SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GREAT GANGES INSTITUTE OF TECHNOLOGY, UNNAO

KANPUR-LUCKNOW, HIGHWAY, GRAM- GADAN KHERA, POST- SINGRAUSI, UNNAO
209801
https://ggesgroup.com/ggit/

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Great Ganges Institute of Technology is founded by a group of visionaries and intellectuals to impart quality education in a stimulating and innovative environment and manner. In the year 2013, GGIT welcomed its first batch of Graduation to serve Quality Education to the willing aspirants of Kanpur–Unnao region and beyond. Students are here empowered with the knowledge and professional skills while upholding the values of integrity, tolerance and mutual respect. GGIT is affiliated to Chhatrapati Shahu Ji Maharaj University formerly known as Kanpur University. GGIT has attained a unique and a highly respectable place amongst the top professional education institutions in the state of UP and border states. GGIT has earned a reputation for academic excellence in providing practical and quality academic program in the field of Management and Computer Applications. GGIT takes the lead among the sought-after BBA and BCA colleges in Kanpur and Unnao, fostering a culture of innovation and success.

Courses Offered:

BACHELOR OF COMPUTER APPLICATION (BCA)

Bachelor of Computer Application (BCA) is a three year degree course (two semesters per year) which lays the foundation for a gratifying career in IT industry. BCA accentuate on Computer Application oriented courses like C, C++, Java, Web Application Development, etc. Department of Computer Application at GGIT was established in 2013. The Department provides an excellent experience in learning and full support to BCA students in terms of guidance and lab facilities. Experienced & Well Qualified faculty members are assigned for BCA course.

BACHELOR OF BUSINESS ADMINISTRATION (BBA)

Bachelor of business administration (BBA) is a three year degree course (two semesters per year) which teaches the several basic concepts of business administration. It is a perfect course for anybody who is looking to work in the finance, sales, marketing, human resource, and management field. Department of Business Administration at GGIT was established in 2013. The Department provides a variety of learning tools used for gaining knowledge and skills such as case study, project-work, field experience, assignment, seminars, industry visits. Experienced & Well Qualified faculty members are assigned for BBA course.

Vision

The vision of Great Ganges Institute of Technology is to be catalysts of transformation and progress. They aspire to create empowered learners who excel academically, ethically, and socially. By embracing innovation, diversity, and global perspectives, they envision producing responsible leaders who shape a better future for themselves and the world.

Mission

The mission of Great Ganges Institute of Technology is to provide quality education, fostering intellectual growth, critical thinking, and character development. They aim to equip students with knowledge, skills, and values for personal and professional success, promoting lifelong learning, innovation, and contributing positively to society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institute Strengths:

1. **Qualified Faculty:** The institute has a team of experienced and knowledgeable professors who are providing high-quality education to students.
2. **Diverse Curriculum:** Offering both BBA and BC courses provides a diverse range of business-related subjects, attracting a wider student base.
3. **Industry Connections:** Strong ties with local businesses or industries can lead to internships, guest lectures, and potential job placements for students.
4. **Reputation:** The institute has a good track record of producing successful graduates, it attracts more students and gain positive word-of-mouth.
5. **Infrastructure and Facilities:** Well-equipped classrooms, libraries, computer labs, and other amenities are enhancing the learning experience.

Institutional Weakness

Institute Weaknesses:

1. **Limited Resources:** The institute has faced budget constraints, limiting its ability to invest in new technologies, facilities, or faculty development.
2. **Outdated Curriculum:** Failing to update courses in line with industry trends can lead to a gap between what students learn and what employers expect.
3. **Lack of Research Opportunities:** The institute doesn't encourage research activities at the desired level; so that we miss out on potential collaborations and funding opportunities.
4. **Geographical Constraints:** The institute is located in a remote or less accessible area; that is why we are facing challenges in attracting a diverse student body.

Institutional Opportunity

Opportunities:

1. **Market Demand:** There is a growing demand for business education in the local or global market, presenting an opportunity for growth.
2. **Online Education:** Expanding into online courses can reach a wider audience and provide flexibility for working professionals Specially after COVID19.
3. **Collaborations and Partnerships:** Establishing partnerships with other educational institutions, businesses, or government bodies can lead to new opportunities for students and faculty.

4. **Specialized Programs:** Introducing niche programs or concentrations within BBA and BCA can cater to specific industries and attract specialized students.

Institutional Challenge

Institute Challenges:

1. **Competition:** There are some other institutes in the Unnao region offering similar programs, leading to a competitive landscape.
2. **Regulatory Changes:** Changes in government policies or accreditation standards can affect the institute's operations and curriculum.
3. **Economic Downturn:** During economic recessions, enrollment may decrease as students and families may face financial constraints.
4. **Technological Disruption:** Failure to adapt to new educational technologies or online learning trends can lead to obsolescence.
5. **Changing Demographics:** Shifts in population demographics can affect the demand for higher education, potentially leading to declining enrollment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Great Ganges Institute of Technology is affiliated to Chhatrapati Sahu Ji Maharaj University, Kanpur and follows the curriculum prescribed by the university. The Academic Calendar prescribed by the University is a broad schedule and based on the same; semester-wise academic calendar of the institute is prepared. The effective curriculum delivery is ensured by respective HOD and supervised by Academic Council of the institute. After allocation of the subjects, academic cell prepares a master timetable, uploads it on the Institute ERP.

There is academic flexibility in the campus, which means, the students are offered a number of value added courses and certifications, which help in overall development of students.

The curriculum of UG programs includes courses to encourage core human values and professional ethics in the students. Institute has the provision of various committee and clubs to sensitizing students to paramount issues like gender sensitization and equality, environmental sustainability, other human values for the development of creative and divergent competencies.

Great Ganges Institute of Technology has well established a structured Feedback System for corrective mechanism. All the efforts are made to provide an opportunity to the students to become competent professionals after completion of their program of study and excel in career.

Teaching-learning and Evaluation

The admission cell works towards continuous improvement in the student enrolments for the year. There has been a tremendous growth in the student enrolments for various courses.

The students are also provided the benefit of reserved seats for different sections of the society. There are seats allotted in the categories of SC, ST, OBC, Physically Handicapped, etc.

A continuous check is done on the student-teacher ratio, so that the quality of education never suffers in the institute.

Great Ganges Institute of Technology believes in experiential, individual, participative and collaborative learning methodologies catering to the needs of diverse of students.

IQAC has taken steps to enhance the potential of ICT enabled teaching and learning methods. The students are motivated to get registered in various Skill enhancement certification program.

The institute has always been able to maintain and meet the requirements of eligible faculty members, and has made sure that these appointments have come from the candidates, who are qualified with the necessary requirements, such as NET/ PhD. etc.

Many reforms are introduced in the internal assessment system of the institute with complete transparency. The institute has well equipped library having 3000 volumes. The library also has DELNET digital Library subscription (E- Books, E- Journals).

The student performance is measured on a regular basis through robust mechanism. There are various course outcomes (CO) and programme outcomes (PO) prepared on the programmes offered by the institute and are made available on the website of the institute and CO-PO attainment are duly evaluated.

The passing percentage for the past batches has been soaring. A well defined feedback action is in use for the evaluation of teaching-learning Process.

Research, Innovations and Extension

Great Ganges Institute of Technology is dedicated towards establishing various platforms for research and innovation activities.

Institute has its well structured Academic Growth Cell and Entrepreneurship Cell to promote research and entrepreneurship in the institute.

The institution has created an ecosystem for innovations, where initiatives taken by students for various developments are taken into consideration by the faculty members and equally rewarded.

Several numbers of National conferences, Webinars and workshops are conducted by the Institute. The Institute also conducts Faculty Development program and Student Development Program on important topics such as Communication skills, various research methodologies and many other relevant topics for updating of the technical knowledge of faculty members and students.

The faculty members are continuously in practice of writing research publications. A number of books and chapters along with some research papers have been published in different journals.

In pursuit of its service to community, the Great Ganges Institute of Technology hosts blood donation, and free health checkup camps. Also considering students' moral responsibility towards the society, the institute also conducts various social awareness programs like activities related to Swachh Bharat Mission, seminars on women empowerment, Save Soil, Road Safety awareness and Voters awareness programmes with a motive to bring a change in the society.

Students are regularly sensitized towards cleanliness, hygiene health and environmental issues and they also participate in extensive activities with NGOs. The institute has been recognized by certain individual bodies, for its contribution in making the society a better place.

There are a number of MOUs signed by the institute in the field of student development and placement practices. There are MOUs signed with organisations like Tata Strive, BajaFinserv, YoursthatSenior and many other corporations, for the holistic development of the institute as a whole, as well as the development of students and faculty members individually.

Infrastructure and Learning Resources

Institute proudly boasts its lush green campus with elegant buildings and state-of-the-art infrastructure. The campus spreads over 1.5 acres of landscape with total built up area of 1845.66 sq.m. Lodged with all modern amenities. The land is situated at a very strategic location barely 9.0 Km away from Kanpur and 3.0 Km from Unnao and 50 Km from Lucknow.

The institute is enabled with solar panels and solar power generation units, which cater the electricity needs of the campus. The campus has separate hostels for boys and girls. The institute has academic and administrative blocks. Apart from this, there are Lecture Theatres, AC Fitted Class Rooms, Faculty Rooms, and Office for the HODs, Principal's office, Administrative office, and Registrar's office, Reception Lounge, Medical Room and the Visitor's Room. We have best in class Seminar Rooms; Labs; Workshops and smart classrooms for Every Department. In addition, there is also transport facility for the students faculty and staff members.

Our library is fully automated with Institute ERP in order to provide references service to its students, faculty and staff members. Users can access library through internet/intranet. The library houses about 3000 of books.

The institute premises is a triple storied building with all the basic & advanced new age international amenities which includes ventilated and aesthetically designed air-conditioned class rooms with all the supportive technical aids like LCD projectors, public addressing system and other online information system. The amplitude of the campus has provided opportunity to have various outdoor sporting facilities like football,

basketball, tennis, volleyball, cricket, etc as well as indoor sporting facilities like table tennis, chess, carom etc.

