INSTITUTIONAL DEVELOPMENT PLAN

2024-29

GL Bajaj Institute of Technology & Management, Greater Noida, UP

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About Institution

GL Bajaj Institute of Technology and Management stands as one of the most quality-focused institutions in the Greater Noida/Delhi-NCR region. Known for its strong academic standards, the institute consistently ranks among the leading engineering and management colleges in Uttar Pradesh. With its emphasis on holistic student development, GL Bajaj ensures that learners graduate with not only solid academic foundations but also the skills and confidence required for successful careers.

Offering a wide range of undergraduate and postgraduate programs such as B.Tech, MBA, and MCA, the institute provides a vibrant academic and professional atmosphere.

GL Bajaj has maintained outstanding performance in AKTU results, achieving the highest pass percentage among engineering and management colleges in Noida and Greater Noida for eight consecutive years. It is also recognized in the National Institutional Ranking Framework (NIRF) by the Ministry of Education, Government of India, as one of the top engineering institutions in the country.

Adding to its strong academic profile:

- The institute holds NAAC A+ accreditation, signifying excellence in overall institutional functioning.
- Several departments are accredited by the NBA, ensuring high-quality academic programs.
- GL Bajaj has earned the prestigious QS I-Gauge Diamond Rating, highlighting its superior standards in higher education.
- It has also been awarded the QS I-Gauge Platinum Rating in Entrepreneurship and Innovation, reinforcing its commitment to nurturing an entrepreneurial and innovative culture.

The institute has won numerous recognitions as one of the top engineering and management institutions in North India and Uttar Pradesh, further validating its strong academic reputation, placement achievements, and world-class infrastructure.

Our Inspiration: Late Shri Ganeshi Lal Ji Agrawal

Chairman: Dr. Ram Kishore Agarwal

Vice Chairman: Shri Pankaj Agarwal

CEO: Shri Kartikay Agarwal

Logo Philosophy

The new logo indicates our firm belief in quality education that is reflected by the lotus (mythological symbol related to knowledge) and the tip of a pen in the center. We believe in giving firm support to our students through the finest of faculty, pedagogy and infrastructure, is reflected through the firm band at the bottom of the logo. Our aim is to help the students bloom and grow to their fullest, is indicated by the petals around the lotus.

Institute Vision and Mission

Vision:

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

Mission:

- To provide state-of-art infrastructure, processes, Center of excellence and Human resources.

- To inculcate qualities of leadership, professionalism, corporate understanding and executive competence.

- To imbibe and enhance human values, ethics and morals amongst students.

- To facilitate industry connects, provide skills to become globally competitive professionals.

Preface

The institutional Development Plan of GL Bajaj Institute of Technology and Management (GLBITM) is a visionary document that encapsulates the institution's collective aspirations, long-term developmental priorities, and structured pathways to excellence in higher education. This Strategic Plan emerges at a pivotal moment in the institute's journey—one marked by significant academic achievements, expanding national recognition, and an institutional resolve to pursue greater academic autonomy to further enrich the learning ecosystem.

Since its establishment, GLBITM has demonstrated a steadfast commitment to academic quality, student success, and institutional integrity. Over the years, the institute has steadily evolved into one of the most reputed and quality-driven technical and management institutions in the Greater Noida and Delhi-NCR region. Today, it proudly stands among the top performers in Uttar Pradesh, consistently securing leading positions in AKTU examinations for nearly a decade and maintaining one of the highest pass percentages among engineering and management institutions in the region. This sustained academic performance is a testament to the institute's rigorous academic processes, dedicated faculty, and a culture that places excellence at the forefront of institutional development.

GLBITM's achievements in national accreditation and ranking platforms further validate its commitment to quality. The institute has earned the prestigious NAAC A+ accreditation, reflecting excellence in governance, academic processes, research promotion, and student-centric practices. At the program level, several departments have attained NBA accreditation, reinforcing the institute's adoption of outcome-based education and globally benchmarked teaching–learning practices. GLBITM's recognition in the National Institutional Ranking Framework (NIRF) by the Ministry of Education underscores its growing national footprint and its ability to consistently deliver quality education aligned with global expectations.

The institute's performance in the QS I-Gauge Rating adds another dimension to its reputation. Achieving the QS I-Gauge Diamond Rating overall and Platinum Rating in Entrepreneurship and Innovation reflects GLBITM's dynamic and forward-looking approach. These recognitions highlight the institute's strong commitment to fostering a culture of innovation, entrepreneurship, and research—an environment where students are encouraged to think creatively, explore new ideas, and translate concepts into impactful solutions. The incubation environment, technical clubs, project exhibitions, innovation cells, and startup initiatives further consolidate GLBITM's identity as an institution that nurtures both intellectual depth and practical problem-solving.

Beyond academics and accreditations, GLBITM has continuously invested in strengthening its infrastructure, teaching–learning resources, laboratories, digital platforms, industry collaborations, and student support systems. The institute's robust placement records, sustained partnerships with industry leaders, and alumni achievements reflect its ability to blend academic knowledge with real-world skills. The emphasis on holistic student development—encompassing co-curricular engagement, life-skill training, professional grooming, and exposure to global standards—has enabled GLBITM to shape graduates who are not only academically

proficient but are also confident, ethical, and industry-ready.

Against this backdrop of accomplishments, GLBITM is now prepared to take a significant leap forward by pursuing UGC Autonomous Status. Autonomous institutions enjoy academic freedom, flexible curriculum design, and enhanced governance capabilities—advantages that allow them to respond quickly to technological advancements, industry needs, and emerging pedagogical developments. For GLBITM, autonomy represents an opportunity to strengthen its academic identity, introduce multidisciplinary and industry-driven programs, revise curricula more frequently, deepen research engagement, and adopt innovative assessment methods that go beyond traditional evaluation models.

The present Strategic Plan has been developed with a clear intention: to articulate a structured pathway for achieving institutional excellence, strengthening academic autonomy, and positioning GLBITM as a nationally recognized institution of high repute. The document outlines the institute's Vision, Mission, Core Values, strategic themes, and measurable goals across key domains such as curriculum enhancement, faculty development, research and innovation, digital transformation, governance, student support, internationalization, industry collaboration, and quality assurance. Each priority area is supported by actionable strategies, defined responsibilities, performance indicators, and timelines to ensure effective implementation.

This Strategic Plan is the outcome of an inclusive and participative planning process. It reflects the perspectives of faculty members, staff, students, alumni, industry partners, and governing body representatives who contributed their insights through consultations, meetings, and internal reviews. Their collective wisdom has shaped a document that is not merely aspirational but also deeply rooted in institutional realities, stakeholder expectations, and national development priorities. The plan is aligned with the guidelines of the University Grants Commission (UGC), National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA), National Education Policy (NEP) 2020, and other emerging regulatory frameworks shaping the future of higher education in India.

One of the central themes of this Strategic Plan is continuous improvement. In a rapidly changing global landscape characterized by digital transformation, technological disruption, shifting employment patterns, and evolving student expectations, institutions must remain agile, responsive, and forward-thinking. GLBITM recognizes this imperative and seeks to enhance its academic processes, strengthen digital infrastructure, broaden interdisciplinary learning opportunities, promote competency-based education, and expand global engagement. The plan also emphasizes sustainability, inclusivity, community engagement, and holistic well-being—core priorities essential for building responsible and socially conscious graduates.

As GLBITM progresses towards achieving UGC Autonomous Status, this Strategic Plan will serve as a foundational roadmap guiding decision-making, institutional governance, academic reforms, and quality enhancement initiatives. It symbolizes the institute's resolve to advance academic excellence, promote innovation, deepen research culture, empower faculty and students, and expand its contributions to society and industry. Most importantly, it reflects the institute's commitment to evolving as a future-ready, globally competitive, and nationally

distinguished center of higher learning.

With great pride and purpose, we present the Strategic Plan Book of GLBITM—a blueprint that envisions the institution's growth over the coming years and establishes a firm path toward excellence, innovation, and autonomy. We look forward to collective ownership, dedicated implementation, and continuous monitoring to realize the transformative goals laid out in this document.

The Institutional Development Plan (IDP) has been thoughtfully structured around nine key enabler parameters outlined by the UGC—Governance, Financial Management, Academic Quality, Research and Intellectual Property, Networking and Collaboration, Human Resources, Supportive and Facilitative Systems, and Physical and Digital Infrastructure. Although each parameter represents a distinct area of institutional functioning, they remain deeply interconnected and mutually reinforcing. Their seamless integration reflects a logical progression derived from the institution's strategic priorities and long-term aspirations. Together, these parameters create a cohesive framework that supports evidence-based decision-making, promotes institutional agility, strengthens outcome-based education, and ensures a future-ready environment aligned with national and global benchmarks. This holistic approach positions the institution to achieve its strategic goals, enhance academic autonomy, and sustain a culture of innovation and excellence.

Targets

Research, Innovation & Intellectual Property

T1. Achieve 200 indexed publications (short-term), 500 publications (mid-term), 700 publications (long-term), and 1000 indexed publications (aspirational).

T2. Ensure at least 10 patents awarded annually; move towards Top 5 patent filer position and ultimately Top 3 in patent filing in the region/state.

T3. Minimum 5 technology transfers and 10 startup prototypes developed through CoEs.

T4. Achieve R&D Grants worth INR 50 Lakhs (short-term) and INR 1 Crore (long-term).

