



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**BADERIA GLOBAL INSTITUTE OF ENGINEERING AND
MANAGEMENT**

**PATAN BY-PASS SQUARE GRAM RAIGHAWA JABALPUR
482002**

www.globalengineeringcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

BADERIA GLOBAL INSTITUTE OF ENGINEERING & MANAGEMENT (Formerly known as GLOBAL NATURE CARE SANGHATHAN'S GROUP OF INSTITUTIONS) was established in the year 2009. Today the institute is prestigious Engineering Colleges of Central India and is situated in Jabalpur district (M.P.). The Institute is approved by AICTE and affiliated to RGPV Bhopal offering B.tech degree in CS, IT, EC, CSE(AIML), Civil,DS,IOT and ME, and M Tech Degree in CSE, Data science,Embedded System and Structure Engineering. BGIEM envisions an all-inclusive growth of students i.e. holistic development to attain Intelligence-Emotional-Social-Happiness in an individual, along with their goals of academic excellence.

BGIEM is committed to enhancing the employability of the students with Holistic Development. At BGIEM, the students are provided with fair opportunities, environments, and spaces that help them unravel their innate abilities. The practices of Skills Improvement Groups ,Institute-Industrial Collaborations, Clubs, Career Development Cell, Focused Placements, and Financial Assistance Schemes cushioned with one-to-one interaction of students with the chairman and easiest accessibility to him have been few of our initiatives in the same direction. BGIEM boasts of excellent academic achievement by imparting quality education and has all state-of-the-art facilities like an e-library, sports, ultramodern canteen, excellent free transportation to students and staff members, and a lush green campus.

BGIEM stands out for its commitment to becoming a paperless institution. We utilize our proprietary Institute Student Management System (ISMS), which streamlines a variety of functions including student database management, scholar registration, enrollment and examination processes, fee submission, and library services. The ISMS also monitors attendance for both faculty and students, and manages leave and salary administration, ensuring a seamless and efficient workflow.ISMS has been designed to smoothly integrate other existing systems and databases used within the institution, such as financial systems, library management, or HR software.

BGIEM is also associated with IITs like IIT Bombay for e-yantra Robotics Lab and IIT Delhi for Virtual Lab. The Institute also has good Industry-Academia tie-ups like the Eduskill ,CISCO ,AWS Academy, RedHat Academy, Microsoft Academy,Blue Prism, MSME, etc. to bridge the gap between the requirements of the industry through National Certificate courses.

Vision

Transforming Life by providing professional education with excellence.

Mission

- Quality Education: Providing Education with quality and shaping up Technocrats and budding managers with a focus on adapting to changing technologies.
- Focused Research & Innovation: Focusing on Research and Development and fostering Innovation among the academic community of the Institution.

- **People Focused:** Accountable and committed to institutional operations for effective functioning by Faculty members, Staff and Students.
- **Holistic Learning:** Focus on conceptual learning with practical experience and experiential learning with strong Industrial connects and collaborations.
- **Service to Society:** Providing Technical and Managerial services to society for betterment of their quality of life with best of the skills, compassion and empathy.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Pioneer Institute: Vision to enhance the employability quotient of students through comprehensive holistic development.

Brand Value: Recognized for strong brand value in the Central India.

Admissions: Achieved 100% admission allotment from various cities across Madhya Pradesh and other states, attracting top-performing JEE students.

Campus: Lush Green, fully Wi-Fi-enabled Campus, meticulously maintained with all amenities.

Industry Collaboration & Partnerships: Strong Partnerships with AWS, CISCO, Celonis, Palo-Alto, Juniper Networks, and Oracle for faculty and student training in line with industry demands for Certifications, Internships, and Projects.

Program Innovation: Regularly introduces new programs aligned with current Societal and Industrial needs.

Active Linkages: Established connections with IIT Bombay eYantra, IIT Delhi Virtual Labs, NPTEL, and multiple industries.

Academic Engagement: The Institute maintains strong connections with IITs, NITs, and other leading institutions. To keep faculty and students informed about the latest research trends, FDPs, conferences, and expert talks are organized.

Library: Fully automated library featuring over 34,000 books, journals, e-resources, and e-library.

Student Participation: Over 400 students have participated in International and National Hackathons, addressing real-world industry challenges.

Intellectual Property: Faculty and Students collaboratively filed numerous utility & design patents, and copyrights.

Faculty: Experienced, qualified, and dedicated faculty members facilitate the teaching and learning process.

Career Development: Regular Career Development activities conducted through a well-established Training and Placement Cell.

Salary Packages: Highest salary packages offered to students in 2022 and 2024 in Madhya Pradesh.

Infrastructure: State-of-the-art infrastructure with **classrooms equipped with Smart Interactive panels, Projectors, and High-Speed Wi-Fi.**

Sports Facilities: Well-maintained sports infrastructure, including playgrounds and facilities for various sports including cricket-football-badminton-Judo-Shooting-Basketball and volleyball.

Transport: Comprehensive bus transport facility for all students.

Eco-Friendly Practices: Implementation of green audit, energy audit, and environmental audit practices; adoption of solar energy and energy-efficient equipment.

Auditorium: Well-maintained multipurpose auditorium for co-curricular & extra-curricular activities.

Extracurricular Infrastructure: Robust infrastructure for extracurricular activities including Tech Fest, Cultural Fest, yoga, gymnastics, Pro-Kabaddi, Chess, etc., fostering overall student development.

Canteen: Canteen providing high-quality food standards.

Innovation Ecosystem: Active portals for KAPILA, IIC, YUKTI, and NISP supporting the Institution's Innovation Council ecosystem.

Placement Support: An active placement cell dedicated to facilitating student placements.

Institutional Weakness

Syllabus Updation: Affiliation with RGPV University presents challenges in updating the syllabus to meet current industry needs and demands.

Syllabus Alignment: The University's syllabus needs to be aligned with the GATE syllabus to ensure consistency.

Result: Being affiliated with University often results in delay in publication of result.

Location: The Institute's Tier II location poses challenges in attracting students from Tier I cities for admission.

Involvement: There is a need to engage faculty members in government-funded projects, international university collaborations, and consultancy.

Average Placement Salaries: The average salary offered through placements needs to be improved.

Institutional Opportunity

- **Technology Integration:** Utilizing technology to create value in rural communities.

- **Consultancy Expansion:** Enhancing consultancy services to broaden institutional impact.
- **Autonomy:** Achieving status as an autonomous institution for increased operational flexibility.
- **Project Acquisition:** Securing interdisciplinary and sponsored projects to drive innovation.
- **Research Grants:** Obtaining research grants to support and expand research initiatives.
- **Networking:** Strengthening connections with other institutions and research organizations to foster collaboration.
- **Industry Interaction:** Entering into additional Memorandums of Understanding (MoUs) to improve industry-institute interactions.

Institutional Challenge

- **Curriculum Rigidity:** Stringency in adapting the curriculum to evolving industry needs.
- **Awareness Gap:** Limited awareness among parents about the quality of technical education available in the Region.
- **Industry-Institute Interaction:** Need for enhanced collaboration between the institute and industry partners.
- **Student Quality:** Improving student capabilities to secure placements in core engineering companies.
- **Competitive Exams and Higher Studies:** Encouraging students to pursue competitive examinations and advanced studies.
- **Increased Competition:** Facing challenges due to the growing number of engineering institutes.
- **Core Engineering Focus:** Maintaining and increasing student interest in core engineering disciplines.
- **Faculty Recruitment:** Although the institute has recently added new branches such as AIML, Data Science, IoT, and Cyber Security, its Tier II location poses challenges in attracting faculty with strong expertise in these areas from Tier I cities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

BGIEM is approved by the All India Council for Technical Education, New Delhi and is affiliated to State Technical University - Rajiv Gandhi Proudyogiki Vishwavidyalaya, Bhopal. The Institute follows syllabi which is mandated by the University, that is updated from time to time.

The Institute inculcate orientation and induction program before commencement of new session.

Vision and Mission statements are displayed at the entrance, Institute website and at different places of the institute. Also, PEOs, PSOs, COs and POs are displayed at all prominent locations and the website. The Institute's IQAC monitors the effective implementation of the curriculum with a focus on ICT-based delivery. The academic calendar and activity are prepared in line with University academic calendar. Faculty members prepare course file which reflects the proposed plan, evaluation, and assessment of students on the basis of various assessment tools and classroom teaching. Faculty members are encouraged to participate in various FDPs, Workshops, and Seminars conducted by AICTE and other reputed Institutions. Academic flexibility at BGIEM is ensured by the regular conduct of Certificate Programs, Internships, Trainings, and Workshops under different Skill Improvement activities to enhance the skill-set of students so as to increase employability quotient. The course modules of such activities are designed in line with the industry requirements.

Various cross-cutting activities like expert lectures, seminars, quizzes, EDC cell activities, workshops on ethics, celebration of important days and lecture on women empowerment are organized to provide practical knowledge to students and for their overall development. All the students actively participate in project work/field work/internship during their course of studies.

Regular feedback are taken to improve the academic and administrative performance of the Institute and feedback analysis and accordingly corrective measures are taken by the Institute.

Teaching-learning and Evaluation

Effective processes of teaching, learning and evaluation are ensured through a well-planned Academic Calendar, elaborated Teaching Plans and evaluation in examination schedules.

Orientation and Induction Programs, Motivational Session's specific counselling and Extra Classes for Slow learners, Mentor Mentee programs and continuous Internal Assessment are done by the Institute to identify the needs of the students.

Teaching-learning process is most important hence training in form of Class-Before-Class (CBC) is taken that helps in preparing course files with comprehensive teaching material.

Institute also conducts Communication Skill Development Programs, Remedial Classes, Bridge Courses, Pre-Placement Trainings, Group Discussions etc., for the holistic development of students.

Experiential methods like Project Work, Demonstrations, Internships and Industrial visits are executed in practical subjects.

Participative learning by Workshops, Conferences and Seminars, NPTEL videos, Innovative/creative methods for student centric learning is used for learning, role-play and behavioural learning.

COs-POs-PSOs for all the subjects are disseminated to all the stake holders including students. Institute evaluates the attainment of COs and POs by both direct and indirect assessment. Exit Surveys, student and faculty feedback are also taken to assess the attainment.

Continuous evaluation is carried out in theory and lab subjects to suit the capabilities of diverse learners. For this, methods like Assignments, Unit Tests, Viva, Quizzes-Seminars, Comprehension, listening test, Oral test, Surveys and Paper Presentations are included. Evaluation is transparent as internal assessment marks are communicated to the students and answers are discussed in the classes.

All complaints and grievances related to examination are handled and addressed within a week. All circulars related to examinations are communicated by the Exam Cell. Strict adherence to exam timetables and uploading deadlines is ensured.