The computer centre is well equipped with all latest software and technologies. The campus is well equipped with Wi-Fi connectivity. The computer facilities are also regularly upgraded with latest configurations.

The institute focuses on maintaining the students to computer ratio, and leaves no stone unturned in providing each and every student with the basic IT infrastructure required to make them the future technocrats of modern era.

Student Support and Progression

Great Ganges Institute of Technology has a student welfare cell for holistic development of its students. To encourage the financially weaker students to have equal opportunities in education, various Govt/non-Govt schemes that provide the financial assistance is facilitated by the criteria. Every year the Institute provides scholarships under various schemes to meritorious students.

There is a Training and Placement Cell- PAT Centre in the Institute which fosters the students to enhance their employability and make them industry ready by providing communication skills, personality development, English language skills and technical skills.

The Institute also gives opportunity of Industrial visits to students to make them compatible to meet global standards. Visits help them not only in the technical training but also give an atmosphere to work upon it as per the requirements of the industries.

The students have also been preparing for various competitive examinations, alongside attaining their degrees to fit the qualification requirements of those jobs. The student welfare cell has guided these students and helped them in achieving their dreams through several career counseling sessions.

There is a regular check on student issues. A transparent mechanism works towards the resolution any upcoming ragging or harassment case, which in turn provides quick yet effective resolution to such incidents.

The Placement Cell is working untiringly to ensure 100 % placement for all its students in the reputed companies.

The students participate in various sports activities, with some students winning positions in university level sports events. Other fields such as cultural and co-curricular events have not been untouched by the students, as the students of the institute have been victorious in such competitive events as well.

The Institute has a registered Alumni Association which strengthened the alumni relationship with the institute through its yearly meetings, events, guest lectures, reunions and regular interactions. Association encourages its alumni to take an active role in the work and progress of the institute so as to contribute towards the social utility of their alma mater. More than 500 alumni have registered on the alumni portal. The members of Alumni Association provide references for admissions and placements.

Governance, Leadership and Management

The Governing council of the institution is formed and structured in such a way that they support to achieve future goals and plans in which participation of the teachers is ensured in important various decision making process. Strategic plans are set with goals in line with the institute's vision and mission. The vision of the institute emphasizes on imparting quality education and involves all its stakeholders in the decision making process.

All academic and administrative activities are decentralized, and operational decisions are taken based on discussion and deliberations in the Principal's meetings with Deans, HODs, and various committees.

Effective leadership is provided in the institution through a defined hierarchy consisting of Governing Council, Academic Council, IQAC, etc. The Institute has defined structure with Roles and Responsibilities at various levels of academic/ administration. The Institute practices are transparent and participative governance at all levels.

There is a large number of teachers, who are provided financial support to attend various workshops, conferences and etc..

The evaluation of faculty and staff members is done on a continuous basis, where certain parameters are taken into consideration for evaluation of faculty members. There is a predefined KRA based appraisal system, which acts a standard measure to evaluate performances and generate fair appraisals for all.

Staff Welfare is ensured through various benefits viz. EPF, ESIC, health insurance policy, etc. The progress of the institute is reviewed on regular basis for the effective implementation of quality policy and plans.

Financial audits internal and external are conducted every year and the Balance Sheet is available in public domain.

The Institute has well established Internal Quality Assurance Cell (IQAC) for accreditations and plays a major role to maintain high-quality standards.

Institutional Values and Best Practices

Run by a team of visionary IIT alumni, Great Ganges Institute of Technology is counted among the top rated technical institutes in Unnao Region.

The institution promotes gender equity among staff members and organizes certain seminars related to gender sensitization. National and International days of commemoration are celebrated in the institute.

Through enabling solar powered campus, the institute plays a vital role in sustainable development in the society.

The institute continuously strives for maintaining excellence in higher technical and professional education, through a student centric approach.

College Uniform: GGIT implemented uniforms for all students; it can have a positive impact on the overall learning environment. They foster a sense of belonging, discipline, and equality while providing opportunities for students to express themselves within established boundaries. When everyone wears the same attire, it eliminates socio-economic disparities and reduces peer pressure related to fashion trends. This creates an inclusive environment where students are valued for their character and abilities rather than their clothing choices.

Best Infrastructure in Unnao Region: Institute proudly boasts its lush green campus with elegant buildings and state-of-the-art infrastructure. The campus spreads over 1.5 acres of landscape with total built up area of 1845.66 sq.m. Lodged with all modern amenities. The land is situated at a very strategic location barely 9.0 Km away from Kanpur and 3.0 Km from Unnao and 50 Km from Lucknow.

The institute is enabled with solar panels and solar power generation units, which cater the electricity needs of the campus. The campus has separate hostels for boys and girls. The institute has academic and administrative blocks. Apart from this, there are Lecture Theatres, AC Fitted Class Rooms, Faculty Rooms, Office for the HODs, Director's office, Administrative office, Registrar's office, Reception Lounge, Medical Room and the Visitor's Room. We have best in class Seminar Rooms; Labs; Workshops and smart classrooms for Every Department. In addition, there is also transport facility for the students faculty and staff members.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GREAT GANGES INSTITUTE OF TECHNOLOGY, UNNAO
Address	Kanpur-Lucknow, Highway, Gram- Gadan Khera, Post- Singrausi, Unnao
City	Unnao
State	Uttar pradesh
Pin	209801
Website	https://ggesgroup.com/ggit/

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Radhe Shyam Jha	0515-2823999	9792909888	-	ggitcollege@gmail.com
IQAC / CIQA coordinator	Saurabh Gupta	-	8318621454	-	saurabhgupta2dams@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Uttar pradesh	Chatrapati Shahuji Maharaj Kanpur University	[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
No contents				

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	Kanpur-Lucknow, Highway, Gram- Gadan Khera, Post- Singrausi, Unnao	Rural	1.5	1845.66

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	BBA,Business Administration,	36	Intermediate	English	120	87
UG	BCA,Computer Application,	36	Intermediate	English	120	81

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	1				2				19			
Recruited	1	0	0	1	2	0	0	2	11	8	0	19
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				6			
Recruited	0	0	0	0	0	0	0	0	3	3	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	1	1	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	7	7	0	14
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	11	8	0	19
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	3	3	0	6
UG	0	0	0	0	0	0	0	0	0	0

18-06-2024 04:24:47

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	2	0	0	2
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**	**Others**	**Total**
	1	1	0	2

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	121	0	0	0	121
	Female	47	0	0	0	47
	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	48	28	19	20
	Female	26	16	16	14
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	10	7	4	4
	Female	10	9	0	0
	Others	0	0	0	0
General	Male	82	24	21	29
	Female	36	18	14	35
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		212	102	74	102

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The New Education Policy functions with the vision of providing finest education to the students to create human resources of our country as global citizens, and this vision is implemented at Great Ganges Institute of Technology, Unnao. There is an emphasis on developing integrative colleges and universities offering versatile UG courses as per NEP 2020. 21st century skills are weighted as important among the learners as per this. The syllabus, pedagogy, computation and support systems of higher education are refurbished as guided by NEP. GGIT offers courses such as Bachelor of Business Administration and Bachelor of Computer Application Being affiliated institute, the curriculum has been designed

	by University/Board. Minors/electives offer a wide range and scope for imbibing interdisciplinary settings in the curriculum. Some subjects are brought into perusal by the University/Board giving scope for the students on Environment & Sustainability, Food and Nutrition, Human Values, and Professional Communication. This has helped the interested students to participate and pursue in the courses apart from their disciplines and made them become graduates with versatile skill sets.
2. Academic bank of credits (ABC):	National Academic Depository (NAD) comes with a vision of providing an online store house for all the academic awards awarded. GGIT is affiliated to Chhatrapati sahu Ji Maharaj University, Kanpur. CSJM is an official member of National Academic Depository which is a government enterprise and as per Digital India Program, CSJMU offers an online archive for the academic awards. Students can download the degrees and marks-sheets through digi locker. All the courses of GGIT are following the Choice Based Credit system prescribed by the University. Very specifically to see through the gap of academia and industries, the institute has created some Cells viz. PAT Centre, IPR Cell, E-Cell and Academic Growth Cell. Faculty members of these Cells design their curriculum and teach students in innovative manner.
3. Skill development:	One of the prime objectives of NEP 2020 is to concentrate on employability and to recognize the role education plays in inculcating right skill sets in students. There is a prevalent gap at the talent-skill level and it is very important. All sectors are getting affected due to this. The imperfection in our education system and the lost focus of corporate on On-the-job trainings is a major cause. With the introduction of New Education Policy 2020, there is a new ray of hope with respect to bridging the gap created by providing them with required and industry relevant skill-set. GGIT has developed its own Training and Placement Cell (PAT Centre). Through this cell, a special concentration is given on enhance the communication skills, logical ability, and computational skills of the students. As part of curriculum, students are studying the courses of Human Values, Value Education, Entrepreneurship, Food and Nutrition etc. Credits are also assigned to these courses. Each year orientation

	programs/Republic days/Independence Day, Holi celebration, Diwali celebration, Christmas celebration, Id-ul-Fitr Celebration, Teacher's day etc are being organized to inculcate human values/constitutional values among the students. To scale up the learning capability, LMS has also been integrated in the college academic setup.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	GGIT also promotes students to use the national language, which is Hindi, through several programs. Debate competitions, essay writing competitions, drama performances and celebration of Hindi Diwas, Kavi Samelan etc are conducted in the institute to promote the idea of learning Hindi in the students. Moreover, faculty members have been asked to deliver lecture in Hindi also. Webinars and Seminars are organized to encourage the learning of Hindi and focus is levied upon understanding the cultural values inheriting in the prevalent Hindi literary works. Moreover, Hindi Club exists in the college and coordinates all the events and program.
5. Focus on Outcome based education (OBE):	GGIT offers graduate level courses in Management and Computer Application. All these programmes are offered as outcomes-based education (OBE). GGIT has implemented outcome-based education in line with University OBE framework. All courses have defined Programme Outcomes, Programme Specific Outcomes and course outcomes which aim to accomplish cognitive skills namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Through OBE, the institute ensures that students not just attain domain-specific skills but also become socially responsible citizens by actively contributing to the society and economy of the nation. Examinations are conducted as per the laid framework of OBE.
6. Distance education/online education:	The education scenario changed drastically because of COVID -19. The institute completely relied on classroom teaching prior to the pandemic, actively engaged in teaching through digital platforms. Although, the digital classes cold not completely substitute the face to face interactions in the classroom, still had a great advantage of connecting the students and teachers by overcoming geographical barriers. GGIT has used Microsoft Team for online education. Institute provides email ids to all the students at Microsoft team platform.

