



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**GREATER NOIDA INSTITUTE OF
TECHNOLOGY(ENGINEERING INSTITUTE)**

**PLOT NO.- 7 KNOWLEDGE PARK - II
201310**

<https://www.gniot.net.in/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

Greater Noida Institute of Technology (GNIOT-Engineering Institute) is one of the premier Institutions in the field of Technical and Management Education. It has been formed by Shri Ram Educational Trust, Noida on no profit basis with a firm determination and commitment to foster a holistic approach towards the development of Engineering and Management Education. The Trust was formed in the year 2000 and the Institute was established in the year 2001. The Trust has had a meteoric rise, and on date, has established a chain of educational institutions covering the fields of engineering and management leading towards Graduate and Post Graduate degrees. Plans are also afoot to introduce Doctoral Programmes in the very near future. It has been approved by AICTE, Ministry of HRD, Government of India and affiliated to Dr. A.P.J. Abdul Kalam Technical University, Lucknow The Institute distinguishes itself from other colleges and Institutes due to its holistic approach and unique foresighted planning in providing technical and professional education with the state-of-the-art techniques. The main objective of an Institute is to generate a bunch of highly creative professionals, who can contribute not only in the Human Resource Development but also in the Nation Building Exercise.

Established in the year 2001, GNIOT group of institutions has become one of the leading institutions for management and engineering programs worldwide. Our aim is to educate leaders who build a strong organization and wisely leverage the power of markets to create lasting value.

At present, GNIOT is offering UG-B. Tech. in 12 Branches, PG-M. Tech. in 4 Engineering Specializations, MCA & MBA and is on a fast pace to become a reputed college that excels in multidisciplinary and interdisciplinary education, research and innovation and educating the graduates to become potential leaders by addressing global challenges in their fields. The institution has an excellent placement record with great focus on academics by introducing innovative pedagogies. The institution provides an excellent environment for enhancement of teaching-learning experience and to uplift the creativity and innovation supported by globally renowned academic and research institutions and corporate giants.

Vision

Be known globally for value-added Education Innovation Research at the intersection of disciplines in service of humankind

Mission

- Place a multidisciplinary engineering education ecosystem that transforms learners into future innovators, entrepreneurs, and professional leaders.
- Create an ambience of interdisciplinary research, innovation, and creativity To address regional and global challenges for benefit of human life and the environment.
- Provide the environment for enhancing knowledge, and inculcating critical & design thinking, life skills through a quality learning System.
- Collaborate with globally renowned academic & research institutions and corporate for improving productivity and economics.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Excellent infrastructure including ICT enabled classrooms.
- Well-maintained sports infrastructure,
- Separate Girls and Boys Hostels.
- Library with adequate number of books, Journals/e-resources, e-Library
- Visionary and proactive managementwith progressive and forward-looking Management and with a motto to provide quality educational services and delivery to the students and reach out to the society.
- Academic flexibility – outcome-based education with choice-based credit system
- Decentralized administrative setup
- Well equipped special laboratories
- Faculty members with high credentials
- Consistent placement records
- Transparent & robust examination system
- Exclusive training for communication and soft skills
- Dedicated mentoring system Innumerable
- Outreach activities for societal needs
- Experienced Faculty with strong work ethics, commitment to quality, positive outlook and perseverance in the face of any adversity
- A State-of-the-Art infrastructure with a high-speed Wi-Fi enabled campus,
- Good transport facilities to the staff and students.
- Laudable HR Policies with motivational initiatives for faculty, staff and students
- High quality student-centric Teaching-Learning process, recognized with Star Rating by IIC-MHRD and ARIIA, for creativity and innovation.
- Vibrant Student clubs
- A growing research culture among faculty for pursuing research degrees and publications.

Institutional Weakness

- Institute has to upgrade its teaching community for more funded projects, quality research and development, patents and consultancy.
- Some of the students are coming from rural background, their communication skills are average.
- Limited number of research labs
- Limited QIP for faculty
- Student's interest in higher studies is moderate

Institutional Opportunity

- Strengthening collaboration with industries.
- Public- private partnership in Projects
- Innovative IT management hubs
- Location advantage to strengthen links between science and industry.
- Streamlining collaborations and consulting.
- Exploring research collaboration opportunities with research institutions.

Institutional Challenge

- Keeping pace with rapid change in higher education
- Generating resources for infrastructure improvements
- The gap between the curriculum and the industry requirement which makes our graduates unemployable
- To upgrade the institution to meet requirements for Autonomous status.
- Mushrooming growth of Institutions offering engineering education, Globalization and entry of Private Universities, causing increased competition
- Need to increase awareness on imbibing Emerging Technologies amongst the faculty, to match modern trends.
- Due to tremendous automation happening in manufacturing and other core engineering industries, lesser number of openings are available for graduates of core engineering disciplines , which unfortunately has been severely denting admissions in these disciplines, leading to low motivation among faculty of these disciplines.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute provides a transparent vision and clarity for learning, exploring and extension towards research and Innovations to be an instrument of change for peace, prosperity and advancement for each and everyone. The Institute adheres with the combined effort of human resource available through quality education, creating Innovative Educational environment to realize its mission of developing competence and helps to promote creativity to develop skilled and talented human resources.

To enhance the career opportunities in current emerging market and to provide equivalent distribution of available educational resources, the Institute has made well-managed efforts to diversify the courses in tune with the variegated interests and career juncture. The college has introduced market demanding courses like

B.Tech CSE, B.Tech CSE (AI-ML), B.Tech CSE (IoT), B.Tech CSE (Data Science), which are introduced in few colleges of the state. The college has also introduced post-graduation course in Computer Science.

To provide better exposure to the students and to get the industry like feel, the institute conducts various field trips, technical training, Industrial visit programs for students.

The teaching-learning method is engrossed with various technologies and process; like interactive boards, visualizers, LCD projectors and other ICT tools. The infrastructure is also well equipped with Attendance Monitoring System. However, it is relevant to mention that the Institute is decided to teach the curricula proposed by the affiliating university and it makes efforts for curriculum improvement through Curriculum feedback by different stakeholders (i.e. Students, parents, employer. etc). The college is having a dedicated committee that monitors the effective implementation and timely completion of prescribed syllabi in various disciplines. As per future aspects, the college would like to design its curriculum in such a way that it offers flexibility and diversity to learners to a satisfying extent that is relevant to regional and national requirements. To achieve such goals, the college needs Academy autonomy for which efforts will be made in future.

Teaching-learning and Evaluation

In the realm of education at this esteemed institution, the paramount factor is the faculty's ability to kindle enthusiasm, ignite passion, and elicit curiosity amongst the students. To enhance their pedagogical prowess and ensure innovative and effective teaching, the teachers frequently participate in conferences, seminars, symposia, orientation, and refresher courses. The admission process is overseen by the admission committee and Affiliating University, who design the admission forms and prospectus and provide counseling to incoming students. Entrance tests are utilized for admission to specific courses, while admission to other subjects is based on merit in the qualifying examination, with special consideration given to educationally disadvantaged applicants. A wide range of subject combinations is offered to cater to the diverse needs and preferences of the students. This academic curriculum and approach enables students to select subjects that align with their interests and aptitudes, leading to a more fulfilling and successful educational experience

Research, Innovations and Extension

The administration of the Institute is dedicated to promoting a culture of research excellence among its faculty. To this end, a research committee has been established to support and encourage the submission of research proposals and facilitate research activities. Workshops and sensitization programs are regularly organized to foster a research-oriented mindset among both teachers and students. A significant number of Institute teachers have also published their research findings in esteemed national and international journals, attaining noteworthy impact factors. The Institute is actively engaged in community outreach programs and extends its services to society. It has established social club that engage in diverse social and community services such as organizing blood donation drives, promoting environmental awareness, aiding in disaster management, and adopting several villages..

Infrastructure and Learning Resources

The educational institution boasts of a well-defined strategy aimed at enhancing the quality of its infrastructure to support the teaching and learning processes. Spread over an expansive area of 6 acres, the college proudly

features multiple structures, comprising a total built-up area of approximately 17,000 square meters. Furthermore, the institution is currently adding a few more structures to its impressive architectural ensemble. The institution's classrooms, numbering at 48, are equipped with adequate lighting, ergonomic seating arrangements, and proper ventilation. Notably, the institution features technology-enabled smart classrooms, seminar halls with a seating capacity of 200, equipped with modern audio-visual apparatus, conference hall, administrative and staff rooms, admission, and examination cells, a fully automated library with an extensive collection comprising books, journals, e-journals, and e-books, and a browsing center with broadband-connected computers. The institution boasts a superior IT infrastructure composed of over 920 internet-connected computers.

Student Support and Progression

Upon admission to the institute, students are privy to an array of exceptional facilities. The institute proudly offers both indoor and outdoor sports amenities, while actively promoting participation in co-curricular activities. Financial assistance is also extended to deserving students, with the college towards educational support for economically weaker students in the past years. Moreover, the institution is dedicated to ensuring that students avail of the many scholarship schemes available through the State and Central Governments. To provide transparency and insight into its offerings, the institute regularly updates its prospectus. This comprehensive resource highlights the various committees, annual college calendar, library facilities, sports activities, scholarships, free ship support system, and career counseling services available to students. Additionally, the college publishes its annual magazine "Udgam" and monthly newsletter to showcase students' academic, co-curricular, and extracurricular achievements. Committed to student success, the institute also conducts coaching sessions to further bolster. The college functions as a catalyst for students to pursue their professional aspirations by offering a comprehensive suite of career guidance and placement services. With a robust network of potential employers visiting the campus regularly for recruitment drives, students are presented with numerous opportunities to secure positions in diverse sectors such as service, product, and beyond, with prominent names in the industry like TCS and Infosys among them. Additionally, the college boasts well-equipped career counseling, entrepreneurship development, and placement cells, further strengthening the support system for students to achieve their career goals. The college demonstrates a deep commitment to the welfare of its students, with special focus on female students, by establishing a women grievance cell and a Girl's rest/recreation room to provide a safe and supportive environment. The college also extends its support to students from socially and economically weaker backgrounds, as well as those with physical challenges, by offering admissions, financial aid, transportation, and career guidance with equal attention and care.

Governance, Leadership and Management

The college operates on a self-financing model and, as such, falls under the governance of the Board of Governors. The Director, appointed according to the policies defined by the affiliating university, assumes the role of the institution's head. In conjunction with the Deans, Heads, Coordinators, Conveners, Librarian, Hostel Superintendents, and senior non-teaching staff, the Director establishes internal policies and programs for the institute. The institute allocates budgets, disbursed by the Director, to departments and committees for the purchase of necessary equipment, books, and other expenses. The Account Officer provides assistance with financial management. The institute boasts a set of well-defined policies with clearly articulated goals aimed at improving academic quality and infrastructure. The college employs a comprehensive feedback mechanism to engage with students and encourage their participation in various administrative committees. To gather inputs

from society, the institution holds teacher-parent meetings and meets with civil society and alumni associations. While the head of the institution is responsible for making internal organizational changes, the board of governance oversees higher-level changes. Moreover, the institute boasts a well-established Internal Quality Assurance Cell (IQAC) that plays a crucial role in all developmental decisions, including infrastructure and academic development. The IQAC schedules meetings with different departments during the session to assess their progress on a semester basis. During these meetings, departments are evaluated based on their academic progress, attendance records, syllabus completion, tutorials, assignments, and student presentations, placement, training, implementation of outcome based education and other things.