Research, Innovations and Extension

The Institute constantly promotes to improve research at Institutional level. It also encourages faculty members and students alike to enroll for memberships of different professional bodies and participate in different conferences conducted by other Universities, colleges etc. and also to present their research works in such events. They are also motivated to participate in EDC, IPR and Research related events and for this Institute also has Promotion Policy for R&D (incentive provision). For this, Institute has setup an EDC Cell and various technical clubs.

The Institute regularly conducts motivational sessions, expert talks on recent technologies etc., for motivating and guiding the students to learn the art and skill of ideation, innovation and transfer of knowledge.

Finally, to promote research activities an impetus was given for MOUs and Collaboration with academia and industry alike. BGIEM has active MOUs, Association and Collaboration with several activities.

Research output of the institute has increased in UGC listed journals and written books and book chapters, papers in conferences and patent.

BGIEM has established NCC unit for their students and conducted various extension activities and outreach programs.

Institute has also visited nearby villages to conduct various social activities.

Infrastructure and Learning Resources

Baderia Global Institute of Engineering & Management is dedicated to creating a safe and enriching atmosphere, prioritizing strong infrastructure to improve the teaching and learning process. It provides a safe and supportive environment for studying, with abundant infrastructure and educational resources. Widely recognized for its advanced facilities, the institution boasts one of the most attractive campuses in the area. The Institute values its efficient and adaptable infrastructure, tailored to meet the varied needs of its students. Through consistent implementation of strategic plans for resource improvement, the Institute guarantees the availability of top-quality infrastructure in accordance with Institutional and university regulations. This dedication ensures well-equipped classrooms, libraries, and faculty and staff offices, all customized for maximum academic benefit.

BGIEM campus is seamlessly covered, which connects to the local area network via fiber optic technology. The computer laboratories, which are essential in the current digital era, are at the center of academic technology operations, and the institute recognizes this. With their cutting-edge hardware and industry-standard software, they provide an immersive learning environment where students can bring their ideas to life. With the support of knowledgeable teachers and a wealth of software tools at their disposal, students get vital practical experience that positions them for success in the ever-changing field of technology development.

The library serves as a crucial resource center where students can access curriculum-related materials and references. Careful infrastructure planning ensures that students can easily connect with faculty members for any queries.

Throughout the institute, most of the classrooms are equipped with complete air conditioning and air-cooling systems, providing a smooth learning environment with uninterrupted power supply, smart boards, and projectors.

Additionally, the institute features its own auditorium. This well-designed, air-conditioned auditorium takes center stage, accommodating more than 600 individuals and green rooms. Equipped with cutting-edge technology, this versatile space ensures a seamless experience with continuous power supply, advanced sound systems, video capabilities, and projectors. Cultural festivals enrich student life by providing access to performers and cultural resources. Students can also enjoy canteen facilities for meals and socializing.

Student Support and Progression

Baderia Global Institute of Engineering & Management consistently extends its unwavering support to student's post-admission, with the Institute proudly providing extensive sports amenities while actively encouraging participation in **co-curricular activities**. In recognition of financial challenges faced by deserving students, the institution has continuously facilitated educational support for **economically disadvantaged students** over the years. Furthermore, the institution is dedicated to ensuring that students can take full advantage of the numerous **scholarship programs** available through both **State and Central Government** initiatives. In our commitment to transparency, the Institute regularly updates its prospectus, offering a comprehensive overview of its various resources, including an **annual college calendar, library services, sports activities, scholarships**, and an expansive support system, all designed to enhance the student experience. Moreover, the Institute actively publishes a magazine to showcase the academic, co-curricular, and extracurricular achievements of our students. Dedicated to nurturing academic excellence, the Institute also conducts **specialized training sessions** to bolster students' success and acts as a catalyst in their pursuit of professional aspirations. Our **placement and career guidance services** are further strengthened by the robust network of potential employers who regularly visit our campus, offering a wide array of opportunities in diverse industries, including prominent names like **TCS** and **Reliance Jio**. Additionally, the Institute is home to a well-equipped Career Counseling Centre, entrepreneurship development programs, and dedicated placement cells, all of which collectively fortify the support system available to our students. With a firm commitment to the welfare of our students, the Institute places special emphasis on gender equality by establishing a **Women's Grievance Cell** and a **Girl's Common Room**, fostering a safe and supportive environment. Our support extends to students from socially and economically disadvantaged backgrounds, as well as those facing physical challenges, ensuring that each student receives equal attention and care in every aspect of their academic journey, including admissions, financial aid, transportation, and career guidance, with Female Security Guards and CCTV monitoring.

Governance, Leadership and Management

BGIEM leadership believes in decentralization, participation, and extensive consultation between the management and all stakeholders. With the participation of all the stakeholders, the management proposes a perspective plan and ensures its implementation within the predefined timeline. Academic and administrative activities are carried out in accordance with well defined policies. A well-defined organizational structure works in the institute.

The Governing Body (GB) represents the management and is in charge of the decision-making at all levels of governance. The Director of the Institute is the whole sole in charge of all the activities and is supported by HODs and IQAC. Various committees, departments, the Exam Cell, Registrar and HR department are responsible to ensure the quality and excellence of the institute. In this way, the institute has practiced decentralization and participatory governance. Various clubs and cells ensure active participation of students and faculties, which develops their leadership quality. In tune with the vision and towards having more

technically sound staff, the institution also follows a policy of extending financial assistance to the faculty members for attending seminars/conferences.

BGIEM also has a well-defined SOP for purchase that ensures that authority responsibility at this level is taken care of. To improve quality, various feedback from stakeholders is taken during and at the end of academic year. Financial audits, Green audits, Environment audits, and Energy audits are in the practice of the institute. The institute has proper fund mobilization and utilization of resources strategy. In the institute e-governance system various areas of operations are implemented for various quality measures.

Institutional Values and Best Practices

Our institution is dedicated to promoting **gender equality** and raising awareness among female students, faculty members, and staff. Over the years, we have consistently organized a series of expert-led interactions and maintained a robust **Gender Equity Policy**. This commitment underscores our aim to foster an inclusive academic environment where every individual is empowered and valued.

In parallel, our institute demonstrates a profound sensitivity to environmental issues by implementing comprehensive green practices. We are committed to **energy conservation (such as roof top Solar System), rainwater harvesting, waste management, and conducting regular environmental audits**. These initiatives not only align with our ecological responsibilities but also reflect our dedication to sustainable development.

Our commitment to accessibility is evident through our **Divyang-Friendly Policy**, which ensures that the campus is equipped with essential facilities such as ramps and accessible restrooms. This policy is integral to our mission of providing an inclusive and supportive environment for all students and staff.

The institute places a strong emphasis on **human values and professional ethics**, which are woven into both our curricular and extracurricular activities. This focus on ethical conduct and personal development is central to our mission of nurturing not just competent professionals, but well-rounded individuals.

Throughout their tenure, students engage in various events, including celebrations and festivals, which promote tolerance, multicultural inclusiveness, and respect for organizational discipline. These activities are designed to foster a culture of mutual respect and adherence to the institutional code of conduct.

To bridge the gap between **academic learning and industry requirements**, the institute adopts best practices for continual knowledge enhancement and **practical skill development**. In alignment with Industry standards, we prioritize skill enhancement through diverse training programs. These initiatives are designed to prepare our students for the evolving demands of the industry, ensuring they are well-equipped to excel in their **professional careers**.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BADERIA GLOBAL INSTITUTE OF ENGINEERING AND MANAGEMENT
Address	PATAN BY-PASS SQUARE GRAM RAIGHAWA JABALPUR
City	JABALPUR
State	Madhya Pradesh
Pin	482002
Website	www.globalengineeringcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	RAJIV KHATRI	0761-2998768	7415436013	-	registrar@global.org.in
Professor	POORNANA ND DUBEY	0761-2751707	9575300115	-	pndubey07@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Madhya Pradesh	Rajiv Gandhi Proud yogiki Vishwavidyalaya	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	Information provided for Two Thousand Twenty Three Twenty Four

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	PATAN BY-PASS SQUARE GRAM RAIGHAWA JABALPUR	Urban	10	22688

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Computer Science And Engineering,	48	Higher secondary	English,Hindi	180	180
UG	BTech,Computer Science,	48	Higher secondary	English,Hindi	30	30
UG	BTech,Computer Science And Engineering Artificial Intelligence And Machine Learning,	48	Higher secondary	English,Hindi	90	90
UG	BTech,Computer Science And Engineering Data Science,	48	Higher secondary	English,Hindi	90	90
UG	BTech,Computer Science And Engineering Internet Of Things And Cyber Security Including Block Chain Tech,	48	Higher secondary	English,Hindi	30	30
UG	BTech,Electronics And Communication Engineering,	48	Higher secondary	English,Hindi	60	60
UG	BTech,Civil Engineering,	48	Higher secondary	English,Hindi	30	30
UG	BTech,Mechanical	48	Higher secondary	English,Hindi	30	30

	Engineering,					
UG	BTech,Electronics Engineering Vlsi Design And Tchnology,	48	Higher secondary	English,Hindi	60	60
UG	BTech,Electronics And Communication Advanced Communication Technology,	48	Higher secondary	English,Hindi	60	0
PG	Mtech,Computer Science And Engineering,	24	BTech	English	24	24
PG	Mtech,Electronics And Communication Advanced Communication Technology,	24	BTech	English	30	0
PG	Mtech,Digital Communication,	24	BTech	English	24	4
PG	Mtech,Electronics And Communication Vlsi Design,	24	BTech	English	30	0

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	12				7				103			
Recruited	9	3	0	12	5	2	0	7	69	34	0	103
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						26
Recruited	17		9		0	26
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	16	3	0	19
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	3	0	5	2	0	0	0	0	19
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	69	34	0	103
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Self Study Report of BADERIA GLOBAL INSTITUTE OF ENGINEERING AND MANAGEMENT

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	481	0	0	0	481
	Female	273	0	0	0	273
	Others	0	0	0	0	0
PG	Male	12	0	0	0	12
	Female	20	0	0	0	20
	Others	0	0	0	0	0
Diploma	Male	171	0	0	0	171
	Female	41	0	0	0	41
	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	65	60	56	62
	Female	29	33	22	21
	Others	0	0	0	0
ST	Male	25	17	21	22
	Female	17	13	12	6
	Others	0	0	0	0
OBC	Male	222	199	220	207
	Female	120	81	87	68
	Others	0	0	0	0
General	Male	178	138	133	151
	Female	108	77	56	63
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		764	618	607	600