	This helped a lot in conducting online classes easily. Several webinars, lectures, workshop are being organized continuously. Moreover, institute has its own LMS for increasing the learning ability through online education. This interaction helped in removing mental barriers associated with online learning and teachers and students became more open to online resources. GGIT, post COVID also has continued to actively use online teaching and is now using the hybrid system of learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club is set up in Great Ganges Institute of technology, Unnao. The main purpose of the club is t o make the student community aware about their primary democratic rights. Various activities are conducted to convey to the students to act as responsible citizens and cast vote during elections. Some of the activities and competitions conducted by ELC for the students are debates, poster making, elocution, essay writing, mock parliament etc.
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?	The ELC is operational at the institution, with the following office bearers: Details of the committee members are as follows: 2022-23: S.No. Name Designation Functional Role 1. Dr. Radhe Shyam Jha Principal Chair Person 2. Dr. Saurabh Gupta Associate Professor Nodal Officer 3. Mr. Karvendra Singh DSW Co-ordinator 4. Mr. Ravi Kumar Mishra Assistant Professor Co- ordinator 5. Mr. Ankit shukla Assistant Professor Faculty Incharge 6. Ms. Amrita Singh Assistant Professor Faculty Incharge 7. Ms. Shivani B.B.A 3rd Year Student Incharge 8. Mr. Mohd. Suhail B. C.A. 3rd Year Student Incharge 9. Ms. Abdiya B.B.A 3rd Year Student Incharge 10. Mr. Hardik Pathak B. B.A. 3rd Year Student Incharge
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	Innovative Programmes undertaken by ELC's at GGIT are as follows: 1. Our students took part in voter awareness campaigns that were meant to teach people in rural areas nearby how to vote. 2. Voter registration camp for the eligible students in the campus. 3. Voter awareness camp was conducted in Unnao. 4. Voter awareness camp was conducted for

ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	disabled persons and senior citizens in various rural areas. 5. Voter awareness guest lecturers were conducted for in-house students. 6. Organized workshops and several activities like debates, poster making, elocutions, essay writing, mock parliament etc, for the faculty members and students of the institute. 7. Awareness about registration process and electoral process of voters was done by educating the people at large.
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.	The ELC takes initiatives that are socially relevant to electoral related issues, especially by conducting awareness drives, creating content that highlights their contribution to establishing democratic values and participation in electoral processes. 1. The ELC has helped the prospective voters understand the importance of their vote and their responsibility to exercise their voting right in confident and fair manner. 2. Organized awareness drives, developed a culture of electoral participation, maximised informed and ethical voting, and followed the principles "Every vote counts" and "No voter to be left behind." 3. Conducted Graduate Constituency voter awareness and registration drive. 4. Conducted Teachers Constituency voter awareness and registration drive.
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.	The students above the age of 18 who are to be enrolled as voters are sensitized about their rights as citizens of a democratic country like India. The primary right and responsibility of every citizen is to cast votes in elections. More than 85% students registered as eligible voters. Institute conducts several activities to provide experience-based learning of the election related setup. Moreover, poster presentations, debates, declamations, elocutions, essay writing, and other programmes are organized time to time to create awareness regarding electoral procedures.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
381	251	198	199	225

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: 40

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	21	22	21

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
27.84	11.95	21.26	10.62	11.52

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:

An institution's effectiveness in curriculum delivery is a crucial factor in achieving its educational objectives. It involves a systematic and well-documented process that encompasses various stages from curriculum design to implementation and assessment. GGIT provides fundamental approach to with a meaningful and enriching learning experience.

First and foremost, curriculum delivery begins with a comprehensive curriculum design phase. Great Ganges Institute of Technology is affiliated to Chhatrapati Sahu Ji Maharaj University (CSJMU-NAAC A++ Grade), Kanpur and follows the curriculum prescribed by the university. The academic calendar prescribed by the university is a broad schedule and based on the same; semester-wise academic calendar of the institute is prepared.

The curriculum is designed by the CSJM Univeristy, we have documented it in a clear and accessible format. This documentation has included detailed lesson plans, learning resources, and assessment strategies. A well-documented curriculum serves as a reference guide for teachers, enabling them to effectively plan and execute their lessons. The effective curriculum delivery is ensured by respective departmental HOD and supervised by Academic Council of the institute. After allocation of the subjects, academic cell prepares a master timetable, uploads it on the Institute ERP.

Another critical aspect of effective curriculum delivery is the incorporation of diverse teaching methods and strategies. Recognizing that students have different learning styles and preferences, GGIT encourages teachers to employ a variety of approaches. This includes lectures, group discussions, hands-on activities, and project-based learning. By catering to different learning modalities, the institution ensures that a broader spectrum of students can engage with the curriculum effectively.

Assessment is an integral component of curriculum delivery. GGIT implements a well-defined and transparent assessment process that aligns with the learning objectives. This includes formative

assessments to monitor progress throughout the learning process and summative assessments to evaluate overall achievement. With the help of Mentor /Mentee schemes GGIT has been provided a clear and constructive feedback to students to help them understand their strengths and areas for improvement.

GGIT academic calendar serves as a roadmap for the institutional outlines key milestones, cultural and sports events and academic activities throughout the year. One component of the academic calendar is

the conduct of Continuous Internal Evaluation CIE. This process plays a pivotal role in assessing student performance and shaping their educational journey.

CIE is a methodical approach to assessing a student's progress and understanding of the curriculum throughout the academic year. Unlike traditional summative assessments, which occur at the end of a term or academic year, CIE involves a series of assessments, assignments, and activities distributed over the course of the year. At GGIT, the academic calendar for CIE begins with careful planning and scheduling. Well in advance, faculties collaborate to design a balanced assessment plan that aligns with the curriculum and learning objectives. This plan includes a variety of assessment methods, such as internal sessional exams, pre university exams, projects, presentations, and class participation, to provide a comprehensive view of a student's performance.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 39

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 48.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
381	194	0	18	15

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:

Human Values and Professional Ethics

Human values and professional ethics form the foundation of responsible and ethical conduct in any profession. By embedding these principles in the curriculum, students develop a strong moral compass, enabling them to navigate ethical dilemmas with integrity and empathy. This ensures that graduates not only excel in their respective fields but also uphold the highest standards of conduct, fostering trust and respect within their communities and workplaces.

The subjects related to the human values and work ethic are included in the curriculum as per NEP and taught by the certified faculty members who have specialization or certification in this field.

These papers mainly show the nuances of human values and professional ethics among faculties and students and how they should be applied in everyday social and professional life.

Gender

Firstly, addressing gender issues within the curriculum fosters inclusivity and equality. By incorporating gender-sensitive content, students are exposed to diverse perspectives and experiences, promoting a more balanced and just society. This empowers them to challenge stereotypes and advocate for gender equality in their respective fields. For instance, in Bachelor of Business Administration disciplines, subject's like-Entrepreneurship and Small Business Management, Communication skills and Personality Development,

Food Nutrition, First Aid and Health, highlighting the contributions of female can inspire young women to pursue careers in these fields, ultimately narrowing the gender gap.

Environment and Sustainability

Moreover, integrating environmental and sustainability concerns into the curriculum is essential in preparing students to tackle pressing global issues such as climate change, resource depletion, and biodiversity loss. By exposing students to concepts like sustainable development, renewable energy sources, and conservation practices, they are equipped to make informed decisions that mitigate environmental harm. This knowledge empowers them to innovate and implement sustainable solutions in their professional roles, contributing to a more resilient and ecologically balanced world.

Furthermore, integrating these cross-cutting issues cultivates a sense of social responsibility among students. They are encouraged to critically analyze the societal implications of their chosen professions and actively engage in initiatives that promote positive change. This not only enhances their personal growth but also equips them to be agents of positive transformation in their communities.

To effectively integrate these issues, **Great Ganges Institute of Technology** adopts various strategies. This includes revising the lecture content in order to make the existing courses more interesting, using ICT tools to make the lecture delivery effective, and inviting experts to provide insights on these topics. Additionally, incorporating experiential learning opportunities, such as internships and community service projects, allows students to apply theoretical knowledge in real-world contexts, reinforcing the importance of these cross-cutting issues. Through a regular awareness program with posters, models, PPT presentations, talks and workshops, we create everyone's understanding and awareness to protect the environment and promote ecological balance. "Planting Trees", "Save Soil Campaign" and "Swachh Bharat Campaign" are popular campaigns that serve as documents for this awareness program.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 40.42

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

Response: 154

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 84.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
212	102	74	102	119

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

2022-23	2021-22	2020-21	2019-20	2018-19
240	120	120	120	120

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 59.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	53	22	54	22

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	60	60	60	60

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](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 13.61

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:

Student-centric methods are at the forefront of modern education, recognizing the importance of actively engaging learners in their own educational journey. These approaches, including experiential learning, participative learning, and problem-solving methodologies, are instrumental in creating dynamic and enriching learning experiences that empower students to take ownership of their education.

Problem-solving methodologies form a crucial aspect of student-centric education. This approach centers on presenting students with real-world challenges and empowering them to develop solutions. This not only encourages critical thinking but also instills a sense of agency and self-efficacy in learners. By tackling complex problems, students develop analytical skills, creativity, and the ability to think critically under pressure. Moreover, problem-solving methodologies instill a growth mindset, teaching students to view challenges as opportunities for growth and development.