T5. Appoint an Industry Chair Professor in at least 2 departments.

T6. Promote Post-Doctoral Fellowship initiatives within the institute.

T7. Build a strong pool of Research Faculty through targeted recruitment.

T8. Develop an Idea & Innovation Portal for student and faculty ideation.

Teaching–Learning Enhancement

T9. Integrate Activity-Based Teaching & Learning and Activity-Based Examinations.

T10. Upgrade Smart Classrooms across all departments.

T11. Expand Virtual Labs, Moodle LMS, and Digitization of Learning Material.

T12. Develop and offer Industry-Certified Courses aligned with job roles.

T13. Achieve full implementation of NEP 2020, including CBCS and CTS.

T14. Strengthen Peer Teaching practices across departments.

T15. Ensure availability of MOOCs/NPTEL courses for credit transfer in every department.

T16. Enhance Student Support Services for academic, emotional, and career growth.

Infrastructure, Digital Ecosystem & Learning Resources

T17. Develop a comprehensive Digital Library with remote access and e-resources.

T18. Set up 3 Industry-Funded Laboratories in high-demand technology areas.

T19. Strengthen Campus Company / Startup Ecosystem to support student entrepreneurship.

T20. Establish a modern Residential Training Centre for soft skills and placement preparation.

T21. Enhance Virtual Labs, digital course repositories, and Moodle-based LMS usage.

Quality Assurance, Governance & Accreditation

T22. Achieve NAAC Accreditation with targeted higher grade.

T23. Secure Accreditation of 3 UG programs under NBA.

T24. Attain Academic Autonomy during the planning cycle.

T25. Implement Internal Quality Benchmarks focusing on SDGs and institutional ranking frameworks.

T26. Improve performance in Innovation Rankings and SDG Rankings.

T27. Establish a Joint Degree / CTS (Credit Transfer Scheme) with Foreign Universities.

Faculty Development & Human Resource Strengthening

T28. Increase the number of faculty members registered for Ph.D.; target maximum participation.

T29. Ensure completion of Ph.D. for eligible faculty within planned timelines.

T30. Introduce Faculty Sabbatical Policy for research and industry exposure.

T31. Retain high-performing faculty through structured Faculty Retention Framework.

T32. Invite visiting faculty from top international universities for teaching and research collaborations.

Innovation, Entrepreneurship & Startups

T33. Support and incubate at least 10 successful startups within the plan period.

T34. Encourage Social Internship programs aligned with institutional social responsibility.

Student Development, Internships & Employability

T35. Strengthen Mentor–Mentee System for holistic monitoring.

T36. Ensure 100% student participation in Internships & SIM (Semester in Industry Model).

T37. Provide industry-certified short-term courses to improve employability.

Collaborations & Networking

T38. Strengthen Alumni Network through chapters, mentoring, and funded initiatives.

T39. Expand Academic Collaborations with International Universities.

T40. Develop Joint Degree Programs with Industry.

T41. Promote Industry–Institute Interaction through MoUs and collaborative projects.

Community Engagement & Social Responsibility

T42. Adopt at least one village for holistic development under UBA.

T43. Expand participation in SDG-related activities and community projects.

T44. Promote Innovation for Social Impact through student and faculty engagement.

1. Governance Enablers

Governance enablers are vital for promoting transparency, accountability, and determinative decision-making. The Institution functions through a Statutory Bodies as per UGC Guidelines such as the Board of Governors (BOG), Finance Committees, and other statutory bodies to ensure coherence and clarity in decision-making processes. To achieve and sustain autonomous status, it is essential to implement robust governance structures that promote effective leadership and institutional integrity. Strengthening transparency, accountability, and efficiency in decision-making will ensure that processes remain fair, responsive, and outcome-oriented. Establishing data-driven administration supported by AI-enabled tracking systems will enhance operational precision, enable informed decision-making, and streamline institutional management. Furthermore, fostering strong and collaborative relationships with key stakeholders—such as industry partners, faculty members, and alumni—will create a dynamic ecosystem that supports academic excellence, innovation, and holistic institutional growth.

1.1. Academic & Administrative Bodies

The Board of Governors (BOG) is the Governing Body of the G.L. Bajaj Institute of Technology and Management. The existing constitution of Board of Governors as per the guidelines of AICTE is as follows:

(i)   Chairman of the Society of the Institute or his nominee
(ii)   Member to be nominated by Society of the Institute
(iii)   Member to be nominated by Society of the Institute
(iv)   Member to be nominated by Society of the Institute
(v)   Nominee of AICTE-Regional Officer (Ex-officio)
(vi)   Nominee of Dr. APJ. Abdul Kalam Technical University, Lucknow
(vii)   Director of Technical Education, Uttar Pradesh (Ex-officio)
(viii) An Industrialist/Technologist/Educationist from the Region Nominated by the U.P. State Government
(ix)   One faculty member to be nominated from amongst the regular faculty member at the level of Professor
(x)   One faculty member to be nominated from amongst the regular faculty at the level of Assistant Professor
(xi)   The Director of the Institute (Ex-officio)

1.1.1   The following existing Institutional Committees will be reconstituted for smooth governance as per the UGC and other Statutory Body's Guidelines:

(i)   Selection Committee
(ii)   Finance Committee
(iii)   Purchase Committee
(iv)   Academic Committee
(v)   Research and Development Committee (RDC)
(vi)   Training and placement Committee (T & P)
(vii)   Library Committee
(viii) Internal Quality Assurance Cell (IQAC)

(ix)   Students Grievance Redressal Cell (SGRC)
(x)   Employee's Grievance Redressal Cell (SGRC)
(xi)   Women Grievance Redressal Cell (SGRC)
(xii)   Proctorial Board Committee
(xiii)   Anti-Ragging Committee
(xiv)   Internal Complaints Committee (ICC)
(xv)   Examination Committee
(xvi)   Planning and Evaluation Committee,
(xvii)   Admission Committee
(xviii) Academic Audit Committee
(xix)   Institution's Innovation Council (IIC)
(xx)   Career Development Cell (CDC)
(xxi)   Committee for Professional Societies
(xxii)   SC/ST/OBC/Minority Cell
(xxiii) Industry Academia Connect Cell
(xxiv)   Center for Innovation in Learning Development
(xxv)   Infrastructure Management and Development Cell
(xxvi)   IT Infrastructure Management Cell
(xxvii) Hostel Management Committee
(xxviii) Sports Activities Cell
(xxix)   Cultural Activities Cell
(xxx)   Hackathon Mentoring Cell
(xxxi)   IPR and Entrepreneurship Cell
(xxxii) Student Welfare and Activities Committee
(xxxiii) Alumni Engagement Cell
(xxxiv) Branding and Social Media Cell
(xxxv)   Transport Committee
(xxxvi) Time Table & ERP Committee

1.1.2   The following Institutional Statutory Bodies will be constituted for smooth governance as per the UGC and other Statutory Body's Guidelines:

(i)   Academic Council
(ii)   Board of Studies
(iii)   Examination Committee
(iv)   Finance Committee

1.1.3   The Institute is committed to advancing complete digitization of all administrative departments, building on the progress already initiated to streamline operations and enhance efficiency.

1.1.4   Regular monitoring of the IDP initiatives through periodical reviews ensuring alignment with stakeholder needs and timely adjustments based on progress and feedback.

1.1.5   The Institute shall strengthen different help desks with appropriate helpline numbers to enhance the administration's accessibility to the students.

1.2. Quality Assurance

The Institute aims to strengthen through the following strategic initiatives:

1.2.1   The Institute shall augment its already established IQAC to oversee the

quality assurance. The Institute shall conduct Academic and Administrative Audit, Social Audit, Green Audit, Diversity and Inclusion Audit and Accessibility Audit once in every one/two year.

1.2.2   All the Departments of the Institute shall have a designated Committee to facilitate the IQAC of the Institute.

1.2.3   The Institute shall augment its already established R & D Cell to oversee the research quality. The Institute shall further strengthen the quality of publications through R & D Cell.

1.2.4   All the Departments of the Institute shall have a designated BOS Committee to design the curriculum as per UGC and other statutory guidelines.

1.2.5   The Institute shall augment its already established HR Cell to oversee the recruitment, mentoring, and training of teaching and non-teaching staff.

1.2.6   The Institute shall collaborate with national and international Centers of Eminence, to offer refresher and orientation training for officials of the Institute.

1.3.   Financial Sources and Management

The Institute aims to strengthen through the following strategic initiatives:

1.3.1   Efforts will be directed toward generating internal revenue through value-added programs, consultancy services, research projects, patents, training, and skill development initiatives.

1.3.2   Collaborations with industry, government bodies, and international agencies will be leveraged to secure additional funding and investment opportunities.

1.3.3   A robust financial governance framework will be established, integrating digital accounting systems and data-driven financial planning to ensure effective monitoring, budgeting, and control.

1.3.4   Policies will be designed to empower departments with delegated financial authority for efficient resource utilization and timely execution of academic and developmental activities.

1.3.5   The institution will also explore the creation of endowment funds and encourage alumni and corporate contributions to strengthen its financial base.

1.3.6   Regular financial audits, transparent reporting, and alignment with national regulatory norms will ensure credibility and sustainability.

1.3.7   Institute shall try to generate through CSR funds received from corporates

1.3.8   Cost-Effective Sustainability Measures such as Green Campus Initiative, which includes solar power, water conservation, and waste recycling

projects leading to cost-saving shall be encouraged.

