of policies, structures, and strategies that ensure the institution's efficient functioning and enable it to attain its objectives while adhering to its principles. In order to enhance accountability, transparency, and ethical conduct, the stakeholders have established unambiguous delineations of roles, responsibilities, and decision-making protocols. The Board of Governors (BoG) is responsible for setting the Institute's overarching strategic direction, overseeing consequential decisions, and ensuring that the Institute operates in alignment with its mission and vision. On an annual basis, the Board of Governors convenes to evaluate the guidelines, protocols, and directives that govern the functioning, expenditure, recruitment, and adherence of the institution.

Effective and visionary leadership at GLBITM encompasses the crucial aspects of inspiring and motivating stakeholders, establishing strategic direction, fostering a positive organisational culture, and achieving organisational objectives. The Institute's leaders demonstrate proficiency in conveying the

organization's vision and mission, actively involving stakeholders, and coordinating resources and endeavours to achieve shared objectives. GLBITM attempts to enhance its performance and preemptively tackle impediments to success through the establishment of robust institutional governance frameworks and leadership practices.

In order to secure the participation of key stakeholders in decision-making procedures, including but not limited to employees, students, educators, alumni, parents, employers, industries, and regulatory bodies, GLBITM has implemented a decentralised and participatory management approach, as illustrated in Figure 1.

Fig. 1: Decentralization and Participative Management

The allocation of powers and decision-making authority is distributed across multiple levels within the Institution. The concept of decentralisation involves the delegation of decision-making power and greater autonomy to lower levels of the organisation. This approach enables individuals operating at various levels to assume accountability for their work and exercise discretion in their decision-making. Consequently, expeditious decisions can be taken without necessitating endorsement from upper-level administration. The Institute strongly advocates for participatory management and encourages employees to share their valuable knowledge and experience to enhance institutional effectiveness and decision-making. The involvement of employees in decision-making processes fosters innovation and creativity within the organisation by incorporating diverse perspectives and ideas. GLBITM is an institution that strongly upholds the principles of decentralisation and participatory management. These characteristics serve to empower the institution's staff, foster cooperation, and instil a sense of ownership and commitment towards achieving the institution's objectives.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Board of Governors (BoG) meets periodically to discuss the institute's overarching governance-related issues and any necessary enhancements.

The Director, Department Heads, and committee coordinators are adequately involved in the decision-making process for academic and administrative functions under their purview. In addition, the organisation has several domains that are shared by the entire institution, such as the library, R&D division, training & placement division, Innovation & Entrepreneurship cell, etc.

The Internal Quality Assurance Cell (IQAC) of the Institute discusses quality-related issues and recommends the necessary policy/procedural enhancements. This Committee also meets periodically to analyse the feedback received from various stakeholders and to determine the appropriate course of action.

HR policies are clearly defined which include service rules, recruitment and performance-based appraisal policies. These policies are applicable to all institute personnel, regardless of their cadre.

The institute has an effective Grievance redressal mechanism in place for students, faculty, and women in order to maintain harmony and satisfaction among all stakeholders.

The Anti-Ragging Committee shall ensure that stringent measures are taken to combat the scourge of ragging on and off campus. Their primary objective is to eradicate all forms of ragging.

The Hostel Committee provides governance and support to the administration of the institute's hostels and is responsible for the hostels' efficient operation, budget preparation, expenditure monitoring, and advise on hostel-related matters.

There are various operational policies and procedures pertaining to various administrative and academic monitoring areas. The policies and procedures have been formulated in accordance with various norms and regulations prescribed by regulatory bodies and are periodically revised to meet the requirements and directives of BOG and affiliated bodies. These documents are available on the website of the Institute and in the reference section of the library for the convenience of those concerned.

The Institute revises its strategic plan every five years based on compliance needs and requirements, stakeholder feedback, industry demands, and national and international situations. An independent Dean is appointed to develop the institute's prospective plans in order to effectively plan their strategy.