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Baderia Global Institute of Engineering & Management, Jabalpur is affiliated to State Technical University Rajiv Gandhi Pradyogiki Vishwavidyalaya, Bhopal, M.P. and as such has to follow the Scheme and Syllabi of the University. The University has adopted the NEP 2020 and has incorporated optional subjects of Multidisciplinary and Interdisciplinary wherein a student can choose elective subjects of his or her interest from other branches also. It has to follow road map and guidelines prepared and provided by the State Technical University. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed which gives freedom</p>
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	<p>to the student to choose their preferred options from the range of program offered by the institution, so the Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines. Baderia Global Institute of Engineering & Management, Jabalpur has made available opportunities for the students within the campus to implement Multidisciplinary/Interdisciplinary courses.</p>
2. Academic bank of credits (ABC):	<p>The Institute is affiliated to State Technical University RGPV Bhopal and as such has to follow the Scheme, Syllabi and guidelines of the University. The University has introduced Academic Bank of Credits and Digi Locker for all the students vide it's notification Sr No/F-3/ADMIN/RGPV/2022/889, Dated 22/02/2022. As such the Scheme of ABC of NEP is available and applicable to all the students of our Institute. The database, where in the academic credits earned by the student from various courses will be digitally stored so that the credit earned by student previously could be forwarded when the student enters the program again. For monitoring ABC, proper technical support system is available.</p>
3. Skill development:	<p>Under the NEP 2020 major emphasis is on the Skill Development and Institute in line with this has taken up various skill development programs of Government of India. The institute has an established training and placement cell, EDC and Innovation Cell which actively participate to strengthen technical, vocational, soft skills of the students. The institute has an established training cell which actively work to strengthen the technical and non technical skills both of the students as per current need of the industry, Institute is also having MOU with various renowned companies like Celonois, Cisco, Coding Ninja, Edu-skills, Smart- Bridge, Red Hat, AWS, Oracle, PaloAlto, Co-Cubes, Elitmus, AMCAT etc. in order to enhance the overall development of the students both technically and non technically. All the students also undergo Internships at renowned industries.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The preservation and promotion of India's Culture wealth must be considered a high priority for the country, as it is truly important for a nation's identity as well as for its economy. In this regard appropriate integration of the Indian knowledge system</p>

	<p>particularly teaching in Indian languages is important and it is the integral part of teaching learning process of our institute. The University has also adopted this and the teaching learning process for all the Undergraduate and Diploma Courses are both in English and Regional Language (Hindi). In order to promote /integrate the local language, art and culture, it is the regular practice at institute that various activities conducted in near villages are compulsory executed in local language. In Youth Festival organized at institute, students are actively participating in order to promote Indian Language and culture which demonstrate the diversity of the country.</p>
5. Focus on Outcome based education (OBE):	<p>The institution, being affiliated with Rajiv Gandhi Proudyogiki Vishwavidyalaya, Bhopal, M.P. follows the guidelines as and when directed where in variety of approaches in Teaching Learning Process like lectures, seminars, tutorials/workshop/practical and project-based learning field work, technology enabled learning internship and apprenticeship and research work is already suggested and Institute is implementing it. All the programs are offered as outcomes-based education (OBE) where the teaching learning process is such as to the Faculty being a facilitator; and the institute ensure to match Course Outcome (CO) with the Program Outcomes (PO) and Program Specific Outcomes (PSO) in order to meet with the regional and global requirements. All courses are designed with outcomes centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contributes proactively to economic, environmental and social well-being of the nation.</p>
6. Distance education/online education:	<p>The institution is prepared, since during COVID-19 pandemic situations and teaching learning process through different online modes likewise app, Google Class rooms, Google meet etc. The whole college campus is Wi-Fi enabled with Smart Boards, LCD Projectors installed in each classroom and hence no hindrance /obstacle in online education. Post-pandemic, the online learning experience has been adopted by the faculty and students to full advantage</p>

	of flexible blended mode of teaching learning. All the departments are exclusively using Smart Classroom for sharing learning contents with students for most of the subjects / courses. The faculty members as well as the students are promoted to prepare themselves by getting trained for using various MOOCs, NPTEL and other online platform for online teaching learning. The University has also included learning through NPTEL for the students to get additional credits reflected in their results. These efforts are the new normal, which is envisaged in New Education Policy as well.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Voting Awareness Program was initiated by the Electoral Literacy Club of Baderia Global Institute of Engineering & Management, Jabalpur where many students of various departments have participated and spread the message of importance of casting their votes in Lok Sabha Election . Voting Awareness Program was initiated by the Electoral Literacy Club of Baderia Global Institute of Engineering & Management, Jabalpur where many students of Electronics & Communication Engineering department has participated and spread the message of importance of casting their votes in Lok Sabha Election via taking Voter's Pledge.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	YES, Institution has organized various awareness activities for Electoral Awareness process. It has also organized various drives for registration of new voters. Voting Awareness Program was initiated by the Electoral Literacy Club of Baderia Global Institute of Engineering & Management, Jabalpur where many students of various departments has participated and spread the message of importance of casting their votes in Lok Sabha Election 2024 via

	different activities such as Posters Making, Flash Mob, Singing, Nukkad Nataks etc.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	YES, Institution has organized various awareness activities for Electoral Awareness process. It has also organized various drives for registration of new voters. All the students of previous years have already been registered, those who will be admitted this year will be registered later on.

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
2196	2136	2076	2076	2136

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: 241

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
110	104	116	111	112

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
1478.49	1039.73	271.23	565.39	450.62

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:

For effective and efficient dissemination of curriculum planning and delivery Baderia Global Institute of Engineering & Management, Jabalpur develops action plans and academic excellence is given the highest priority. As we are an affiliated institute we adopt the curriculum designed by Rajiv Gandhi Proudyogiki Vishwavidyalaya, Bhopal. For effective delivery of the curriculum, we follow the academic calendar of the Institute further on the basis of the **university calendar**. The **institute prepares its academic calendar** and every department follows it taking into consideration the timelines of university as well as the institute for **effective delivery of curriculum**. The academic schedule outlines the start date of the academic session, the length of each semester, dates for **class tests, practical exams, and final semester examinations**. It also includes a roster of both regular and restricted holidays as declared by the government. A **well-structured academic calendar** which is in line with the academic calendar of RGPV is prepared by the Director in consultation with HODs. An action plan for conducting **co-curricular, extra-curricular activities, FDP's, Workshop** etc. to enrich the curriculum is also to be included in the detailed academic calendar. Towards the beginning of the semester itself the academic calendar is displayed among the students as well as teachers also displayed on notice boards, college websites etc.

A meeting is conducted by the head of the department one month in advance along with faculty members in order to allocate the courses to the faculty members as per their expertise and option. As per the subject allocation, class wise and course wise time tables are prepared for effective planning and delivery of courses. Faculties prepare their respective subjects course files. The subject course file comprises the **Vision and Mission statements of both the institute and the department, as well as Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs)**, academic calendar, syllabus, Class/Master time-table, Lesson Plan structured according to **Bloom's Taxonomy**, COs and POs Mapping, previous year question papers, GAP analysis, measures taken to address the identified gaps, assignments, tutorials, topics beyond the syllabus, quizzes, question bank (including previous 3 years main exam question papers), a list of text & reference books, and e-contents (videos, ebooks, blogs, etc.). Student academic progress is consistently and rigorously evaluated through the administration of Mid Term Exam I and II, Three **Assignment Tests and Quiz** throughout the semester to gauge the achievement of Course Outcomes (COs). Two groups of students are identified as **slow learner and Fast learner** which are done on the basis of the participation of students in the class, performance in the class test and previous year result. To ensure effective curriculum delivery to different groups of students, advanced pedagogy methods, creative practical learning techniques and ICT enabled classrooms are used. Examination schedule of Mid Term-I and II is announced and displayed in advance by the examination superintendent of the institute. In addition to the curriculum different Co-Curricular activities like Field Visits, Guest Lectures etc are also conducted for

the students.

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

1.2 Academic Flexibility

1.2.1

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

Response: 6698

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

Other Upload Files

1	View Document
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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: 63.07

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
1949	1201	1204	1220	1124

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:

Diverse courses are incorporated into the curriculum to incorporate cross-cutting themes related to **Gender, Environment, and Sustainability**, as well as **Human Values and Professional Ethics**. The institution, under the curriculum designed by RGPV, Bhopal, integrates these cross-cutting issues into its educational framework. Over time, the University Curriculum has expanded to include numerous courses addressing these pertinent topics, such as **Professional Ethics, Gender Equality, Human Values, and Environment & Sustainability**.

Professional Ethics: Subjects such as **Business Communication, Soft Skills, and Organizational Behavior** are integrated into the curriculum to incorporate students with Professional Ethics. These courses aid in the enhancement of students' communication abilities (both oral and written) and foster professionalism in organizational settings. In addition to these courses, Institute has a strong alumni network regularly engages with current students to share their experiences and provide mentorship, under the banner of **Expert Talk by Alumni Cell**. Alumni from the institute are working in various sectors and industries, and they serve as role models for current students to pursue ethical and sustainable careers.

Human Values: Education Cell of the institute aims to promote and encourage the importance of values and ethics in students, faculty, and staff members. It provides a platform for organizing various workshops, seminars, and activities to help individuals understand the significance of values and ethics for their personal and societal development. Various courses enable to visualize meaning of Universal Human values; value of truth, commitments, honesty, sacrifice, care, cooperation, unity, teamwork and inter-personal relationship. Institute takes continuous efforts to develop the culture of human values among students and faculty members by involving them in various community activities such as Unnat Bharat Abhiyan, NSS, Rotaract Club activities, blood donation camp, Old clothes donation.

Environment and Sustainability: Electives like 'Environment and Ecology,' 'Rural Development: Administration and Planning', 'Renewable Energy Resources' and 'Soil and Water Conservation

Engineering' are added to address issues related to **Environment and Sustainability**. In addition to these the institute has an **active Social Club** that organizes events such as **tree plantation drives, blood donation camps, awareness campaigns, and eco-friendly workshops**. The institute also encourages students to participate in social initiatives and community service programs like '**Sessions with village people to know their problems**'. Various courses are included in the curriculum which helps to develop the awareness of environment protection and sustainability viz, **Air Pollution and Control, Energy and Environment Engineering, Industrial Waste Treatment, Planning for Sustainable Development, Renewable Energy Sources etc**. The knowledge gained by students through such subjects will help them to understand the need of environment protection and conservation of natural resources. Institute is taking various initiatives to bring awareness among students and faculty members about the importance of the environment and its conservation, such as **Swachchhata Abhiyan, Environment awareness camps, E-waste Management, Solid Waste Management by vermicomposting, conservation of water and fossil fuels energy, solar roof plant, tree plantation**. Institute also conducts **energy audit & green audit**.

Gender Equality: We promote **women coding contest** like **Hackathon and Cisco global Learn-A-Thon for Women** in the national level competition.

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

1.3.2

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

Response: 62.61

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

Response: 1375

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 98.69

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
588	588	588	528	491

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
588	588	588	528	528

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 100

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
444	354	354	318	265

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
444	354	354	318	265

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 19.96

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:

At BGIEM, we focus on student-centric learning, providing hands-on and interactive educational experiences. We emphasize problem-solving methods and integrate ICT to prepare students for real-world challenges in their professional careers.