1.3.9   The University shall devise various mechanisms to enhance enrolment of international students.

1.4 Leadership

The Institute aims to strengthen through the following strategic initiatives:

1.4.1   The Institute strengthen the decentralization in working as per the Organizational Chart:

G L Bajaj Institute of Technology and Management
ORGANIZATION STRUCTURE
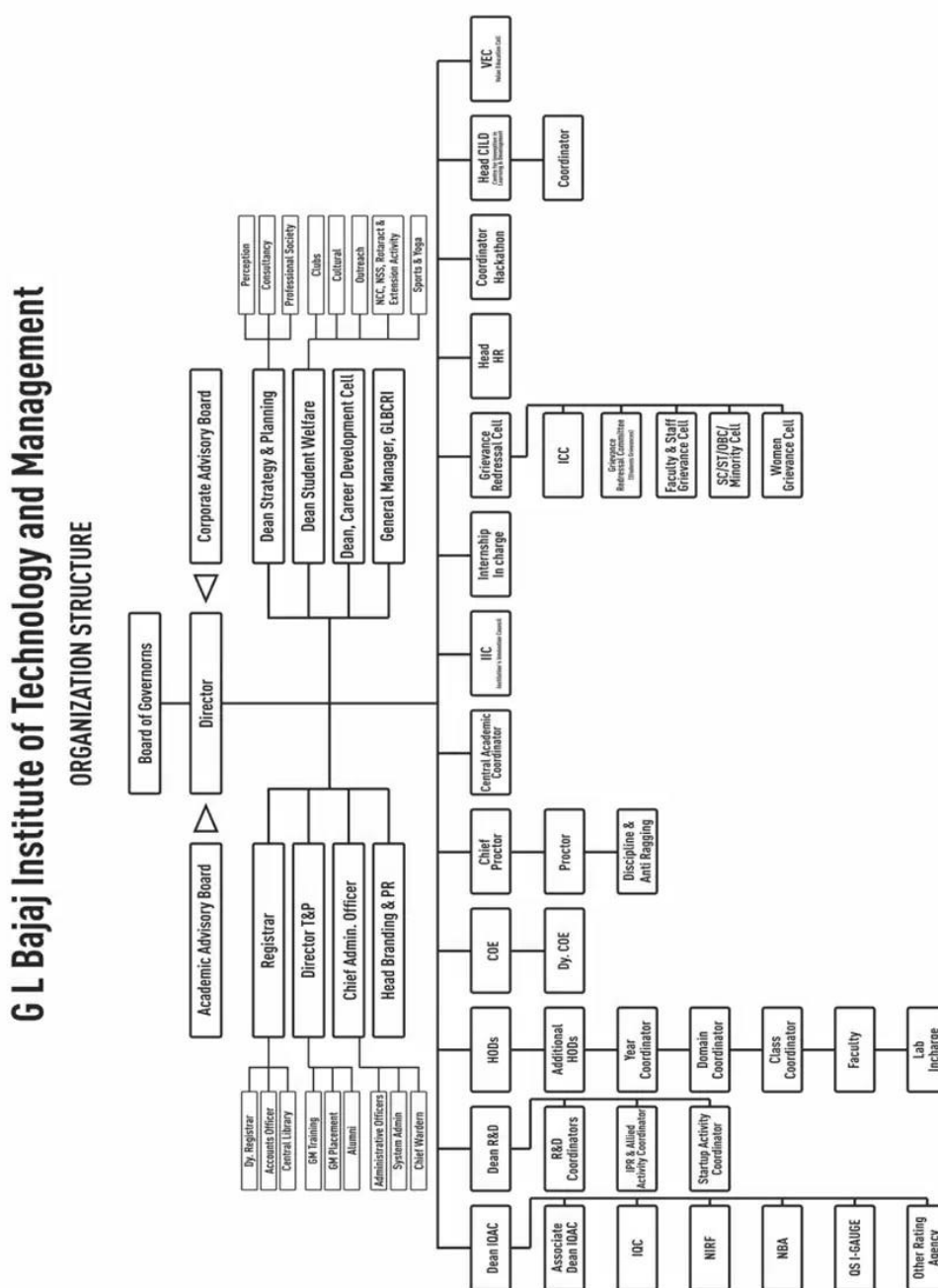
1.4.2   The Institute shall implement formal mentorship and handholding programs within departments and administrative units to identify potential leaders from faculty.

1.4.3   The Institute shall arrange periodic leadership training programs for senior academic and administrative personnel with leading management institutions in India and other prestigious international institutions.

1.4.4   An outcome-based approach be devised to encourage heads to present their Annual Plan and Targets at the start of the Calendar Year.

1.5 IT/ Web-based Management Information System (MIS)

The Institute aims to strengthen through the following strategic initiatives:

1.5.1   ERP will be continuously upgraded with AI-enabled analytics and automation features to enhance performance monitoring, predictive planning, and real-time reporting.

1.5.11.5.2   ERP shall ensure NEP interdisciplinary studies with credit transfers and from students recruitments to their graduation and post that alma connect

1.5.21.5.3   The institute shall also explore various other online tools for studies and examinations and placements

1.5.31.5.4   The Feedback System shall be aligning with ERP to collect feedbacks from all stakeholders (Students, Faculty, Non-Teaching Staff, Alumni, and Parents) and analyze it.

1.5.41.5.5   The number of CCTV cameras shall be increased for safety and security in campus.

1.6 Risk Management Analysis

The Institute aims to strengthen through the following strategic initiatives:

1.6.1   The Institute shall conduct periodic workshops on cyber-security awareness.

1.6.2   The Institute shall also conduct workshops on green awareness to mitigate environmental risks.

1.6.3   The Institute shall formulate risk assessment policy to carry out comprehensive risk assessment, analysis, and management throughout the campus.

1.6.4   The Institute shall reduce its environmental footprint by becoming single-use Plastic-free campus.

1.7 External Advisory Boards

GLBITM has set up a Corporate Advisory Board (CAB) to take inputs from the corporate world on how to make curriculum better suited to the needs of the present competitive business environment. Esteemed members of the CAB are:

(i)   **Ms. Pooja Khurana**, Revenue Assurance – India Campus Program, Coforge

(ii) **Ms. Supriya Sharma**, Associate Director – HR Emerson
(iii) **Mr. Ishvinder Singh,** India Lead, Cisco
(iv) **Mr. Subnesh Sharma**, Sr. Director HR, VVDN
(v) **Mr. Lalit Sanwal,** Global Scale Delivery (ODC) India Leader, PaloAlto Netoworks
(vi) **Mr. Aasif Syed**, India Lead - Early Career Recruitment, Thoughtworks
(vii) **Mr. Gokulakannan Narasimhan**, Senior Manager, Global Emerging Talent, ServiceNow
(viii) **Mr. Ashok Ranjith**, University Liaison & Early Career Engagement, LTIMindtree
(ix) **Mr. Niket Gupta**, Head of Talent Acquisition & Campus, Myntra
(x) **Mr. Siddarth Koul**, Early Careers Recruiting Lead - INDIA and APAC, Fidelity
(xi) **Mr. Alvin David**, Senior General Manager – HRD, Newgen Software
(xii) **Mr. Braj Mohan Shaw**, Head of Delivery Management for Americas, Ericsson India

Moving forward, the Institute aims to strengthen through the following strategic initiatives:

1.7.1 Nationally and internationally renowned academicians and representatives from regulatory bodies shall also be involved in the Advisory capacity at Research level .

1.7.2 Departmental Committees shall endeavor to co-opt members/experts from organizations and institutions of national and international repute to make curriculum and students industry ready

1.8 Student Feedback

The Institute aims to strengthen through the following strategic initiatives:

1.8.1 The Institute shall conduct workshops and sensitization programmes to educate students and faculty members on the importance of feedback and help them understand how it can lead to tangible effects.

1.8.2 Student feedback shall be used to strengthen the teaching-learning and administrative process.

1.8.3 For above students and faculties of various cadre shall be art of committees and more transparency shall be brought to the governance

2 Financial Enablers and Funding Models

Financial enablers and funding models play a pivotal role in ensuring the sustainability, growth, and excellence of an educational institution. They provide the necessary resources to support academic innovation, research advancement, faculty development, and infrastructure enhancement. A well-structured financial model enables institutions to maintain autonomy, plan strategically, and respond effectively to changing educational and economic environments. Moreover, diversified funding sources—such as government grants, industry partnerships, alumni contributions, and endowments—reduce dependence on a single revenue stream and promote financial resilience. Efficient financial enablers also foster accountability, transparency, and data-driven decision-making, thereby strengthening stakeholder confidence. Ultimately, robust financial systems empower institutions to achieve their vision, expand their outreach, and ensure long-term institutional sustainability.

2.1 Financial Policies

The Institute aims to strengthen through the following strategic initiatives:

2.1.1   Formulate policies to support various academic initiatives.

2.1.2   Formulate policies to incentivize Faculty Members and Students based on achievement in Research, innovation, Curricular and Extracurricular activities.

2.1.3   Formulate policies to promote start-ups in emerging fields of Science and Technology, aimed at attracting external funding.

2.1.4   Formulate policies to promote funding of Research Project and Consultancy Project.

2.1.5   Strengthen the alumni network for Endowment Fund.

2.2 Action Plan and Budgets

The Institute aims to strengthen through the following strategic initiatives:

2.2.1   Maintenance and Audit of the assets shall be done on a regular basis. Auditing mechanism is to be aligned with budgeting.