Institutional Values and Best Practices

Over the past several years, the institution has implemented a series of innovative approaches aimed at enhancing the academic experience of its students. Notably, the introduction of smart classrooms in major departments has revolutionized the teaching and learning process, making it more dynamic and interactive through the use of ICT. The institution has also demonstrated a strong commitment to entrepreneurship development by establishing a dedicated cell, while gender sensitization programs have been implemented to raise awareness about the education of girls and the overall development of women. Additionally, the institution has strengthened its relationship with students by using social media platforms such as Facebook and feedback forms to solicit feedback and engage in ongoing dialogue. The institution follows two best practices as institutional clubs oriented physical fitness and wellness social activities and other is corporate skill development for student's amelioration beyond classroom. An impactful social service program for empowering the next generation is the distinctive feature of the institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GREATER NOIDA INSTITUTE OF TECHNOLOGY(ENGINEERING INSTITUTE)
Address	Plot No.- 7 Knowledge Park - II
City	Greater Noida
State	Uttar pradesh
Pin	201310
Website	https://www.gniot.net.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Dhiraj Gupta	0120-2328214		0120-2328215	
IQAC / CIQA coordinator	K. Rama Krishna	0120-2328216	9871180222	0120-2328217	iqac@gniots.net.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	03-07-2022	12	approved for current academic session

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.- 7 Knowledge Park - II	Urban	6	16700

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Computer Science Engineering	48	Intermediate	English	60	60
UG	BTech,Computer Science Engineering	48	Intermediate	English	60	60
UG	BTech,Computer Science Engineering	48	Intermediate	English	60	60
UG	BTech,Computer Science Engineering	48	Intermediate	English	60	60
UG	BTech,Computer Science Engineering	48	Intermediate	English	180	180
UG	BTech,Computer Science Engineering	48	Intermediate	English	60	60
UG	BTech,Computer Science Engineering	48	Intermediate	English	60	60
UG	BTech,Information Technology	48	Intermediate	English	60	60
UG	BTech,Civil Engineering	48	Intermediate	English	60	16
UG	BTech,Mechanical Engineering	48	Intermediate	English	60	11
UG	BTech,Electrical Engineering	48	Intermediate	English	60	4
UG	BTech,Electronics And Communication	48	Intermediate	English	90	48

	n Engineering					
PG	MCA,Master s Of Computer Application	24	Graduation	English	120	114
PG	MBA,Master Of Business Administrati on	24	Graduation	English	60	51
PG	Mtech,Comp uter Science Engineering	24	Graduation	English	18	12
PG	Mtech,Civil Engineering	24	Graduation	English	18	10
PG	Mtech,Mech anical Engineering	24	Graduation	English	18	1
PG	Mtech,Electr onics And C ommunicatio n Engineering	24	Graduation	English	18	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	22				17				151			
Recruited	20	2	0	22	12	5	0	17	79	64	0	143
Yet to Recruit	0				0				8			
Sanctioned by the Management/Society or Other Authorized Bodies	22				17				151			
Recruited	20	2	0	22	12	5	0	17	79	64	0	143
Yet to Recruit	0				0				8			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				31
Recruited	18	13	0	31
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				31
Recruited	18	13	0	31
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				36
Recruited	35	1	0	36
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				36
Recruited	35	1	0	36
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.	20	2	0	12	5	0	4	10	0	53
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	1	1	0	74	53	0	129
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	345	269	0	0	614
	Female	62	52	0	0	114
	Others	0	0	0	0	0
PG	Male	114	47	0	0	161
	Female	21	14	0	0	35
	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	17	29	19	20
	Female	4	0	4	2
	Others	0	0	0	0
ST	Male	7	3	6	2
	Female	0	0	2	0
	Others	0	0	0	0
OBC	Male	330	168	165	151
	Female	48	30	20	25
	Others	0	0	0	0
General	Male	448	289	265	214
	Female	97	57	37	46
	Others	0	0	0	0
Others	Male	21	29	42	38
	Female	2	2	4	4
	Others	0	0	0	0
Total		974	607	564	502

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>1. Multidisciplinary/interdisciplinary : GNIOT (Engineering Institute) is offering various (UG, PG) Engineering, MCA and MBA Programmes. 1 The institute has well taken the Vision of National Education Policy (NEP-2020), to develop human resources in our nation as global citizens to provide high quality education. The Institute is affiliated to Dr. APJ Abdul Kalam Technical University, Lucknow and approved by AICTE where in the Programmes offered in various streams gain a multidisciplinary/interdisciplinary status to the Institution. The courses are named as Core, Elective, and Value Based with specific number of credits to each course. Almost all the UG Programmes and PG programmes have experiential learning in the form of Projects, Industrial Visits, and Internships. Academic Programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives and institute started offering these electives to students. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options as elective subjects from 2nd Year onwards itself from range of Courses offered by the institution. All the courses offered by institute are Choice Based Credit System (CBCS). To sensitize the students to environmental issues and to make them eco conscious a course on Environmental Studies is included in the curriculum for all UG students. A course on Human Values and Professional Ethics with a special focus on the essential human and life values is also included in the Curriculum. Being an affiliated college of AKTU, it follows the procedures framed by the Affiliated University. The institution is limited in enabling multiple entry and exits as the norms are decided by the university which approves each programme offered in the college. All programmes are designed in such a way that students get maximum flexibility to choose Elective courses offered by other Departments All the programmes have a non-major elective course in which the students of a particular programme are exposed to multidisciplinary education by choosing a course in a different domain in final year, and MOOCS through SWAYAM, NPTEL. It can be said that the Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines.</p>
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2. Academic bank of credits (ABC):	<p>Being an affiliated institution, the college has less scope in taking initiatives to implement ABC system. However, the institution will follow the procedures as framed and prescribed by the affiliating university Dr. A.P.J. Abdul Kalam Technical University, Lucknow then and there. Regarding pedagogy, the teachers are always encouraged to try out new strategies that are learner centric. In teaching learning, besides the prescribed text books and reference books, the teachers have the liberty to access any other book or material with content related to the topics prescribed in the syllabi. The teachers are also encouraged to provide additional resources / reading materials. Regarding assessments, both internal and external, the assessment criteria prescribed by the affiliating university is strictly adhered to. Courses undergone by the students through the online modes through National Schemes like SWAYAM, NPTEL, etc., shall also be considered for credit transfer and credit accumulation. GNIOT Engineering Institute is in the process of implementing the NEP and suitable action will follow. The College shall abide by the structure and curriculum prepared by the Dr APJ Abdul Kalam Technical University, affiliating University in this regard. In addition to regular courses, GNIOT also offers various Value Added Courses which are completely prepared and delivered by the Departments CSDC and 360° in the regular academic calendar.</p>
3. Skill development:	<p>To impart necessary skills for students for their career, GNIOT running an elaborate training programs. The training program is designed to cover topics related to soft skills and technical skills. Most of the programmes have courses which will enable the students to enhance their skills for placement and entrepreneurship. Soft Skill enhancement is achieved by conducting special programmes on Soft Skill Development with experts in the field. Besides teaching the curriculum, the institution takes various initiatives to offer value based education. Life Skill Programmes are conducted to promote life values. Important days like Republic Day, Independence Day, Voter's Day, Untouchability Abolition Day, Environment Day, National Integration Day, and many other important days / events of national importance are celebrated to promote national integration. Competitions are conducted on such</p>

	<p>occasions to motivate the students and to inculcate positivity in the young minds. Faculties are trained to teach UHV-I and UHV-II as per curriculum. Value Added Courses are also a part of the curriculum that helps in enhancing the humanistic, ethical, and universal values. Life skill programmes like Yoga, Mediation, Women Safety, Health and Hygiene, etc, are organized with the services of industry experts who offer hands on training. Institute strives to develop skills of students like creativity and innovation, critical thinking and higher order thinking capacities, problem-solving abilities, Communication skills, Teamwork, Planning and organizing, Negotiation skills, Lifelong learning, Commercial awareness, Adaptability or flexibility through industry ready curriculum. Students are motivated to participate in extracurricular activities and organizing events, on and off the campus, to explore a number of qualities in their personality like Managerial skills/leadership skills, planning and enterprising skills, and interpersonal skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Since its inception GNIOT has been promoting the culture and heritage of our nation. Being a higher learning institution, the college adopts English language as the medium of instruction as per the University norms. The institution has also observed the difficulties faced by students with the use of English for class room instruction. Taking the socioeconomic, cultural, and linguistic backgrounds of the students into consideration the teachers are also encouraged to go with bilingual method of teaching. It is also found that the students' receptive skills has enhanced with bilingual mode of delivery. As most of our students hail from rural backgrounds and for a better understanding of the subjects taught bilingual method of delivery is encouraged in almost all programmes. To improve confidence in students from poor, rural and tribal backgrounds, faculty are using bilingual medium of instruction in teaching learning process. The competencies like cultural awareness and expression among the students are developed by motivating them to participate in cultural activities.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>OBE is made an integral part of the regular academic schedule by following learning outcomes from 2014. Students are being told clearly about the essence of OBE during the I year orientation program. Outcome-based education is a system where all the parts and</p>

	<p>aspects of education are focused on the outcomes of the course. University announces learning outcomes of each course. The students take up some elective courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. The programmes and courses prescribed in the syllabi have specific programme and course outcomes. In curriculum design and development sufficient representation is made to the affiliating university. The teaching learning process is also more learner centric. Student's assessment is made through continuous internal assessments like assignments, seminars, peer team teaching, group discussions, and quizzes. On the first class of each course, the learning outcomes of the course and Program Outcomes are explained to all students. Program Outcomes are displayed in college website, corridors to make students know the learning outcomes of their respective programs. The feedback on the learning outcomes are collected at the end of each course and program (Course Exit Survey).</p>
6. Distance education/online education:	<p>Being an affiliated institution, the college offers only regular programmes. No programme is offered through online or distance mode. Earlier, the most popular method used for teaching was chalk and talk method. In the recent times, the education industry has been completely digitalized with the advancements in Science and Technology. GNIOT promotes the use of ICT in teaching learning process. The infrastructure and ICT facilities of the college are continuously augmented by our management to meet out the existing demands. The post Covid scenario has increased the use of many virtual platforms in teaching learning. Both the teacher and student community are now comfortable with many online tools for teaching. During the pandemic the institution has made the best use of blended learning. Online exams, online quizzes, webinars, online assignments along with regular physical classes have been tried by the institution as a part of blended learning. We encourage our students and faculty to register and write examinations under SWAYAM-NPTEL for several years. Students can take up full time internship in suitable industries. This doubly benefits the students to acquire skills required by the industry and also a favorable career opportunity.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes GNIOT-Electoral Literacy club has been setup in January 2020
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?	A committee is constituted to take care of the issues related to the electoral literacy among the students in the committee faculties are involved as a convener and members , who bridges among local administration and the students of GNIOT who are supposed to be the potential voters i.e. crossing the age of 18 years and not have voter I D
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.	Since 2020 to last year the following procedure are carried out among the students by the GNIOT-Electrical Literary Committee; 1. As in canning the office order from local administration (DM,BLO) 2. HoDs Make faculty coordinator in their departments 3. GNIOT-EL committee call the meeting of department coordinator and education them for the electoral voter ID process for the students 4. Students then asked fill the forms (Office/onlive mode)and students to their respective coordinators. 5. Department coordinators prepare a list of students who filled the forms, them these forms submitted to GNIOT-ELC. 6. Connery of electrical committee harder these forms to the BLO. Find give clarifications five to five as and when required by the concerned authentic
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.	Awareness drives has been done among the students and educate them regarding voting right and associated aspects so that they will be proud citizen of India
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 , process is already explained earlier in point no. 3