1. Experiential Learning

- BGIEM prioritizes experiential learning by providing opportunities for **hands-on experiments** that extend beyond the standard curriculum.
- BGIEM has forged strong industrial-institutional partnerships with organizations like **TCS-Coding Ninja, and Eduskills etc.** These alliances support joint academic programs, collaborative research, internships and visits.
- **BGIEM provide Online Coding Platform (Code Chef) to enhance the coding skills of the students through practice and coding competition.**
- **BGIEM emphasizes on expert talk, annual Techfest, annual cultural program, Alumni talk and coding competitions,** adhering to the Outcome-Based Education System and RGPV guidelines.
- BGIEM organized Industrial visits of students in companies to enhance their practical knowledge and to make them aware of the industry based learning.

(B) Participative Learning:

- BGIEM provides **internships in which students get hands on training** that lead to job placements in the 8th semester, boosting students to be career ready and bridging the gap between institute and industry.
- BGIEM has established student's **technical and non-technical clubs, organizing various activities.**
- BGIEM students developed their own Major/Minor Project to enhance their research skills and technical proficiency.
- **BGIEM** students participated in simulated events such as **Hackathons, AICTE and RGTU** based Technical competitions where they acquire experience of providing solutions of **real life challenges.**

(C) Problem Solving Methodologies

- BGIEM has established a well-designed Outcome-Based Education System that emphasizes application-based problem solving.
- BGIEM regularly organizes a variety of student development and problem-solving activities, including **pre-placement training, soft skills courses, guest lectures, workshops, conferences, skills development sessions, group discussions, case studies, role-plays, presentations, midterm papers, and home assignments for the comprehensive development of students.**
- Classroom discussions and **PowerPoint presentations** are used to actively promote student participation and interaction.
- **Video clips, presentations, and online demonstrations** are used for interactive learning.
- The institute follows the AICTE model curriculum and paper pattern to enhance student's problem-solving skills.
- **Virtual LAB Sessions**

- Additional problem-solving sessions help students tackle applied problems, fostering discussion and numerical problem-solving.

ICT Tools & Resources to Support the Academics

1. ICT enabled Classrooms.
2. Hi-Tech Server Room with 01 Dedicated Server.
3. 1Gbps Dedicated Lease-Line.
4. Seminar-Halls with LCD & Interactive Board.
5. During the COVID-19 Pandemic, the College seamlessly transitioned to online teaching with tools like Zoom and Microsoft-Teams.
6. Digital Library Recourses (DEL NET)
7. Value Added Courses
8. Photocopier Machines-Multifunctional Printers are available at prominent places in the institute.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 95.84

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
115	115	115	116	116

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 12.12

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
15	16	12	12	12

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

BGIEM maintains a transparent internal assessment process, with faculty members conducting **continuous internal assessments alongside RGPV-prescribed mid-term exams**. **External assessments are conducted by RGPV, Bhopal**, under CCTV ensuring further transparency. **Additionally, a comprehensive 15-day induction program for newly admitted students** ensures that they are well-informed about exams, evaluations, **outcome based education**, grievance procedures and extracurricular activities.

INTERNAL ASSESSMENT

- The RGPV University prescribed internal examination schedule is communicated to students, well in advance via **academic calendar**.
- For theory courses, internal assessment includes one **mid-term** and **PUT** exams, **assignments/tutorials** and **class tests/assignment/quizzes**.
- Internal assessment for lab courses involves continuous evaluation of experiment performance, including performance viva and **lab record submission, guided by well-defined rubrics explained during lab sessions**.
- All semester **mid-term** exams are centrally managed and conducted by the **Examination Cell** to ensure smooth administration. **Timetables, seating plans**, and duty charts are prepared and communicated to faculty members well in advance.
- Faculty members adhere to **RGPV end-term exam patterns and AICTE examination reform policies** when drafting **mid-term/PUT question papers**. These papers are reviewed and approved by the DAC before submission to the Examination Department and authorities.
- **Course teachers** are responsible for evaluating answer sheets. Evaluated answer sheets are shown to the students, who can address any unchecked, unmarked or re-totaling mistakes through a grievance / revaluation form.
- **Students are encouraged to discuss grievances with the HODs and Exam Cell**.
- Attainments through other activities are assessed using rubrics, ensuring comprehensive evaluation.

EXTERNAL ASSESSMENT

- External exams are scheduled and conducted by the **RGPV, University Bhopal**.
- The exam forms are filled up by the students in online modes on RGPV portal.
- The **offline forms** are also accepted by the university, under special case. The students have to get them approved from the Director before submitting them to the RGPV, Bhopal.
- Students take their external theory exams at the exam center allotted by the **RGPV, Bhopal**.
- All the examinations are conducted as per the RGPV guidelines in the presence of independent Observers appointed by the University.
- Results are declared by **RGPV, Bhopal** in due course.
- If students have any grievance regarding their results, they are required to fill out a grievance form provided by RGPV Bhopal through its online portal in a specified time period, which includes options like **rechecking, re-totaling, revaluation** as well as **challenging** the answer book evaluation.
- Grievances are addressed by the University within a specified period.
- For Practical Examinations a panel of External examiners from reputed colleges are appointed by RGPV to evaluate students in Practical examinations.
- The **practical marks** are filled up online on the RGPV portal, while their **hard copies (foils and counterfoils)** are submitted to the **Nodal Centre** on the same day of exam.

- Both the practical and theory exams are conducted under the **surveillance** of the **CCTV cameras**, and their recordings are sent to the RGPV in DVDs after the exams get over.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

BGIEM prioritizes the universal predefined Program Outcomes (PO1-PO12 for engineering programs). In line with UGC, NBA, and NAAC guidelines, we ensure alignment between these Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). **Continuous analysis** of these indicators contributes to the improvement of learning outcomes across all programs offered.

The college and department rigorously follow the Vision and Mission for COs and PSOs before introducing any program, seeking feedback from all stakeholders. These POs, PSOs, and COs are then prominently displayed across various platforms, including the **college website, notice boards, central and departmental libraries** and other strategic areas of the campus. They are also consistently published in lab manuals and course files, ensuring widespread dissemination and understanding among students, faculty and staff.

COs include all the activities and teaching methods delivered to students for a specific course, covering both internal and external assessments. **Internal assessments** involve evaluation through **assignments, mid-terms, internal project work and lab work**. **External assessments** comprise university **end-semester exams, external lab evaluations, projects and internships**.

The process of **defining COs** starts with selecting a faculty member who has expertise in the course. Using **Bloom's Taxonomy** and the RGPV, University syllabus as tools for PO, PSOs, and PEO, all feasible COs are prepared and displayed. After thorough reviews, the finalized COs are presented to the Academic Committee for approval and then communicated to all stakeholders. Semester-wise FDPs and workshops are conducted to ensure understanding and awareness. The objective is to ensure that all stakeholders comprehend the courses or subjects being taught and understand their associated outcomes in terms of COs, POs, and PSOs.

CO design guidelines are provided to faculty members, incorporating the following characteristics:

- 1.They use verbs that indicate observable student actions.
- 2.They focus on what the student should be able to do, not on what the course teaches.
- 3.They reflect what the student should be able to achieve after successfully completing the course, not just what they do during the course.
- 4.They can usually be assessed in multiple ways.

COs are essential for structuring courses logically and analytically, moving from simple to complex, known to unknown and in a chronological order. It is crucial that all stakeholders of the institution—including management, principals, HODs, faculty members, students and alumni—are well-informed about COs, POs, and PSOs. This understanding supports striving for the highest academic standards and grasping the teaching components included in the syllabus, course and curriculum. The teaching and learning community should embrace these aspects and actively participate in assessment activities.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

In today's **outcome-based** education landscape, assessing students' learning skills and knowledge is crucial. This evaluation is continuous, real-time, and comprehensive, necessitating continuous efforts from the college to improve outcomes.

The process of achieving **POs/PSOs/COs** starts with finalizing COs, followed by mapping COs with POs/PSOs. Finally, assessment of both COs and POs occurs at various stages during the semester.

ATTAINMENT OF COS

As an RGPV affiliated college, BGIEM divides the student evaluation process into two distinct parts: **internal evaluation and external evaluation.**

Under the new RGPV guidelines, **the internal component in theory courses carries a weight of 30%**, including mid-term exams, assignments/unit tests, etc. The remaining **70% weight** is allocated to the **end-term theory exams** conducted by RGPV.

Practical learning is divided into internal assessment and external assessment. **Internal assessment**

constitutes 40% of the weight; including **practical** conducted in the labs, project works, and internship programmes. The remaining **60%** is allocated to **external assessment**, conducted by RGPV at the end of the semester to evaluate practical lab courses.

Upon completion of coursework, including internal and external assessments, the direct attainment of COs is achieved.

Final **COs attainment is calculated as 80% directly and 20% indirectly**. The indirect attainment is assessed through **feedback and exit surveys** from stakeholders.

At BGIEM, attainment goals are established as:

Level-1 targets less than 60%

Level-2 aims for 60-79%,

Level-3 sets the goal at 80% and above.

Goals are achieved through various activities related to the subject, course, and curriculum. The complexity of subjects varies, with more challenging subjects having more intricate COs, while simpler subjects have more straightforward outcomes.

Once CO attainments are received or mapped, appropriate actions are taken to raise awareness among faculty members to increase CO targets for the subject. If targets are not met, action plans are reviewed by all stakeholders, and new recommendations are provided to the HOD and the concerned subject teacher, to set new and more achievable targets for difficult COs.

PO attainment calculation involves two steps. Firstly, it is determined through direct assessment of CO-PO mapping, where CO attainment values are derived through comprehensive analysis. Secondly, a mathematical calculation is performed, which includes **80% direct assessment and 20% indirect assessment** based on feedback and surveys from stackhoder. Detailed calculation procedures and sample attainment sheets are provided in the attached documents for reference.

At the start of each semester, we conduct mapping between **COs and POs, PSOs and PEOs**. This process helps us evaluate the outcomes of the teaching-learning process and assess the performance of both students and teachers. By aligning COs with **POs, PSOs, and PEOs**, we ensure coherence between curriculum delivery and program-level expectations. This proactive approach enables us to set clear objectives for the semester and implement effective teaching strategies to achieve desired outcomes.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)**Response:** 97.42**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
463	455	469	444	471

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
497	464	479	444	479

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

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

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.53

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
0.27587	0.05	.39500	0	0.8078

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Our institution has developed a vibrant ecosystem for innovation, incorporating elements of the **Indian Knowledge System (IKS)**. This includes **raising awareness** about **intellectual property rights (IPR)**, **creating an IPR cell**, and setting up an **incubation center**, among other initiatives. These efforts have clearly resulted in the effective creation and transfer of knowledge and technology.

Under the **BGIEM Innovation, Incubation, and Startup Policy**, we fund major and minor projects based on recommendations from project committees and approval from the Research Cell and Director. Our CSE and ECE students have competed in the **eYantra Innovation Challenge** and the **grand finale** of the **Smart India Hackathon (SIH) 2022**.