2.2.2   Incorporate the social responsibility factor in the financial action plans such as resale, donation and re-use of end-of-life assets or depreciated assets.

2.2.3   To align the funding sources with the institutional goals to address the additional expenses arising from internationalization, inclusivity, research and innovation initiatives.

2.2.4   Identify and dispose of redundant assets in alignment with broader concepts of sustainability, the circular economy, and the SDGs.

2.2.5   Guidelines for identification of wasteful/non-fungible sources of expenses and targeted reduction in such expenses.

2.3   Harnessing Different Sources of Revenue

The Institute aims to strengthen through the following strategic initiatives:

2.3.1   Regular workshops be conducted to raise awareness of existing government funding schemes.

2.3.2   Invite ideas to identify new sources of funding.

2.3.3   Encourage faculty members to focus on research and academic consultancies.

2.3.4   Faculty members and research scholars shall be encouraged and rewarded for actively contributing to the advancement of research activities.

2.3.5   The Institute shall regularly publish an Information Bulletin featuring abstract or brief overviews of ongoing research projects and consultancy activities. This initiative shall enhance visibility and attract additional research grants.

2.3.6   To generate external funds, the University shall focus on strengthening foreign collaborations in research activities.

2.3.7   Formulate policies to develop future strategic partnerships with industries.

2.4   Close Liaison with GOI Ministries/ Agencies and others for Funding and Access to External Grants and Funding

The Institute aims to strengthen its influence through the following strategic initiatives:

2.4.1   Institute shall collate a common repository for International and National funding agencies by respective departments.

2.4.2   Conduct a mentoring programme to guide the proposer of the project funded by various funding agencies.

2.4.3   University language experts may provide translation services to national institutes and departments for preparing their academic as well as administrative documents.

2.4.4   Department-specific awareness programme shall be conducted to ensure active participation of stakeholders.

2.4.5   Initiate the process of building a network with empaneled private companies and industry associations for joint and collaborative research projects.

2.4.6   Target large-scale research grant from various government ministries and other agencies for the development of infrastructure with latest cutting- edge technology.

2.4.7   Formulate strategies for generation of additional funds.

2.4.8   Department-specific workshops, training programs and certificate courses to be conducted.

2.4.9   The department shall activate social media platforms (YouTube Channel, Applications etc.) to post good practices evaluated by the internal committee.

2.4.10   The scalability of in-house start-ups shall be enhanced.

2.4.11   Need to promote publication and dissemination of knowledge products such as Patents and IPRs for income generation.

2.5   Financial Committee and Staff Providing Financial Services

The Institute aims to strengthen its influence through the following strategic initiatives:

2.5.1   The Finance Committee is being reconstituted.

2.5.12.5.2   Establish a dedicated financial leadership structure to strengthen the operational financial management, such as Chief Financial Officer (CFO), Treasurer, Accountants, Chartered Accountants (CAs), Clerks, and Data Entry Operators.

2.5.22.5.3   Integrate ERP-based finance modules for automated accounting, payroll, procurement, and financial reporting to ensure real-time data tracking and audit readiness.

2.5.32.5.4   Conduct periodic internal and external audits.

2.5.42.5.5   Organize training and certification programs for finance staff in budgeting, accounting software, UGC norms, and financial analytics.

3 Academic Enablers

Academic enablers are the cornerstone of institutional excellence, driving quality education, innovation, and holistic student development. They encompass the essential systems, processes, and resources—such as curriculum design, teaching-learning methodologies, research support, digital infrastructure, and faculty development—that collectively enhance academic effectiveness. Strong academic enablers ensure that learning outcomes are aligned with national educational policies like NEP 2020 and global standards, fostering critical thinking, creativity, and lifelong learning among students. They also promote interdisciplinary learning, industry integration, and the use of technology for personalized education. By empowering faculty, enriching curricula, and creating a conducive learning environment, academic enablers strengthen the institution's capacity to deliver impactful education and sustain continuous improvement, ultimately contributing to national development and global competitiveness.

3.1 Courses Catering to Professional/Future Requirements

Autonomy enables the institution to design dynamic curricula, introduce new-age electives, and collaborate with industry and professional bodies to offer certifications that align with the National Education Policy (NEP) 2020, Skill India Mission, and global employment trends. The Institute's primary aims to extend the NEP 2020 framework to its programs by developing a comprehensive curricular framework. Moving forward, the Institute aims to strengthen its influence through the following strategic initiatives:

3.1.1   The Institute shall prepare curriculum based on UGC / NEP guidelines and industry inputs overseeing the academic curriculum, ensuring that the courses offered align with educational standards.

3.1.2   Conduct trend analysis and stakeholder consultation with industry, alumni, and professional associations to identify futuristic domains. Industry shall be involved in design, teaching and evaluation.

3.1.3   Blended teaching shall be adopted

3.1.4   Industry driven courses shall be taught

3.1.5   Placement related training courses shall be credit based

3.1.6   Tie ups with the industry shall be there who shall be taking courses from second year

3.1.7   Conduct regular reviews and evaluations of all academic programs to ensure continuous improvement and alignment with industry standards. Seek accreditation from relevant national and international bodies to enhance the credibility of programs.

3.1.8   Develop and introduce interdisciplinary programs that combine multiple fields of study, enabling students to gain diverse skill sets and perspectives that are increasingly valued in the job market.

3.1.9   Establish partnerships with a broader range of industries and organizations to facilitate internships, placement opportunities, and collaborative research projects, ensuring that students gain practical experience and exposure to real-world challenges.

3.1.10   Implement ongoing professional development programs for faculty members, focusing on innovative teaching methodologies, curriculum development, and research initiatives that align with emerging trends and technologies.

3.1.11   Embed sustainability and social responsibility into the curriculum and institutional practices, encouraging students and faculty to engage in initiatives that address environmental and social issues.

3.1.12   Fully integrate digital technologies into teaching, learning, and administrative processes, creating a smart campus environment that enhances the overall educational experience and operational efficiency.

3.2 Curriculum Aligned with Industry Requirements

GL Bajaj Institute of Technology and Management (GLBITM) houses Centers of Excellence (COE) to provide knowledge and skills as per industry requirements. COE-Palo Alto Networks Centre is designed to train students in advanced technologies of cyber security, with hands-on exposure to real-world tools and methodologies used by global cybersecurity professionals. It aims to empower students with industry-relevant, job-ready skills and enhance their capabilities to guide the challenges of the digital era. COE-CISCO Centre of Excellence will empower students with learnings and understanding of cutting-edge networking technologies and enhance their industry readiness for future opportunities in the IT sector. COE-NVIDIA AI Learning and Research Center This lab is an advanced research facility dedicated to the advancement of artificial intelligence (AI) and the acceleration of AI technology development. The lab actively engages in partnerships with academic institutions, industry leaders, and startups to foster AI innovation and expand the possibilities of AI-driven solutions in various domains such as healthcare, autonomous vehicles, robotics, and more. COE-Wipro-Oracle Centre of Excellence his CoE aims to bridge the gap between academia and industry by providing students with hands-on training in Oracle technologies (SQL, PL/SQL, Forms, Reports, and Cloud Integration), enabling them to become industry-ready in enterprise application development and deployment. The other COEs are- EVM Centre of Excellence, AR/VR Centre of Excellence, Advance Robotics Lab, Big Data Analytics, AICTE Idea Lab.

Moving forward, the Institute aims to strengthen its influence through the following strategic initiatives:

3.2.2   Constitute BOS in departments including industry professionals, alumni, and academic experts.

3.2.3   Introduce credit-based electives in collaboration with industry experts.

3.2.4	Embed industry certifications (e.g., AWS, Cisco, Autodesk, Google, IBM Skills Build) into academic programs
3.2.5	Mandate internships, live projects, case studies, hackathons, and industry simulations within the curriculum.
3.2.6	Incorporate capstone projects guided jointly by faculty and industry mentors.
3.2.7	Strengthen partnerships with companies to provide more internships, real-world projects, and industry-based research opportunities embedded in the curriculum.
3.2.8	Implement a system of continuous curriculum revision, conducted in consultation with industry experts, to ensure that programs remain dynamic, responsive to technological advancements, and aligned with shifting market conditions.

3.3 Curriculum Embedded with Employability Skill

The Career Development Centre at GL Bajaj Institute of Technology & Management is dedicated to empowering students and shaping their professional futures. It plays a pivotal role in fostering career readiness, personal growth, and industry alignment through skill mapping, customized training, and Canters of Excellence in high-demand domains such as Artificial Intelligence, Robotics & Automation, SAP, ORACLE, Electric Vehicles, and Cloud Computing. In close collaboration with academia and the placement team, it ensures that students not only acquire specialized skills but also gain access to the right opportunities to excel in their careers. Moving forward, the Institute aims to strengthen its influence through the following strategic initiatives:

3.3.1	The Institute shall prepare curriculum based on UGC guidelines ensuring that the courses offered align with educational standards embedded with Employability Skill.
3.3.2	The Institute shall conduct skill gap and employability mapping in consultation with industry experts, recruiters, and alumni to identify essential employability domains such as Communication Skills, Teamwork, Leadership, Critical Thinking, Digital Fluency, and Ethical Values.
3.3.3	Partner with international institutions and industries to align curriculum standards globally, providing students with skills that are recognized and valued worldwide.
3.3.4	Strengthen collaborations with industries for guest lectures, short-term projects, and workshops that offer students real-world insights into evolving job markets.
3.3.5	Establish formal partnerships with businesses to provide more structured internships and apprenticeships as well as hands-on industry experience.