The deployed strategic plans and their accomplishments over the last five years (2017-2022) are as follows:

1. **Promoting research project attitude** – Research Promotion Policy, more than 1000 articles in SCI and SCOPUS journals and conferences.
2. **Establishing an innovation and entrepreneurial ecosystem** – GL Bajaj Center for Research and Innovation, PRAYAS Center, Institution's Innovation Council - Mentor institute status, ATAL Tinkering Lab., ARIIA Ranking - Excellent band in 2022, NIRF Innovation 2023 - 151 - 300 band, Number of Patents Filled/Published/Granted
3. **Preparing industry-ready graduates** – Better Placement records
4. **Training on Advanced Technologies** – MoUs for certification programs
5. **Developing environment and social sensitiveness** – Environment-friendly campus, recognition and awards
6. **Partnering with industries** – MoUs with industries resulting in events of mutual interest.
7. **Enhancing alumni connect** – Alma Connect, Alumni Talks
8. **Striving for institute ranking and Accreditation** - NBA accreditation, NIRF Ranking (Engineering) 194 in 2021 and 195 in 2022.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

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:

Welfare Measures:

The Institute has a welfare mechanism in place, for teaching and non-teaching staff. The various welfare schemes are:

- Fee relaxation to the wards of faculty and staff.
- Medical Insurance for all faculty and staff members
- Research incentive for faculty
- Advance salary/Interest-free loan to faculty and staff.
- TA/DA for outstation participation in national and international academic activities such as conferences, training etc.
- Free Bus facility for staff.
- Subsidized Bus facility for faculty.
- Gratuity
- Financial assistance to meet emergency medical expenses of staff and family members.
- Leave Benefits to faculty members for pursuing PhD.
- Laptop.
- Patent filling.
- Academic welfare fund (AWF) for the faculty and staff.
- Staff quarters are available on campus.
- Festival Celebrations

- Professional Society Membership

The following facilities are also provided to all faculty and staff, which help in maintaining healthcare, morale, safety and satisfaction:

- Maternity benefits.
- Medical leave.
- Yoga classes.
- Psychological counselling
- 24-hour power backup (100%).
- Wi-Fi facility.
- Cafeterias.
- ICICI bank ATM
- Ambulance
- Parking

Performance Appraisal System:

The institute has established a clearly defined practice for the implementation of the performance appraisal system for both Teaching and Non-Teaching personnel. The performance of each employee is evaluated upon the completion of one year of service. The systematic assessment of employee performance is conducted to ascertain an individual's capacity for future growth and development. Various parameters exist for evaluating the performance of both Teaching and Non-Teaching personnel. The evaluation of faculty members is conducted through the implementation of 360-degree feedback.

Teaching

The performance of all institute faculty members is evaluated using the API score.

The appraisal form's endorsed and verified API scores serve as the principal method for evaluating a Faculty member's eligibility for promotion, increments, and other awards/incentives.

- The evaluation document completed by the faculty member undergoes scrutiny and authentication by the Head of the Department in the initial stage, and subsequently, it is finalised by the Director.
- Then, the aforementioned task is forwarded to the Account department for final processing.
- Recommendations are formulated based on the rating and grading obtained from the API score, and the appraisal is awarded based on the grading.

Non-teaching

- In the non-teaching category, the performance of all staff members employed at the institute is evaluated through the Annual Performance Assessment Report. The report serves as a basis for assessing their job performance.
- The evaluation of staff members encompasses several parameters that are classified into categories: Assessment of work output, Assessment of Personal Attributes, and Assessment of Functional Competency. These parameters are then assigned corresponding grades.
- The assessment is conducted based on the aforementioned criteria. Rewards are granted by the final grading.

The utilisation of a performance appraisal system facilitates the assessment of employee performance. The implementation of a systematic procedure can aid management in incentivizing employees towards improved performance. The analysis of employees' strengths and weaknesses is a valuable practice for GLBITM, an academic institution dedicated to providing the best education to its students.

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

6.3.2

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

Response: 25.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
56	89	49	86	53

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

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: 49.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
225	225	179	199	174

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

2021-22	2020-21	2019-20	2018-19	2017-18
141	141	141	141	141

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institute is founded by a non-profit organisation the Rajeev Memorial Academic Welfare Society (registered under the Societies Registration Act of 1860). As a self-supporting Institute, the following are the sources of funding:

- Academic fees from students
- Hostel fee
- Consultancy fees
- Participation fees in various conferences and seminars organised by the Institute
- Various Research Project grants
- Sponsorships for various events, conferences, seminars, etc.

Budget and Allocation:

Financial planning and budgeting (operational expenses and capital expenditures) are integral components of annual planning at the institutional level.