Key components of this ecosystem include:

1. **Awareness about IPR (Intellectual Property Rights):** This is crucial for protecting innovations and encouraging creators to safeguard their intellectual property. By promoting awareness about IPR, institutions help innovators understand the importance of patents, copyrights, trademarks, and trade secrets in protecting their ideas and inventions.
2. **Establishment of IPR Cell:** Setting up an IPR cell within the institution provides dedicated support and resources for managing intellectual property. This includes helping innovators file patents, copyrights, and trademarks, as well as providing guidance on licensing and commercializing intellectual property.
3. **Incubation Centre:** An incubation centre is a vital component of the innovation ecosystem, providing infrastructure, mentorship, funding, and networking opportunities to startups and innovators. It supports them in developing their ideas into viable products or services.
4. **Other Initiatives:** Beyond IPR awareness and incubation centres, institutions may undertake various other initiatives to promote the creation and transfer of knowledge and technology. These could include research collaborations, industry partnerships, technology transfer offices, entrepreneurship programs, and innovation challenges.

Recognizing the importance of protecting intellectual property, our institution has taken proactive steps to educate stakeholders (students, faculties of all the Departments, Alumni, Industry Persons and Parents) about IPR. Regular workshops, seminars, and training sessions are conducted to ensure that faculty, researchers, and students understand the nuances of intellectual property laws and the processes involved in securing patents, trademarks, and copyrights. This awareness ensures that innovations derived from IKS are adequately protected and commercialized, thereby maximizing their societal impact. Our institution houses state-of-the-art incubation centers designed to nurture startups and projects that leverage IKS. These centers provide a supportive environment with access to resources such as funding, mentorship, technical support, and networking opportunities. Innovators are guided through the various stages of development, from conceptualization to commercialization. The incubation centers also facilitate collaborations with industry partners, enhancing the practical applicability and market readiness of innovations.

We have also created **IEEE Student chapter** and promote our students for getting them registered as **IEEE student member** and also encourage them to write research articles and present them in National & international conferences.

The institute has an **IPR cell** that has organized numerous workshops on intellectual property rights. These workshops have enabled faculty members to apply for numerous patents. To uphold academic integrity standards, we have acquired genuine access to **Turnitin Feedback Studio**.

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

3.2.2

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

Response: 66

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
16	14	11	14	11

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: 10.62

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
780	627	39	572	541

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

3.3.2

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

Response: 10.34

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
1246	294	575	120	258

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

3.4 Extension Activities

3.4.1

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

The Institute takes its **social responsibility** very seriously, actively engaging in a wide range of outreach activities within the local community and beyond. Our commitment to nurturing socially aware individuals is reflected in the various initiatives we organize to address pressing societal issues. We prepare our students to become future leaders who are not only academically proficient but also equipped with the understanding and empathy needed to tackle real-world challenges.

To instill this sense of social responsibility, the Institute regularly conducts a variety of activities that focus on critical community concerns such as **gender disparities, social inequity, the importance of girl child education and empowerment, health and hygiene, and environmental sustainability**. These initiatives are carried out by all departments, both individually and collectively, ensuring that every aspect of the Institute contributes to this overarching mission.

A key component of our outreach efforts involves our **students visiting nearby villages** to conduct street plays that highlight sensitive national issues. These plays are designed to raise awareness among rural communities about important topics like **Nasha Mukh Bharat**, which addresses the **dangers of substance abuse, and Beti Bachao-Beti Padhao**, which emphasizes the **importance of saving and educating the girl child**. These performances not only educate the villagers but also provide our students with a platform to engage with real-world issues, helping them develop a deeper understanding of the social challenges faced by different segments of society.

In response to the **COVID-19 pandemic**, the Institute took several proactive measures to raise awareness about the virus and strategies to combat it. Our students, along with faculty members, visited nearby villages to conduct awareness programs on COVID-19. During these visits, they **distributed free masks and sanitizers to villagers, including children, to help curb the spread of the virus**. The Institute's management, faculty, and students also demonstrated exceptional mutual care during the peak of COVID-19 cases by distributing food to those in need within a **10-kilometer radius of the campus**. This initiative was a testament to the Institute's commitment to social responsibility.

The Institute organizes a variety of events aimed at raising awareness about other important social issues. These events include **voting awareness campaigns, Swachh Bharat programs, Women's Day celebrations, environmental awareness camps, and cleanliness drives**. Our students are actively involved in these initiatives through various student clubs that focus on community service and social awareness. For instance, the Institute organizes **regular plantation drives** in and around the campus, covering a proximity of nearly 10 kilometers. Additionally, BGIEM recently conducted a **mega blood donation camp in collaboration with the Indian Red Cross Society. The Institute ranked first in the entire city for collecting the maximum number of blood units, which were donated to people in need**.

In conclusion, the Institute's approach to social responsibility ensures that our students are not only well-educated but also deeply aware of the societal challenges that need to be addressed. Through a combination of outreach activities, awareness programs, and community engagement, we are molding future leaders capable of making positive impact on society.

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

3.4.2

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

Response:

The Institute has gained significant recognition both locally and throughout the state due to our students active participation in various activities and the commendation received for our social outreach efforts. We instill ethical values in our students, making them aware of societal needs and the expectations from Higher Educational Institutions.

For many years, our students have actively engaged in social outreach activities such as:

- a) **Visiting old age homes and spending time with senior citizens,**
- b) **Distributing masks and sanitizers to street vendors in market areas,**
- c) **Participating in blood donation camps,**
- d) **Promoting tobacco-free practices among auto-rickshaw and cab drivers,**
- e) **Painting village walls to raise awareness about discarding drug addiction,**
- f) **Educating women on the importance of increasing their education levels,**
- g) **Distributing books to children of housekeeping staff and construction laborers on campus and in nearby market areas,**
- h) **Conducting street plays in adopted villages on topics like Nasha Mukh Bharat, and**
- i) **Organizing rallies in villages to promote communal harmony and eliminate caste-based discrimination**

Baderia Global Institute of Engineering & Management proclaimed a total of 7 Awards in the Connect Conclave 2022 at Radisson Blue on 23rd Dec. 2022.

BGIEM was awarded with Best Performance Award for Training on 29th September 2022. The award was given by Hon'ble Vice Chancellor, RGPV Dr. Sunil Gupta.

BGIEM bagged Cisco National Level Award on 27th Feb 2023 for valuable contribution in sustaining and growing Cisco Network Academy Program in India. Our institution proudly

received the Cisco National Level Award for its significant contribution to sustaining and growing the Cisco Network Academy Program in India. This prestigious award recognizes our efforts in delivering high-quality training, fostering digital skills, and empowering students with the knowledge and expertise needed to excel in the field of networking. By consistently promoting excellence and innovation in IT education, we have played a crucial role in expanding the reach and impact of the Cisco Network Academy Program across the nation.

Our institution was honored with a Certificate and Memento by the Hon’ble Collector of Jabalpur on 7th September 2022 for achieving the maximum collection during the Mega Blood Donation Camp. This recognition highlights our commitment to community service and our role in addressing critical health needs. The overwhelming participation and support from our students, faculty, and staff made this achievement possible, reflecting our dedication to saving lives and promoting health and well-being in our community.

BGIEM was awarded with National Employability Award 2024 on 15th March 2024 by SHL.

These awards and recognitions are a testament to our steadfast commitment to improving society through extension activities. They demonstrate our institution's proactive approach to addressing community needs, promoting sustainable development, and enhancing the quality of life for various societal groups. As we pursue excellence in our extension efforts, these accolades inspire us to innovate and broaden our outreach initiatives, ensuring we remain a key contributor to community development and social welfare.

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

3.4.3

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

Response: 49

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
11	10	11	5	12

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

3.5 Collaboration

3.5.1

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

Response: 33

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

a. Teaching-Learning:

Baderia Global Institute of Engineering and Management (BGIEM) boasts a modern campus dedicated to innovative teaching and learning. Situated over **10 acres** of lush green land in Jabalpur, BGIEM is a symbol of advanced educational infrastructure. Since its establishment, **BGIEM has consistently incorporated modern teaching-learning practices with the changing technology to create a supportive learning environment that includes meeting AICTE and RGPV, Bhopal norms and standards.**

Classrooms: BGIEM features **well-equipped classrooms**, with most of them being **ICT-enabled**. These classrooms are designed to provide impressive audio-visual learning experiences, promoting interactive teaching methods and enhancing student engagement.

Laboratories: To complement theoretical knowledge with practical skills, BGIEM offers **state-of-the-art** laboratories equipped with modern equipment and facilities. These labs cater to the diverse needs of students and provide hands-on learning experiences in line with the RGPV Bhopal curriculum.

Departmental Facilities: BGIEM emphasizes faculty development and research by offering modern facilities, including **cabins for faculty and staff, computers with highspeed internet, departmental libraries**, and audio-visual aids.

b. ICT Enabled Facilities:

The Baderia Global Institute of Engineering & Management campus is seamlessly covered by via **fiber optic** technology providing around **1 Gbps internet speed**. The institute has over **600 hi-tech configuration** computers in the laboratories, essential in the current digital era. With their cutting-edge hardware and industry-standard licensed and Open-Source softwares like **Cisco Packer-Tracer, Tina-Pro, Staruml, DELNET, SoftX, Microsoft Window-10, Wasender, Python IDLE, Simpy, Linux-Ubuntu, Linux-Myeclipse, Java Development Kit (JDK-11), Logisim, FreeCAD, MySQL** these provide an immersive learning environment where students can bring their ideas to life. With the support of knowledgeable teachers and a wealth of software tools at their disposal, students get vital practical experience that positions them for success in the ever-changing field of technology development.

Almost all classrooms in the institute, provide a smooth learning environment with **uninterrupted power-supply, smart boards, and projectors**. Also, classrooms are equipped with complete **air-conditioning systems**, providing a smooth learning environment.

Supported by a strong **MYGLOBALAPP** web and mobile application, the institution facilitates communication between students and teachers. The library serves as a crucial resource center where students can access curriculum-related materials and references.

c. Facilities for extracurricular activities, Sports, and Cultural Activities:

Our campus boasts more than **2.5 acres** playground for **Cricket, Football and other outdoor sports and cultural & NCC activities**, providing modern amenities for students interested in extracurricular and athletic pursuits. Additionally, the institute features a well designed, **air-conditioned multipurpose auditorium** for **Yoga, Conferences/FDP and Indoor Games**, such as, **Badminton, Chess, Table-Tennis, Pro-Kabaddi, Judo**, etc. and **cultural activities**, which can accommodate more than 600 individuals. Equipped with cutting-edge technology, this versatile space ensures a seamless experience with **continuous power supply, advanced sound systems, video capabilities, and projectors**. **Cultural festivals enrich student life by providing access to performers and cultural resources**. Students can also enjoy **canteen facilities for meals and socializing**. These additional facilities extend beyond conventional academic spaces, fostering a well-rounded environment for educational, extracurricular, and administrative activities at BGIEM.