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
2327	2287	2556	2962	3315

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: 161

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
161	158	169	153	174

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
1026.14	482.40	887.87	1644.03	2143.67

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:

In order to ensure effective curriculum planning and delivery, Greater Noida Institute of Technology (Engg. Inst.) meticulously develops action plan and highest priority is given for academic excellence. Being an affiliated institute we adopts the curriculum designed by Dr. A.P.J. Abdul Kalam Technical University; Lucknow. For effective delivery of the curriculum, following process is developed and deployed. Academic calendar provided by the institution is taken as the base for making curriculum delivery plan. The academic calendar provides the date of commencement of the academic session, the duration of the semester, the class test dates, practical exam dates, final semester examinations etc. List of the normal and the restricted holidays, declared by the University is also incorporated. A well-structured academic calendar which is in line with the academic calendar of AKTU is prepared by the Director, Dean (Academics) in consultation with HODs. An action plan for conducting co-curricular, extra-curricular activities, to enrich the curriculum is also be included in the detailed academic calendar. In the beginning of the academic session the students are apprised of the academic calendar and the same is uploaded on college website and displayed on notice boards and at strategic locations. The head of the department conduct a meeting of the faculty members and allocates the courses to the faculty members as per their expertise and option at least one month before commencement of classes. As per the subject allocation, class wise and course wise time tables are prepared for effective planning and delivery of courses. The subject course file comprises the Vision and Mission statements of both the institute and the department, as well as Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs), academic calendar, syllabus, Class/Master time-table, Lesson Plan structured according to Bloom's Taxonomy, COs and POs Mapping, previous year question papers, GAP-analysis, measures taken to address the identified gaps, assignments, tutorials, topics beyond the syllabus, quizzes, question bank, a list of text & reference books, and e-content. The academic performance of students is continuously and meticulously monitored by conducting Special Tests, Class Tests and PUT during the semester to assess the attainment of Course Outcomes (COs). On the basis of the participation of student in the class, performance in the class test and previous year result, two groups of students are identified as Slow Learner and Advance Learners. To ensure effective curriculum delivery to different groups of students, advance pedagogy methods, creative practical learning techniques and ICT enabled class rooms are used. Examination schedule of Class Test-I, Class Test-II and PUT is announced and displayed in advance by the examination controller. In addition to the curriculum different Co-Curricular activities like Field Visits, Guest Lectures etc are also conducted for the students. All departments organize guest lectures in various domains, and mentor-mentee sessions are held between teachers and students to discuss the students' progress and implement necessary suggestions and corrections if required

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

1.2 Academic Flexibility

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

1.2.2 Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years				
Response:				
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
1330	1594	1701	1912	1372

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:

Response:

The institution integrates cross-cutting issues of Professional Ethics, Gender Equality, Human Values, and Environment & Sustainability into its curriculum, designed by Dr. A.P.J. Abdul Kalam Technical University; Lucknow. The University Curriculum, over the years, has included many courses that address the cross-cutting issues relevant to topics like Professional Ethics, Gender Equity, Human Values, and Environment & Sustainability.

Professional Ethics: Courses like Business Communication, Soft Skills, and Organizational Behavior are included in the curriculum to instill Professional Ethics in students. These courses help students develop their communication skills (Oral and written) and behave professionally in organization. In addition to these courses, Institute has a strong **alumni network** regularly engages with current students to share their experiences and provide mentorship, under the banner of **Alumni Cell**. Alumni from the institute are working in various sectors and industries, and they serve as role models for current students to pursue ethical and sustainable careers.

Human Values: Courses like 'Universal Human Values' and 'Vision for a Humane Society' are integrated into the curriculum to foster **Human Values** in students. Furthermore, courses such as 'Constitution of India, Law, and Engineering' and 'Indian Tradition, Culture, and Society' are included to address both Human Values. Additionally **Value Education Cell** of the institute aims to promote and encourage the importance of **values and ethics** in students, faculty, and staff members. It provides a platform for organizing **various workshops, seminars, and activities** to help individuals understand the significance of values and ethics for their personal and societal development.

Environment and Sustainability: Electives like 'Environment and Ecology,' 'Rural Development: Administration and Planning', 'Bioeconomics', 'Renewable Energy Resources' and 'Soil and Water Conservation Engineering' are added to address issues related to **Environment and Sustainability**. Similarly, B. Tech Civil Engineering program includes theory & practical courses like Environmental Engineering and River Engineering to address the same. In addition to these the institute has an active **Social Club** that organizes events such as **tree plantation drives, blood donation camps, awareness campaigns, and eco-friendly workshops**. The institute also encourages students to participate in social initiatives and community service programs like **'Sessions with village people to know their problems'**.

Gender Equality: Electives like 'Introduction to Women's and Gender Studies' are included in the

curriculum to promote **Gender Equality** among students. Additionally, **Women Grievance Cell (WGC)** plays an important role in our institute by **addressing complaints and grievances** related to **gender-based discrimination and harassment against women**. The main objective of the WGC is to ensure a safe and secure environment for women in the institute and to provide a platform for them to voice their concerns. Institute also conducts different events like **'Women Awareness Camp', 'Latest Technology in Collaboration with Indian Culture & Women Empowerment', 'Women's Awareness Campaign'** etc to empower the girl students and faculty members.

Overall, Institute is committed to providing a well-rounded education to its students, incorporating not only technical skills but also professional ethics, human values, gender equality, and environmental sustainability.

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:

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

Response: 1434

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:

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:

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
609	533	561	506	587

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1062	1002	972	1062	1062

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response:

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
228	212	221	183	212

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
531	501	486	531	531

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:****2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process****Response:**

Our institution believes in student centric methods, such as experiential learning, collaborative learning and problem-solving methodologies for enhancing the learning experiences of our students.

Experiential Learning

Our institute involves a learning process where students gain knowledge and skills through practical experiences, allowing them to learn by doing. To facilitate this, The Tech club has been formed a part of the experiential learning initiative. The tech club is responsible for organizing and executing various programs which focuses on technical aptitude and expertise, such as Coding contests and technical quizzes.

The institute also organizes annual sports (SPARDHA) and Annual Tech fest cultural under the umbrella of AKTU APJ Abdul Kalam Technical Fest to cultivate the spirit of cooperation, boost students' individuality and confidence, and foster teamwork.

The institute arranges industry tours to increase students' exposure to real-world situations through interaction with industrial personnel. The academic departments have done various MoUs with the industry to keep students involve in real time learning. Successful alumni are often called for interaction with students in the emerging area.

Participative Learning

The focus of participative learning is on the learner, emphasizing an approach to teaching and learning. The institution aim to promote innovation among students by organizing the Smart India Hackathon contests. This contest encourages students to come up with innovative ideas and solutions. This will help in inculcating research attitude among students at initial level and will enable innovation in interdisciplinary areas.

Students engage in a variety of activities during this sort of learning, including seminars, group discussions, and seminar presentations.

Problem-solving Methodologies

Tools that are ICT enabled serve as catalysts for improving the teaching and learning process. The institution does support such usages by faculty by providing classrooms with laptops and projectors. The institute is also getting experience blending traditional lecture delivery techniques with ICT (animations, videos, and ppts). The institute's laboratories and seminar rooms are completely ICT-enabled and equipped with internet access The faculties have access to and utilize e-journals, language labs, open educational resources through e-learning, LCD projectors for animations and PowerPoint slides, and NPTEL digital materials. The central library provides an adequate selection of books and journals. For faculty members and students, the library also offers AKTU - Consortium (E-Books, E-Journals). It also has a separate section with internet connectivity for accessing ejournals, etc. For efficient classroom delivery, the instructors combine theoretical classroom instruction with practical exposure through YouTube videos, NPTEL videos, and other educational websites. The institute's ICT resources assisted faculty members with research paper submission and plagiarism detection.

During the pandemic, the institution switched to provide education through several online learning platforms, such as MS Team, Zoom, and Google Classroom. All academic staff members create e-content in the form of PPT slides and self-shot videos.

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:

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
188	188	210	232	254

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:

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
37	30	30	18	18

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:

Our Institute follows the guidelines for the Internal assessment of our students as prescribed by the affiliating university. The performance of students in each subject is being assessed by the process defined in the curriculum of the University. As per the curriculum of University the progress of students are evaluated 66.7% (100 Marks) through External Examination and 33.3% (50Marks) through Internal Examination for each subject. Internal assessment is a process by which our Institute assesses a student's performance throughout their course of study. The mechanism of internal assessment is transparent and robust.

Controller of examinations ensure the mechanism of internal assessment (Internal Examinations) and Institute prepare an academic calendar in consultation with controller of examinations and include dates of internal assessment (Internal Examination) in that. Academic calendar communicated to students at the commencement of the session. The syllabus of the internal assessment defined by the concerned subject teacher. This ensures that students know what is expected of them and can work towards meeting those expectations.

Continuous assessments conducted in the form of Class Test-1, Class Test-2 and Pre-University Test, assignments, projects, and presentations. In each Class Test questions are asked to the students in the correlation with the Course Outcome described by the affiliating University or the subject teacher to ensure the assessment of students in the Outcome Based Education (OBE) prescribed by the NBA. Faculty members are asked to submit 2 sets of question paper of their subject. The question Papers are evaluated by a Moderation Committee which is constituted in each department before given to the students. In the case of internal practical assessment each subject lab session and project in laboratory courses includes a daily evaluation, and the results are recorded. This ensures that students are assessed in a variety of ways, and not just on their ability to perform well in exams.

After each assessment the summary of marks is displayed on the notice boards. This helps students to keep

track of their progress and identify areas where they need to improve.

The assessment process is free from bias. It achieved by setup an Internal Assessment committee at the college level to sort issues related to internal assessments. The grievances related to discrepancy in marks are resolved at the level of subject teacher and concerned head of the department. If student not satisfy with response, he or she discuss the issue with Internal assessment committee, if needed a written application from student is taken for the same.