- Before the start of a fiscal year, department heads, section heads, and other cells propose recurring and nonrecurring fund requirements.
- The Institute's annual budget plans are finalised by a finance committee consisting of the Vice Chairman-BOG, Director, Professors, CAO, and Registrar.
- Each department head is informed of the amount of funds allocated against their budget proposals.
- The account section monitors spending and ensures the proper utilisation of the allocated budget through standard procedures and a procurement/purchase policy.
- Supplementary allocations are made in exceptional circumstances.

Over the past several years, the institute has executed this task with great discretion, as reflected in its audit statements.

Audit:

The Institute conducts periodic audits of annual accounting records. The Account office maintains all financial records by the events/activities and transactions associated with them. Internal and external audits are employed by the Institute to ensure financial compliance. The institution's financial statements are routinely audited. The observations of the auditors, if any, are rectified immediately.

- **Internal Audit:**

- Since the institute's inception, a Finance committee has been responsible for the seamless execution of internal audits.
- The utilisation of equipment, maintenance of equipment, stock registers, verification of all payments, receipts and journal vouchers of transactions, cash records, ledger account review, etc. are the primary areas of focus for internal audit.

- **External Audit:**

- A registered CPA firm conducts an annual statutory audit.
- The Institute's accounting records comply with the Income Tax Act of 1961.
- The institute has appointed M/s. Kuldeep Arora and Associates as its external auditor. This firm is responsible for external auditing, preparing the balance sheet, income and expenditure statement, and other required documents, and submitting the annual ITR along with a signed audit report.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

- The IQAC at GLBITM is well-established and is led by the institute's Director. The IQAC committee comprises representatives from all stakeholders, including faculty, administration, management, students, alumni, and local society/employers/industrialists.
- The development of quality procedures for students and faculty is at the core of this institution's philosophy. This philosophy gave birth to the establishment of the Program Assessment and Quality Improvement Cell (PAQIC) (as per NBA) was formed in each department. Subsequently, PAQIC were renamed/aliased as Department Quality Assurance Cell (DQAC) (as per NAAC). DQACs coordinate with IQAC for quality-related matters.
- Existing academic and administrative policies of institutions are of superior quality. The IQAC develops a comprehensive audit protocol for each process, which is used by internal auditors to identify deviations from the established system. The system is based on AICTE, NBA, and university requirements, as well as the institute's vision and mission.
- Through the HoDs, IQAC communicates with faculty and students. In order to cultivate a culture of quality within the institution.
- IQAC assists with accreditation from various agencies.
 - NBA accredits five Bachelor of Technology programmes in engineering: CSE, ECE, IT, and ME. Two B. Tech. (Civil, EEE) programmes were NBA-accredited.
- IQAC coordinates the data collection and uploading for various ranking frameworks.
 - NIRF (Engineering) – 194 (2021), 195 (2022)
 - ARIIA – Excellent Band (2022)
 - QS I-Gauge - Diamond
- The IQAC team verifies all lab records, course files, attendance registers, mentor-mentee information, and other crucial academic data, and then prepares and submits an audit report to the IQAC Head. During the IQAC meeting, the report is carefully analysed and, if necessary, recommendations for enhancement are sent to the relevant department.
- The IQAC is accountable for attaining the quality benchmarks/parameters for the institution's academic and administrative activities.
- The IQAC periodically examines the teaching-learning process, fundamental structures and methodologies of operations and learning outcomes in order to enhance numerous academic and

administrative endeavours.

Mode of operations:

- The institution routinely accumulates student feedback, evaluates the instructional skills of faculty, and provides feedback on their deficiencies.
- The institution has always communicated its quality assurance policies, mechanisms, and outcomes to its internal stakeholders in a sincere and diligent manner.
- The following are the essential characteristics:
 - Transparency in internal assessment
 - Quality enhancement in the content of the syllabus
 - Enhancing of Number of books in libraries
 - Ensuring maximal participation of students in the teaching-learning process.
- All courses and programmes have been made outcome-based.
- Governance
 - Our Good Governance initiatives ensure that processes and policies are adhered to at all levels of the organisational structure. We implement a stringent organisational structure to monitor, record, and ensure policy compliance.
- Teaching and Learning
 - While some processes, such as merit-based admission and formative and summative evaluation, have not changed, the teaching and learning process has been improved in numerous ways. The curriculum now includes remedial classes for delayed learners, projects, case studies, and learning-by-doing activities. Question paper settings based on Bloom's taxonomy and mentions Course Outcomes, which eventually helps in attainment evaluation.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

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:

Policies, recruitment, administrative functions, and academic activities at G. L. Bajaj Institute of Technology and Management protect the interests of students, faculty, and staff without any gender bias. The institute conducted a gender audit in 2022 – 2023 and improvement measures were initiated based on the gap analysis.