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

4.1.2

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

Response: 19.39

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
136.05	182	67.32	146.45	206.13

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Integrating MYGLOBALAPP for a Modern Learning Experience:

BGIEM, Jabalpur is dedicated to provide a modern learning experience, exemplified by its state-of-the-art library. Library employs the MYGLOBALAPP Library Management System ensuring seamless digital automation. The institute subscribes to a wide range of e-resources and publications, granting students access to the latest and highest-quality information.

The college's library is a treasure trove of knowledge, boasting an extensive collection that includes:

- 1. Books:** With a total of 31,490 books till June 2023 and 34,284 till now, students have access to a wide range of subjects and topics to support their academic endeavors.
- 2. e-Journals:** With 125-International and 395-National e-journals available, students have access to scholarly articles and research-publications.
- 3. Online Databases:** Access to DELNET online databases further enriches the library's offerings, providing students with additional sources for their research.
- 4. CDs and Video DVDs:** A collection of 385-CDs & DVDs adds multimedia resources to the library's inventory, offering alternative learning formats.
- 5. Newspapers:** Subscriptions to 146 e-newspapers and more than 5 local newspapers ensure that students stay informed about current-events and developments locally, nationally, and globally.
- 6. RGPV e-Library:** The State Technical University-RGPV e-library facility is extended for all the

students. Students can login to the **RGPV e-Library dashboard** and read the e-books, e-journals, videos, e-News, Ph.D. Theses and other relevant materials.

7. **National Digital Library:** Institute has NDL-Membership for the benefit of the students. Students can login to the **NDL dashboard** and read the e-books, e-journals, Ph.D. Theses and other relevant materials.

8. **Thesis:** The M.Tech.-theses are available in the library for the students to get in touch with the current research work.

A Hub of Intellectual and Artistic Activities:

The library is a vibrant center for intellectual and artistic pursuits, where both faculty and students utilize the extensive collection, fostering a culture of inquiry and advancement. **DELNET-subscription** provides a **user-friendly** interface for browsing and accessing materials.

Access to Diverse Information:

To support the academic community, the library subscribes to an array of e-resources and journals. This strategic move aligns with the institute's objective of fostering information-literacy. Seamless access to diverse resources ensures that the learning environment remains current, promoting holistic-knowledge and skill development among the institute's stakeholders. The library boasts a comprehensive collection of over **31,490** books till June 2023 and **34,284**-till now **physical-volumes** and an equally extensive digital-library with over **1374 e-books**, including **international and national-journals, magazines, newspapers**, and other learning resources.

Efficient Circulation and User Access:

The circulation section is equipped with a "MYGLOBALAPP" computer system for book lending and returns, while the librarian also maintains data on footfall. Books are systematically classified based on respective sections, facilitating easy navigation and access to e-books, e-journals, databases, and other content.

Computer Facilities and Printing Services:

The Institute's Library also provides **computer-facilities** to students, enabling them to stay connected with the broader world and leverage digital resources for academic purposes. **Printers** and **Reprography**-facilities are available to obtain physical copies of relevant materials, fostering a balance between digital and physical resources.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Baderia Global Institute of Engineering & Management continually **updates its information technology (IT)** resources to remain at the forefront of the constantly evolving technological landscape. This includes regularly upgrading and modernizing our computer systems, software, and infrastructure. A vital part of this dedication is guaranteeing sufficient bandwidth of **1 Gbps** to ensure a seamless and **uninterrupted internet connection**.

Ensuring the institute's IT facilities are regularly updated and equipped with sufficient bandwidth for internet connection:

The campus is enriched with an impressive bandwidth to ensure **lightning-fast internet** connectivity for students, faculty, and staff **1 Gbps** across the entire campus. To complement this state-of-the-art network infrastructure, the institute has strategically positioned **30 switch rack and 47 switches** throughout its premises. These access points serve as the foundation of our network, providing extensive coverage and uninterrupted connectivity for users across the Institute.

Through continuous upgrades to our IT infrastructure, we aim to establish an environment where students and faculty members can effortlessly utilize online resources, participate in virtual learning, and conduct research without encountering technical obstacles. The institute is providing the latest **Smart Boards and Projector facilities in the classrooms**. The labs are equipped with around **600 latest and high configuration computers** for the students.

The campus is all around secured with **140 CCTVs with 18 DVRs and 3 NVRs** surveillance with a dedicated **server room** and a well **experienced team of technicians** for the maintenance and betterment of the services with the **constantly upgrading technology** in the world.

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

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 3.66**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 600

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 29.08**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
372.96	139.20	118.37	299.20	176.93

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.16

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
1820	1792	1754	1541	1287

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 42.04

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
1171	606	649	1455	584

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

5.2 Student Progression

5.2.1

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

Response: 50.62

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
281	231	166	259	246

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
455	469	463	486	464

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

5.2.2

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

Response: 1.3

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
9	2	1	2	1

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

5.3 Student Participation and Activities

5.3.1

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

Response: 32

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
5	11	2	3	11

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 32.2

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
37	41	13	32	38

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 **Global Engineering and Management Alumni Association (GEMAA)** stands as a premier professional networking platform for our institution. With a network of over 5,000 alumni, many of whom are prominent professionals in multinational corporations and organizations worldwide, GEMAA creates a dynamic ecosystem for current students to engage with.

Over the past 15 years, Baderia Global has diligently cultivated this Alumni Network, recognizing the pivotal role our alumni play in the institution's continued success. Our alumni are regarded as a vital pillar of the institution, instrumental in supporting the college's mission through job placements, career guidance, entrepreneurial motivation, and overall institutional advancement.

The Registered Alumni Association significantly contributes to the college's development through both financial support and essential services, including career guidance. Officially registered with the Registrar of Societies in Jabalpur (**Registration No. 04/14/01/24060/24**) and recognized as a Charitable Institution under section 12A of the Income Tax Act, 1961, the association also enjoys exemption under section 80G of the Income Tax Act.

Objectives of the Registered Alumni Society:

1. **Talent Utilization:** To harness the skills and contributions of alumni to build a supportive ecosystem for current students and advance societal betterment.
2. **Enhanced Engagement:** To continuously foster alumni engagement, ensuring their commitment, interest, and loyalty to the institution remain strong.
3. **Career Development:** To leverage the positions of alumni in top multinational corporations and organizations by inviting them to motivate current students and facilitate training, placement, and paid internship opportunities.
4. **Higher Education Opportunities:** To provide current students with valuable information about opportunities for higher studies in national and international institutions.
5. **Event Participation:** To invite alumni to college events, honor their achievements, and organize

alumni gatherings across India to strengthen bonds and networks.

6. **Alumni Portal:** To maintain an Alumni Portal (<https://globalengineeringcollege.com/alumni-global>) that bridges ongoing engagement between alumni and the college. The portal offers updates on college events, achievements, and job notifications for alumni seeking career advancement opportunities.

7. **Community Building:** To foster connections among classmates and alumni, enabling them to share memories and experiences through photographs and videos, which are regularly uploaded to enhance a sense of nostalgia and community.

Outcomes of the Alumni Association:

1. **Training Initiatives:** The college actively collaborates with alumni for on-campus and online training sessions, including mock interviews, and aligns them with placement requirements from various organizations.

2. **Placement Support:** Alumni provide invaluable support by offering guidance, motivational talks, and insights into company requirements. Their campus visits for technical and current affairs discussions offer students practical advice and life experiences.

3. **Higher Studies Guidance:** Alumni who pursue higher education abroad offer critical insights into admission processes, cost-effective strategies, and thriving in diverse educational environments.

In summary, the GEMAA plays a crucial role in fostering the growth of both the institution and its students, providing a vital link between past and present, and enhancing the overall educational experience.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The **Governance Structure** at BGIEM is characterized by **decentralization**, where **decision-making powers are delegated** to various committees and administrative bodies. This approach ensures that decisions are made closer to the point of implementation, leading to more efficient and effective management. Faculty members at BGIEM are encouraged to take on leadership roles in various institutional activities. They participate in various committees that play a crucial role in decision-making. Regular faculty meetings, headed by the Director, provide a platform for discussing and implementing decisions related to curriculum design, pedagogy, examinations, and infrastructure. Various committees, such as the **Academic Monitoring Committee, Examination Cell, Training and Placement Cell, and Grievance Redressal Committee**, are formed to handle specific aspects of institutional management. These committees operate with defined tenures and responsibilities, ensuring continuous improvement and addressing issues promptly. BGIEM has established a set of well-defined policies covering various aspects of institutional governance, including **faculty conduct, employment processes, anti-ragging measures, academic standards, and examination protocols**. These policies are framed in consultation with stakeholders and are communicated to faculty and students regularly. The academic departments at BGIEM have significant autonomy in designing and updating curricula. Heads of Departments (HoDs) and **faculty members collaborate to ensure that courses are relevant and up-to-date with current industry standards**. The organization of seminars, workshops, and cultural events at BGIEM follows a participative model. Faculty and students work together to plan and execute these activities, ensuring that events are well-coordinated and meet the diverse interests of the campus community. Such collaborative efforts not only enhance the learning experience but also build strong community bonds and promote teamwork and leadership skills among students. The practices of decentralization and participative management have several positive impacts on the institution:

1. Enhanced Responsiveness:

- Decentralization enables BGIEM to respond quickly to changes in the educational landscape, technological advancements, and industry needs. Departments can adapt their curricula and teaching methods promptly, ensuring that students receive a relevant and high-quality education.

2. Increased Innovation:

- With financial and administrative autonomy, departments and faculty members are encouraged to experiment with new ideas and approaches. This environment fosters innovation in teaching, research, and institutional management.

3. Stronger Engagement and Morale:

- Participative management leads to higher levels of engagement and morale among faculty, staff, and students. When individuals feel that their contributions are valued and that they

have a say in important decisions, they are more likely to be motivated and committed to the institution's success.