If any student is unsatisfied with their marks obtained in the University Examination than University asks the students to fill the Scrutiny Form for the reevaluation of answer copy of the subject after the declaration of result of the semester.

Overall, a transparent and robust mechanism of internal assessment can help ensure that students receive a fair and accurate evaluation of their performance, and that they are well-prepared for their future academic and professional endeavors.

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:

Program Outcomes (POs): It is the required knowledge and skills a graduate may possess after completing the degree in specific branch.

Course Outcomes (COs): At the culmination of each course, it ascertains the knowledge and skills that the student has attained, and delineates the cognitive processes that the course imparts.

Program Specific Outcomes (PSOs): These statements establish the outcome of any program and enable students to recognize the significance of the knowledge and techniques acquired in the course, with direct implications for the betterment of society and sustainable development.

In accordance with its established Mechanism of Communication, our Institute ensures that program outcomes, program-specific outcomes, and course outcomes for all its offered programs are clearly stated and made accessible to teachers and students through the college website (<https://www.gniotgroup.edu.in/>), notice board, info graphics at common accessible locations and laboratories.

Vision and Mission of the Institute and various departments are informed to the parents during Induction Program.

The Department Advisory Board convenes to develop Course Outcomes (COs) and subject teachers who are teaching the subject involved in this process. The committee meticulously deliberates and derives the COs and their mapping with program outcomes and program-specific outcomes. While the COs are specified by Dr. APJ Abdul Kalam Technical University along with the syllabus, the committee has the flexibility to revise and reframe them as needed.

During the introductory class, students are apprised of the COs, which are printed and issued, along with the lesson plan, during the first class. The COs are reviewed at the beginning and end of each unit to ensure that they are being met.

Students are apprised of the sessional marks and the COs attainment are evaluated by the subject teacher and appropriate actions are being taken by the concerned subject teacher in consultation with the HoD and after declaration of the end semester result the POs attainment are being computed and as per the need appropriate action (value added course, seminar, guest lecture, workshop) being taken by concerned department.

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:

CO Attainment Process:

1. The subject teacher uses the CO statements mentioned in the syllabus of the University.
2. By considering the percentage of marks asked in the form of questions in the External, Internal and Assignments each CO is computed.
3. Rubrics used for the computation of overall CO are as follows:

Direct Assessment (80%): Internal Assessment (CT1, CT2, PUT, and Teachers Assessments) with weightage 20% and University Exam weightage 80%

Attainment Levels (Internal Assessment):

Level 1- Upto 50% students will secure \geq 70% marks in CO

Level 2- 50-60% students will secure \geq 70% marks in CO

Level 3- 60% or more students will secure \geq 70% marks in CO

Attainment Levels (External Exam Result)

Level 1- Upto 50% students will secure / obtain 50% or more marks.

Level 2- 50-60% students will secure / obtain 50% or more marks.

Level 3- 60% or more students will secure / obtain 50% or more marks.

Indirect Assessment (20%): Course Exit Survey obtained from the students after the completion of course obtained by the subject teacher.

Attainment Levels (Course Exit Survey)

Level 1- Upto 50% students will be agreed.

Level 2- 50-60% students will be agreed.

Level 3- 60% or more students will be agreed.

Overall Assessment: Weightage of Direct Assessment is 80% and Indirect is 20%.

POs and PSOs Attainment Process:

1. Each Course outcome is mapped with all defined POs and PSOs with correlation levels 1,2,& 3.
2. Attainment values of respective COs are inserted against their correlated POs and PSOs.
3. Average values for each PO/PSO are considered as final attainment for the respective course.
4. Similarly, attainment values of COs with each correlated POs and PSOs are being calculated for all subjects/courses.
5. The indirect assessment have been computed on the basis of the results obtained for POs and PSOs attainments like Graduate Exit, Alumni Survey, parent's feedback and taking their average.
6. Final Attainment of POs and PSOs are derived from two components:
 - Direct attainment: Obtained by taking averages of all CO-PO and CO-PSO attainment matrices defined for all courses.
 - Indirect attainment: Obtained from various stakeholders through survey forms such as graduate exit survey.

Process after Evaluation of CO, PO and PSO:

After computing all POs subject teacher will submit the data to Department Academic Committee/HoD for the analysis of POs with the threshold value.

The Threshold value is defined on the basis of taking the average of each PO obtained in previous 3 batches of students. The process is followed for each subject including theory, practical, and projects/mini projects etc.

Suggested Actions Taken/planned on Gap Analysis:

On the basis of values obtained for each PO attainment GAPs are identified and appropriate action (value added course, seminar, guest lecture, workshop) being taken by the concerned department.

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:****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
508	619	855	946	789

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
548	661	881	1000	851

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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:

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
4.00	30.12	0.5	10.6	6.82

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:

Our institution has established a thriving ecosystem for innovation, with a range of initiatives to foster the creation and transfer of knowledge. Through the GNIoT Innovation, Incubation and Startup Policy (GIISP), we sponsor major and minor projects based on recommendations from project committees and approval from the Research Cell and Director. Our CSE and ECE students have participated in the e-Yantra Innovation Challenge under team ID-7723.

In addition, we have a dedicated Institutions Innovation Council (IIC) that promotes a culture of innovation and startup development. Our efforts have been recognized with a 3.5-star rating out of 5 for promoting innovation and startup culture at our institute in 2020-21 and 2021-22, as well as recognition in the band "Performer" in the Atal Ranking of Institutions on Innovation Achievement (ARIIA) 2021. Our students have also participated in the grand finale of the Smart India Hackathon (SIH) 2022.

As part of our commitment to community engagement, we have established a Unnat Bharat Abhiyan (UBA) Centre in partnership with IIT Delhi and MoE, GOI. We have adopted five villages and conducted various activities to improve quality of life, including a COVID-19 awareness program, mask and sanitizer distribution, village surveys, and women's health programs. We are also working on a smart bio-toilet

project funded by IIT Delhi.

Our institute has a MSME Business Incubation Centre, which has received submissions of ideas from our students and startup companies. The Ministry of MSME, GOI has approved a fund of 1 Crore, subject to the approval of at least two ideas.

Institute have its IPR cell. Under the umbrella of this cell many workshops on IPR has been conducted. Faculty members applied for innumerable patents with the help of these workshops.

To maintain standards of academic integrity, we have purchased genuine Turnitin Feedback Studio access with 1550 licenses, which is available to all students, faculty members, and assisting staff. We also have a group journal called Ekansh, which provides a platform for multidisciplinary research. Our GNIOT Design Centre is working on a project funded by the Ministry of Housing and Urban Affairs and AICTE to make designs for the Tughlakabad Water Baoli.

Finally, we have established an Idea Incubator Zone (IIZ), which is a 150 sqft space designed to assist budding entrepreneurs with issues such as registered IPRs and angel investors. We have also purchased an application platform called WYN, designed by Innovation NEXT, to provide ease of access to academic resources.

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:

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
25	18	15	15	0

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:

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
59	49	27	29	14

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:

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
70	40	31	12	16

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 Institute is very well aware of its social responsibility and conducts a lot of extension activities in the neighborhood community as well as beyond. We make our students as potential future leaders exhibiting capacities to offer solutions in real-time problems faced by society around. For sensitizing them towards these issues, a number of activities concerning community issues, gender disparities, social inequity, girl child education and empowerment, blood donation, health and hygiene, Swachh Bharat, Holi Milan etc are organized frequently by all departments in their capacities as well as collectively. For organizing such events, we have been very fortunate to be assisted by elite national bodies like Indian Army, Rotary International, Indian Entrepreneurs Association (IEA) and many similar organizations time and again.

Under the flagship of pre-approved NSS cell of affiliating Dr. A. P. J. Abdul Kalam Technical University Lucknow, social extension activities are regularly planned and executed for five adopted villages by GNIOT Group of Institutions under Unnat Bharat Abhiyaan. Our students visit these villages frequently for conducting street plays on sensitive national issues like Nasha Mukh Bharat, Beti Bachao-Beti Padhao and many more apart from helping school students. They also spend quality time in assisting senior people by teaching them basic mathematics and use of smart phones for making an easy life.

Institute is also in the process of encouraging students in taking up projects that would benefit village life. Our Institute has taken several initiatives toward awareness for corona and ways to combat the menace. During our number of visits to nearby villages while conducting corona awareness programmes, we also distributed masks and sanitizers to villagers including children free of cost. GNIOT management, faculty and students have shown extreme levels of mutual caring attitude during peak of COVID-19 cases by distributing food to needy people in a vast vicinity of almost 10kms and even hosted one isolation centre in our institute. IEA felicitated the contributions of GNIOT students, faculty members, members of management for efforts put for averting probable massive damages during COVID-19 peaks.

In addition to the above, institute strives hard for awareness of current social issues in and around the neighbourhood. We have various student clubs through which our students get involved in such awareness

programmes. We organise regular plantation drives in and around the campus in proximity of almost 10kms to our motto alive and vibrant under TERRE acknowledgements about focussed clean and green initiatives by campuses. On a few occasions, GNIOT students and faculty members have even visited government offices like DM's office to help them growing green campus and doing best in order to help the Mother Nature. Under this we emphasize on use of CNG fuel for college transport, self-motivated waste management with the association of IPCA, use of LED lighting within the campus and also focus on water harvesting.

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:

The Institute has been in the limelight for the society around and even in the whole state due to our students' participation in various activities and appreciation earned through our social outreach initiatives. We inculcate ethical values in our students making them sensitive about the needs of the society around and their expectations from Higher Educational Institutions. For so many years, our students have been very active in participating social outreach activities like a) visiting Old Age homes and spending time with senior citizens, b) visiting market areas for distributing masks and sanitizers to street vendors, c) participating in blood donation camps, d) promoting tobacco free practices among common facilitators like auto-rickshaw drivers, cab drivers, e) arranging FREE health checkup campus at Greater Noida housing societies, f) making women aware about raising their level of education and maintaining hygiene during menstruation cycles on campus as well as in all adopted 5 villages under UBA, g) distributing books to the children of housekeeping staff and construction labour residing on campus and near market areas, h) conducting street plays in adopted villages on topics like Nasha Mukh Bharat, i) rallies in villages for maintaining communal harmony and no discretion based on caste, etc.