Promotion of gender equity:

- In the curriculum, "Introduction to Women and Gender Studies" is available as an open elective.
- The institute has improved its female student enrollment from 15.16 % in 2017 – 2018 to 24.39 % in 2021 – 2022. The female faculty's strength is 36.13%.
- Women administrators like, Director T&P Mrs. Manju Khatri, HoD MCA Dr. Madhu Gaur, NSS wing in charge Dr. Shilpa Choudhary and many others, contribute significantly to the governance of the institute. Dr. Madhu Gaur presides over the Internal Complaints Committee (ICC).
- The institute routinely conducts campus placement campaigns exclusively for female students.
- An MoU is signed with the Katalyst NGO to enhance the academic performance and economic conditions of our female students.
- An MoU has been signed with the "Anandam" girls' hostel to ensure a safe, and secure facility for our female students.
- Celebrations on National Girl Child Day also include the hosting of contests.
- The Saavishkaar event was organised to hone the skills of young women.
- Noida Salesforce WIT (WOMEN in Tech) assisted women in understanding workplace statistics.
- Abhivakti (Event for women) also aid in women's empowerment.
- The institute promotes the government initiative "Manodarpan" (a programme for girls) on its website.
- The institute is committed to providing its students and personnel with a safe and conducive work and academic environment.
 - WGC monitors all safety and security-related activities and conducts awareness and sensitization programmes. Experts are invited to lead seminars and other sessions concerning the protection of women.
 - The institute provides professional counsellors and mentor-mentee programmes as counselling services for female students.
 - The institute also houses a sanitary pad dispenser for use by faculty and students.

Celebrating commemorative days:

The Institute enthusiastically observes national and international commemorative days, events, and festivals.

- Republic Day is observed on January 26 to commemorate the promulgation of the Constitution.
- National Science Day is celebrated every year on February 28 to commemorate the success and impact of science on mankind.
- Women's Day: On March 8, the students coordinate a Women's Day celebration.
- World Health Day is observed on April 07 with programs on health issues.
- Earth Day: On April 22, our institute celebrates Earth Day with theme-based programs.
- World Environment Day is celebrated every year on June 5. The students and faculty members deliberate on issues concerning the environment and also hold events in nearby communities.
- Abdul Kalam Remembrance Day: (Innovation Day) On July 26, our students observe "Abdul Kalam Remembrance Day"
- Independence Day: Every year on August 15th, our institute celebrates Independence Day with tremendous fervour.
- Teachers Day: On September 5, in recognition of the dedication of instructors, our students organise a Teachers Day celebration.

Additionally, Hindi Divas, Engineer's Day, Yoga Day, etc; are also commemorated with great fervour.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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:

Culture plays a pivotal role in promoting diversity, encompassing various elements such as values, linguistic patterns, global outlooks, and more. GLBITM is actively promoting tolerance and harmony among diverse cultural, regional, linguistic, and communal socio-economic groups through various projects and events.

GL Bajaj Rotaract Club and NSS wings executed several societal projects like,

- Project Seekh, which focuses on providing education to children living in slums.
- Project Swasth, which involves the distribution of ORS, masks, and soaps to individuals in need.
- The No Hunger Project – to feed the needy
- E-Gaushala App, to protect cows.
- Project Paw-Rangers to feed stray dogs.

GLBITM facilitates cultural integration by arranging sports events for its students & faculty members and an Alumni Meet for its alumni.

Incorporating ethics and promoting awareness of values are integral components of an organisation.

- The Institute has arranged staff training programmes focused on comprehending and actualizing fundamental human aspirations, as well as expert lectures on meditation and faculty development about moral values, attitudes, and workplace behaviour.
- The "Intellectual Property Rights Awareness Programme" is significant in comprehending the significance of constitutional rights, particularly in the realm of intellectual property.
- The Institute conducted a master class entitled "Police Ki Pathshala" featuring Corona Warriors, aimed at enhancing comprehension of moral obligations.
- A webinar was organised to raise awareness about Hepatitis Day.
- GLBITM endeavours to raise awareness regarding the Ethical Voting Programme.