4. Improved Quality and Accountability:

- Decentralization and participative management create a culture of accountability. With clear roles and responsibilities and active involvement in governance, faculty and staff are more accountable for their performance and the outcomes of their decisions.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Baderia Global Institute of Engineering and Management effectively implements its **strategic and perspective plan** through a **blend of structured planning, participative management, technological integration, and continuous quality improvement**. These concerted efforts ensure that the institution not only achieves its academic objectives but also creates an environment conducive to the holistic development of its students. The institute has introduced several **strategic initiatives to boost academic performance**. **Regular skill enhancement events** are conducted, covering a range of management practices to keep students updated with industry standards. Each department develops its own action plan, aligning with the institution's overarching strategic goals. These plans involve specific tasks for the timely execution of teaching and learning activities, such as course selection by faculty, workload distribution, timetable management, and course file preparation. This structured approach ensures an efficient academic semester and supports the institution's strategic objectives. **Faculty members are actively involved in various institutional committees such as the Academic Monitoring Committee, Examination Cell, Training Committee, and Placement Cell**. This participative approach ensures that faculty inputs are integral to decision-making processes, fostering a culture of continuous improvement and development. The institution follows a **well-defined academic calendar**, which is published before the commencement of each academic program. This calendar helps in planning and executing various academic and extracurricular activities, ensuring that the strategic objectives are met within stipulated timelines. Each department prepares its action plan in alignment with this calendar, which includes tasks such as periodical project presentations, conducting meetings, and obtaining student feedback. Baderia Global Institute has established a comprehensive set of governance policies in consultation with stakeholders. **These policies cover faculty conduct, employment processes, joining and separation procedures, maternity benefits, leave policies, internet usage, and performance management standards**. Faculty members are regularly informed about these policies, and students are made aware of

them during orientation and throughout their academic journey. The administrative structure at Baderia Global are designed for efficiency, with clearly defined roles and responsibilities. Key positions such as the Director, administrative heads, academic leaders, accounts managers, and librarians work together to maintain the institution's standards and achieve its objectives. The institution's service rules address faculty appointments, evaluations, promotions, and general conduct. These rules are crafted to ensure fairness, transparency, and consistency in the management of faculty and staff. In summary, Baderia Global Institute of Engineering and Management's strategic and perspective plan is robustly executed through well-defined planning, active management participation, technological advancements, and continuous quality improvement, ensuring both academic success and holistic student development.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 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
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

At Baderia Global Institute of Engineering and Management (BGIEM), Jabalpur, the **Performance Management System (PMS) plays a crucial role in ensuring that the contributions of our teaching and non-teaching staff are systematically evaluated and recognized.** This annual appraisal process is designed to provide fair and constructive feedback to employees, encouraging continuous professional development and alignment with the institution's goals. **The appraisal begins with a self-assessment,** where employees submit their annual performance reports through their respective Heads of Department to the HR Head. These reports must be factual, evidence-based, and reflect the employee's achievements over the year. The appraisal authority, which includes key institutional figures like the HR Head, Director, and relevant department heads, reviews these submissions meticulously. **Employees are rated across categories—ranging from Excellent to Unsatisfactory—providing a clear indication of their performance.** For teaching staff, promotions are governed by All India Council for Technical Education (AICTE) norms, with additional consideration given to the quality of service and contributions. Non-teaching staff promotions are determined by performance, experience, and the recommendations of their reporting authorities. The PMS ensures that all staff members are given opportunities for career progression based on merit, fostering a culture of excellence within the institution.

Complementing the Performance Management System, **BGIEM has established a robust set of staff welfare measures that underscore our commitment to the well-being and development of our employees.** These measures cover a wide spectrum of support, **from comprehensive leave policies—including Casual, Sick, Maternity, and Bereavement Leave—to financial incentives that encourage academic and professional growth.** Staff members are reimbursed for publishing research, attending conferences, and joining professional bodies, highlighting our dedication to fostering a scholarly environment. **Regular Faculty Development Programmes, training sessions, and workshops are organized to keep our staff updated on the latest trends in education and technology.** Additionally, **we provide allowances for travel and duty-related expenses, concessional education for the children and immediate family members of staff, and complimentary transport facilities.** Celebrating the personal milestones of our staff is equally important; we mark important festivals and staff birthdays with gifts as tokens of appreciation. The institute also organizes an annual picnic and outing, covering all related expenses, which strengthens team spirit and provides a well-deserved break. Free medical check-ups, subsidized healthcare services, and adherence to Employee State Insurance (ESI) and Provident Fund (PF) regulations further ensure the health and financial security of our staff. Furthermore, in recognition of the invaluable contributions of our 4th class employees, we organize special events and provide Diwali gifts, fostering a sense of community and appreciation within the institution. Through these comprehensive welfare measures, BGIEM not only supports the professional growth of its staff but also ensures their overall well-being, creating a positive and nurturing work environment.

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

6.3.2

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

Response: 43.94

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
73	56	44	36	34

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

6.3.3

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

Response: 29.84

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
54	45	24	22	20

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
0	0	0	0	0

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Baderia Global Institute of Engineering and Management employs a range of strategic approaches to manage funds and ensure the optimal utilization of resources. These strategies are integral to the institution's mission of delivering high-quality education while fostering sustainable growth. As a self-financing institution, Baderia Global relies primarily on tuition fees as its main source of revenue.

Regulated by the State Government, these fees cover essential operational costs, including faculty salaries, **utilities, and facility maintenance**. This steady income stream is fundamental to the institution's financial stability. The institute prepares an annual budget with inputs from all departments, covering both recurring expenses such as salaries and utilities, and non-recurring expenses like equipment purchases and infrastructure upgrades. A dedicated team **reviews and approves the budget to ensure transparency and effective financial management**. Continuous **improvement of physical and technological infrastructure is a priority**. Investments are made in **modernizing classrooms, laboratories, and libraries** to create an optimal learning environment. Regular maintenance and upgrades ensure that facilities remain in excellent condition and meet evolving educational needs. The institution ensures that adequate resources are available for student activities, including sports, cultural events, and extracurricular engagements. This holistic approach to education fosters the overall development of students, preparing them for both professional and personal success.

The institute prioritizes continuous improvement of its physical and technological infrastructure. Investments are made in modernizing classrooms, laboratories, libraries, and other facilities to provide a conducive learning environment. Regular maintenance and upgrades are carried out to keep the infrastructure in optimal condition. Funds are judiciously allocated for academic purposes, including the purchase of new books, journals, and e-resources for the library. **Advanced laboratory equipment and licensed software are procured to support cutting-edge research and practical learning. Faculty development programs (FDPs), international conferences, and workshops are funded to enhance the professional skills of the teaching staff.**

To ensure the effective and efficient use of resources, Baderia Global Institute conducts regular internal audits. These audits involve a comprehensive review of financial statements, budget adherence, and operational processes. Internal auditors assess compliance with institutional policies and identify areas for improvement, helping to mitigate risks and enhance financial management. The institution also undergoes external audits conducted by independent auditing firms. These external audits provide an objective evaluation of the institute's financial health and adherence to regulatory standards. The findings from these audits are crucial for maintaining transparency and accountability, as well as for securing additional funding and support from external stakeholders. In summary, Baderia Global Institute of Engineering and Management employs a multifaceted approach to fund mobilization and resource utilization. **Through strategic planning, diligent financial management, and a commitment to academic excellence, the institution ensures sustainable growth and delivers a high-quality educational experience.**

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) at Baderia Global Institute of Engineering & Management is dedicated to enhancing the academic and administrative performance of the institution. The IQAC aims to create a culture of quality through the development of systems and practices that foster consistent and catalytic actions, leading to continuous improvement.

Objective: The primary aim of IQAC is:

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Functions:

The IQAC undertakes several **critical functions to achieve its objectives, ensuring that quality is woven** into the institution's daily operations:

The IQAC sets and applies benchmarks for various academic and administrative activities. These benchmarks serve as standards for performance evaluation and help in identifying areas needing improvement.

Establishing clear parameters for academic and administrative processes ensures that all activities are aligned with the institution's quality objectives. These parameters guide the planning, execution, and assessment of institutional activities.

The IQAC emphasizes the importance of a learner--centric approach, where education is tailored to meet the needs of students. This involves fostering an environment conducive to quality education and supporting faculty development to adopt innovative teaching methodologies and technologies.

The IQAC regularly gathers and analyzes feedback from all stakeholders, including students, faculty, and external partners. This feedback is crucial for assessing the effectiveness of institutional processes and making informed decisions for improvement.

Transparency is key to quality assurance. The IQAC ensures that information about various quality parameters is disseminated to all stakeholders, keeping everyone informed about the institution's quality initiatives and achievements.

To promote a culture of quality, the IQAC organizes workshops and seminars on quality-related themes. These events, which may be inter- or intra-institutional, serve as platforms for sharing best practices and fostering collaboration.

The IQAC meticulously documents all programs and activities that contribute to quality improvement.

This documentation is essential for tracking progress, sharing successes, and identifying areas for further enhancement.

The IQAC coordinates all quality-related activities within the institution. This role involves ensuring that best practices are adopted across departments and that quality initiatives are implemented consistently.

The IQAC oversees the development and maintenance of a Management Information System (MIS) to support the institution's quality objectives. This database is used to monitor and enhance institutional quality continuously.

Regular audits of academic and administrative processes are conducted by the IQAC to assess their effectiveness. These audits are followed by necessary actions to address any identified gaps, ensuring continuous improvement.

Benefits

- 1.Ensure clarity and focus in institutional functioning towards quality enhancement;
- 2.Ensure internalization of the quality culture; Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
- 3.Provide a sound basis for decision-making to improve institutional functioning;
- 4.Act as a dynamic system for quality changes in HEIs;
- 5.Build an organised methodology of documentation and internal communication.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Baderia Global Institute of Engineering and Management (BGIEM) has well-defined Gender Audit Measures to promote Gender Equity and Equality within campus and beyond.

Gender Audit, to assess the institutionalization of Gender Equality within organisations, including policies, programs, project and service provisions to ensure equality.

Gender equity in education means that males and females have equal opportunities in terms of economic, social, cultural, and political developments. BGIEM has a strong ethical work culture that is based on inclusivity. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. Safety, security and well-being, along with gender equity and friendly working atmosphere are the issues of prime concern for BGIEM. Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community, as is evident by the fact that the BGIEM is the preferred destination of parents for education of their female wards as evidenced by the Stakeholder Feedback.

Practices are Deployed for Gender-Equity :

- Sensitization across all academic, administrative, and service-related activities, including placement opportunities and extracurricular activities, is crucial for promoting gender equity.
- Sensitizing to create an inclusive environment that serves the society to address any gender disparities.
- Gender Equity in promoting fairness and impartiality in opportunities, treatment, and resource sharing regardless of gender identity. Ongoing initiatives foster awareness, respectful interaction, and equal treatment among students, faculty, and staff through various programs. Support services like counselling and mentorship ensure inclusivity and equity.

Gender Sensitization and Facilities for Women on Campus

1. **Special Lectures and Functions:** Regular Special-Lectures and events are organized to raise awareness and sensitize students on gender-related issues.
2. **Women Cell Interaction:** The Women's-Cell engages students to address gender-related issues and personal distress, fostering awareness and sensitization.