We received citations of our efforts by many government and private organizations who keep applauding our efforts and that raises our confidence level. We have received a letter of citation from the Governor of state of Uttar Pradesh for our contributions in raising the quality levels of adopted Aanganbadi Centers in the year 2021. The district health society recognized our efforts in checking the use of tobacco on and around campus by felicitating us with a Citation of Tobacco Free Educational Institute. Industrial Entrepreneurs Association acknowledged the spirit of giving back to the society among our students while felicitating with a special Citation. Luxmi Narayan Temple Charitable Trust was overwhelmed to notice the enthusiasm towards a noble cause of blood donation among our students and mentioned that by conferring an award as a token of gratitude. Nearby reputed state university Gautam Buddha University (GBU) recognized our potential of handling challenges and emerging as creditable higher educational institutions in the domain of technological education by coupling GNIOT in a joint submission for Science and Engineering Research Board (SERB)'s prestigious SATHI scheme as joint applicant for establishing a state-of-the-art Research Facility Centre to be housed at GBU campus. We have also received numerous

words of appreciation from our elite visitors like Prof. Kehar Singh, Shanti Swaroop Bhatnagar Awardee and former HoD-Physics at IIT Delhi, Prof. S. K. Varshney, Advisor and Scientist-G, Department of Science & Technology, Government of India, Prof. R.K.Sinha, Vice-Chancellor of GautamBuddh University, Prof. S.K. Varshney of EECE Department at IIT-Kharagpur, Sh. Tusar Ranjan Pattnaik from Dabur India who even motivated us for joint proposal submission under CSR scheme on water treatment problem and plastic waste management alongwith many district administration authorities during our orientation programmes.

File Description	Document
Upload 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:

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
46	46	22	18	28

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:	
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:

The College encompasses a well maintained lush green campus (spread over 6 acres of land ensuring adequate availability and optimal utilization of physical infrastructure for teaching learning activities.

- **Classrooms:** college encompasses well-furnished Class Rooms, well ventilated, spacious classrooms equipped with LCD projectors for conducting theory classes.
- **Technology Enabled learning facility:** The College has ICT Classrooms where the provision of Multimedia learning, Wi-Fi connectivity and internet access is given.
- **Seminar Hall:** The College has seminar halls. These halls are regularly used for conducting national / international seminars at the college. The students are promoted for active involvement in paper presentations, group discussions, etc.
- **Tutorial rooms:** 15 tutorial rooms are there in the college campus for tutorial lecture, doubt clarification and special remedial classes for weak and needy students.
- **Laboratories:** All laboratories are well equipped with state of the art equipment and facilities. All the laboratories are established as per AICTE and AKTU norms. These labs are utilized for conducting practical classes as per the requirements of the curriculum. Labs are also utilized for technology learning & training as a part of teaching contents beyond the syllabus. Labs have sufficient licenced software and open source tools to cater the requirements of curriculum & industry enabled teaching.
- **Wi-Fi:** The entire campus is Wi-Fi enabled with 24/7 internet facilities to the students and staff.

Cultural Activities:

Cultural activities at GNIOT provide dedicated infrastructure to students to explore and express their artistic talents, showcase their cultural heritage, and engage in creative pursuits. These activities can include music, dance, drama, literary events, art exhibitions, and cultural festivals. By organizing and promoting cultural activities, our institute encourage students to develop their artistic skills, appreciate different cultures, and foster a sense of belonging and inclusivity.

Games and Sports Activities:

Dedicated playground for conducting sports activities in the institute is available for students. These are essential for the physical fitness, health, and overall well-being of students. A range of sports facilities and opportunities for students to participate in both competitive and recreational sports. This can include facilities for various sports such as football, basketball, cricket, tennis, athletics, and more. In addition to competitive sports, indoor and outdoor games facilities has been provided to the students. Games such as table tennis, chess, carrom, badminton, and other board games made available for students to enjoy during their free time.

Yoga & Gymnasium Centre:

Yoga center within the institute provides students with a space to practice and learn the ancient discipline of yoga. The yoga center can offer regular yoga classes, workshops, and meditation sessions conducted by qualified instructors. This promotes a healthy and balanced lifestyle among students and helps them develop techniques for managing stress and improving mental clarity. A well-equipped gymnasium at GNIOT provides students with opportunities for regular exercise, fitness training, and physical development. The gymnasium promotes physical fitness, healthy lifestyles, and overall well-being among students, fostering a culture of wellness on campus.

File Description	Document
Upload Additional information	View Document

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

Response:

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
128.82	41.91	165.89	805.69	1297.83

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

4.2 Library as a Learning Resource

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

Response:

A well-stocked library with a serene environment of an independent reading room is a unique feature of GNIOT library that has a well rounded collection of 105463 Volumes running into 9620 titles of books and these include textbooks, foundation books and books for subsidiary reading. Our aim has been to meet various authors on the same subject. The library is organized on an Open Access system. Students have full access to book stacks to browse and select suitable books of their interest. The library is spread over 1312 sq meters and has seating capacity for 250 students.

Besides books on engineering and technology, & management subjects we also have books in applied science, Humanities and social sciences. These books provide good insight to students in enriching their knowledge in liberal arts and humanities.

Library is fully Wi-Fi. We are using integrated library system, (ILS), Vidya Library Management Software with campus ERP. Barcodes are on every book, making circulation simple and rapid. Unique ID card is used to distribute books. The LIRC (Library and Information Resource Centre) has computers to allow users to access digital information (e-resources). As a result of being appropriately positioned on the shelves and categorized in accordance with the DDC (a classification scheme), the books are easier for users to find and quickly locate. In addition to materials for light reading, such as magazines and daily newspapers, Additionally, LIRC offers overnight lending options for reference materials. When buying resources, LIRC concentrates on creating a collection that would draw patrons, particularly young aspirants, to the library. It allows users to use Reference books and books issued by the library section. In order to give its consumers a comfortable atmosphere, LIRC employs best practices. It has created a system for receiving input. Users can contact librarian@gniot.net.in with comments and ideas. At OPAC, a feedback form is accessible. Additionally, the National Digital Library, NPTEL, SWAYM, and DELNET are institutional members.

A good collection of books on analytics, digital innovation, and leadership are also available at LIRC. It has also been compiling a library of publications from government agencies and businesses. It offers both online and offline study materials to the students and employees. The central library is also kept open for beyond working hours, so that many students are getting benefited.

The libraries provide the following services:

- E-Nalanda Consortium
- Competition Examination Books (GATE, JRE, NET etc.)
- Spiritual Books
- Novel and Fictions
- Popular Magazines

- Newspapers in English and Hindi
- University Examination Question Papers bank of previous years

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 places great importance on providing students with the latest IT facilities to support their academic and administrative needs. The campus is equipped with Wi-Fi and LAN connectivity to ensure that students have access to high-speed internet facilities for their learning needs. Additionally, all departments have been furnished with LCD projectors, printers, scanners, and high-speed internet connectivity of 1 GBPS, for the convenience of faculty, staff, and students.

To ensure the seamless operation of IT facilities, the Institute has collaborated with City-line Telecommunications on yearly basis to provide high-speed internet connectivity in the campus. The institute has provided an adequate number of computer systems for every department along with power backup facilities to ensure uninterrupted operations. To support the educational needs of the students, the Institute has provided a dedicated computer center that is equipped with high-speed internet browsing facilities.

In line with its commitment to stay up-to-date with the latest technology trends, the Institute has a dedicated specialist IT support team that constantly upgrades and updates the IT facilities. This ensures that students are provided with the latest technological advancements to enhance their learning experience.

The Examination Division of the Institute is empowered with updated CAMPUS ERP software, which provides a platform for the generation of student results and maintenance of confidentiality. This software helps in generating all the necessary parameters required for the results of a student.

In addition to the Examination Division, the Institute Library is well equipped with VIDYA LIBRARY MANAGEMENT SOFTWARE for library management and automation. This software ensures that the library functions in a smooth and efficient manner. Furthermore, the Accounts office of the Institute is working with CAMPUS ERP software, which facilitates the maintenance and update of tuition fee collection and other records.

To ensure the safety and security of students and staff, the whole campus is under CCTV surveillance. The CCTV cameras are placed strategically all over the campus, including building corridors, pathways, Library, computer labs, and classrooms, to prevent any kind of disciplinary activities and security threats. A dedicated team of professionals is always available to monitor and maintain the CCTV systems on a regular basis.

In conclusion, the Institute places great emphasis on providing the latest IT facilities to its students, faculty, and staff. It has a dedicated IT support team that ensures that the IT facilities are constantly upgraded and updated to provide the best learning experience for the students. Additionally, the Institute has implemented modern software solutions such as CAMPUS ERP, VIDYA LIBRARY MANAGEMENT SOFTWARE, and CCTV surveillance, to ensure the seamless functioning of academic and administrative operations while providing a safe and secure environment for all.

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:

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

Response: 705

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:

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
897.32	440.48	721.97	838.33	845.84

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response:

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
772	709	1121	1441	1586

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response:

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

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

Response:

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
1892	853	1834	1650	1539

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:

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

5.2 Student Progression

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

Response:

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
492	306	376	444	478

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
532	661	899	993	848

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:

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
40	20	23	28	19

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:**

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
72	43	27	94	52

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:

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
20	16	13	20	14

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:**

Greater Noida Institute of Technology (Engineering Institute) Greater Noida was established in the year 2001. Since inception, more than 16000 students have been graduated who enriched the communities across the globe. Our alumni are serving the nation in ways like Entrepreneur, Academician, Civil Service officers, PSUs, Scientists or Corporate professionals. They have distinguished themselves globally and made their Alma Mater proud by achieving greater heights of excellence in their respective fields and contribution to the socio-economic development of the nation and the world at large.

GNIOT- Alumni Cell

The Institute, in its endeavor to strengthen the connect with the alumni, Institute has established GNIOT Alumni Cell. The role of Alumni Cell is to plan, implement and promote alumni activities that support the GNIOT strategic initiatives; to establish and build the stronger relationships with the wide range of alumni, to serve as the single point of contact for alumni & Institute for all matters related to alumni affairs, and also to maintain regular communication with the alumni of the institute. The composition of Alumni Cell is as given below:

Head - CPDC	Mr. Rohit Pandey
Convener	Ms. Vasudha Tiwari
Co-Convener	Mr. Asif Khan
Faculty Coordinator	2 Faculties / Department

One can connect with GNIOT Alumni Cell office through call at **8860606672** or email at

The institute has initiated to institutionalize the lifelong bonds between alumni and alma mater through GNIOT Alumni Association. GNIOT Alumni Association has been officially registered under the UP Societies Act 1860; it has come up with various activities such as Alumni Interaction, Alumni Meet etc.

Alumni online portal – GNIOT Alumni Portal (Vaave)

The alumni are also connected through an online professional networking site – <https://alumni.gniotgroup.edu.in>, on which most of the alumni are registered or mapped.

Salient Features of Portal

- Directories Categorized on

- Graduating Year-wise Alumni Database
- Companies Alumni are associated with
- Location
- Functional area lists
- Online job database and postings
- Networking opportunities
- Sharing of GNIOT updates and various events information.

Annual Alumni Meet& Other Events

To conjure up vivid memories of yester years and develop a strong connect, Institute organize Alumni Meet at campus and off-campus. Alumnus of the Institute is invited along with their families. More than hundred alumni joined the event. Besides the Alumni Meet institute organized various other events such as Outstation Chapter meets, Alumni Sports, Alumni Talks and many more. Institute also invite its alumni on various college events as cultural fest, seminars, conferences and sports fest, etc.

Alumni Collaboration

Alumni of the institute are the active members of various institutional committees of the institute like member of IQAC, Departmental Advisory Board, Academic Council, etc to spearhead the introduction of alumni involvement in the growth and continued leadership of the institute.