The sensitization of students and employees of the institution to their constitutional obligations is of paramount importance as it enables them to recognise and acknowledge their primary responsibilities. Once responsibilities transform into duties, they become indistinguishable. Indeed, an individual who is responsible can effectively fulfil their obligations.

- KNC501 Constitution of India, Law and Engineering
- KNC502 Indian Tradition, Culture and Society
- The institute has implemented a programme to distribute study kits and related items to individuals who are in need.
- The Institute demonstrated responsible citizenship by participating in the Eye Care Camp and Road Safety Week Programme.
- The "Gulaal Project" was also awarded a trophy during the district conference.
- In addition to this, Nukkad Nataks are also arranged to foster a sense of unity, civic responsibility, and obligation among the populace.

The educational establishment promotes collective volunteerism using workshops designed to cultivate the character of students and periodically engages in diverse initiatives to raise public consciousness on topics such as interfaith accord, substance misuse, sanitation, and emergency preparedness, among others. At the Institute, it is customary for the Director to engage in direct communication with students at the onset of their academic term via the orientation programme.

The institute is a distinctive amalgamation of superior education and holistic student development, fostering the growth of individuals who possess self-assurance, proficiency, and accountability as global citizens who recognise education as an enduring pursuit.

The University has incorporated a curriculum on Human Values and Professional Ethics into its undergraduate and postgraduate programmes. The course facilitates the students in comprehending the authentic objective of existence, which is to lead a contented and amicable life alongside their peers.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice - 1: Environment and Social Consciousness

Objectives of the Practice:

GL Bajaj Institute of Technology and Management promotes environmental awareness via several methods. As an institution, we lead the way in rethinking environmental culture and developing sustainable solutions. Going green requires a lifetime of learning about sustainable living.

- Encouraging the institute to redesign its environmental culture, improve human well-being, and balance ecosystems
- Minimising campus activities' environmental and health impacts.
- Reducing solid waste and keeping cleanliness
- Promoting waste segregation, transportation, processing, and disposal.

The Context

Water use, supplies, appliances, waste, etc. must be handled to make the GLBITM campus eco-friendly. Alternative energy sources and campus energy reduction would be costly. Waste disposal slowed implementation. Many students were challenged by socialization and environmentalism. Students, instructors, and administration must use stationary productively. Green campus activities increase the utilisation of resources and the minimisation of waste.

The Practices

The Institute has implemented several environment-friendly and green campus initiatives. GLBITM reduces trash and recycles it to save natural resources and reduce its environmental effect. The Greater Noida Industrial Development Authority and other licenced garbage disposers separate and dispose of the institute's solid, liquid, and electronic waste. An NGO helps the facility dispose of rubbish. Garbage cans are placed at student hangouts on campus. The majority of the employees and students use public transport. Students and staff grow diverse seedlings to balance the environment.

- **Alternative Energy:** Fossil fuels pollute and degrade ecosystems. Global warming caused greenhouse effects. The institute installed 286 kW rooftop grid-synchronized **solar power plants** to cut carbon emissions. Teachers and students have patented solar energy ideas. Institute uses **geothermal energy** for ambient conditioning. Having a Cow shelter on campus, the institute uses cow dung for **Bio-gas** and manure.
- **Lowering energy consumption:** The institute has been replacing metal halide lights with energy-efficient LED bulbs in on-campus buildings for the past few years. Staff rooms have off-use appliances and air conditioners. Well-ventilated, illuminated classrooms conserve electricity.
- **Biodiversity:** GLBITM believes learning is greatest in a clean, green, pollution-free environment. Thus, we created a green atmosphere for our children's brains, hearts, and souls. Campus and off-campus trees number over 50 varieties. Planting saplings beautifies the campus. The lawns are well-kept.
- **Rainwater Harvesting:** Green space helps restore underground water stores. The institute only uses non-potable water for gardening and horticulture. Asian Paints supported the campus rainwater collection initiative. Teachers and students have patented water conservation projects.
- **Modified Bituminous Pavement:** Students laid down a modified bituminous pavement on campus for their project.
- **Waste Management:** The students created a Wet Waste Composter as a project and patented it.
- **Paperless Office:** SIM, Email, WhatsApp, website, and other social media are used for official communication, striving towards a paperless office. Single-sided paper is used for internal documentation.
- **Programs on Societal issues:** GLB Rotaract Club and NSS wings organise blood donation camps, health camps and other social activities. Programs on Mental health and NEP 2020 were also conducted. Holi and Diwali are celebrated in an eco-friendly manner.