3.4 Curriculum Embedded with Skill Enhancement Courses

The Career Development Centre at GL Bajaj Institute of Technology & Management offers dedicated coding labs with advanced software and tools, access to online assessment platforms for regular practice and evaluation and industry tie-ups for advanced training and certifications. Moving forward, the Institute aims to strengthen its influence through the following strategic initiatives:

3.4.1   The Institute shall prepare curriculum based on UGC guidelines ensuring that the courses offered align with educational standards embedded with Skill Enhancement Courses.

3.4.2   The Institute shall conduct skill gap analysis in consultation with industry experts, alumni, and faculty and Identify core domains like Digital Literacy, Data Analytics, AI/ML, Communication, Entrepreneurship, Design Thinking, and Sustainability Skills.

3.4.3   Each department shall identify specific skills required for their students and offer skill courses aligned with the National Council for Vocational Education and Training (NCVET) and the National Skills Qualification Framework (NSQF). The number of courses shall be designed to encourage a multidisciplinary approach.

3.4.4   The Institute shall develop SECs with experiential and project-based components in collaboration with industry and reputed online platforms (SWAYAM, NPTEL, Coursera, etc.).

3.4.5   The Institute shall organize Faculty Development Programs (FDPs) on designing, delivering, and assessing skill-based learning outcomes.

3.4.6   The Institute shall constitute a Curriculum Review Committee for periodic evaluation of SECs.

3.5 Curriculum Embedded with Emerging Technologies to be Integrated with Future of Work

The Institute aims to strengthen its influence through the following strategic initiatives:

3.5.1   The Institute shall prepare curriculum based on the UGC Guidelines and NEP-2020.

3.5.2   The Institute strengthen the curriculum to ensure students acquire cutting-edge skills in emerging technologies focused on AI, blockchain, data science, machine learning, and cybersecurity to address immediate workforce needs.

3.5.3   Establish partnerships with leading tech companies and start-ups to deliver guest lectures, seminars, and practical workshops focused on real-world applications of emerging technologies.

3.5.4   Incorporate hands-on learning experiences like coding boot camps, hackathons, and short-term projects to provide students with practical knowledge of these technologies.

3.5.5   Implement mandatory internships or industry-led projects focused on emerging technologies, allowing students to gain practical experience and solve real-world problems.

3.5.6   Invest in continuous professional development programs for faculty, ensuring that faculty remain informed on the latest technological advancements and can teach emerging technologies effectively.

3.5.7   Plan and design twinning programs and dual degrees with foreign universities and top national institutions in technology-related disciplines to provide students with global exposure and skills.

3.6   Centre for Curricular & Life Skills Development (CCLSD)

The Institute aims to strengthen its influence through the following strategic initiatives:

3.6.1   Institute shall establish a Centre for Curricular & Life Skills Development (CCLSD) which would aim to enhance both curricular knowledge and life skills among students. CCLSD's core focus would be to provide students with essential life skills, including communication, leadership, critical thinking, and emotional intelligence, alongside technical and academic competencies. A separate post may be sanctioned for running such Centres and hired personnel shall be himself/herself equipped with the desired skill-set.

3.6.2   Work with various University departments to integrate life skills training into existing courses and identify skill gaps that CCLSD can address through specialized programs.

3.6.3   Engage professionals from industries to deliver short-term workshops on life skills such as problem- solving, adaptability, and emotional intelligence.

3.6.4   Develop short-term certificate programs focused on specific life skills, allowing students to enhance their employability by acquiring credentials alongside their degree.

3.6.5   Collaborate with academic departments to embed life skills development directly into the curriculum across programs, ensuring all students receive training as part of their coursework.

3.6.6   Develop interdisciplinary programs that combine life skills with academic knowledge, fostering critical thinking, adaptability, and problem-solving in various real-life contexts.

3.6.7   Offer continuous training programs for faculty members to incorporate life skills teaching into their courses, ensuring a holistic approach to student development.

3.6.8   Position the CCLSD as a national hub for curricular and life skills development by partnering with governmental bodies, industries, and other educational institutions.

3.7   Faculty/ Teaching Staff

The Institute aims to strengthen its influence through the following strategic initiatives:

3.7.1   Conduct regular Faculty Development Programs (FDPs), workshops, and training on new pedagogies, NEP 2020, and ICT-based teaching.

3.7.2   Encourage faculty to adopt diverse instructional strategies such as blended learning, project-based learning, and case studies to keep pace with global educational trends.

3.7.3   Each department shall actively engage in creating detailed lesson plans, assessment modules, and reading lists for courses, with these plans made available on institutional websites for student access.

3.7.4   Encourage faculty participation in national and international conferences, MOOCs, and certification programs.

3.7.5   Encourage faculty to take part in industry-led projects, internships, and consultancy work, helping bridge the gap between academic knowledge and professional practice.

3.7.6   Encourage faculty to take up research projects, consultancy, and innovation activities.

3.7.7   Encourage faculty to involve students in research, innovation, and community projects.

3.7.8   Introduce incentive-based schemes for faculty who engage in activities like content creation, student projects, and start-up incubation.

3.7.9   Enhance the existing Performance Appraisal System (PAS) and Feedback Mechanism for regular evaluation.

3.7.10   Train faculty to take on leadership roles within the University and contribute to national and international policy-making in the higher education sector.

3.8 Continuous Faculty Development

Center for Innovation in Learning Development (CILD) is established in G L Bajaj Institute of Technology and Management for the development of Teaching, Learning, and Research. The main objective of CILD is to provide continuous support to the students, scholars, and faculty members for their overall academic growth. Looking ahead, the Institute seeks to enhance its impact and outreach through the following strategic actions:

3.8.1   The Institute shall conduct FDPs on innovative teaching-learning methodologies, including Outcome-Based Education (OBE), NEP 2020 framework, and learner-centric pedagogy.

3.8.2   The Institute shall also organize workshops on the use of ICT tools, digital content creation, and blended learning platforms.

3.8.3   The Institute shall facilitate training on research methodology, publication ethics, and intellectual property rights (IPR).

3.8.4   The Institute shall incorporate a provision of seed grants for faculty research, innovation, and prototype development.

3.8.5 The Institute shall facilitate to develop partnership with reputed national and international institutions for faculty exchange and collaborative projects.

3.8.6 The Institute through Malviya Mission Teacher Training Centres (MMTTCs) facilitates continuous learning and development for teaching staff, focusing on quality teaching, equity, online education, technology use, Indian language promotion, vocational education, and multidisciplinary education.

3.9 Session Wise Teaching Plan

Though there is some progress towards better planning and transparency in teaching plans, a more uniform and structured approach to sharing detailed monthly plans with appropriate study materials is still evolving. Moving forward, the Institute aims to strengthen its influence through the following strategic initiatives:

3.9.1 Each faculty member shall prepare a Session-wise Teaching Plan before the commencement of each semester.

3.9.2 The plan shall specify: Session number, topic, subtopics, learning outcomes, teaching-learning methods, references, and assessment tools.

3.9.3 Plans will be prepared using a standardized institutional template integrated into the ERP/LMS system.

3.9.4 HoDs and Academic Deans shall periodically review session-wise teaching plans and delivery progress. Mid-semester reviews will be conducted to identify deviations and implement corrective actions.

3.10 Comprehensive Learning Resources for Students

The Institute has a well-established library with access to physical and digital resources, including journals and e-books. The Central Library of GL Bajaj is user-focused, innovative, and excellence driven. Central Library manages knowledge both in print and digital formats, ensures seamless discovery and access to these scholarly resources, and provides faculty, students, and staff with professional support to find, evaluate, manage, and use such resources.

Students at the Institute often rely on external textbooks and publications, with many recommended by faculty at the start of the semester. Departments also provide their own study material in the form of syllabus booklets, lecture notes, or reading lists; curated by the faculty members. Additionally, platforms like Swayam and e-PG Pathshala, developed by the Ministry of Education, are utilized by some students. Moving forward, the Institute aims to strengthen its influence through the following strategic initiatives:

3.10.1 Each department shall establish a content development committee to create learning material, including question banks, lecture notes, and multidisciplinary study guides.

3.10.2 Improve access to digital resources and learning materials through the Institute's digital portals like Google Classroom or Learning Management

Systems (LMS). Encourage faculty to regularly upload course materials, reading lists, and supplementary notes on these platforms.

3.10.3 Create a centralized digital repository of question banks, compendiums, and previous years' exam papers accessible to all students. Departments shall collaborate to digitize and upload these resources to a University-wide portal.

3.10.4 The Institute shall come up with its own curriculum-based study material for national circulation and adoption, especially on new subjects. The faculty members shall create reading lists for each course, which shall be updated annually. Collaboration with the University Grants Commission (UGC) and other central universities can also be pursued.

3.11 Assignments and Assessments

The Institute aims to strengthen its influence through the following strategic initiatives:

3.11.1 Assignments and its assessments at the institute are governed by the process laid down by the Department. The Institute standardize the Assignment Guidelines across departments.

3.11.2 These Assignment Guidelines shall be made available to students at the beginning of each semester.

3.11.3 To create a centralized portal for assignment submissions. This portal shall allow students to submit assignments online, track deadlines, and receive feedback from faculty members in a structured manner.