3. **Common Room Facility:** Dedicated Common-Rooms for Girls, providing a comfortable and inclusive space.
4. **International Women’s Day Celebration:** Annual-Celebration of International-Women's-Day, addressing gender laws, inclusiveness, and felicitating women achievers. On this day, Women are felicitated for their contribution to society.
5. **Female Guards:** The BGIEM has male as well as female guards for constant monitoring and vigilant security measures. Deployment of Security-Personnel throughout the campus creates a secure environment. Security checkpoints at all campus entries and exits. **The institution has employed a good number of guards to keep a check on students outside the classroom.**
6. **Medical Facilities:** A Medical-Centre within the campus and availability of Ambulance-Services provides medical support to one and all in the campus.
7. **Counseling and Mentoring:** System of mentoring in each department, including the Women- Cell, for Social, Moral, and Ethical Values. Senior-Officials are available for problem-solving.
8. **Grievance Redressal:** Grievance-Redressal-Committee is formed to address discrimination grievances.
9. **Anti-Sexual-Harassment-Measures:** Anti-Sexual-Harassment-Committee is in place. The Committee practice interaction with students and faculty members as per need.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Baderia Global Institute of Engineering and Management (BGIEM), since its establishment in 2009, has taken various initiatives for inculcating the values of tolerance, harmony towards cultural diversities which create a very favorable impact on the collective and cultural thoughts of society.

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducts several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony

To achieve the same, the institute has implemented the following initiatives:

1. **Orientation Programme:** At the commencement of a new academic session, BGIEM hosts the Orientation Programme "UDAY welcoming newly admitted students from diverse regions, castes, and religions. From day one, students attend college without encountering any discrimination, showcasing the institution's commitment to embracing the equality of all cultures and traditions.
2. **Dress Code:** All students adhere to a uniform, aimed at fostering unity under the institute's banner, irrespective of socio-economic differences. Moreover, the college encourages students to express their individuality through academic performance and personal pursuits rather than solely through clothing choices.
3. **Code of Ethics:** BGIEM has a Code of Ethics for students, teachers, and staff, emphasizing unity in diversity and adherence to ethical standards.
4. **Conduct of cultural and sports events and Celebrations of Commemorative Day:** BGIEM celebrate the national festivals to promote social and religious harmony. These celebrations serve as a platform for students and faculty from diverse backgrounds to come together, fostering tolerance and harmony across cultural, regional, linguistic, and socio-economic diversities.
5. **COVID Vaccination Camp:** BGIEM conducted multiple COVID Vaccination Camps and Over 3000 doses were administered during these camps to staff, students and residents of nearby villages.
6. **Holistic Environment:** The extension activities are targeted towards enabling a holistic environment for student development. College has always been at the forefront of sensitizing students to the cultural, regional, linguistic, communal, and socio-economic diversities of the state and the nation. The College celebrates cultural and regional festivals to inculcate values, tolerance and harmony in the students.
7. **Social welfare Activities:** Students of BGIEM are given training on imparting social welfare and to work selflessly for the society. In this connection the College has collaborated with NGO, "Humanity Organization" which works for cloth distribution, food distribution to the economically challenged people. The Students of the College are working towards the same since 2009. Apart from this practice of

blood donation is also regularly practiced by the students and staff.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I: Nurturing Students with strong value base by fostering social responsibility

The College believes in UGC's long-standing commitment to strengthen social responsibility and community engagement, NEP 2020 also holds a criteria of Fostering Social responsibility and Community engagement. The College takes efforts to make students and faculty aware of their responsibilities towards societal issues. BGIEM is strongly committed to become a technically as well as socially responsible organization and works to support the national community for high standards of social responsibility. BGIEM takes effort to nurture the social responsibilities among the students. The following are the objectives of the college for Nurturing social responsibility.

Objectives of the practice:-

- To inculcate human values in students.
- To promote social sensitization in students along with being academically trained.
- To aid in National development through working for social causes as well.
- To make morally and ethically strong citizens of the nation.

1. The context: -

BGIEM encourages the students to participate in the activities that promote awareness of the social issues by volunteering through club activities. The college has association with several social service groups like Red Cross society, Humanity organization for promoting social activities. The Students are structured through awareness campaigns on regular time intervals. The participation of the students in those activities that promote communal harmony and environmental sustenance is being encouraged. The institution believes that by instilling these values and providing the opportunities, our students can be developed into morally and ethically responsible citizens.

1. The practice -

A blood donation camp is organized every year in collaboration with the Red cross society. **The practice of Blood donation has been going on for the last 05 years.** In this blood donation camp teachers, staff and students of our college donate blood voluntarily. All the stakeholders of our college are committed towards the vision of blood donation for saving lives . To inculcate the value of blood donation it has been practiced by the College every year. In 2022 the College made a record of donating 1000 units of blood.

All the students actively participate in Cloth and food distribution activity organized every year by the College in association with the Humanity association. The College has been into this **practice of cloth distribution for the last 12 years.** During Covid also the activity was continued in the form of mask and sanitizer distribution in slum areas.

1. Evidence of success :

- In 2022 the College made a record of donating 1000 units of bloodThe Camp was very successful and appreciated by all the stakeholders including the blood bank. The College was given a certificate of appreciation by the Red Cross society.

BGIEM is continuing this practice since last 15 years. Certificate of thanks given by Humanity Organization, Jabalpur.

1. Problems encountered and resources required : Initially students & faculty members have different attitudes but gradually realize the significance of this practice and value of donation. Due to the lockdown in 2019-20 and 2021-2022 the blood donation camp could not be organized.

Managing the large number of donors becomes a challenge. As cloth needs to be properly checked before it is donated. As the bad quality of donation may raise the adverse issue in the minds of beneficiaries.

Proper checkup of donors becomes a challenge. Storage of collected blood and handing it over to authorities within the required time frame needs a lot of effort. If blood is not stored at between +2 °C and +6 °C, its oxygen- carrying ability is greatly reduced and it will become useless.

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:

Baderia Global Institute of Engineering and Management (BGIEM) is dedicated to equip its students with cutting-edge technical skills essential for the modern workforce. As an Engineering College, we emphasize hands-on training and industry-relevant expertise in areas such as project management, programming, and app development—skills that are increasingly in demand. With 1.5 million engineering graduates entering the job market annually, it is crucial to update our courses continually. To address this, our institution offers a range of activities including certifications, practical training sessions, participation in hackathons, and tech festivals, all aimed at bridging the gap between education and industry needs.

Global College stands out for its commitment to becoming a paperless institution. We utilize our proprietary Institute Student Management System (ISMS), which streamlines a variety of functions including student database management, scholar registration, enrollment and examination processes, fee submission, account management, and library services. The ISMS also monitors attendance for both faculty and students, and manages leave and salary administration, ensuring a seamless and efficient workflow. ISMS has been designed to smoothly integrate other existing systems and databases used within the institution, such as financial systems, library management, or HR software.

The ISMS is designed to digitally empower our students by providing comprehensive online services. This system allows for convenient management of admissions, fee submissions, enrollment, and examination processes from anywhere, at any time. With just one click, all necessary information is readily accessible, enhancing both student and institutional efficiency.

By developing and utilizing custom software tailored to our specific needs, Global College effectively meets the institution's requirements. This approach not only boosts productivity but also enhances overall work efficiency.

The Institute Student Management System (ISMS) has significantly increased work efficiency in various ways. By integrating these features, ISMS has not only enhanced the efficiency of administrative tasks but also contributed to a more organized, transparent, and responsive educational environment.

Implementing an in-house Institute Student Management System (ISMS) has offered several advantages over off-the-shelf solutions or externally managed systems. The ISMS has been specifically designed to meet the unique needs and processes of our institution. The in-house ISMS has also aided easy adaptability, and the software is adjusted and enhanced in response to changing needs without waiting for external vendors to make updates.

This also enhanced the data Security, as managing the system internally allows for stricter control over data security measures and protocols, reducing the risk of data breaches. The College directly oversees compliance with data protection regulations and policies.

This Streamlined Processes integration has led to more efficient data flow and reduced redundancy. Also the College gets immediate Support and Maintenance to resolve the issues fast. Integration of ISMS has proved to be more cost-effective in the long run compared to recurring fees for third-party solutions. Moreover, the institution owns the system and its source code, providing full control over its functionalities and future developments.

The inhouse ISMS has been designed with a user-friendly interface that caters specifically to the needs of your students, faculty, and administrative staff. ISMS includes messaging systems or integrated communication tools to facilitate interaction between students, faculty, and administration. Students also feel Empowered as they can manage their own profiles, view grades, and handle administrative tasks online, reducing the burden on administrative staff.

The College has developed customized reporting tools and analytics that are tailored to the institution’s specific needs, providing better insights and decision-making capabilities.

By leveraging these benefits, the in-house ISMS has significantly enhanced the efficiency, security, and customization of BGIEM’s student management processes, ultimately contributing to better overall operational performance. Immediately, after admission, Student Gate pass is also generated from ISMS. Tasks such as attendance tracking, fee collection, and examination scheduling are automated, freeing staff from repetitive manual processes. Analytics of student performance and administrative processes has lead to targeted improvements in student progression and strategic planning.

The maintenance of staff record, their presence, leave records, salary track all are done through ISMS. Automation has reduced administrative workload, allowing staff to focus on more strategic tasks. Automated notifications and alerts for important deadlines or issues help prevent problems before they escalate.

As the access to ISMS through above links represents, integrated working of work process at BGIEM.

- Due to the privilege of Efficient Workflow, BGIEM understands that the institution has adopted a unique distinguished feature of adopting technology. As managing all data centrally, ISMS has minimized errors and inconsistencies that often arise from having multiple sources of data. Streamlined communication has enhanced collaboration and coordination across different departments.

.BGIEM follows a system of Digital Documentation, by transitioning to digital records, ISMS has reduced the reliance on physical paperwork and minimizes errors associated with manual data entry. It has also aided Efficient Record Keeping. Digital records have become easier to update, search, and retrieve, which has improved overall record-keeping efficiency. Thus Adaptability of ISMS has scaled the institution’s growth, handling increasing amounts of data and processes without a proportional increase in administrative workload.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The Institute continuously strives to realize its objective of providing quality higher education at an affordable cost to the students. Efforts have been made to meet the needs of students' classrooms by constructing new buildings within our limited space, expanding offices and teachers' staff rooms. To provide higher education opportunities to the students the college submitted new MoUS and proposal to different industries like Garuna Aero Space and Robotics companies. Initiatives have been taken to introduce new updates for automation of library. The entire accounting system has been computerised which will help of MYGLOBAL APP significantly in terms of transparency and data preservation. Mentor mentee system has been introduced to help students by identifying slow learners as advanced learners by following NACC guidelines. The college also collects online feedback from students regarding teaching learning process and takes appropriate action based on it.

Concluding Remarks :

By steadfastly adhering to our vision and mission, our Institute has consistently pursued the enhancement of education quality since its inception, leveraging both individual and collective efforts. Under the dedicated leadership of the Chairman, the Institute has undertaken significant initiatives to align with the key aspects of the National Education Policy 2020, ensuring compliance of rules and regulations within the framework of AICTE & State Technical University – RGPV, Bhopal. With the unwavering commitment of our team, students, and faculty members, the Institute is confidently progressing towards the future, determined to **transforming life by providing professional education with excellence.**