Evidence of success:

Emails, WhatsApp, and other social media tools replace paper every year. Water, energy, and waste management awareness programmes/seminars educate students and employees. Solar panels are put on to use as alternative energy. These actions earned the Uttar Pradesh Government's 2017 Cleanest Campus Award. GLBITM also won the 2017 National Media Club UP 1st Swachhata Award.

Problems encountered:

Alternative energy generated is very much limited against the requirement. Paperless administration is difficult since all files also to be maintained physically.

Best Practice - 2: Campus to Corporate

Objectives of the Practice:

The institute's vision is to develop competent professionals catering to the needs of the Industry and

Corporate world with a global perspective. This requires -

- Exposure to new tools and technology according to market
- Effective interaction with industry for better employability
- Enabling their placement in industries of their choice through campus placement drives

The goal is to satisfy the majority of students who enrol in professional programmes to acquire a decent job after graduation.

The Context

The function of industries in employment creation and economic growth is crucial. It is the primary sector of the Indian economy that generates enormous employment opportunities for educated and semi-skilled workers. Due to the swift evolution of technology, industry and academia must collaborate to bridge the disparity between them. Furthermore, the internet and digital media have raised students' awareness of the progress and variety of alternatives available. Therefore, keeping pace with the ever-evolving job market along the traditional curricula is what the institute's industry-academia collaboration/interface is intended to address.

The Practices

The following practices promote student employability and lessen the industry-academia gap:

- Execution of MoUs for training and establishment of advanced labs
- Interaction with Industry Experts on strategic roles
 - NHRD-campus HR Conclave, HR Meets, etc.
 - Institute's Corporate Advisory Board Meetings
- Conduction of Industry oriented Training
 - Technology training on Big Data, AIML, Full Stack, SAP, IoT, PLC, embedded systems, CIM, robotics, 3D printing, Industry 4.0, etc.
 - Personality development and soft skills, aptitude classes, group discussions, simulated interviews, etc.
 - Train the Trainer programs are being offered by many companies.
 - Talk by Industry experts.
- Participation in Competitions
 - TCS Codevite, HackwithInfy, Capgemini Tech Challenges, Robert Bosch IOT Garage Ideathon, KPIT Sparkle, Virtusa Jatayu.
 - Quality Circle Forum of India (QCFI) theme-based competition
- Industry visits

- Project-based learning
 - SAE Baha, YUKTI, Openhouse, Techfest, etc.

Evidence of success:

- MoUs with Robert Bosch, Virtusa, Capgemini, Birlasoft, NEC Technologies, and KPIT Technologies.
- Preferential hiring and activities of mutual benefit
- Rise in placement percentage.
- Higher average and maximum salaries.
- More recruiters visit every year.
- Establishment of Learning Centres
- NVIDIA AI Lab, IOS, Big Data, SAP, CIM (MTAB), Robotics (Siemens), Design Innovation Center, 5G, VLSI Design
- Bagged prizes in various industry competitions/hackathons.
- Winners- SIH- 2018, 2020, 2022
- 1st Prize - Virtusa (Jatayu)- 2021
- Runner-up - Capgemini Coding Challenge 2017

Problems encountered:

Balancing time to be devoted to academics and industrial skills is difficult for students. Engaging the industry needs persistence and competitiveness. Many businesses are adopting open recruiting, making competitiveness stiffer. Pandemic-related issues lasting 2–3 years.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness:

Fostering Employability and Enterprising Skills

In 2022, NITI Aayog reported that 48% of engineering students were unemployed. It also stressed the necessity of higher education growth and student employment abilities. According to a 2019 National Association of Software and Service Companies (NASSCOM) survey, India graduates 1.5 million engineers, every year. Only 250,000 graduates secured jobs in any core engineering industry. NASSCOM said engineering graduates have an "employability gap" and that the education system is neglecting the development of robust foundational and professional competencies. What is truly needed is a combination of practical knowledge and industry exposure.