3.11.4 To introduce a system of continuous assessment to reduce reliance on traditional exams. Each department shall propose a system where students are assessed regularly through quizzes, projects, and participation throughout the semester, which contributes to their final grade.

3.11.5 To establish a repository of assessments across different courses. Departments shall compile past question papers and sample assignments from a range of courses, which can serve as a reference for students when preparing for future assessments.

3.11.6 To Develop rubric for continuous evaluation including Sessional Evaluation, Mid Term Evaluation and End Semester Evaluation, which shall provide clear grading parameters and minimize subjectivity.

3.12 Pedagogical Teaching Methods to be Employed

Pedagogical innovation is central to the transformation of higher education, especially for institutions aspiring for autonomous status. Effective teaching methods must ensure holistic development, competency enhancement, and attainment of Programme Outcomes (POs) and Course Outcomes (COs). In the context of NEP 2020, the institution aims to implement learner-centric, technology-enabled, and research-integrated pedagogy to create an engaging and inclusive learning environment that nurtures critical thinking,

innovation, and lifelong learning. Moving forward, the Institute aims to strengthen its influence through the following strategic initiatives:

3.12.1   Introduce a blended learning model where online learning materials are combined with in-person instruction. Faculty shall be encouraged to create video lectures and reading material for students to access through LMS platforms like Google Classroom or Moodle.

3.12.2   The flipped classroom model be used in all the departments to enable effective use of classroom time for discussion, application, and problem-solving.

3.12.3   Invest in educational technology tools such as smartboards, classroom response systems, and virtual labs. These tools can enhance interactive learning, enabling real-time assessments and deeper engagement with course content.

3.12.4   Implement project-based, design-thinking, and case-study-based approaches to enhance application-oriented learning.

3.12.5   Implement a full-fledged Outcome-Based Education (OBE) system. Faculty shall align their teaching methods and assessments to ensure that students achieve these outcomes by the end of the course.

3.12.6   Introduce Community-Based Learning (CBL) and Service-Learning Projects to link education with social responsibility.

3.12.7   Establish comprehensive faculty development system to train teachers in modern pedagogical methods, including digital learning tools, problem-based learning, and flipped classrooms. Continuous professional development shall help faculty stay updated with the latest teaching strategies and technologies.

3.13   Extra-curricular and Cultural Engagement as Part of Learning

Institute engages students in various extracurricular activities that complement their academic learning, including cultural events, sports, workshops, and seminars. While these activities are valuable for holistic development, they often operate independently of the formal curriculum. There is a lack of integration between academic studies and extracurricular activities, which limits opportunities for students to apply their learning in real-world contexts. Enhanced collaboration and structured involvement in other activities can significantly enrich the educational experience. Moving forward, the Institute aims to strengthen its influence through the following strategic initiatives:

3.13.1   Encourage departments to integrate co-curricular activities into their academic programs. Faculty shall plan activities such as debates, workshops, guest lectures, and field trips related to course content, allowing students to connect theoretical knowledge with practical applications.

3.13.2   Include service-learning and community-based projects as credit-bearing components in the curriculum.

3.13.3 Promote student participation in sports, arts, and cultural events at institutional, university, and national levels.

3.13.4 Organize annual cultural and technical fests to nurture creativity, collaboration, and leadership.

3.13.5 Encourage formation of student clubs — such as literary, music, dance, photography, drama, and media clubs — to promote aesthetic and creative growth.

3.13.6 Institutionalize NSS, NCC, and Unnat Bharat Abhiyan (UBA) activities for civic engagement.

3.13.7 Conduct awareness drives, health camps, environmental campaigns, and village adoption programs to promote social responsibility.

3.13.8 Collaborate with NGOs, government departments, and local bodies for social initiatives aligned with Sustainable Development Goals (SDGs).

3.14 Earn while Learn Facility & Flexibility

Currently, the Institute offers limited opportunities for students to engage in part-time work while pursuing their studies, but enhancing the earn while learn facility can significantly improve students' financial independence and professional experience. Moving forward, the Institute aims to strengthen its influence through the following strategic initiatives:

3.14.1 Each department shall initiate MoUs with relevant agencies for promoting paid internship programmes. The Institute shall also encourage the PM Internship Scheme launched under- privileged students.

3.14.2 Collaborate with local businesses, organizations, and campus facilities to create a range of part-time job opportunities specifically designed for students. These jobs shall accommodate students' schedules and provide flexible hours to ensure they can balance work and study.

3.15 Flexibility and Multi-Disciplinarity

The Institute follows a more traditional discipline-based structure, which may limit students' ability to explore courses outside their primary fields of study. Increasing flexibility in course selection and promoting a multidisciplinary approach can enhance learning and prepare students for the interconnected nature of modern challenges. Moving forward, the Institute aims to strengthen its influence through the following strategic initiatives:

3.15.1 To implement a more flexible course registration process that allows students to enrol in courses from other departments or faculties without excessive prerequisites. This shall encourage students to explore interests outside their primary field of study and promote a broader academic experience.

3.15.2 To introduce interdisciplinary minor programs that allow students to pursue additional studies in complementary fields. For example, a major in

Environmental Science could offer a minor in Policy Studies or Sustainability, enabling students to blend knowledge from different areas.

3.15.3   To organize cross-departmental workshops and seminars where faculty can present research and topics that intersect various disciplines. This shall encourage students to see connections between fields and foster collaborative learning.

3.15.4   To develop flexible learning pathways that guide students in selecting courses and experiences that align with their career goals and interests. Advisors shall be trained to help students navigate these pathways effectively.

3.15.5   The Institute shall constitute a Center for Transdisciplinary Research focused on collaborative research and complex societal challenges.

3.16   International Exposure to the Students

The Institute offers limited opportunities for students to gain international exposure. There is a need for a structured framework to support international collaborations, to engage students in global learning experiences. Moving forward, the Institute aims to strengthen its influence and expand its reach through the following strategic initiatives:

3.16.1   Introduce Twinning Programmes with Foreign Higher Education Institutions by developing the requisite modalities for the same. The institute shall systematize the mobility of students and credit transfer through Twinning Programmes.

3.16.2   The Institute shall introduce Joint Degree Programmes in collaboration with top HEIs.

3.16.3   Facilitate internships with international organizations or multinational companies, providing students with hands-on experience in diverse work environments.

3.17   Innovation and Entrepreneurship

GL Bajaj Center for Research and Incubation (GLBCRI) is set up by GL Bajaj Institute of Technology and management to promote innovation and entrepreneurship promotion through a combination of support services. It provides a platform where innovative ideas are generated and innovators would be supported and mentored to become successful entrepreneurs. GLBCRI's mentorship program is designed to support startups at every stage of their journey, from ideation to market entry. Our mentors are seasoned entrepreneurs, industry leaders, and academic experts committed to sharing their knowledge, experience, and networks to help startups thrive. Moving forward, the Institute aims to strengthen its influence and expand its reach through the following strategic initiatives:

3.17.1   Conduct Idea Pitching Competitions, Business Plan Contests, and Hackathons in collaboration with industry and government bodies.

3.17.2	Establish Student Innovation Clubs in all departments to foster ideation and creative problem-solving.
3.17.3	Expand the scope of incubation to a broader range of sectors, including social entrepreneurship, green technologies, and digital transformation.
3.17.4	Create a Startup support fund through CSR partnerships, alumni donations, and institutional endowment.
3.17.5	Celebrate an annual Innovation and Entrepreneurship Week to showcase student innovations and startups.
3.17.6	Set up a robust alumni network of successful start-ups that can give back through mentoring and funding future cohorts.

4 Research and Intellectual Property Enablers

GL Bajaj Institute of Technology and Management (GLBITM) has Research and Development Cell (RDC) aimed to promote and develop the research culture in newly emerging and challenging areas of engineering, technology, science, and humanities. The cell encourages the students and faculty to undertake research in newly emerging areas including multidisciplinary fields. The cell also helps the faculty and students to apply in government various schemes like MSME, Atamnirbhar Bharat, UP start-up, DST, SERB, DRDO, AICTE etc. to promote the youth. The faculty and research staff is also helping the student to complete their projects. Research center of GL Bajaj has got Recognition of Scientific and Industrial Research Organizations (SIROs) by Department of Scientific and Industrial Research, Government of India.

The Intellectual Property Rights (IPR) Cell of GLBITM is established with the objective of fostering a culture of innovation, creativity, and awareness about intellectual property among students, researchers, and faculty members. In today's knowledge-driven economy, protecting intellectual assets is as vital as creating them. The IPR Cell acts as a nodal body to guide and support the academic community in identifying, protecting, and managing intellectual property in the form of patents, copyrights, trademarks, and designs.

4.1 Quality Research Programmes to be introduced

4.1.1 Upgrade and expand research infrastructure at the undergraduate level, ensuring access to basic research tools, laboratories, and facilities to promote early-stage research engagement.

4.1.2 Strengthen the mentorship programs where senior researchers and faculty provide guidance to students on research topic selection and methodology, fostering early-stage involvement in research activities.

4.1.3 Incorporating live projects and case studies into courses shall give students hands-on experience in research methodologies, fostering a research mindset early on.

4.1.4 Initiate Research-Integrated Master's Programmes and Ph.D. Programmes.

4.1.5 Launch Industry-Sponsored Research Labs in emerging and core disciplines

4.1.6 Create a central research facility (CRF) for shared advanced equipment.

4.1.7 Build MoUs with industries, R&D organizations, and universities for joint research activities.

4.1.8 Strengthen Institutional Ethics Committees for ensuring ethical standards in all research.

4.1.9 Implement plagiarism-check policies as per UGC guidelines.

4.2 Targeted and Collaborative Research

4.2.1   The institution will identify and develop specific research domains based on regional needs, national missions, societal challenges, and faculty expertise. In thrust areas, like Artificial Intelligence, IoT, Data Analytics, Sustainable and Renewable Energy Technologies, Advanced Materials, Manufacturing aligned with Industry 4.0, Robotics, Health Technology and Bioengineering, Agriculture and Rural Development Innovations etc.

4.2.2   Establish MoUs with IITs, NITs, IIITs, central universities, and reputed private institutions for joint research guideship, shared laboratories, and co-authored publications.

4.2.3   Promote faculty and student research exchanges and access to national facilities such as TIFR, CSIR, DRDO, ISRO, and BARC.

4.2.4   Collaborate with government bodies and NGOs on social impact research, policy studies, rural development, and environmental initiatives aligned with national missions such as Digital India, Atmanirbhar Bharat, Make in India, Smart Cities, and Swachh Bharat.

4.2.5   Partner with foreign universities to conduct joint research, dual-degree programs, and collaborative publications.

4.2.6   Strengthen efforts to secure funding from DST, SERB, DBT, MSME, UGC, AICTE, CSR partners etc.

4.2.7   Provide seed grants for initiating collaborative projects and proof-of-concept studies.

4.2.8   Institute shall define targets for the years which shall be divided yearly basis and department basis and review shall be made quarterly.

4.3 Research-Oriented Experienced Faculty Members

4.3.1   The institution will prioritize the recruitment of qualified faculty members who possess a proven experience in research. Preference will be given to candidates having Ph.D. from reputed institutions (such as IITs, NITs, Central Universities, or internationally recognized universities), strong research profile demonstrated through publications in indexed journals, experience in securing funded projects, filing patents, or undertaking consultancy assignments.

4.3.2   Conduct and motivate faculty members to attend FDPs, workshops, and seminars on advanced research methodologies, grant writing, project management, IPR, patents, technology transfer, Publication ethics, academic writing etc.

4.3.3   Provide incentives for publications in indexed journals, patents filed/granted, funded projects secured, consultancy revenue generated to enable environment for high-quality research.

4.3.4   Engaging adjunct/expert faculty in research to enrich research environment.

4.4   Student Involvement in Research

4.4.1   Mandate research components in curricula, especially for final-year projects, enabling students to conduct original research with the potential for publications or patents.

4.4.2   Motivate students to present their research at national and international conferences.

4.4.3   Introduce formal procedures for students to patent and commercialize their innovations, enriching the Institute's intellectual property portfolio and providing financial rewards for student inventors.

4.4.4   Organize workshops on innovation, patenting, and intellectual property rights (IPR) to educate students on the importance of protecting their ideas.

4.4.5   The Institute shall plan to provide scholarships for M.Tech & Ph.D. scholars to expand its research base and retain talented students.

4.5   Conferences

4.5.1   To enhance academic visibility, research culture, and institutional reputation, the institution will implement a systematic framework for organizing well-structured and purpose-driven national and international conferences.

4.5.2   An annual conference calendar will be institutionalized to ensure regular conduct of academic events. The Institute shall conduct at least two conferences per year.

4.5.3   Collaborative conferences will be planned in partnership with reputed universities, research laboratories, industries, and professional bodies such as IEEE, IETE, CSI, ISTE, and SAE to ensure quality and credibility.

4.5.4   Faculty and students will be encouraged to participate, present, and publish their work, contributing to measurable research outputs.

4.6   Industry and Institutional Collaboration & Consultation

The Training & Placement Department at G.L. Bajaj Institute of Technology & Management serves as a vital bridge between academia and industry. It organizes on-campus and pool recruitment drives with reputed multinational companies, leading corporates, and emerging startups. It also facilitates strong engagement between industry and academia through seminars, guest lectures, conferences, industrial visits, and corporate interactions.

The department takes care of enhancing student employability through structured training in aptitude, communication, technical skills, and soft skills. It is also engaged in Internships & Projects, Career Counseling, Skill Bridging etc.

MoUs play a pivotal role in strengthening the academic ecosystem of Higher Education Institutions by enabling meaningful collaboration, knowledge exchange, and capacity building. GLBITM actively pursues MoUs with reputed organizations, industry partners, and specialized training agencies to strengthen its academic and research ecosystem. The active MoUs of GLBITM are as follows:

Sr. No	Company Name	MoU Theme	Year
1	CSharp Inc.	Web3.0 Ambassador Program	2023
2	Paloalto Academy (Eduskills)	Online Certification Courses for Students.	2023
3	SMC Global Organization	Learn & Earn Program	2023
4	EVMinda Pvt Ltd.	Manufacturing and promoting Electric Vehicles	2023
5	R1 RCM	Campus Connect Program	2023
6	Edunet Foundation	Campus Connect Program	2023
7	Infosys	Campus Connect Program	2022
8	Virtusa	Center of excellence (CoE)	2022
9	EPAM	Center Of Excellence	2022
10	Crypto University	Academic Partnership	2022
11	Vmentor.ai	Campus Connect Program	2022
12	SAP	SAP University Alliance	2022
13	3 Pillar Global	Campus Connect	2021
14	NEC Technology	Campus Connect "ACES""	2021
15	Capgemini	5G Labs	2021
16	Capgemini	Fullstack /AI	2021
17	Tata Steel	Campus Engagement between Tata Steel & GL Bajaj	2020
18	SAP	SAP University Alliance	2019
19	Birlasoft	Campus Engagement between Birlasoft & GL Bajaj	2019
20	Bosch	Indian Road Safety Campaign Solve	2019
21	Bosch	Campus Engagement between RBEI & GL Bajaj	2019
22	Virtusa	Center of excellence (CoE)	2018
23	Uno Minda	Campus Connect Program	2018
24	SAP	SAP University Alliance	2017
25	KPIT	PACE Program	2017
26	Primotech Engergy Solutions	Research & Development	2017
27	Tech Mahindra	Strategic Partnership	2016
28	Minda Silca	Industry- Institute Partnership	2016

4.6.1   Strengthen collaborations with industries that can invest in student-led innovations, facilitating faster IP creation and commercialization of inventions.

4.6.2   Strengthen the Placement Cell to facilitate ongoing partnerships with industries, ensuring a steady pipeline of qualified graduates while adapting educational programs to meet the evolving demands of the job market.

4.6.3   Establish Memorandums of Understanding (MoUs) with industry partners. This shall enable effective collaboration and foster the creation of intellectual property (IP) through shared expertise.

4.6.4   The Training & Placement Department is committed to creating a win-win platform that benefits both students and employers by combining rigorous training, industry partnerships, and continuous mentoring to meet the expectations of recruiters and contribute meaningfully to their organizations from day one.

4.7   Incubation Centre

The inception of GL Bajaj Center for Research and Incubation (GLBCRI) was driven by the need to create a platform that not only incubates ideas but also provides the necessary scaffolding to support startups in their formative years. Recognizing the potential of the burgeoning startup ecosystem in India, GLBCRI was founded to serve as a catalyst for innovation and entrepreneurship.

Milestones Achieved

− The foundation of GLBCRI marked the beginning of a new era in innovation and entrepreneurship support in Greater Noida.

− GLBCRI has been recognized and supported by both state and central government initiatives, enabling us to offer a range of funding opportunities and resources to our incubatees.

− Over the years, GLBCRI has significantly expanded its facilities, introducing state-of-the-art labs such as the NVIDIA Lab for AI and Deep Learning, and the ABB Robotics Lab, among others.

− Global Collaborations: We have established partnerships with international institutions and companies, facilitating cross-border knowledge exchange and opening up global opportunities for our startups.

− Numerous startups incubated at GLBCRI have gone on to achieve significant success, receiving accolades and recognition for their innovative solutions and impact.

Looking forward, GLBCRI remains committed to expanding its reach and impact, driving forward the agenda of innovation and entrepreneurship. It is committed to focus on cutting-edge research, sustainable development, and fostering a supportive community for startups and innovators.

4.7.1   Conduct University-wide awareness campaigns to inform students of the available resources, incubation support, and the benefits of starting their own business post-graduation.

4.7.2   Organize start-up competitions to encourage students to turn their project ideas into business plans. These competitions could be aligned with ongoing internships or research projects, with the best ideas receiving incubation support and seed funding.

4.7.3   Formalize incubation support as part of the academic curriculum by integrating entrepreneurship courses, incubation electives, and credit-based start-up development programs.

4.8 Promoting Innovation and Advancing Patent-Driven Project Development for UG and PG Students

GLBITM has Institution's Innovation Council (IIC) established in 2018-19 as per the guidelines of Ministry of Education, Innovation Cell. This council organizes the activities based on Innovation and Entrepreneurship throughout the year. The GLB-IIC has received a full star performance rating in the year since past four years and also became the top performer for conducting a good number of activities. The council is also selected as mentor institute for three schools under IIC's Atal Tinkering Labs (ATL) Scheme in 2022-23 and 2023-24. Recently, it is selected as a mentor institution for the Mentor-Mentee Program of under MIC.