Furthermore, assessment methods at Great Ganges Institute of Technology align with student-centric approaches. Rather than relying solely on traditional exams, faculties at Great Ganges Institute of Technology implement a diverse range of assessment techniques, such as project-based assessments, presentations etc. These methods allow students to showcase their understanding and skills in ways that are more reflective of real-world applications.

Teachers use ICT enabled tools for effective teaching-learning process.

In the 21st century, Information and Communication Technology (ICT) has revolutionized education, providing teachers with a powerful set of tools to enhance the teaching-learning process. The integration of ICT into education has opened up new avenues for interactive, engaging, and personalized learning experiences.

One of the key advantages of using ICT at Great Ganges Institute of Technology is the ability to create dynamic and interactive learning materials. Teachers can leverage multimedia resources such as videos, animations, simulations, and interactive presentations to convey complex concepts in a more engaging manner. These visual and interactive aids cater to different learning styles, making it easier for students to grasp and retain information.

Furthermore, ICT-enabled tools facilitate access to a vast repository of educational content and resources available online. Teachers can curate and share relevant articles, e-books, academic papers, through the institute ERP. This not only enriches the learning experience but also encourages independent research and exploration, empowering students to take ownership of their education.

Collaborative learning is greatly enhanced through the use of ICT. Online platforms, forums, and collaborative software enable students to work together on projects, share ideas, and engage in discussions, regardless of physical location. This fosters a sense of community and teamwork, preparing students for the collaborative nature of many professional environments. Specially during COVID Great Ganges Institute of Technology continues imparting the quality education though Microsoft Team learning Platform.

Virtual classrooms and online learning management systems have become increasingly prevalent, especially in light of global events that have necessitated remote learning. These platforms facilitate seamless communication between teachers and students, enabling the delivery of lectures, assignments, and assessments in a virtual environment. Keeping this in mind Great Ganges Institute of Technology has signed MoU with different organizations such as Tata Strive, YoursthatSenior, Bajaj Finserv etc in

order to make the interaction possible with the industry expert.

File Description	Document
Upload 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: 99.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	22	22	21

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: 28.33

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	6	6	6

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](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

A transparent and robust mechanism for internal assessment is a critical component of any educational institution's evaluation process. It ensures fairness, accountability, and reliability in assessing student performance. This mechanism encompasses various aspects, including frequency of assessments and the modes through which they are conducted.

First and foremost, transparency in the internal assessment process means that the criteria for evaluation, the weightage assigned to different assessments, and the expectations for student performance are clearly communicated to both students and educators.

Great Ganges Institute of Technology has developed an Examination Policy. The examination policy has been clearly communicated to students in order to set realistic expectations and provides a framework for students to understand how they will be evaluated.

Frequency of assessments is a key factor in gauging student progress and learning outcomes. At Great Ganges institute of Technology, two sessionals and one Pre University Examination has been conducted. The internal marks have been awarded to the students on the basis of their respective scores in these examinations.

Moreover, the internal assessment mechanism should be designed to align with the learning objectives and outcomes of the course or program. Assessments measure not only factual knowledge but also critical thinking, problem-solving abilities, analytical skills, creativity, and other higher-order cognitive abilities. This ensures that students are evaluated on their ability to apply what they have learned in meaningful and relevant ways.

To enhance transparency, Great Ganges Institute of Technology provides clear and constructive feedback to students following each assessment. Feedback highlights areas of strength and areas for improvement, offering specific guidance on how students can enhance their performance. This feedback loop is

essential in supporting student growth and helping them take ownership of their learning.

Lastly, Great Ganges Institute of Technology encourages open communication between educators and students regarding assessments. Students have opportunities to seek clarification on assessment criteria and expectations. Additionally, educators are receptive to feedback from students, allowing for ongoing refinement and improvement of the assessment process.

File Description	Document
Upload 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:

Both teachers and students of Great Ganges Institute of Technology are well-informed about the stated program and course outcomes of the programs offered by the institution. These outcomes serve as clear benchmarks for what students are expected to achieve by the end of their educational journey. They provide a structured framework for curriculum design, teaching methodologies, and assessment strategies. This shared understanding ensures that both educators and students are aligned in their efforts to meet the specified learning objectives, ultimately contributing to a focused and purposeful educational experience. The Course Outcomes are mentioned in all the internal examination question papers and the students are also evaluated on the basis of these outcomes.

File Description	Document
Upload Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The evaluation of program outcomes and course outcomes is a crucial aspect of maintaining educational

quality and accountability within an institution. It involves a systematic and comprehensive assessment process to ensure that students are achieving the intended learning outcomes.

Great Ganges Institute of Technology employs various assessment methods to evaluate the attainment of program and course outcomes. These methods may include examinations, projects, presentations, practical demonstrations, and other forms of assessment tailored to the nature of the learning objectives. Additionally, feedback from instructors, peer evaluations, and self-assessments may be utilized to provide a well-rounded view of student achievement.

Furthermore, Great Ganges Institute of Technology establishes a structured and documented process for collecting, analyzing, and utilizing assessment data. This data-driven approach allows for informed decision-making and continuous improvement in curriculum design, teaching methodologies, and assessment strategies. It also enables the institution to identify areas of strength and areas for enhancement in its educational offerings.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

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

Response: 90.63

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
37	55	55	28	28

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	65	58	31	28

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.76

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: 2.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2.00	0.15	0	0

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:

The Indian Knowledge System (IKS) has emerged as a beacon for innovation, fostering a dynamic ecosystem that not only cultivates awareness about Intellectual Property Rights (IPR) but also facilitates the seamless creation and transfer of knowledge and technology. IPR plays a pivotal role in protecting the intellectual assets generated through innovation. Workshops, seminars, and outreach programs have been organized to educate stakeholders, including researchers, students, and industry professionals, about the importance of IPR in fostering a culture of innovation. This proactive approach ensures that creators are not only motivated to innovate but are also equipped with the knowledge to safeguard their creations.

GGIT also promotes students to use the national language, which is Hindi, through several programs. Debate competitions, essay writing competitions, drama performances and celebration of Hindi Diwas, etc are conducted in the institute to promote the idea of learning Hindi in the students. Moreover, faculty members have been asked to deliver lecture in Hindi also. Webinars and Seminars are organized to

encourage the learning of Hindi and focus is levied upon understanding the cultural values inheriting in the prevalent Hindi

literary works. Moreover, Hindi Club exists in the college and coordinates all the events and program.

IPR Cell:

To further strengthen the IPR framework, GGIT has established a dedicated IPR cell. This cell serves as a focal point for managing, protecting, and commercializing intellectual property. It provides assistance in filing patents, trademarks, and copyrights, guiding innovators through the often complex process of securing their intellectual assets. By streamlining these procedures, the IPR cell catalyzes innovation by providing a supportive environment where creators feel confident in their ability to protect and capitalize on their ideas.

Incubation Centre:

The establishment of an incubation center at GGIT is another cornerstone of the IKS ecosystem. This centre is headed by Ms. Aqsa Khalid. This center serves as a nurturing ground for innovative ideas, providing resources, mentorship, and infrastructure for startups and budding entrepreneurs. The incubation center acts as a catalyst for translating knowledge into tangible products and services, fostering a culture where ideas are not only generated but also transformed into viable commercial ventures. This integration of academia and entrepreneurship is essential for bridging the gap between theoretical knowledge and practical application.

Currently the students have developed some document management system software.

File Description	Document
Upload 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: 13

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	6	0	3

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	0	0	1	2

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](#)

3.3.2

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

Response: 0.1

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

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

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](#)

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:

GGIT has done several Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issue for their holistic development like:

Medical Camp:

A medical camp is organized in association with Kulwanti Hospital on 29th June 2023..

Police Ki Pathshala

Great Ganges Institute of Technology, Unnao in association with Amar Ujala Foundation has been conducting a one day "Police ki Pathshala" workshop to develop respect for law in the youth. Promoting life skills education among adolescents for enhancing their life negotiating skills and making them informed citizens. Senior level Police officials interact with young students and inspire them to follow the law. The Chief Guest of the event is Mr. Siddhartha Shankar Meena, Superintendent of Police, Unnao.

Plantation

A very auspicious tree plantation programme was organized in Great Ganges Institute of Technology to create an awareness regarding climate change and its adverse effect on us. A range of 200 plants were planted in the institute premises to create awareness about saving trees.

Blood Donation Camp:

Great Ganges Institute of Technology collaborated with IMA Charitable blood bank Kanpur to organize a Blood Donation Camp at GGES Education group, Unnao on 22nd Oct 2019. Students and faculty members of Great Ganges Institute of Technology actively participated in the event to donate blood to IMA Blood Bank, Kanpur. More than 50 students of the college donated blood from a total of 100 participants.

Health Camp:

Great Ganges Institute of Technology collaborated with Zee College of Pharmacy to organize a Medical Checkup Camp at GGES Education group, Unnao on 21st Dec 2020.

Road Clean Campaign

The road cleaning campaign organized by Great Ganges Institute of Technology on the 21st of August 2018 turned out to be a successful one. The cleaning campaign was very systematic and went smoothly. The march towards Unnao City began at 10 AM cleaning the designated side of the road with the slogan "Let's go clean: A march towards Unnao Bada Chauraha for cleanliness".

Voter Awareness Program

To Increase participation of people especially youth in voting process, different activities has been done by Great Ganges Institute of Technology Students in Voters Awareness Program.

Road Safety Awareness Program

Road safety for student is an essential aspect of education once student start going outside alone or with their friends, parents begin to get frightened for their children. We should educate our students about traffic rules and road measures to prevent this situation. Keeping the essence of Road safety awareness among students Great Ganges Institute of Technology Unnao was organized the program on 21st Sep 2021.

Swachh Bharat Abhiyan

The students of **Great Ganges Institute of Technology, Unnao** have done awareness program during the period **02-06-2018 to 15-07-2018.** In this program students select a village of their choice near location **block-Nawabganj, gram panchayat-Ajgain, district-Unnao**, and work with the village community for building a lasting system for improving the overall sanitation and hygiene in the village.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Great Institute of Technology is a premier institute of India which is serving society by providing best education to the students, who are future of country. Great Ganges Institute of Technology has received many awards from various government/ government recognized bodies for their outstanding contribution.

Wisdom Educare Academey Award 2022

One of the faculty member has received Wisdom Educare Academey Award 2022 for Academic Excellence.

Appreciation letter for Anganbadi Cooperation:

Governor of Uttar Pradesh has awarded Certficate of appreciation to Great Ganges Institute of Technology, Unnao for adopting five Anganbaadi Centres under the program "Anganabadi Kendron Ko Suvidha Sampann Banane Ki Annuthi Pahal," organized by Chhatrapati Sahu Ji Maharaj University, Unnao in 2020.

Appreciation letter

In the year 2020, COVID-19 had affected every one's life directly or indirectly. People were grief stricken at the loss of their loved ones, while others were facing the disease themselves; the
situation was one of absolute panic and helplessness. During this period, Great Ganges Institute of Technology, Unnao has given support to the Pravasi people by allowing them to stay in the College Campus.

During the first pandemic wave, most people moved from their place of work to reach their respective homes. Without transportation, and means for stay, they tried to reach their homes. The College put forward its support to these pravasi people. College followed the

Covid-19 protocols given by the government of India and WHO. College also arranged the food packets, masks, sanitizers for these persons. In Varanasi, it was the only college who gave these facilities for such a long time. The local Administration admired the excellent support given by the college and provided the Appreciation letter signed by Mr. Vinod Shankar Awasthi, Vidhan Sabhya Adhyaksh, Unnao.

For distributing food and stationary distribution to needy people of village Jabrella, Unnao on the occasion of Children's day, Great Ganges Institute of Technology received the appreciation letter by Gram Pradhan on 14th Nov 2020.

For promoting cleaning activity SWACHCHATA ABHIYAN outside of the campus, Great Ganges Institute of Technology received the appreciation letter by Gram Pradhan on 23rd Oct 2019.

GGIT received IPSA arad in 2018 as best educational institute in Unnao Region

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: 10

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	1	3

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](#)

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: 21

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](#)

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 institute has been established over the land area of 1.5 acres with 1700 sq.mtr built-up area of fully green campus. The Institute has created sufficient required numbers of AC classrooms, Laboratories, Computer labs, Library, Faculty rooms, Seminar halls, Conference room with audio and visual facilities for smoothly conducting the teaching-learning process.

The electrical power to the institute is supplied directly through (100kV) Unnao Vidyut Pradhikaran feeder. There are two Generators of 25 kVA and 82 kVA for backup power supply. In addition, institute also has setup of roof top Solar Power Plant with capacity of 60kVA. There are well furnished classrooms. Entire campus is covered through CCTV surveillance. The classes have an adequate number of ICT facilities such as LAN, smart wifi projectors with the audio facility. The entire campus including hostels is connected through Wi-Fi. All the computer laboratories and workshops are designed with the proper layout and being maintained. Library has more than 50 sitting capacity with reading room.

Computer center with approx 45 systems in each lab (One lab for Management and One Lab for IT students) is well equipped with all latest software and technologies. It has adequate printers, smart projectors, scanners, routers, etc. Examination rooms, visitor's room, Conference Room, Board Room, Admin offices, reception lounge, etc are the part of campus. All the blocks in the institute are connected together and provided with ramps and lifts to make it convenient for physically disabled students/ persons.

UV-RO water supply is available in entire campus. The institute has a sufficiently equipped gymnasium, sports ground for badminton, tennis, volleyball, basket ball, football and cricket along with infrastructure for cultural activities such as open stage, Auditorium. Infrastructure is also available for various club and house activities of the institute. Besides this, institute also has canteens, for the students and employees. Parking area is also provided. Medical room available in the campus caters the need to provide first-aid facilities. Moreover, institute has its own ambulance to provide medical service with nearest hospital in

case of emergency. Medical room has all basic facilities and equipments like oxygen cylinder, wheel chair, stretcher, nebulizer, glucometer, etc.

Institute has more than 30 capacity Boys' & Girls Hostel in the campus including mess facility. Each hostel has all facilities like water supply, common room, power back up, sports facilities, etc. Hostels are protected against fire through fire extinguishers and fire hydrants with underground water tanks.

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: 1.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.59	0.19	0	0	0.11

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:

The GGIT library has a reading room of seating capacity of 50 with carpet area 180 sq. m. There are more than 3000 volumes of books available in the library for the use.

It is very important and essential now days to have automated and paperless library functioning. With the various discipline and vast varieties of books it is extremely difficult to access the required literature through manual means. In order to achieve this Institute has switched over the functioning of its library through use of ERP software.

The day to day routine library activities such as circulation, cataloguing, acquisition and data processing are done through ERP software.

The function of library has been completely automated with an Integrated ERP System. The same is being used for all kind of circulation. All the library books are bar-coded and are being issued to the users by identifying the barcodes. The library stocks include the books, syllabus, question papers, journals and project reports. The library users can access E-books and E- journals through DELNET Digital Library. GGIT has an annual membership of DELNET Digital Library which has a collection of more than 5 lakh e-books and e-journals for the use of all the students, faculty and staff members. The library has also kept all the project reports and internship reports submitted by the students as per the requirement of their respective course curriculum.

The use of Wi-Fi facility is also available for accessing library resources and hence all the E-resources are accessible throughout the campus by means of network connectivity.

There are about 11 teachers and 150 students who visit library daily.

The Institute conducts library stock verification at the end of every academic session and identifies the books to be weeded out because of change in syllabus or physical damage. Such books are replaced/ removed from the library after the verification and approval from appropriate authorities. The new books are inducted in sufficient numbers as and when there are changes in the syllabus or new courses are started by the institute along with books being replaced due to the weeded out and damaged books.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute has two separate Computer labs for each department named as IT Lab and Management Lab equipped with all latest technology. Institute is continuously upgrading its IT facilities. Institute started with 60 systems of HP {2.6 Ghz Intel Pentium Dual core, 2GB, DDR2 RAM}to Intel I3- 2nGen DDR3 2GB RAM and currently we have 90 systems {Intel I5, DDR4, 16 GB RAM} in computer lab with High speed Internet and equipped with CCTV and Power backup of 64 KVA. LAN network is upgraded to 100 Mbps Bandwidth is upgraded sequentially from 4 Mbps to 5, 10, 30 and 60 Mbps at present along with back line of 10 Mbps. Hardware switches of 100 Mbps is upgraded to 1000 Mbps. The cabling is also upgraded from CAT 5 to CAT 6. Campus network is connected with OFC cable with the use of layer 3 switches. Systems RAM are also upgraded from DDR1 to DDR2, DDR3 and DDR4 respectively. Printers are also upgraded from HP Laser Jet to Epson Wifi Ink Tank Photo printers.

The shared cloud for ERP and website operation has been shifted to dedicated cloud. SSL certificate has also been updated on college website and ERP. The institute has licensed Microsoft team Software in order to deliver the quality education in hybrid form especially after the COVID 19.

The use of IT facilities have emerged as the most significant and important part of life among all other technological applications in the Institute. The infrastructure facilities related to IT are created and updated time to time by considering the requirements of all the users.

The Institute has a unique Internet registered domain named as **ggesgroup.com** and the same is available for its use to provide its own e-mailing facility, to all the students, faculty and staff members.

Most of the classrooms are ICT-enabled fitted with all-in-one smart wifi enabled projectors. There are also some spare smart projectors for Seminar Hall /Conference Room whenever it is required. Library is completely automated through ERP software, which provides a very user-friendly interface for searching books in the library and their current status of issue. The Digital Library Services of DELNET is also available at GGIT-Library Financial accounting is carried out through TALLY software. Admission enquiries are handled through well dedicated software NEO Dove. The day to day work of entire institute is done through college ERP. Besides this, strong Alumni connect is being managed through a portal of WhatsApp Community.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 4.23

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

Response: 90

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](#)

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: 3.01

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.37	0.20	0.65	0.89	0.39

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: 40.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	97	51	93	83

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

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 11.56

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
30	44	55	9	7

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 63.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	44	54	7	7

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	65	58	31	28

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

5.2.2

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

Response: 0

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

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

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

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: 40

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	05	24	02	01

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	8	9	5	17

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Institute has dedicatedly worked towards sculpting the careers of students into technocrats, leaders, entrepreneurs, analysts, universal managers and successful businessmen. With the objective of creating a cordial relation with the alumni, to enhance job opportunities in the institution and to foster a corresponding platform to share and investigate the success stories of alumni, an Alumni Association is name as 'GGES Alumni Association'. Great Ganges Institute of Technology Alumni Association is working towards building a congenial bonding among the alumni members and the present students inculcating a spirit of integrity towards the institute and to boost its welfare activities, through prospering the students of the institute. The association conducts communal sessions to galvanize current students about the employability and support the students through guiding them by organizing mentorship programs. The pass out students share their opinions through seminars and webinars, conducted throughout the year. The official portal of the alumni association, powered by Whatsapp Community.

The Alumni Meet for the current year was organized on 18th November, 2023. The 'Alumni Meet 2023', started off with fun-games and was followed by 'GGIT Alumni Awards – 2023', which were given in the fields of - Arts, Cultural and Sports Excellence to Ajay Srivastava from the class of B.B.A. 2021, Profession and Management Excellence which was awarded to Sakshi Singh Sengar from BBA 2022 batch, Innovation and Entrepreneurship Excellence Award was given to Lavi Kanaujiya from B.B.A 2023 batch, Social Influencer Excellence Award went to Neha Jaiswl of B.B.A 2021 batch and Technology Excellence Award was bagged by Khushnoor Ansari from the class of B.C.A. 2023 batch.

The alumni association also provides contribution in the development of the institute, with the help of financial contributions from the alumni in the form of donations. An account with the name of 'Great Ganges Institute of Technology Alumni Association' is fully functional with ICICI Bank Limited, and has received a fund of more than Rs. 1 Lacs from the pass outs of previous batches. The contributions by alumni are not only limited to financial aspects, but also extend further to references shared by alumni towards growth in admissions as well as placement opportunities for the college and visits to the institute. The institution expects the trend to continue with the years to come. The guest lecture sessions given by the alumni, are also another way through which the alumni of the college have done a significant contribution in the holistic development of the students of the institute. The alumni association intends to follow this trend and make valuable contributions towards the overall development of the institution.

File Description	Document
Upload 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:

Great Ganges Institute of Technology is founded by a group of visionaries and intellectuals to impart quality education in a stimulating and innovative environment and manner. GGIT takes the lead among the sought-after BBA and BCA colleges in Kanpur and Unnao, fostering a culture of innovation and success.

Vision

The vision of Great Ganges Institute of Technology is to be catalysts of transformation and progress. They aspire to create empowered learners who excel academically, ethically, and socially. By embracing innovation, diversity, and global perspectives, they envision producing responsible leaders who shape a better future for themselves and the world.

Mission

The mission of Great Ganges Institute of Technology is to provide quality education, fostering intellectual growth, critical thinking, and character development. They aim to equip students with knowledge, skills, and values for personal and professional success, promoting lifelong learning, innovation, and contributing positively to society.

Governance, Leadership and Management

The Governing council of the institution is formed and structured in such a way that they support to achieve future goals and plans in which participation of the teachers is ensured in important various decision making process. Strategic plans are set with goals in line with the institute's vision and mission.

All academic and administrative activities are decentralized, and operational decisions are taken based on discussion and deliberations in the Principal's meetings with Dean, HODs, and various committees.

Effective leadership is provided in the institution through a defined hierarchy consisting of Advisory Board, Academic Council, IQAC, etc.

The Institute has defined structure with Roles and Responsibilities at various levels of academic/ administration. The Institute practices are transparent and participative governance at all levels.

Decentralization and Participative Management Practices in Institutions: - The decentralized system of governance is visible at every level. The Principal, Deans and Heads of Departments evolve and implement appropriate mechanisms and policies to govern smooth functioning of the institute.

Further down for day to day operations, the Heads of Departments along with their faculty members create timetables, keeping the workload assigned in mind. Apart from this they also plan activities, industrial visits on-the-job trainings specific to their departmental requirements.

Short Term Perspective Plan

- To further improvise results, increase the number of students going for higher studies by clearing various entrance exams
- To improve sports, cultural activities and literary performances of students in inter and intra college competitions
- To encourage and support professional development and welfare of staff
- To motivate faculty and students towards research and innovation by conducting interactive seminars and workshops
- To conduct field visit to different industries
- To improve the employability skills of the students

Long term Perspective Plan

- To strengthen R& D, Incubation Centre and IPR Cell of the institution by allocating funds in the budgets.
- To identify key performance indicators and reward accordingly
- To train the students towards Entrepreneurship, startups, Self-employment and providing employment to others
- To publish a research articles in UGC care journals

File Description	Document
Upload 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:

GGIT is one of the best professional educational institutions in Unnao-Kanpur, founded by Great Ganges Education Society in 2013. The institute is affiliated to Chhatrapati Sahu Ji Maharaj University, Kanpur.

Our IPP is a road map of strategies to achieve the vision, mission and goals of the institution. It is prepared by taking inputs from all the stakeholders.

Strategy 1: Good Governance and Quality assurance

Strategy 2: To establish better academic practices and curriculum enrichment

Strategy 3: To encourage Staff Professionals Development and provide Staff Welfare thus increasing their competency

Strategy 4: To produce professionally competent and ethically strong graduates

Strategy 5: To encourage Research, incubation entrepreneurship

Strategy 6: To develop a smart campus. Upgrade infrastructure facilities and library

Strategy 7: To strengthen Training and Placement activities

Strategy 8: To increase the outcomes of social and outreach activities

Strategy 9: To build a healthy relationship with the alumni

The fair and equitable policies, administrative setup, appointment, service rules, and procedures of the institution are also supportive of the IPP.

GGIT has a defined structure, as under:

Management Committee - The major task of Management Committee is to create policies, rules and regulation for smooth functioning of the institute. It also ensures proper allocation of available funds and utilization of resources during the academic year.

Principal – The Principal is the one who provides leadership to the institute. He helps in creating an environment which automatically encourages the growth and academic development of the institute at all times..

Academic Council - The Academic Council is the academic authority of the institute. The prime responsibility of the Council is to regulate and maintain teaching and evaluation standards of the

institute. It helps to create and implement academic calendar and academic policies.

IQAC – The purpose of IQAC is to plan, guide and monitor quality in the institute. Also the IQAC continuously works for enhancing the quality standards of the institute. The cell has a significant role to play in maintaining the teaching, learning and evaluation standards of the institute**.**

HODs – The smooth functioning of the activities related to academics and administration that have been planned by the Academic Council is ensured by the HoD's. They take care of co-curricular and extra-curricular activities related to the department.

Placement & Training (PAT) Centre – The T&P Head connect with the representatives of several organizations across the country to identify the job requirement for the students. She regularly conducts Personality Development and Communication classes for the students.

Accounts Department – The department takes care of the finances of the institute and the compliances of its financial documents. It monitors the revenue and expenditure of the institute in various domains.

HR Department – The main function of the HR Department is to recruit and retain the faculty and staff members. It conducts annual reviews to measure the performance of the faculty and staff and accordingly manages their appraisal.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[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: C. 2 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Satisfied employee of any organization is key to its success. It is not infrastructure but humans and collective work together make organization's most of the processes productive and professionally managed. The management committee of the institute has initiated several welfare schemes for its employees.

Welfare measures:

· Provision of Welfare fund

· Subsidized Bus facility

· Reward and recognition policy

· Conference/Workshop/Seminar fee reimbursement

· Teacher's day Celebration and honoring the teacher's for their remarkable contribution.

· Festival Celebrations (Diwali, Holi, Eid, Christmas etc.)

· Canteen facility

· Separate cabins

The above mentioned points pave a roadmap to achieving the organization's desired long term goals and help the faculty and staff members to work in an efficient and effective manner.

Performance Appraisal System

Institute always plays an important role in performance appraisal. There is a 360 degree feedback mechanism for the performance appraisal of every employee of the institute. Periodically feedback is taken from the students, subordinates & peers, Head of department, parents.

The role of IQAC is very important in performance appraisal system. It conducts the performance audits of departments which includes co-curricular activities, teaching-learning activities, extracurricular activities, etc.

The evaluation of faculty and staff members is done on a continuous basis, where certain parameters are taken into consideration for evaluation of faculty members. There is a predefined KRA based appraisal system, which acts a standard measure to evaluate performances and generate fair appraisals for all.

Staff Welfare is ensured through various benefits viz. EPF, ESIC, health insurance policy, etc. The progress of the institute is reviewed on regular basis for the effective implementation of quality policy and plans.

File Description	Document
Upload 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: 12.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	13	00	00	00

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

6.3.3

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

Response: 28.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	22	19	01	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

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](#)

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:

Great Ganges Institute of Technology works on a self-reliant financial model. There are various internal sources of funds that are collected and managed by the institute, which comprise of fees collection from academic courses (tuition fees), hostel, transportation, consultancies, online examinations, rent, bank interests, miscellaneous incomes and grants from various government bodies such as UP SKV, CSJMU and other similar institutions. These funds help the institute in smooth flow of managing operational costs.

The budget system of the institution works under a proper channel, wherein the department heads prepare a stipulated budget draft for conducting various activities and regular tasks related to work. The administrative department and accounts department of the institute closely monitor the budget proposals and provide approval post discussion. Purchases for various activities are done through and within the approved budget. The finance team of the institute keeps a track of these purchases, so as to avoid any gap in implementation of this financial policy. These funds are used in conducting extra-curricular and co- curricular activities for the students, developing several facilities such as library, computer labs, science labs, renovation and construction of lecture and seminar halls and auditoriums, betterment of transportation facilities and installation of modern facilities such as vending machines in the college premises. A proper channel of approvals and verifications is followed by the institute in making these purchases and payments. The salaries and wages of the staff and other major costs, such as construction and maintenance are taken care by the administration and accounts department separately.

The institute regularly conducts regular internal and external audits of accounts. The accounts department conserves the Books of Accounts using TALLY ERP 9.0. If the auditors observe any discrepancy it is

immediately rectified.

Internal Audit: The Auditor of GGIT conducts audits on a daily basis and ensures that the documents adhere to the guidelines established by the institute. The audit report is sent to the account officer to make the necessary corrections. These corrections after deliberate discussions are made in the books accordingly. The Internal Monthly audit report is submitted to the accounts department.

External Audit: J. Bajpai and Company Chartered Accountants, is the registered chartered accountant firm of GGIT. The firm conducts the annual statutory audit as per Income Tax Act 1961. Every year, the firm prepares the required financial documents like profit and loss statement, balance sheet, Cash Flow statement etc. At the end of the financial year, the firm submits the ITR and submits ITR along with the audit report bearing the signature of the Management Committee.

File Description	Document
Upload 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

Internal Quality Assurance Cell (IQAC) has been established in GGIT college as proposed by UGC and NAAC. Since quality enhancement is a continuous process, the IQAC becomes a part of the institution's system and works towards realization of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. It is the part of the Institution's system and work towards realization of the goals of quality enhancement and sustained development.

The key to success of any institute depends how effectively Internal Quality Assurance Cell (IQAC) works. In GGIT, IQAC is incorporated under the leadership of the principal of the institution. The IQAC comprises management representatives, faculty representatives, staff representatives, student's representatives, alumni, employers and is coordinated by Deans. Representatives from the faculty group, management of the institute, administration department, alumni, industrialists and internal society

members are the part of the IQAC.

Functions

The primary functions of IQAC at GGIT typically include:

1. **Development and Application of Quality Parameters:** IQAC is responsible for defining and implementing quality parameters and benchmarks for various academic and administrative activities within the institution.
2. **Preparation of Self-Assessment Reports:** IQAC prepares self-assessment reports that evaluate the performance of the institution against the set quality parameters. These reports are used to identify areas for improvement.
3. **Facilitating the Accreditation Process:** IQAC assists in the process of accreditation or reaccreditation by preparing the necessary documentation and ensuring compliance with accreditation standards.
4. **Monitoring and Evaluation:** It continuously monitors and evaluates the progress of the institution in achieving its academic and administrative objectives. This includes regular reviews of teaching-learning processes, research activities, and administrative functions.
5. **Feedback Mechanism:** IQAC establishes mechanisms to collect feedback from various stakeholders, including students, faculty, staff, and employers. This feedback is crucial for identifying areas that need improvement.
6. **Promoting Best Practices:** IQAC identifies and promotes best practices in teaching, research, and administration. It encourages innovation and excellence in various aspects of the institution's functioning.
7. **Capacity Building:** IQAC facilitates the organization of workshops, seminars, and training programs for faculty and staff to enhance their skills and knowledge in areas related to quality assurance.
8. **Documentation and Record Keeping:** It ensures that all relevant documents related to quality assurance are maintained and updated regularly. This includes academic records, assessment reports, and accreditation-related documents.
9. **External Communication:** IQAC serves as a liaison between the institution and external quality assurance agencies or accrediting bodies. It ensures that the institution complies with external quality standards.
10. **Promoting Research and Innovation:** IQAC encourages and supports research activities and initiatives that contribute to the overall quality and reputation of the institution.
11. **Promoting a Culture of Quality:** It fosters a culture of quality consciousness among all stakeholders by organizing awareness programs and workshops.

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: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
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:

Gender equity and sensitization in educational institutions are vital components in fostering a campus environment that is inclusive, supportive, and conducive to the holistic development of all students. Institute plays a crucial role in shaping societal attitudes and promoting gender equality. This involves not only addressing disparities in curricular and co-curricular activities but also ensuring that facilities cater to the specific needs of women on campus.

The following are the main objectives of the Gender Audit at GGIT:

a) To know about the gender balance in the college.

b) To know about gender perception in the campus.

c) To reflect and etch out a road map for gender action.

Gender Audit Methods:

In order to perform the Gender Audit a well structured questionnaire has been designed and the Reponses of female students, faculty and staff has been collected through Google form.

Gender Sensitization Initiatives:

The college has established a number of committees to aid girl students and ladies staff. These committees include:

1. Anti-Ragging Committee

2. Minority Cell

3. OBC Cell

4. Grievance Redressal Cell

5. SC/ST Committee

6. Internal Complaint Committee

Facilities for women on campus are a key aspect of ensuring gender equity. Adequate infrastructure, such as well-maintained restrooms, changing rooms, and nursing facilities, is available at GGIT. Campus security measures at GGIT are also tailored to address the specific concerns of women, including well-lit pathways, emergency assistance points, and a zero-tolerance policy for harassment.

Gender Awareness Program

Workshops, seminars, and awareness campaigns organized by GGIT can help sensitize students and staff to the challenges faced by different genders. Sensitization programs should focus on fostering empathy, dismantling stereotypes, and promoting a culture of mutual respect.

GGIT organize several activities for gender sensitization such as:

Women's Legal Empowerment

Gender inequality and the climate crisis are two of the most urgent challenges of today. As we better understand and make the critical connections between gender, social equity and climate change, it's time we take action towards solutions. From increasing women's representation in leadership and decision-making to redistributing care-work and productive resources, progress towards a gender equal and sustainable future starts with taking action today.

Great Ganges Institute of Technology, Unnao was organized a one day seminar on Women's Legal Empowerment on 23th Oct 2021. The key speaker in this seminar is Mr. Ratan Kumar Srivastava , Retired I.P.S. and Founding President of V foundation.

Workshop on "Menstrual Health & Hygiene Awareness for Women"

GGIT in association with Art of Living Foundation, successfully conducted Three Day's Online Workshop on "Menstrual Health & Hygiene Awareness for Women" from 8th – 10th March for Teaching, Non-teaching and Students of GGIT, on the eve of Women's Day.

Facilities for women on campus are a key aspect of ensuring gender equity. Adequate infrastructure, such as well-maintained restrooms, changing rooms, and nursing facilities, is available at GGIT. Campus security measures at GGIT are also tailored to address the specific concerns of women, including well-lit pathways, emergency assistance points, and a zero-tolerance policy for harassment.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

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

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

Response: A. All of the above

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](#)

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:

In fostering an inclusive environment that embraces diversity in all its forms, GGIT undertake various initiatives and efforts to promote tolerance, harmony, and awareness of constitutional obligations. Here are some key efforts and initiatives in this regard:

1. **Diversity and Inclusion Policies:**
   - **Policy Framework:** GGIT has established comprehensive diversity and inclusion policies that explicitly articulate a commitment to cultural, regional, linguistic, communal, and socioeconomic diversity.
   - **Affirmative Action:** GGIT implements affirmative action programs to ensure equitable representation and opportunities for individuals from underrepresented communities.
2. **Cultural Sensitivity Programs:**
   - **Cultural Competency Training:** GGIT is conducting several workshops and training sessions for students and staff to enhance cultural sensitivity, foster understanding, and eliminate stereotypes and biases.
   - **Cultural Celebrations:** AT GGIT we organized cultural events, festivals, and celebrations that showcase the richness of different cultures and traditions present within the institution such as Diwali, Holi, Eid, Christmas etc.
3. **Language Inclusivity:**
   - **Multilingual Support:** GGIT provides support for students and employees who speak languages other than English.
   - **Multilingual Communication:** GGIT ensures that official communications are accessible in multiple languages to cater to a linguistically diverse community such as notices in Hindi and English both.
4. **Community Engagement:**
   - **Outreach Programs:** GGIT continuously engaged with local communities to understand and address specific regional and community needs.
   - **Collaborative Projects:** GGIT Encourage collaborative projects that involve students and faculty from diverse backgrounds, promoting teamwork and mutual understanding.
5. **Socioeconomic Inclusivity:**
   - **Financial Aid and Scholarships:** GGIT Offers financial aid, scholarships, and support programs to students from economically disadvantaged backgrounds.
   - **Internship and Employment Opportunities:** GGIT Facilitates access to internships and employment opportunities that promote socioeconomic diversity and inclusion.
6. **Constitutional Literacy Programs:**
   - **Workshops on Constitutional Rights and Duties:** GGIT conducts workshops and seminars to educate students and employees about their constitutional rights, duties, and responsibilities as citizens.
7. **Promoting Interfaith Harmony:**

- **Interfaith Dialogue:** GGIT organized interfaith dialogues and discussions to promote understanding, respect, and harmony among individuals of different religious beliefs.
- **Interfaith Events:** GGIT hosted events that celebrate religious diversity and encourage mutual respect such as celebrating all festivals with each other.

8. **Zero Tolerance for Discrimination:**
   - **Anti-Discrimination Policies:** GGIT implements strict anti-discrimination policies that explicitly prohibit discrimination based on cultural, regional, linguistic, communal, or socioeconomic factors.
   - **Reporting Mechanisms:** GGIT established confidential reporting mechanisms for incidents of discrimination and harassment, ensuring a prompt and fair resolution process.

9. **Inclusive Governance:**
   - **Diverse Representation:** GGIT ensures diverse representation in decision-making bodies such as committees, boards, and administrative roles.
   - **Participatory Decision-Making:** GGIT encourages participatory decision-making processes that include input from various stakeholders.

File Description	Document
Upload 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:

1. Title of the Practice:

Two Best Practices successfully implemented by the Institution

- **College Uniform**
- **E Governance**

2. Objective of the Practice:

The following are the main objective of the best practices:

- To create an inclusive environment where students are valued for their character and abilities rather than their clothing choices.
- To transform traditional organizational structures and operations by integrating digital technologies to improve service delivery, communication, and decision-making.

3. Challenging issues:

College Uniform: The main challenge which we are facing in selecting the appropriate dress code in order to affirm the professional look of the students are :

- Most of the female students are not ready to wear pan and shirt as most of the students belongs to rural areas.
- The color of the shirt and trouser should be unique so that we can easily differentiate ourselves with other educational institute in Unnao region.

E-Governance: The key challenges that we are facing in implementing the E-Governance are:

- Most of the faculty and staff members are not ware about the ERP portal and it took at least 6 months to train the faculty and staff members.
- Most of the parents are not ware about digital transaction as our institute is situated in rural area. It is very difficult for us to convince these parents that the digital platform is secure for monetary transaction.

4. The Practice

Run by a team of visionary IIT alumni, Great Ganges Institute of Technology is counted among the top rated technical institutes in Unnao Region.

The institute continuously strives for maintaining excellence in higher technical and professional education, through a student centric approach.

College Uniform: GGIT implemented uniforms for all students; it can have a positive impact on the overall learning environment. They foster a sense of belonging, discipline, and equality while providing opportunities for students to express themselves within established boundaries. When everyone wears the same attire, it eliminates socio-economic disparities and reduces peer pressure related to fashion trends. This creates an inclusive environment where students are valued for their character and abilities rather than their clothing choices.

eGovernance at the campus: The institute promotes the idea of e-Governance through various channels.

The *website* acts as an information center, where all the details about the courses offered, activities

conducted, departments, placements and other useful information are provided.

Secondly, the process of *admissions* is facilitated by *NEO Dove software*. The whole process of lead generation to getting the student admitted in the institute is facilitated by the online portal.

The *accounts* department makes and manages financial information through ERP software. Payments are made and received through online mode such as NEFT, RTGS, etc.

The *library* is managed by ERP. We have DELNET digital library annual membership.

5. Evidence of Success

College Uniform: After implementing the dress code to the students we have observed that the discrimination among the students on the basis of income is declining day by day. Now they also feel proud to be member of the Institute and it also increase the commitment of the students towards the organization.

E-Governance: After successfully implemented the E-Governance we have observed that there is more transparency in our transaction and process. Even we are able to easily identify the errors and proper remedial action can be taken on time.

Especially During COVID the E-Governance process helps us a lot because there is a lock down in most of the places. Our ERP portal enables us to impart the education through online mode as well as parents and other related parties are able to make the financial transactions digitally.

6. Problems encountered and Resources required.

During implementation we are facing various problems but with the team efforts we can manage it smartly. At initial stage we have required certain financial resources for establishing these services but in long term these practices helps us a lot in achieving the organizational objective.

File Description	Document
Best practices as hosted on the Institutional website	[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:

Great Ganges Institute of Technology is founded by a group of visionaries and intellectuals to impart quality education in a stimulating and innovative environment and manner. In the year 2013, GGIT welcomed its first batch of Graduation to serve Quality Education to the willing aspirants of Kanpur–Unnao region and beyond. Students are here empowered with the knowledge and professional skills while upholding the values of integrity, tolerance and mutual respect. GGIT is affiliated to Chhatrapati Shahu Ji Maharaj University formerly known as Kanpur University. GGIT has attained a unique and a highly respectable place amongst the top professional education institutions in the state of UP and border states. GGIT has earned a reputation for academic excellence in providing practical and quality academic program in the field of Management and Computer Applications. GGIT takes the lead among the sought-after BBA and BCA colleges in Kanpur and Unnao, fostering a culture of innovation and success.

The institute is ISO 9001:2015 certified for it's up to the mark quality systems and best practices in technical and professional education. The institute is very easily accessible; it is located in Gram Gadan Khera, on Kanpur – Lucknow Highway, 12 Kilometers away from Ganga Bridge and 4 Kilometers from Unnao Cross Over.

Institute Strengths:

- **Qualified Faculty:** The institute has a team of experienced and knowledgeable professors who are providing high-quality education to students.
- **Diverse Curriculum:** Offering both BBA and BCA courses provides a diverse range of business-related subjects, attracting a wider student base.
- **Industry Connections:** Strong ties with local businesses or industries can lead to internships, guest lectures, and potential job placements for students.
- **Reputation:** The institute has a good track record of producing successful graduates, it attracts more students and gain positive word-of-mouth.
- **Infrastructure and Facilities:** Well-equipped classrooms, libraries, computer labs, and other amenities are enhancing the learning experience.

Best Infrastructure in Unnao Region

Institute proudly boasts its lush green campus with elegant buildings and state-of-the-art infrastructure. The campus spreads over 1.5 acres of landscape with total built up area of 1700 sq.m. Lodged with all modern amenities. The land is situated at a very strategic location barely 12.0 Km away from Kanpur and 4.0 Km from Unnao and 50 Km from Lucknow.

The institute is enabled with solar panels and solar power generation units, which cater the electricity needs of the campus. The campus has separate hostels for boys and girls. The institute has academic and administrative blocks. Apart from this, there are Lecture Theatres, AC Fitted Class Rooms, Faculty Rooms, and Office for the HODs, Director's office, Administrative office, and Registrar's office, Reception Lounge, Medical Room and the Visitor's Room. We have best in class Seminar Rooms; Labs; Workshops and smart classrooms for Every Department. In addition, there is also transport facility for the students faculty and staff members.

The library is having more than 100 sitting capacity with air conditioned rooms. It is fully automated with ERP software in order to provide references service to its students, faculty members and staff members. Now permitted users can access our library through internet/intranet. All the books are bar coded it subscribes many more National/international journals in print form, 22 magazines and 13 newspapers. A rich collection of Project works is also available for its users.

The computer centre is well equipped with all latest software and technologies. Presently GGIT have 2 computer labs, all centrally air-conditioned with the capacity of 45 students. The campus is well equipped with Wi-Fi connectivity.

Considering the fact that GGIT is predominantly an educational institute, there is significant environmental research done both by faculty and students. Environmental awareness initiatives are substantial. The installation of solar panels and a rainwater harvesting system are noteworthy. Besides, an environmental awareness program initiated by the administration shows how the campus is going green.

Water Management:

The Tube well and underground water is only sources of water on campus and in the hostels. Water is used for drinking purpose, toilets, and gardening. The wastewater from the RO water purifier is used for gardening purpose and washing utensils in Mess. Rainwater harvesting units are also functional for recharging groundwater level.

Energy Conservations:

Energy source utilized by the campus is electricity only. The entire campus including common facility centers are equipped with LED lamps and LED tube lights, except a few locations. Besides this, solar panels are also installed on the campus as an alternative renewable source of energy.

Waste Management:

Waste generation from tree droppings and lawn management is a major solid waste generated in the campus. The waste is segregated at source by providing separate dustbins for dry and wet waste materials. There is a separate system for the disposal of excessive food from the college mess.

Green Area Management:

The campus is located in the vicinity of many trees (species) to maintain the biodiversity. Various tree plantation programs are being organized at the institute campus. This program helps in encouraging an eco-friendly environment which provides pure oxygen within the institute and awareness among students. The plantation program includes various types of indigenous species of ornamental and medicinal wild plant species.

Security Measures: GGIT installed sufficient security cameras and access control systems to ensure the safety of students and staff.

Parking Facility: There is a separate parking facility outside the campus. There is a proper parking indication signal board in order to differentiate the parking area from other marked areas

Vehicle Free Campus: All the vehicles are restricted in the campus. The transportation medium within the campus is E-Rickshaw in order to reduce the movement of vehicles in the campus.

File Description	Document	
Appropriate web in the Institutional website	[View Document](#)	

5. CONCLUSION

Additional Information :

Beyond Curriculum Initiatives: Making the right career decision at the right time makes a lot of difference. In today's competitive markets, right path of career choice matching with the potential is not an easy task for the students. Career growth culture among students is to motivate their transition from college-level education to face the challenges of the future.

eGovernance at the campus: The institute promotes the idea of e-Governance through various channels.

The *website* acts as an information center, where all the details about the courses offered, activities conducted, departments, placements and other useful information are provided.

Secondly, the process of *admissions* is facilitated by *ERP* The whole process of lead generation to getting the student admitted in the institute is facilitated by the online portal NEO Dove.

The *accounts* department makes and manages financial information through Tally ERP software. Payments are made and received through online mode such as NEFT, RTGS, etc.

The *library* is managed by ERP. Recommendations are taken from the teachers and students while subscribing to the e-resources such as DELNET.

The *alumni* of the college are connected through Whatsapp Community.

The notices, attendance and other academic and employee related activities are managed through in-house ERP.

Concluding Remarks :

Considering the fact that GGIT is predominantly an educational institute, there is significant environmental research done both by faculty and students. Environmental awareness initiatives are substantial. The installation of solar panels and a rainwater harvesting system are noteworthy. Besides, an environmental awareness program initiated by the administration shows how the campus is going green.

Water Management:

The Tube well and underground water is only sources of water on campus and in the hostels. Water is used for drinking purpose, toilets, and gardening. The wastewater from the RO water purifier is used for gardening purpose and washing utensils in Mess. Rainwater harvesting units are also functional for recharging groundwater level.

Energy Conservations:

Energy source utilized by the campus is electricity only. The entire campus including common facility centers

are equipped with LED lamps and LED tube lights, except a few locations. Besides this, solar panels are also installed on the campus as an alternative renewable source of energy.

Waste Management:

Waste generation from tree droppings and lawn management is a major solid waste generated in the campus. The waste is segregated at source by providing separate dustbins for dry and wet waste materials. There is a separate system for the disposal of excessive food from the college mess.

Green Area Management:

The campus is located in the vicinity of many trees (species) to maintain the biodiversity. Various tree plantation programs are being organized at the institute campus. This program helps in encouraging an eco-friendly environment which provides pure oxygen within the institute and awareness among students. The plantation program includes various types of indigenous species of ornamental and medicinal wild plant species.

Security Measures: GGIT installed sufficient security cameras and access control systems to ensure the safety of students and staff.

Parking Facility: There is a separate parking facility outside the campus. There is a proper parking indication signal board in order to differentiate the parking area from other marked areas

Vehicle Free Campus: All the vehicles are restricted in the campus. The transportation medium within the campus is E-Rickshaw in order to reduce the movement of vehicles in the campus.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : Answer After DVV Verification :39 Remark : DVV has made changes as per the report shared by HEI.
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* 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 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
406	111	0	13	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
381	194	0	18	15

Remark : DVV has made changes as per the report shared by HEI. |
| 1.3.2 | **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

1.3.2.1. **Number of students undertaking project work/field work / internships**
Answer before DVV Verification : 212
Answer after DVV Verification: 154

Remark : DVV has made changes as per the report shared by HEI. |
| 2.1.2 | *Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

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

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

|

94	59	39	38	62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
64	53	22	54	22

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
120	60	60	60	60

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	60	60	60	60

Remark : DVV has considered the given input as per the supporting documents 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:

2022-23	2021-22	2020-21	2019-20	2018-19
14	1.9	0.2	0.2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	2.00	0.15	0	0

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

Answer before DVV Verification : A. All of the above

	Answer After DVV Verification: B. 3 of the above Remark : DVV has made changes as per the report shared by HEI.

5.2.2	*Percentage of students qualifying in state/national/ international level examinations during the last five years*
	5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	6	3	0	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	05	24	02	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	05	24	02	01

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	20	19	15	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	8	9	5	17

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

6.2.2	*Institution implements e-governance in its operations* 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made changes as per the report shared by HEI.
6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	 |---|---|---|---|---|
14	13	12	00	00 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---|
02	13	00	00	00	 Remark : DVV has made changes as per the report shared by HEI.
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	24	31	04	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	22	19	01	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	06	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

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

6.5.2	**Quality assurance initiatives of the institution include:**
	1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
	2. **Academic and Administrative Audit (AAA) and follow-up action taken**
	3. **Collaborative quality initiatives with other institution(s)**
	4. **Participation in NIRF and other recognized rankings**
	5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**
	Answer before DVV Verification : A. Any 4 or more of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
212	102	74	102	119

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
381	251	198	199	225

2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 43 Answer after DVV Verification : 40

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	21	12	28

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27.84	11.95	21.26	10.62	11.52