In addition, in the field of engineering, the importance of innovation has become increasingly significant. An individual can fallaciously believe that the engineering field exclusively entails conforming to a rational and analytical methodology, without any potential for imaginative thinking. It is important to note that a close relationship exists between engineering and innovation. Innovation is crucial to modern engineering, hence academic institutions should emphasise teaching innovation and entrepreneurship.

Following the New Education Policy and to address the aforementioned inadequacies and encourage students to think creatively, the institute prioritised industry-academia interactions, innovation and entrepreneurship promotion, and advanced infrastructure.

Any higher education institution must foster its students' holistic development, which will drive the country's and world's progress. GLBITM, a NIRF-ranked Indian educational institute, understands and strives to satisfy this goal.

One opinion argues that the industry is having trouble finding competent employees, while another emphasises the psychological stress students undergo in their last semester while they search for jobs. To position people in relevant jobs, GLBITM emphasises a proactive, dynamic, and results-oriented approach. Over the past decade, our on-campus recruiting efforts have resulted in an 80% placement rate. We also admire our successful graduate entrepreneurs.

These initiatives which we present as **3I - Industry, Innovation, and Infrastructure** have made the institute a technical education powerhouse in its region and have been the differentiating factor over the years. These efforts along with their impact are presented below:

Industry Connect

Globalisation has increased industrial competitiveness. Thus, only industrial-academic partnerships can bridge this divide and educate students about the industry. GLBITM works with industries to improve talent. This collaboration has influenced not only the content that is being delivered to the students, but also how the students get exposed to the industry, and how young engineers and managers who graduate from the institute are placed in companies nationwide. An Industry-Institute Cell hosts academic-business seminars, conferences, and symposiums. It invites business leaders for expert talks on industry practices, trends, and experience. The cell signed MoUs with several firms to establish mutually beneficial partnerships and industry-sponsored internships/fellowships. The institution offers industry-expert-led placement preparation training. MoUs with SAP University, ICT Academy, Eduskills, Infosys

Springboard, WNS Cares Foundation, and others provide cutting-edge technology and trend training. Train-the-Trainer programmes with Wipro, Virtusa, EPAM, and others have upskilled faculty. Many of our student teams have participated in and won competitions like KAPILA, SIH, Virtusa Jatayu Contest, TCS Codevite, HackwithInfy, Capgemini Tech challenges, Robert Bosch IoT Garage Ideathon, KPIT Sparkle, etc. Industry board members and institution management/academic heads meet regularly on the institute's Corporate Advisory Board to discuss fresher recruitment issues.

Advanced learning centres let students study industrial skills including Big data, Machine Learning, Artificial Intelligence, Full Stack, SAP, 5G, IoT, PLC, embedded systems, CIM, Robotics, 3D Printing, Industry 4.0, Pneumatics, Modelling & Simulation, etc. The institution is building an AICTE Idea Lab and a CoE in Electric Vehicle technologies. Both facilities will help students learn disruptive technologies.

These measures have given the much-needed industry association a boost, allowing students and teachers to learn the newest industry technology and trends and develop highly qualified employees. These endeavours resulted in our graduates' landing job profiles through campus placement campaigns.

Innovation Ecosystem

India prioritises innovation. Its national strategy "Decade of Innovations 2010-20" commits to strengthening Science, Technology, and Innovation (STI) capacity via programmes like Atal Innovation Mission and StartupIndia. GLBITM has made some modest contributions to this great mission. The Institution Innovation Council (IIC) promotes student and staff innovation, publication, and patenting. This council hosts Innovation and Entrepreneurship activities year-round. In 2019-20, 2020-21, and 2021-22, it scored the highest stars in performance. The institution scored "Excellent" band in the Atal Ranking of Institutions on Innovation Achievement (ARIIA) 2021. NIRF Innovation ranks GLBITM 151-300 in 2023. The Ministry's Mentor-Mentee program selected IIC-GLBITM to mentor 5 Mentee Institutions. ATAL Tinkering Lab partners with IIC-GLBITM. As of now, the institute has Filled/Published/Granted 234 patents. The institute has E-Cell which arranges student entrepreneurship activities. The GLBITM R&D cell helps students and faculty members to publish research papers. Over the last five years, more than 1000 articles were contributed to SCI/SCIE/SCOPUS-indexed journals and conferences. Faculty and students utilised modern labs to develop, research, and create projects. Annual open-house exhibition YUKTI showcases creative project ideas. Industry and academic experts are invited to evaluate these projects.