4.8.1   The institution will introduce mandatory innovation-oriented project components in higher semesters, supported by mentorship from experienced faculty, industry experts, and entrepreneurs.

4.8.2   Regular ideation workshops, hackathons, design-thinking bootcamps, and technology incubation programs will be organized to help students refine their ideas into patentable prototypes.

4.8.3   Departmental targets will be set annually for identifying potential patent-worthy student projects, ensuring systematic monitoring and achievement of innovation outcomes.

4.8.4   Financial support mechanisms, including seed grants and incubation funding will be made available for promising UG and PG projects to facilitate prototype development and patent filing.

4.8.5   Collaborative projects with industry and research organizations will be encouraged to enhance technical rigor and applicability, leading to higher-quality patent claims.

5 Human Resource and Supportive – Facilitative Enablers

5.1 **Student and Learner Empowerment: Holistic Admission, Inclusivity, and Comprehensive Support**

    5.1.1   Provide financial aid, scholarships, and support for marginalized and economically weaker students.

    5.1.2   Conduct targeted outreach programs to underrepresented regions, communities, and economically weaker sections, promoting awareness about University's admission policies and scholarships.

    5.1.3   Strengthen mechanisms for grievance redressal, anti-ragging, and safety and security measures to ensure a conducive learning environment.

    5.1.4   Encourage student participation in governance through student councils, committees, and feedback mechanisms.

    5.1.5   Create partnerships with schools and educational organizations to identify talented students from diverse backgrounds, offering them preparatory guidance for admission process.

5.2 **Faculty Empowerment and Professional Development**

    5.2.1   Implement transparent and performance-based appraisal systems aligned with API/UGC guidelines.

    5.2.2   Facilitate pedagogical training on OBE, NEP 2020 reforms, digital teaching learning tools, and assessment innovations.

    5.2.3   Establish faculty welfare schemes including support for higher studies, research grants, and recognition awards.

5.3 **Recruitment and Career Advancement for Non-Teaching Staff**

    5.3.1   Provide training on office automation, ERP usage, ICT tools, record management, and digital governance.

    5.3.2   Develop structured induction and continuous skill development programs for all staff categories.

    5.3.3   Recognize and reward outstanding service to improve motivation and commitment.

5.4 **Holistic Wellness and Engagement Framework**

    5.4.1   Organize regular yoga, meditation, sports, and fitness activities to promote

physical well-being.

5.4.2   Implement work-life balance initiatives, flexible schedules (where possible), and ergonomic infrastructure.

5.4.3   Promote a positive institutional culture through regular celebrations, events, community outreach, and team-building programs.

5.4.4   Conduct periodic satisfaction surveys and well-being assessments to refine policies.

6 System Networking and Collaboration Enablers

A robust ecosystem of networking and collaborations is essential for an institution as it directly strengthens academic rigor, research productivity, industry relevance, global exposure, and institutional visibility. The following strategic plan leverages Strategic Collaborations, Alumni Networks, Cross-Institutional Synergy, Academic and Research Excellence, Practical Exposure, Community Engagement, Placement Linkages, Faculty Consultancy, Accreditation Support, and Quality Assurance Frameworks.

6.1   Support the Alumni Relations Cell by an institutional alumni portal and app for continuous engagement.

6.2   Encourage alumni participation in curriculum review, guest lectures, mentoring circles, internships, and placement support.

6.3   Establish alumni-driven innovation grants, sponsored labs, and entrepreneurship support systems.

6.4   Host periodic alumni meets, webinars, and networking events to build a strong mentor–mentee and industry–academia interface.

6.5   University newsletters or similar such publications shall promote the academic and research excellence conferred to alumni across the globe.

6.6   Partner with NGOs, local administration, and community organizations to execute social extension programs.

6.7   Promote Unnat Bharat Abhiyan, NSS, and CSR-funded community development projects.

6.8   Facilitate collaborative outreach projects related to digital literacy, sustainability, environment awareness, health camps, etc.

6.9   Promote responsible use and disposal of electronic devices as part of the institution's sustainable development strategy.

6.10   Obtain ISO certification for programs and learning centers to meet international standards of quality, transparency, and sustainability.

6.11   Create a robust policy framework and viable implementation structures for a smooth implementation of internationalization at the institution.

6.12   Take proactive efforts to reach out to Foreign Nations Higher Education Institutions (FHEIs) and establish MoUs for faculty/staff/student exchange foreign student's registry, twinning collaborations and joint/dual degree programmes. Promote and facilitate organization of joint

seminars/conferences/ workshops with FHEIs.

6.13 Implement initiatives to promote joint research and publications with co-authors from partner FHEIs.

6.14 Promote benchmarking with national ranking frameworks (NIRF, ARIIA) through strategic alliances.

6.15 Establish partnerships with government R&D organizations (DRDO, ISRO, CSIR labs), reputed industries, sector skill councils, incubation centers, and international research consortia.

6.16 Embed industry-endorsed certification programmes (AWS, Cisco, Google, Siemens, Oracle, TCS, Infosys, etc.) into the curriculum.

6.17 Encourage joint supervision of Ph.D., collaborative publications in Scopus/WoS/UGC CARE journals, and joint patent filings.

6.18 Participate in national/international academic networks such as AICTE-INTERNET, IIC, IEEE, ISTE, ASME, ACM, and UNESCO-based networks for global visibility.

7 Physical Enablers

A robust set of physical enablers is essential for any institution, as they directly influence academic quality, research productivity, student well-being, campus sustainability, and compliance with regulatory benchmarks. The following strategy addresses Smart Campus development, sustainable infrastructure, commuting facilities, laboratories, digital centers, sports, health, vocational training, and holistic learning ecosystems.

7.1 Implement an integrated Campus Management System (ERP) that connects academics, examinations, biometrics, hostels, library, payments, and academic administration.

7.2 Establish Wi-Fi enabled high-speed internet across the entire campus with secure firewalls and cloud-based access controls.

7.3 Deploy smart classrooms with interactive boards, lecture capture systems, digital podiums, and AV capabilities.

7.4 Adopt green campus practices including solar energy systems, rainwater harvesting units, sewage treatment plants (STP), greywater recycling, and solid-waste management.

7.5 Ensure all new infrastructure meets GRIHA green building standards.

7.6 Promote eco-friendly initiatives such as no-plastic zones, electric mobility, tree plantations, vertical gardens, and green corridors.

7.7 Implement energy-efficient systems: LED lighting, smart meters, motion-sensor-based lighting and HVAC automation.

7.8 Establish sustainability labs and eco-clubs for student-led green initiatives.

7.9 Enhance accessibility features such as wheelchair-friendly ramps, elevators, railings, tactile paths for an inclusive campus.

7.10 Set up interdisciplinary research clusters and incubation spaces supported by industry partnerships.

7.11 Create dedicated innovation labs for students—Maker Spaces, 3D printing labs, prototype development rooms.

7.12 Establish multimedia production studios for creating MOOCs, e-content, virtual labs, and lecture recordings.

7.13 Provide digital fabrication and VR/AR studios to support experiential learning and immersive education.

7.14 Integrate cybersecurity infrastructure to ensure safe access and data security.

7.15 Promote sustainability by introducing waste segregation, food composting, reusable cutlery, and water-efficient dishwashing systems.

7.16 Provide fitness centers equipped with modern machines for students and staff well-being.

7.17 Promote mental well-being through Counselling Centers, stress management workshops, mindfulness rooms, yoga and wellness club.

8 Digital Enablers

Digital enablers form the backbone of a modern institution. A strong digital ecosystem enhances teaching-learning efficiency, ensures transparent governance, supports data-driven decision-making, and improves institutional visibility. The following strategic plan addresses internet infrastructure, digital content, ERP systems, academic integrity tools, online student services, digital publications, and social media branding.

8.1 Install next-generation firewalls, network monitoring tools, and access control systems for secure digital operations.

8.2 Maintain a responsive, dynamic, and user-friendly website that complies with AICTE/UGC website disclosure norms.

8.3 Publish academic calendars, syllabi, minutes, reports, and policies to ensure transparency.

8.4 Create a digital repository of e-content, lecture recordings, PPTs, assignments, and question banks.

8.5 Facilitate virtual classrooms, online discussions, AI-based tutoring, and digital assessment tools.

8.6 Strengthen the digital library with e-books, e-journals, research databases (IEEE, Springer, Scopus, Elsevier), and digital archives.

8.7 Provide Remote Access (VPN/Proxy) for library resources to support research anytime and anywhere.

8.8 Implement digital signatures, e-notifications, and document management systems for efficient governance.

8.9 Enable online grievance redressal, feedback collection, and academic audit processes through digital platforms.

8.10 Integrate institutional records with NAD (National Academic Depository) and ABC (Academic Bank of Credits) platforms.

8.11 Use ERP-based analytics for decision-making, curriculum planning, and administrative reforms.

8.12 Provide institution-wide access to plagiarism detection software.

8.13 Implement policies on plagiarism, research ethics, and academic integrity aligned with UGC guidelines.

8.14 Ensure all student theses, dissertations, and research papers pass through plagiarism screening.

8.15   Launch an online digital magazine highlighting student achievements, faculty contributions, research works, and campus events.

8.16   Archive all publications on the institutional website for public access and global visibility.

8.17   Strengthen institutional presence across social media platforms—LinkedIn, Instagram, Facebook, Twitter, YouTube, etc.

8.18   Regularly post updates on achievements, placements, research outcomes, events, and collaborations.

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