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:

The Greater Noida Institute of Technology (Engineering Institute) in Uttar Pradesh, under the Shri Ram Educational Trust, has been approved by the All India Council for Technical Education, New Delhi and is affiliated with Dr. A. P. J. Abdul Kalam Technical University, Uttar Pradesh, Lucknow. The college was established in 2001.

The institution has a clearly stated Vision and Mission that are reflected in its academic and administrative governance.

Vision

Be known globally For value-added Education Innovation Research at the intersection of disciplines In service of humankind

Mission

- Place a multidisciplinary engineering education ecosystem that transforms learners into future innovators, entrepreneurs, and professional leaders.
- Create an ambience of interdisciplinary research, innovation, and creativity To address regional and global challenges for benefit of human life and the environment.
- Provide the environment for enhancing knowledge, and inculcating critical & Design thinking, life skills through a quality learning System.
- Collaborate with globally renowned academic & research institutions and Corporate for improving Productivity and economics.

For any institution to be progressive and successful, it is imperative that the leadership attune itself along with its operational skills towards achieving the vision and mission.

The academic and administrative governance of GNIOT aligns with its clear Vision and Mission. The institution's Vision is evident through its global recognition for providing value-added education, innovation, and research, which is reflected in the diverse academic programs offered. These programs include 12 branches of UG - B. Tech., 4 Engineering specializations of PG - M. Tech., MCA, and MBA,

and a track record of excellent placements. Furthermore, GNIOT is quickly becoming a renowned college in multidisciplinary and interdisciplinary education, demonstrating its commitment to these areas.

Furthermore, GNIOT's Mission to create an ambience of regional and global challenges for the benefit of human life and the environment is reflected in the institution's emphasis on providing an excellent environment for the enhancement of the teaching-learning experience and the institution's focus on life skills through a quality learning system also reflects its commitment to achieving its mission.

The organizational structure of the institute is a clear indication of decentralization and transparency at various levels while working through delegation of authority.

To ensure the development of the Institute, the planning and execution are monitored on a regular basis by the different constituted Cells and Committees. For the overall growth of students, the DSW acts as a bridge between the students and respective committees that aim at addressing relevant issues. Heads and Dy. Heads of various departments are passionately involved in various activities.

Participative management motivates teaching and non-teaching staff and students to express their views and give their suggestions to meet the goals of the organization. This culture of participative management allows members to express their opinions and assess pros and cons of a decision being taken for improvement.

Overall, GNIOT's Vision and Mission are inextricably linked as mentioned above and the institution's academic and administrative governance reflects its commitment to achieving its goals.

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:

Greater Noida Institute of Technology (GNIOT), an engineering and management institute located in Uttar Pradesh, India, emphasizes decentralized and participative management in its institutional bodies. This approach not only allows the institution to move forward but also enables employees to develop themselves by making decisions on strategic administrative issues and contributing to the overall development of GNIOT.

All stakeholders, including students, faculty members, non-teaching staff, and administrative staff, have opportunities to contribute to the institution's growth and realize their potential. The institute has a

decentralized model of administration, which enables decision-making at various levels and encourages participation in the institution's development.

GNIOT has a strategic development plan (SDP) and action plans for a period of five years. These plans cover teaching and learning, research and development, community engagement, human resource planning and development, and industry interaction. The main functioning bodies of the institute include the Director, Dean Academics, Dean R&D, HoDs, Registrar, Teaching Faculties, and Staff. The members of the institute are classified as Director, Academics (Professor, Associate Professor, Assistant Professor), Non-Academic (Registrar, Accounts Officer, HR I/c, Admin Officer, Accounts Officer, TPO-Training & Placement Officer, Lab Technician, Manager IT, ERP In-Charge, Network Engineer, Workshop Superintendent, Purchase Officer, Librarian and Hostel warden).

Institute has 24 policies including the recruitment procedure, promotional policies, and Service Rules are as per the guidelines of the Government of Uttar Pradesh and the All India Council for Technical Education (AICTE).

Various committees and cells are functioning in the institute to ensure effective and efficient operations. These include the Anti-Ragging Committee, Internal Quality Assurance Cell, Grievance Redressal Committee, Admission & Counseling Cell, Academic Monitoring Committee, Alumni Cell, Library Committee, Web Development Committee, Cultural Committee, Discipline Committee, Editorial Committee, Hostel Committee (separate for Boys & Girls), Proctorial Board, Sports Committee, Value Education Cell, Examination Committee, Training & Placement Cell, and Research and Development Cell, women harassment cell/ committee, purchase committee, career development cell .

GNIOT has an active Grievances and Redressal Cell for Students, Teaching Faculty, and Administrative Staff, ensuring the well-being and satisfaction of all stakeholders. Additionally, the institution has an Entrepreneurship Development Cell (EDP) that organizes Entrepreneurship Development Programmes (EDPs) to nurture graduates for establishing startups. The Institute also has an MSME Incubation Center approved by the Government of India to encourage the emergence of new entrepreneurs from engineering or management backgrounds.

To enhance the overall growth of students, GNIOT initiated a strategic plan to provide Personality Development Programs (PDP) for the students. PDPs help students overcome communication apprehension and present any topic confidently and positively.

The institution organizes various events, including Internal Hackathons, Student Symposiums, Group Discussions, Debate Competitions, Technical Quizzes, Project Exhibitions, Seminars, Workshops, and Invited Talks by different technical experts.

Finally, the Value Education Cell, GNIOT, was formally inaugurated by VE Cell AKTU officials on September 29, 2018, and declared GNIOT a Nodal Centre of 'Value Education Cell, AKTU'. The objective of the Value Education Cell is to facilitate the academicians and students to understand Universal Human Values and professional Ethics through the process of self-exploration by conducting workshops and other activities under the guidance of VE Cell, AKTU, Lucknow.

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:

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

6.3 Faculty Empowerment Strategies

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

Response:

Overall, the institution has a well-established Performance Appraisal System and effective welfare measures for both teaching and non-teaching staff. The Performance Appraisal System assesses the performance of faculty members using the institute's Academic Performance Indicators, with suitable rewards provided for achievements. The welfare measures include various types of leave, first aid facilities, hostel accommodations, mess and laundry facilities, subsidized food, transportation facilities, tuition fee waivers, and support for higher studies.

The Performance Appraisal System is an important aspect of the institution's commitment to ensuring high-

quality teaching and research. The system is based on the institute's Academic Performance Indicators (APIs), which are used to assess the performance of faculty members. The API ratings are used to provide feedback to faculty members and are used to determine annual increments. The system is structured in such a way that it promotes continuous improvement and professional development.

The Performance Appraisal System has a well-defined process that starts with the distribution of Annual Appraisal Forms to the Faculty in the month of July by the HR office. The faculty members fill out the self-appraisal form and submit it to the Head of Department (HoD). The HoD then conducts a one-on-one discussion with the faculty member to review the previous year's performance and set goals for the next year. The HoD then fills out the Annual Appraisal Marks with detailed remarks and submits it to the HR office by the end of August. The HR office then prepares a summary of the annual appraisal report and submits it to the office of the Director. The Director's remarks on the Annual Appraisal Report are then used to prepare a summarized Annual Increment report by HR, which is sent to the Management for considerations. The approved Annual Increments are then communicated to the Director, HoD, Individual faculty member, and the Accounts department. Finally, the Annual Increments are released for Faculty with effect from 1st September.

In addition to the Performance Appraisal System, the institution provides a range of welfare measures for both teaching and non-teaching staff. These measures include casual leave, on-duty leaves, first aid facilities, hostel accommodations, mess and laundry facilities, subsidized food, transportation facilities, tuition fee waivers, and support for higher studies.

Faculty and staff members can also take on-duty leaves to attend various training programs, workshops, seminars, FDPs and Conferences.

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:

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
124	88	67	46	40

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

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

Response:

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
351	171	173	112	88

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
114	103	96	114	90

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:

GNIOT (Engg. Institute) has adopted a well-defined and effective mechanism to use the financial resources available. This includes the preparation of a budget for the financial year, cash flow requirements, and strategic goals and initiatives. The Finance and Accounts department plays a crucial role in ensuring the smooth functioning of financial planning, reporting, and controlling. The department works proactively to solve any financial issues that may arise and ensures that the college conducts regular audits of its annual books of accounts. The Accounts office is responsible for maintaining the Books of Accounts accurately, which helps in auditing procedures. The institutional accounts are regularly audited to maintain financial transparency.

The Internal Audit process is a critical component of the Institute's financial management system. The Audit team visits the institute to verify the relevant documents, ensuring execution as per institute guidelines. The major focus areas for internal audit include the usage and maintenance of equipment, stock registers, verification of all payment receipts and journal vouchers of transactions, cash books, ledger account reviews, etc.

The External Audit is conducted by a registered chartered A/C firm once a year. The Institute takes care of the external audit and prepares the balance sheet, income and expenditure statement, and other required documents. Finally, it submits the Income Tax Return (ITR) every year along with an audit report duly signed by the authority.

GNIOT Group of Institutions is a self-financed Institute and its primary source of income through tuition fees collected from students and from various other sources like hostels, canteen, transportation facility for

teaching, non-teaching and day scholar students, projects, grants, funds for conducting university external exams, etc. The funds are used for the development of required infrastructure to meet the operational costs. The Institute has a proper budgeting system, projection, and utilization process. The department heads prepare the budget proposal based on their requirements and present it to the management every year before the commencement of the academic session. The top management reviews the departmental budget proposals and approves them accordingly. The purchases are made strictly following the given budget proposal. If any deviation occurs in the budget, respective HODs have to address the issue and give justification so that subsequently the same can be rejected or approved as the case may be. Following this procedure, unnecessary purchases are avoided, and the available funds are effectively utilized. On similar lines, expenditure on other major heads like salary, operational costs, and construction reserves is managed through budgetary control by top management.

In conclusion, GNIOT Group of Institutions has a well-defined financial management system that ensures the effective and efficient use of financial resources. The system is transparent, and all financial transactions are monitored through internal and external audits. The Institute's budgeting system and projection and utilization process ensure that the available funds are utilized effectively. This approach helps in the overall development of the Institute and its commitment to providing quality education to its students.

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:

Internal Quality Assurance Cell (IQAC) plays a crucial role in ensuring and enhancing the quality of education and practices adopted in GNIOT. In recent past years IQAC plays a key role in ensuring that our institute meet the quality standards and criteria set by accreditation bodies and regulatory agencies. It facilitates the preparation and submission of self-assessment reports, coordinates external experts visit, and monitors compliance with quality parameters. The cell also focuses on continuous improvement by conducting periodic reviews, and evaluations of academic programs, administrative processes. It collects and analyzes data on various parameters, including student outcomes, faculty development, infrastructure, and feedback from stakeholders.

Academic review is conducted at three levels namely at the faculty level, department level and at the institute level. The first level is the self analysis by faculty handling the respective courses. It comprises broadly 5 parameters namely the course outcomes defined for each course, the CO-PO mapping,

Assessment tools followed, assessment analysis, CO attainment and best practices through the course. The second level of review is conducted by the respective department level committee. The audit comprises five auditing parameters such as the best academic practices of the department, listing of courses which need COs to be redefined, courses where the CIE distribution is of concern and any other aspect of the department. The third level review is conducted by IQAC at the institute level where a team of senior professors is formed to audit the various departmental academic activities. This review comprises observations with regard to best academic practices of the institution and suggests areas for improvement. Finally, a summary of the report is prepared and is placed in IQAC meeting for outlining an action plan to improve the quality of academic activities. Academic audit is normally conducted once in a semester.

· **Phase-shift:** Annual inter-collegiate technical symposium is conducted in collaboration with Industry partners, Research institutions and academic professionals. Product displays by varied industry collaborators, Student project display, technical talks, paper presentations, technical quizzes, seminars and workshops are conducted on diverse and latest topics. The symposium aims to develop scientific temper and hence the knowledge, be able to apply both knowledge and the relevant skills to produce masterpieces well beyond our time. Students from different institutions and more than 70 industries participate.

· **Online Teaching-Learning Activities:**

The sudden change in the teaching-learning process during COVID-19 pandemic situation was managed by using various platforms like Google Meet, Zoom and Microsoft Teams. The participative online teaching-learning activities include Poster Presentations, Game Pedagogies using WhatsApp, Quizzes, and Assignments etc. The recorded video lectures were analyzed by the higher authorities and suggestions were given for better and more effective online content delivery. Further to ensure that the lectures are interactive, and the students' engagement is maintained, following steps are followed:

The learning objectives are clearly stated at the start of the class.

The assessment questions/quiz/activity are planned to assess if students are learning and are actively engaged.

Appropriate pedagogy like example/simulation/activity is used based on the learning objective

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:

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

GNIOT has a strong ethical work culture that is based on inclusivity. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, language, religion, political or other opinion, national or social origin, property, birth or other status.

The GNIOT has prepared an action plan for the next five years to steer and accelerate the gender equity drive that helped us to improve the admission of female student, appointment and retention of female staff. This action plan includes the formation of Internal complain committee, women grievance cell and sexual harassment cell. These committees are committed to rectify related problem. But women grievance cell and sexual harassment cell especially devoted to overcome the women related problem to empower the women as well as helping the women to play a comprehensive role in governance decision-making.

GNIOT presently collaborate with a wide range of partners to inspire female students and to raise their awareness and aspirations. We regularly work with secondary schools to help develop perceptions of various courses offered by the institute, the possible job opportunities and the overall personality development that as student of GNIOT they would gain. We go to local and secondary schools to promote various subjects and inspire female students to continue their education. We enthusiastically encourage the activities of our students who plan rallies and awareness events in the nearby village and schools. The major objective of these occasions is to increase the level of awareness among female students and their parents, particularly mothers, about health and hygiene, the advantages of females pursuing higher education, and their legal rights in order to provide them with the knowledge they need to make wise decisions.

Safety, security and well-being, along with gender equity and friendly working atmosphere are the issues of prime concern to GNIOT. The institute organizes various workshops to empower the females like Self-defense Workshop for Women Empowerment.

The institution observes/conducts remembrance days, activities, and festivals on a national and worldwide scale. The college supports honoring occasions and holidays on campus. It is crucial to education and the development of a student's strong cultural beliefs. National celebrations are crucial in sowing the seeds of nationalism and patriotism among Indians. Our institution enthusiastically commemorates these occasions in order to honor our outstanding National Leaders and to remember the nationalist concept. To celebrate these events and disseminate the message of unity, peace, love, and happiness throughout, the faculty, staff, and students of the college gather together as a single unit.

The following events and activities are regularly celebrated such as women's day, mother's day, international day of girl child, etc and also organized the women safety camp, hygiene awareness camp etc.

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

7.1.2 The Institution has facilities and initiatives for

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

Response:

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:

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

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

Response:

GNIOT committed to promotes an inclusive and diverse atmosphere that fosters tolerance and unity among its student without having biasness towards any cultural or socio-economic background. Institutions organize cultural exchange programs that bring together students and employees from diverse backgrounds to share their cultural heritage, traditions, and experiences. These programs promote understanding, respect, and appreciation for different cultures, fostering an environment of harmony and cross-cultural learning. Different student clubs and the departments organizes the various cultural events that celebrate diverse festivals such as Holi, Diwali, Eid and Muharram including region-specific such as Chhat, Durga Puja, Gurau Nanak Jayanti etc. International events such as International Women's Day, Human Rights Day, World No Tobacco Day etc. By way of celebrating these events by students and employees, GNIOT encourages a great cultural exchange to promote and appreciate different cultures and beliefs of all communities.

The Institutional efforts on conducting sensitization workshops and training sessions for students and employees. These sensitization sessions raise the awareness about various cultural, regional, linguistic, communal, and socioeconomic differences, and educate participants about the importance of tolerance, respect, and harmony. Sessions also address the issues on cast, biases, and unawarediscriminations.

Our institute has Grievance Redressal cells for students and women's to handle complaints from students and staff without any discrimination based on their race, culture, or gender. Institute has initiatives for developing tolerance, harmony, and respect towards diverse cultures, regions, languages, and other diversities. A Value Education (VE) Cell at GNIOT, is a Nodal Center of AKTU that provides necessary skills and knowledge to develop ethical and moral character. Students have been taught the importance of sustainable development, responsible citizens of the society.

A collective-based system emphasizes achieving the collective goals of society and value-based education system focuses on personal values and ethics that can guide individuals towards making ethical decisions and contributing to society's betterment. Several experts committees have frequently emphasized the necessity for value-based education and collective-based system which can enable students to understand, commit to, practice, social responsibility, sustainable development, responsible consumption respectively. The absence of ragging in the past ten years at our institute is a testament to the effectiveness of the cell and the institution's commitment to provide a safe and inclusive learning environment. The college upholds the equality of all cultures and traditions, which is reflected in the diverse student body comprising students from different faiths and regions.

GNIOT also has a distinct image due to its continuous effort to encourage the students and staff to participate in community outreach programs to understand their duties and responsibilities towards the society. This helps them not only understand their duties and responsibilities but also get involve to awareness programs, so that rural communities also know their constitutional rights as well.

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

7.2 Best Practices

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

Response:

Best Practice-1:

Title : INSTITUTIONAL CLUBS ORIENTED PHYSICAL FITNESS & WELLNESS SOCIAL ACTIVITIES.

Objective: The objective of the institutional student’s clubs is to inculcate inter and intrapersonal skills along with social values and provide enthusiastic support to all the students. The year-round activities conducted by these clubs boost the confidence of the students and give them surplus opportunities to foster their creativity. These activities not only provide the platform to showcase their talents but also give them lifelong learning that builds their social network, improve the critical thinking, and develop the sense of responsibility and commitment.

Context: Students understands organizational roles and responsibility while engaging themselves in by joining the clubs and participating in club’s activity. The Hierarchy of the club is designed such that the clubs work as a team with the teacher in charges and student council. The selection of the student council involves a rigorous process to check their leadership skills, overall contribution, and desire to work for the club. They also realize the importance of socio-cultural factors, while organizing/ participating in events

within the available resources.

Practice: Blood donation is considered as one of the best way due to its numerous benefits in healthcare, community well-being, and fostering a sense of social responsibility. Yoga activity which is an ancient art of Indian culture that connects the mind and body. Tree plantation activity because trees are the best friend of man on earth.

The student club of Greater Noida Institute of Technology keeping with its policy of commitment towards society organized a blood donation camp in association with AIIMS, New Delhi and GIMS, Greater Noida. The fitness of donors for donation was checked by the team of competent doctors and under arrangements for safe and hygienic blood donation.

Yoga offers recognition for its physical, mental, and spiritual benefits. With this thought student club of GNIOT organize yoga events from time to time. Particularly, in International Yoga Day for Faculties, Staffs and Students under the chain of Azadi ka Amrit Mahotsav, Students at GNIOT believe that yoga is the incorporation of meditation and breathing can help improve a person's mental well-being. Tree plantations drive seriously organize by the student's club in many occasions, especially on EARTH Day. To reduce the stress, student club organize sports events. In addition to the students of GNIOT, staff members are also participating in various activities.

Evidence of Success: The above practice by the student's clubs gives various achievements such as, Development of leadership and improved communication skills, Successful conduct of annual events, extracurricular and co-curricular event, Successfully hosted the Zonal level of Cultural fest (AKTU), Successfully hosted the Zonal level of Technical & Literary fest (AKTU), Winners at zonal and state level, Certification/Prizes at Zonal and National level.

Problems encountered: Time management and team coordination are the major challenges encountered by the students. This has improved when the faculty gets involved with them to coordinate the events, thereby students learn how to overcome the challenges.

Best Practice-2:

Title: CORPORATE SKILL DEVELOPMENT FOR STUDENT'S AMELIORATION BEYOND CLASSROOM

Objective: In today's competitive world, it is essential for students to acquire not only academic knowledge but also practical skills that can help them excel in their careers. Corporate skill development programs play a crucial role in bridging the gap between classroom learning and real-world requirements. The objective of this practice is to provide students with opportunities to enhance their professional skills, gain industry exposure, and prepare for the needs/ challenges of the corporate world. They also learn the importance of professional etiquette and work ethics. Students are trained on professional behaviour, time management, workplace etiquette, and ethical practices. They learn the significance of punctuality, respect for colleagues, and maintaining a positive work attitude.

Context: To device the above practice, GNIOT Engineering Institute has established its in-house training&

development department with the vision of Transforming students into industry ready professional. The training team facilitates soft skills & technical training, thereby ensuring an overall development of the students throughout their journey at GNIOT. The corporate trainers follow the prescribed curriculum/calendar of activities that are designed to develop the technical & soft skills of the students. GNIOT developed two verticals under the umbrella of corporate learning and development pedagogy. One is CSDC (imparting Soft Skill, Aptitude & Corporate Communication Training) and the second is 3600 Upskills (imparting Industry-Based Technical Training).

Practice:The CSDC & 3600 Upskills department conduct a full-fledged 30-40 hours need-based training in each semester including topics on:

- Soft Skills, Aptitude (Logical, Verbal, Numerical, Abstract and Spatial Reasoning, Psychometric Tests, General Aptitude), Corporate Communication (Grammar Know How, Brushing RWLS skills, Daily Activities, Vocabulary, Pronunciation, Daily Sentences, Creative Writing, Speaking on random topics, Translations)
- Technical Training across all engineering branches, including core branches of ME/CE/EE/ECE on topics of Dynamic Website Development using ASP.Net (C#), Business Data Analysis Associate using Excel (BDAAE), CAD Lab (Primavera P6), Revit Architecture
- Outsourced Training from companies including Illuminate Minds, SoftPro India, Spoken Tutorial in Java-IIT Delhi, Virtual Lab Training Workshop-IIT Delhi.
- Student's Clubs including The Corporate Club & English Lingua Club.

This practice has its outcome beyond the University curriculum based classroom training.

- Regular feedback from students is obtained through a survey form and an Action Taken Report (ATR) is prepared semester wise, for an incessant enrichment process of students.
- More than 85% students showing their satisfaction with the communication Skills, Organizational skills, presentation skills and facilitation skills of trainers.
- Various ICT based training methodologies have been adapted. This has led to the increase in the quality of training.
- Post training, students are assessed on various student assessment tools including SHL, HIREMEE, COFFEE CO, eLitmus, CoCubes.

Evidence of Success: There is a growth in quality placement offers and achieved more than 400 placements offered to our students across all programs of study.

Problem encountered: The major challenges encountered is organizing long-hour training programs doesn't permit the curriculum as GNIOT is Tier-II institute. However, the administration and the department schedule the events in such a way that the student get maximum benefit.

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:

GNIOT'S DISTINCTIVE FEATURES: AN IMPACTFUL SOCIAL SERVICE PROGRAMS FOR EMPOWERING THE NEXT GENERATION

Social service is a strategy that GNIOT adopted for student's empowerment. GNIOT engage its students in NSS and Social activities which provide the opportunity to engage in community service activities that benefit the society at large. These activities helps the students to develop leadership skills, teamwork skills, and understanding of the issues, difficulties and the available challenges. A group of student volunteer visit the local villages and provides mask, sanitizer, study materials food and other basic services to individuals and villagers. Community meetings, interactions are being done to understand the rural and societal issues. The Basic objective of these strategies is to identify, analyze and provide innovative solutions to the issues. The issues are broadly classified as social, technical, community health and basic educations to bring an impactful change in the society. Feedback also taken periodically to improve the solutions adopted. GNIOT also received certificate of appreciations from TERRE (an initiative by AICTE, New Delhi and UNESCO)

GNIOT believes on student empowerment by providing services. This is an educational approach that integrates community service along with academic learning as a value addition. The institute implemented service-learning programs in various ways to engage students in meaningful social service activities that are aligned with the curriculum. Through service-learning, students acquire self-learning and life-long learning skills while making a positive impact in the community on real-world situations.

For instance, students work on projects that addresses environmental issues. They collaborate with local villages to focus on environmental conservation, to design and build solar-powered water irrigation system for community in need. Students understand different water irrigation methods, designing, building the system and testing it in the field. Through this project, students learned about the importance of renewable energy, gain hands-on experience in engineering design, fabrication and contribute to improving the environment and public health affected due to diesel-based irrigation system. Since, stubble burning is a major issue in this region, student works on efficient recyclable methods to utilize the waste stubble that have been generated after the crop cutting.

In addition to address the environment pollutions due to the stubble burning, they also get involve in

address community driven waste management campaigns. As a result, they learned about the organic and inorganic waste and the disposable techniques. These techniques not only help in reducing the volume of waste but also provide nutrient-rich compost for use in gardens and farms. Students develop a deeper understanding of the social issues and challenges and develop critical thinking, problem-solving skills along with learn a greater sense of civic responsibility.

GNIOT encourage the students to volunteer their time and skills in community service activities. By volunteering, students understand different social issues and cultures. The institute has partnered with local villages to provide volunteer services that align with the students' interests and skills. For example, our student volunteerism in community service activities involve by assembling at key points of the village for mask and sanitizer distribution, organizing health camps, blood donation and Nukkad Natak (street shows) events. This type of volunteering help the students to develop teamwork and organizational skills for those in need. Volunteering in community service activities such as tree plantation, community gardens, or litter clean-ups to name a few. This type of volunteering help our students to develop a sense of environmental responsibility. GNIOT also encourage the students for mentorship program in community service activities. Students are allowed to serve as mentors to younger children or teenagers, provides support and guidance on topics such as academic success, social skills, or career planning. They promote the villagers to use digital tools and platform such as UPI payments and precautions needs to take care while using smart phone and internet. This type of volunteering help students develops leadership, communication, and interpersonal skills, as well as a sense of responsibility and commitment to helping others.

Community outreach programs initiated by GNIOT allows students to understand the rural cultural barriers and their resistance to change. For example, our student participates in community outreach programs such as literacy drive for young children. Students volunteer as tutors/ mentors to help in improving reading skills, promote literacy, and foster a sense of learning. They also participate in community clean-up project, with local villagers to help clean up streets, parks, use of bio-toilet, sanitary pad distribution at public spaces under Unnat Bharat Abhiyan. This type of outreach program helps students develop interpersonal skills, and a sense of responsibility while improve the overall quality of life for community members.

GNIOT offer social entrepreneurship programs that empower students to develop innovative solutions to social problems. Social entrepreneurship programs provide students the skills and resources needed to begin social enterprises that addresses social issues. For instance, our students get involved in program that supports local farmers and villagers to promotes sustainable agriculture. Students work with local farmers to develop innovative solutions for challenges such as climate change, water shortages, cow dung and biogas to address renewable energy. This type of program helps our students to develop skills such as project management, marketing, and financial planning, while also supporting local farmers and promoting environmentally sustainable practices. They also provide services at Jan Suvidha Kendra (Indian govt. initiative on-line facilitation center) for making the life of rural people easier.

Our students participating in social innovation programs to develop new solutions to social challenges and get involve in a range of activities such as design thinking, developing various prototype projects. They have developed smart water irrigation system, Smart security system for agricultural farming. Students work with local organizations that support social innovation, such as incubators or to develop their own social ventures or to support existing ventures. Collaborating with local communities to develop solutions to social issues such as, community health care and education. This type of programs help students to develop various skills such as creativity, collaboration, and critical thinking, while contributing to social change.

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

5. CONCLUSION

Additional Information :

Additional Information :

- Produce Industry-ready Professionals through training in Soft-Skills and Personality development.
- Provide adequate and furnished infrastructure for academic and research activities.
- Promote Creativity and Innovation among students.
- Ensure Placements for eligible students.
- Conduct Career -Vision program to facilitate right career choice by students.
- Provision of Hostel and Residential accommodation to students and staff.
- Develop and promote Green Environment.
- Provide quality environment and services to all Stakeholders.
- Both teach and follow Ethical, Environmentally responsible Engineering practice.
- Attention to issues of national relevance.
- Responding to the changes in both technology and applications.
- Provide systems, resources, and opportunities for continuous improvement.
- Choice Based Credit System since 2015.
- Industry Oriented Curriculum
- Transparent Examination Evaluation System
- Adopting AICTE model curriculum since 2019
- The Institute enjoys a solid reputation among the student community, particularly those with a passion for engineering.
- This Institution is renowned for academic performance since its inception.
- The Institution has an active Entrepreneur Development Cell
- The annual Cultural Fest, TechFest provides facilities to the students to compete, display and prove their excellence in extra-curricular activities.
- This Institute acted as host in Inter-College AKTU Zonal Sports Meet for the Session 2022-2023.

Concluding Remarks :

Concluding Remarks :

Located in NCR, in close proximity to NCT Delhi and being a self-financed institution, GNIOT-Engineering Institute is providing access to quality higher education for a large section of student community, who are from different economical, regions and religions. Providing Higher Education to the wide variety of population is in line with the mission of the Government of India. There is tremendous growth in all areas in the last five years. The Institution is maintaining consistent pass percentage and placements. This consistent performance and outcome is the reason for the trust and confidence reposed by the public in GNIOT. In the last five years, research has received a big boost. Further, the institution has a clear vision and well thought out strategic plan to reach the next level, and to be on par with the premier institutions of the country.

The goals for the next five years are :

- To make 100% faculty with Ph.D. qualification.

- Research output of two papers per faculty per year from the current year.
- To impart entrepreneurial skills and development of more startups.
- GNIOT will achieve the above through Advanced Laboratories in the emerging areas, various Centers of Excellence, Student Project Complex, Expansion of Technology and Incubation Centers, Waste Management Processing Centers.
- As part of the National Mission of building "Skill India", GNIOT-Engineering Institute continues to produce competent professionals with technical excellence, ethical values, and social consciousness for the development of the region and nation at large.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</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>609</td> <td>533</td> <td>561</td> <td>506</td> <td>587</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>609</td> <td>533</td> <td>561</td> <td>506</td> <td>587</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats 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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	609	533	561	506	587	2021-22	2020-21	2019-20	2018-19	2017-18	609	533	561	506	587	2021-22	2020-21	2019-20	2018-19	2017-18															
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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>262</td> <td>221</td> <td>240</td> <td>240</td> <td>265</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>228</td> <td>212</td> <td>221</td> <td>183</td> <td>212</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>531</td> <td>501</td> <td>486</td> <td>531</td> <td>531</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	262	221	240	240	265	2021-22	2020-21	2019-20	2018-19	2017-18	228	212	221	183	212	2021-22	2020-21	2019-20	2018-19	2017-18	531	501	486	531	531	2021-22	2020-21	2019-20	2018-19	2017-18					
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531	501	486	531	531
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Remark : Values have ben updated as per attachment provided by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4.00	0.50	5.00	7.10	5.32

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4.00	30.12	0.5	10.6	6.82

Remark : Values have ben updated as per attachment provided by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	18	14	15	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	18	15	15	0

Remark : Values have been updated as per the supporting documents and as per the data template .

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 :16

Remark : Value has been updated considering valid MoUs

5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <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>492</td> <td>312</td> <td>387</td> <td>444</td> <td>478</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <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>492</td> <td>306</td> <td>376</td> <td>444</td> <td>478</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 815 1046 949"> <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>532</td> <td>661</td> <td>899</td> <td>993</td> <td>848</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1028 1046 1162"> <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>532</td> <td>661</td> <td>899</td> <td>993</td> <td>848</td> </tr> </tbody> </table> <p>Remark : Values have ben updated as per attachment</p>	2021-22	2020-21	2019-20	2018-19	2017-18	492	312	387	444	478	2021-22	2020-21	2019-20	2018-19	2017-18	492	306	376	444	478	2021-22	2020-21	2019-20	2018-19	2017-18	532	661	899	993	848	2021-22	2020-21	2019-20	2018-19	2017-18	532	661	899	993	848
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532	661	899	993	848																																					
5.2.2	<p>Percentage of students qualifying in state/national/ international level examinations during the last five years</p> <p>5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1561 1046 1695"> <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>40</td> <td>20</td> <td>23</td> <td>28</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1774 1046 1908"> <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>40</td> <td>20</td> <td>23</td> <td>28</td> <td>19</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	40	20	23	28	19	2021-22	2020-21	2019-20	2018-19	2017-18	40	20	23	28	19																				
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5.3.1	<p>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</p>																																								

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
72	43	27	94	52

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
72	43	27	94	52

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
239	166	128	107	84

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
351	171	173	112	88

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
114	103	96	114	90

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
114	103	96	114	90

Remark : Values have been updated as per attachment. HEI has not provided list of non-teaching staff.

2.Extended Profile Deviations

ID	Extended Questions

1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 348 Answer after DVV Verification : 161
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