In addition, G L Bajaj Centre for Research and Incubation (GLBCRI)-- the Incubator was also established. The campus has more than 15000 sq. ft. of operational space, including well-equipped cubicles for startups, fabrication and testing labs, a Centre of Excellence with prototyping, mentoring for IPR, marketing, business plan development, product development, and more than 36 seating spaces, conference room, meeting room, canteen, and workspace for entrepreneurs.

GLBCRI assists employees and students apply for government programmes like MSME, Atamnirbhar Bharat, UP start-ups, DST, SERB, DRDO, AICTE, etc. GLBCRI is a DCMSME StartinUP incubator and DST-Nidhi PRAYAS centre. GLBCRI is an incubator identified by UPLC, GoUP's IT&E nodal agency.

Infrastructure Base

GLBITM has 07 Auditoriums/Seminar Halls with an overall audience capacity of more than 2000, an RFID-enabled completely automated library, an Incubation Centre, a Design Innovation Centre, a Big Data Lab, a 5G simulation Lab, a Robotics Lab, and more. The institute is Wi-Fi enabled and has a 1 Gbps bandwidth connection 24/7. The infrastructure incorporates a 5 petaFLOPS NVIDIA DGX A100 AI system with unmatched computational density, performance, and adaptability.

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

5. CONCLUSION

Additional Information :

1. 4 times NIRF Listed Institute in Engineering – listed in 101-150 in 2017, 194 Ranking in 2021, 195 Ranking in 2022, and listed in 151-200 band in 2023.
2. ARIIA Ranking – Excellent Band in 2022, listed in 151- 300 band in NIRF Innovation 2023
3. The only Private Institution in U.P. to have received approval from DST, Govt. of India, for the establishment of the PRAYAS Center in 2023
4. 02 of its professors are ranked in top 2% of researchers in the World by Stanford University.
5. 03 of its teachers have been awarded the Best Teacher award from the University.
6. Approved with an AICTE Idea Lab.
7. Center of Excellence in Electric Vehicles.
8. Advanced Learning Centers in Robotics, CIM, 5G, etc.
9. NVIDIA AI Learning Center with NVIDIA DGX A100 machine.

Concluding Remarks :

The GLBITM institution aims to facilitate the comprehensive growth of its students and faculty by fostering academic excellence, research, cultural awareness, social welfare, and personal development. The institute is committed to providing optimal opportunities and resources to its students and faculty, with the goal of stimulating their curiosity and facilitating the pursuit of their aspirations. The educational institution possesses modern and advanced facilities and proficient staff to assist our students in achieving the highest level of accomplishment. In addition to conventional academic and curriculum pursuits, the institute provides a diverse array of knowledge-enhancing initiatives, specialised skill-based training, industry engagement opportunities, personality development programmes, and incentives for participants. The exceptional academic performance of students with top-tier placements, the recognition garnered by students in diverse national competitions, and the establishment of Centres of Excellence and PRAYAS Centre are indicative of the remarkable standard of excellence at GLBITM. The institution is committed to pursuing further advancements in the future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>328</td> <td>251</td> <td>252</td> <td>250</td> <td>251</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>883</td> <td>608</td> <td>531</td> <td>578</td> <td>653</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>572</td> <td>472</td> <td>438</td> <td>418</td> <td>418</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1181</td> <td>976</td> <td>906</td> <td>865</td> <td>865</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	328	251	252	250	251	2021-22	2020-21	2019-20	2018-19	2017-18	883	608	531	578	653	2021-22	2020-21	2019-20	2018-19	2017-18	572	472	438	418	418	2021-22	2020-21	2019-20	2018-19	2017-18	1181	976	906	865	865
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3.2.2	<p>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>28</td> <td>31</td> <td>07</td> <td>03</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	43	28	31	07	03	2021-22	2020-21	2019-20	2018-19	2017-18																									
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36	28	31	07	03
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Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
193	144	131	140	68

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	16	31	46

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
140	168	103	63	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
99	107	58	45	10

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
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49	08	02	11	05
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
45	08	02	11	05

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

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 :40

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44	12	27	24	09

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	08	11	20	14

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
47	12	10	20	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	08	08	10	09

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
295	211	248	275	253

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
225	225	179	199	174

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
133	131	157	150	148

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
141	141	141	141	141

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

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations