



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

GOPALAN COLLEGE OF ENGINEERING
AND MANAGEMENT

- Name of the Head of the institution **Dr.Basavaraju.C**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Phone no./Alternate phone no. **08042229748**
- Mobile no **9731059970**
- Registered e-mail **gcemprincipal@gopalancolleges.com**
- Alternate e-mail **gcemprincipal@gmail.com**
- Address **181/1, 182/1, Seetharampalya - Hoodi Rd, Behind SAP Labs, Hoodi, Bengaluru, Karnataka 560048**
- City/Town **Bangalore**
- State/UT **Karnataka**
- Pin Code **560048**

2.Institutional status

- Affiliated /Constituent **Affiliated**
- Type of Institution **Co-education**
- Location **Urban**

- Financial Status **Self-financing**
- Name of the Affiliating University **Visvesvaraya Technological University, Belagavi**
- Name of the IQAC Coordinator **Dr.Natarajan T**
- Phone No. **08042229748**
- Alternate phone No. **08042229748**
- Mobile **9842760812**
- IQAC e-mail address **gcemiqac@gmail.com**
- Alternate Email address **natgobi@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year)) <https://www.gopalancolleges.com/gcem/naac/aqar-report-2020-21.pdf>

4.Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.gopalancolleges.com/gcem/academic-calendar-college.html>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.59	2021	15/02/2021	14/02/2026

6.Date of Establishment of IQAC **16/04/2019**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
0	0	0	0	0

8.Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **3**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report No File Uploaded

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1.Effective implementation of OBE 2.Academic Auditing 3.QS I -GAUGE Rating applied 4.Review of the various cell functioning under IQAC 5.Initiating the NBA Accreditation process for CS & EC programs

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
IQAC Internal Academic Audit	Conducted twice in a semester for effective assessment of the teaching learning process in the college and corrective measures taken as and when required
Implementation of OBE	FDP program was conducted by Don Bosco college to the faculty members under Margadarshak scheme
Review of the supporting cells of IQAC	Regular review of the various cells was carried out for imparting quality culture in the HEI
NBA Accreditation	The institution is registered under Margadarshan Scheme , CS and EC are the eligible programs & preparing SAR for applying NBA during AY2022-23
Apply for QS I-GAUGE rating process	Applied on 1.1.2023 and got GOLD rating

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name	Date of meeting(s)
GCEM Governing Council	07/09/2023

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

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• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gopalancolleges.com/gcem/academic-calendar-college.html				
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GCEM Governing Council	07/09/2023
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2020-2021	07/02/2022
15.Multidisciplinary / interdisciplinary	
Promoting multidisciplinary and interdisciplinary work in our college with diverse departments like mechanical, electronics and	

communication, civil, aeronautical, and computer science can lead to innovative solutions and prepare students for real-world challenges. The following strategies are implemented to foster such collaboration:

Establish Interdisciplinary Courses: Create courses that bridge the gap between different engineering disciplines. For instance, we offer courses in robotics, mechatronics, etc that require expertise from multiple departments.

Interdisciplinary Projects: Encourage students to work on interdisciplinary projects. Assign teams comprising students from various departments to tackle complex problems. These projects could be part of the curriculum or extracurricular activities.

Research Collaboration: Promote research collaboration among faculty members from different departments. Encourage joint research projects, where professors from diverse backgrounds can contribute their expertise to solve complex problems.

Cross-Departmental Seminars and Workshops: Organize seminars, workshops, and conferences that bring together experts from different fields to discuss common challenges and potential solutions. These events can also serve as networking opportunities for students and faculty.

Innovation Labs: Establish interdisciplinary innovation labs where students and faculty from different departments can collaborate on hands-on projects.

Dual-Degree Programs: Create dual-degree programs that allow students to specialize in two related fields simultaneously. For example, a program that combines computer science and electronics or aeronautical and mechanical engineering as major & minor degree.

16.Academic bank of credits (ABC):

Academic Bank of Credits (ABC): The Academic Bank of Credits (ABC), is a National-level facility that will promote the flexibility of the curriculum framework and interdisciplinary/multidisciplinary academic mobility of students across the Higher Educational Institutions in the country with an appropriate "credit transfer" mechanism. ABC, is a virtual/digital storehouse that contains information of the credits earned by individual students throughout their learning

journey. ABC can be considered as authentic reference to check the credit record of any student at any given point of time.

Considering the importance of the digital initiative in education sector, VTU captured the ABC ID's of all the students of constituent colleges from 2021-22 admitted batch onwards.

17.Skill development:

Gopalan Skill Academy (GSA) is a specialized entity of the Gopalan Foundation with a clear mission: to equip our students with the necessary skills, certifications, and industry exposure required to thrive in their professional journeys.

As faculty members, you play a pivotal role in guiding our students, and the Academy is designed to complement your efforts by bridging the gap between academics and practical application.

Our primary focus at Gopalan Skill Academy revolves around five crucial aspects:

1. Placement Readiness Training
2. Upskilling Certifications
3. Collaboration with Industries
4. Internship Opportunities and Student Exposure
5. Incubation Support

We believe that with the combined efforts of our esteemed faculty and the comprehensive support of Gopalan Skill Academy, our students will be better equipped to face the challenges of the ever-evolving job market with confidence and determination.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Indian Knowledge system (IKS) : IKS integration process involves the basic introduction to IKS, it's nature and structure, Scope & History, amalgamation of fundamental IKS concepts into the modern textbooks, and finally developing Indian Thought Models based on available IKS literature, and their application into various contemporary problems solving methods.

As part of IKS, our institution initiated and encouraging the faculty to teaching in regional language 'kannada' along with 'English'.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

OBE is an educational approach and a learning philosophy, focusing and organizing the entire academic programs (curriculum) and instructional efforts around clearly defined 'outcomes' we want all students to demonstrate when they complete the program. It is a student-centered instruction model that focuses on measuring student performances through outcomes.

Outcomes are usually expressed in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that a student will attain as a result of his/her successful engagement in a particular set of higher education experience.

We are practicing outcome-based education (OBE) at our Institute with the following areas :

- Implementation of OBE
- Blooms Taxonomy-Knowledge dimension
- Blooms Taxonomy-Cognitive dimension
- Using Blooms Taxonomy Table
- Understanding POS and PSOs
- Designing Course Outcomes
- CO-PO-Mapping
- Designing Question Paper
- CO & PO attainment
- PEO attainment
- Continuous improvement

Educational goals have moved beyond simple knowledge acquisition to promoting student engagement and higher order cognitive functions such as problem solving and critical thinking which are the characteristics of deep learning. Teachers, now more than ever before, need to learn more about their students and their students' needs. Assessments that will help in this process and support students in overcoming barriers to learning are a means of helping both teachers and students.

20.Distance education/online education:

The VTU e-Learning Centre was established with an objective to facilitate supplementary teaching learning process and training to the students and faculty of VTU through web based technology. Currently, VTU e-Learning Centre has migrated from satellite based EDUSAT programme to web based e-Shikshana programme.

The objectives are:

- Create e-Shikshana web based distance education facility using Network Multimedia Based Data Broadcasting System (NMBDBS)
- Collect, process and disseminate content developed by the faculty drawn from both academia and industry.
- Create web-based e-Learning facility
- Provide interaction/guidance/feedback tools to learners and act as a facilitator between the experts and the stake holders
- Supplement the conventional system of training and education and bring uniformity in technical education
- Explore the possibility of using the e-Shikshana network for administrative purposes and other activities of the VTU

Extended Profile

1.Programme

1.1	244
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	View File

2.Student

2.1	658
Number of students during the year	

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2	75
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File
2.3	150
Number of outgoing/ final year students during the year	
File Description	Documents
Data Template	View File
3.Academic	
3.1	54
Number of full time teachers during the year	
File Description	Documents
Data Template	View File
3.2	54
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	29
Total number of Classrooms and Seminar halls	
4.2	304
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	328
Total number of computers on campus for academic purposes	
Part B	
CURRICULAR ASPECTS	
1.1 - Curricular Planning and Implementation	

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

A standardized academic calendar is prepared before the start of each semester, with reference to the VTU academic calendar. The faculty members create a comprehensive timetable that allocates time units based on credits and hours assigned by VTU, ensuring students' active engagement in planned activities. The faculty collectively develop teaching plans, structured according to a well-organized course outline. These plans entail a detailed breakdown of course topics, specifying the content delivery methods, objectives, and anticipated learning outcomes.

The departments are dedicated to delivering the curriculum effectively, employing a blend of internal assessments, assignments, seminars, quizzes, and innovative teaching techniques for both theoretical and laboratory courses. Faculty members prioritize timely syllabus completion, a process overseen by the Principal who reviews syllabus progress on a weekly basis for every course. Any deviations from the schedule are deliberated upon during regular Head of Department (HoD) meetings.

Internal assessment question papers are designed to systematize the curriculum. The Academic Auditing Committee, overseen by the Internal Quality Assurance Cell (IQAC), conducts academic audits three times per semester. Subsequent reports are compiled to assess academic activities, ensuring the efficiency of curriculum delivery across all programs.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	NIL

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The university releases the calendar of events for the affiliated colleges at the beginning of the academic year. This academic calendar includes:

1. Start and end dates of the semester as per VTU norms.
2. Examination schedules.

With reference to this, the college academic calendar is prepared

by the Heads of Departments (HODs) and Vice-Principal, under the leadership of the Principal. It is provided to all teachers and students at the beginning of the academic year. The college academic calendar includes:

1. Dates of re-opening.
2. Bridge course.
3. Orientation course.
4. Commencement of internal tests.
5. Commencement of semester examinations.
6. Important functions of the college.
7. Government, local, and institutional holidays, etc.

The academic calendar is designed as follows:

- Striking features of the academic calendar highlight teaching days and events planned for the semester, as well as State Government and local holidays. - The teaching plan is prepared by each department under the guidance of the respective staff council. - The Action Plan for academic-oriented activities such as seminars, workshops, and conferences to be organized, as well as subject experts to be invited for guest lectures, is established. - The evaluation of the action plan is reviewed by the Planning and Evaluation Committee at the end of the academic year. - Internal assessment tests are conducted strictly in accordance with VTU guidelines and as per the academic calendar.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://www.gopalancolleges.com/gcem/academic-calendar-college.html

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

5

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

0

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

0

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Cross-cutting issues like Gender, Environmental sustainability, Human Values, and Professional Ethics find ample space when integrated into the curriculum. We are committed to maintaining a healthy environment for all our students. The university-designed curriculum incorporates many of these aspects through courses such as:

1. Environmental Studies 2. Constitution of India, Professional Ethics & Human Rights 3. Air Pollution and Control 4. Sustainability Concepts in Engineering 5. Occupational Health and Safety 6. Solid Waste Management 7. Environmental Protection and Management 8. Municipal and Industrial Wastewater Engineering 9. Essentials of NCC

We have various committees dedicated to student welfare, including:

- Women's Grievance Committee
- Anti-Ragging Committee
- Discipline Committee
- Human Rights Committee

These committees play a crucial role in ensuring the well-being and safety of our students.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

2

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

150

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	https://www.gopalancolleges.com/gcem/naac/1_4_1_Stakeholders_Feedback_Report.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://www.gopalancolleges.com/gcem/naac/1_4_2_Feedback_Report.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

177

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

55

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

For Advanced Learners:

1. Students are encouraged to become members of professional bodies such as IETE, CSI, IEEE, etc. 2. High-achieving students are motivated to participate in technical festivals, workshops, and seminars held in other colleges and universities. 3. Comprehensive placement training, covering both aptitude and technical skills, is provided to help students secure positions in reputable companies. 4. Students are actively encouraged to take competitive exams like GATE, GRE, IELTS, etc. 5. Final-year students are urged to showcase their project work in state-level and national-level competitions. 6. Internship opportunities and project support are offered in collaboration with renowned companies.

For Slow Learners:

1. Each student is assigned a mentor who closely monitors their academic performance, including results and attendance, and maintains frequent interactions to understand and assist slow learners. 2. Additional classes are conducted during college hours or after college hours to help slow learners improve their results. 3. The college holds Parent-Teacher Meetings (PTMs) twice every semester to engage with the parents of slow learners and provide updates on their progress. 4. Departments organize remedial classes for students who have failed in subjects from previous semesters. 5. Extra time is dedicated to resolving doubts and questions raised by slow learners. 6. Class Committee Meetings (CCMs) are held after each internal assessment to gather suggestions and feedback, which inform subsequent actions. 7. Module-specific important questions are provided to assist slow learners in passing university exams. 8. Extra lab sessions are conducted to enhance comprehension of concepts and programs.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
658	54

File Description	Documents
Any additional information	View File

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

Student-centric learning is emphasized during practical sessions at GCEM. The institution has implemented various practices to actively engage students in the teaching-learning process. Laboratory sessions, encompassing both software and hardware components, facilitate experiential learning and enable students to expand their knowledge and skills. This approach motivates students to conduct research in emerging technologies.

Multimedia teaching tools, such as PowerPoint presentations (PPTs), are integrated into daily teaching sessions, enhancing students' comprehension of the subject matter. Moreover, lectures, seminars, and workshops conducted by subject and industry experts in respective departments offer insights beyond the prescribed syllabus.

We employ a variety of course delivery methods, including:

1. Lecture notes 2. Online access to lecture notes 3. PPTs 4. Tutorials, quizzes, multiple-choice questions (MCQs), and class tests 5. Remedial classes 6. Lab experiments 7. Assignments 8. eLearning 9. NPTEL videos (GCEM hosts a local chapter) 10. EDUSAT 11. IIT Bombay's spoken tutorial project (MOOCs), and more.

Students are strongly encouraged to both organize and participate in inter-collegiate events such as science exhibitions and project

exhibitions, which help showcase their potential. Beyond academics, our college promotes student involvement in NSS and other social activities like blood donation drives. Students also complete internships as part of the curriculum to establish connections with industry and organizations.

File Description	Documents
Upload any additional information	View File
Link for additional information	NIL

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

1. Technologies used for online teaching and learning:

- Video conferencing tools: Microsoft 365 & Teams
- Digital Smart board: Senses Intelligent Interactive Panel
- Webcam: Logitech Webcam HD B525
- Headphones: Logitech H110 Wired headset with a microphone
- PC/Laptop/Smartphones
- High-speed internet (LAN & Wi-Fi) at 100mbps

2. Methods used for online teaching and learning: a) Virtual Classroom in Microsoft Teams At GCEM, we utilize both the Smartboard and Microsoft Teams in tandem to facilitate effective teaching and learning. Given the uncertainties in education today, our focus remains on meeting our students' needs to the best of our abilities during remote learning.

b) Virtual Lab Web-enabled experiments are designed to be remotely operated and viewed, fostering curiosity and innovation among students. This approach helps in comprehending both basic and advanced concepts through remote experimentation. Internet-based experimentation allows the utilization of web-based resources, knowledge, software, and data, while also enabling skillful experiments to be conducted simultaneously at different locations (and possibly at different times).

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

40

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

54

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

16

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

289

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The internal assessment evaluation process is conveyed to students by their respective faculty members. General instructions regarding the evaluation methods of university answer scripts are provided to students. Students receive a clear understanding of the evaluation processes through guidance from tutors and official circulars. Faculty members develop schemes and solutions upon completion of the assessment, and the evaluation of blue books is based on these schemes and solutions. After the evaluation is finished, students are given their blue books to verify their marks.

In theory subjects, assessment is conducted through three internal tests, university external tests, assignments, seminars, and quizzes.

For practical subjects, assessment includes internal tests, university external lab exams, mini-projects, and more.

Project work assessment consists of four internal project reviews and a final external university project review. Additionally, the department showcases students' projects in a Department Project Exhibition.

Regarding seminar assessments, final-year students are required to present a seminar as part of their curriculum. They select recent and innovative topics and present them to the seminar coordinator, department faculty, and their classmates. Seminar presentations are evaluated based on topic selection, presentation skills, and report preparation.

File Description	Documents
Any additional information	View File
Link for additional information	NIL

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The college strictly adheres to the guidelines and regulations set forth by the affiliating university when conducting internal and semester-end examinations. After evaluating the internal assessment answer scripts, these scripts are returned to students to provide them with an overview of their performance in the test.

Transparency is maintained in internal assessment tests by following the criteria as directed by the affiliating university. Once the assessment reports are prepared, they are shared with students. Any grievances or concerns can be promptly addressed, and students can submit these concerns to the relevant faculty within the department. A copy of these grievances is also uploaded to the VTU (Visvesvaraya Technological University) portal at the end of the semester.

For issues related to university question papers, such as questions being out of syllabus, repeated questions, improper allocation of marks, missed marks, or incorrect question numbering during semester exams, these concerns are raised with the VTU Exam Coordinator and the Principal.

Students have the option to apply for revaluation of their answer scripts, and the re-evaluated marks are made available when the revaluation results for the same semester are announced. To maintain transparency, students can also request photocopies of

their answer scripts, allowing them to make an informed decision regarding revaluation or re-totaling.

File Description	Documents
Any additional information	View File
Link for additional information	NIL

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

In our institute, at the outset of each semester, the faculty members responsible for each subject engage in explaining and discussing course objectives, course outcomes (COs), program outcomes (POs), and Program-Specific Outcomes (PSOs) with the students. This introductory session provides students with an overview of the subject or course.

The Outcome-Based Education (OBE) coordinator ensures that all faculty members are briefed on these aspects before the commencement of classes for each semester.

The Program Outcomes, program-specific outcomes, and course outcomes for all the courses offered by respective departments are prominently displayed on the college website. Efforts are consistently made to align these outcomes with the VTU syllabus, aiming for maximum alignment.

Faculty members maintain comprehensive course files that include lesson plans and course materials for their respective courses. Additionally, the mission and vision of each department are communicated to students through the college website and in classroom discussions.

Faculty members design internal assessment question papers based on COs and the Revised Bloom's Taxonomy (RBT) levels, ensuring the evaluation process accurately assesses the attainment levels of the COs.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://www.gopalancolleges.com/gcem/computer-science-engineering-department-peo-po-pso.html
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The course outcome assessment process is based on a combination of internal assessment (IA) examinations, semester-end examinations, assignments, seminars, and quizzes. Each question in the internal assessment is aligned with the corresponding course outcome (CO) and Revised Bloom's Taxonomy (RBT) levels.

In the context of Outcome-Based Education (OBE), assessment is conducted through one or more processes carried out by the institution to identify, collect, and prepare data for evaluating the achievement of course outcomes (COs).

Assessment tools are categorized into two methods for assessing course outcomes: Direct assessment, which focuses on academic performance, and indirect assessment, which involves course-end surveys.

Here is a list of direct assessment tools: Three Internal assessments (IAs) as per VTU guidelines

- Assignments
- Quizzes
- Seminars
- Internship training
- Final year project work
- Mini project work
- Seminars for final year students
- VTU end-semester examinations, and more.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	NIL

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

121

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	NIL

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://www.gopalancolleges.com/gcem/naac/2.7.1 Student Satisfactory Survey.pdf>

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 year (INR in Lakhs)

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

0

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

10

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	NIL

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The Institution's Innovation Council (IIC) was established when GCEM received approval from AICTE in September 2019. This marked

the beginning of the Gopalan Research Innovation and Training Centre (GRIT), an interdisciplinary research center catering to undergraduate students and other research enthusiasts. GRIT is renowned not only for promoting innovation and research activities among young learners but also for inspiring them to actively engage in research endeavors.

Several key experimental facilities, including the specialized Energy and Environment lab, Experimental Aero Lab, Design and Computation Lab, Fabrication and Testing Lab, Sensors Lab, and Virtual Instrumentation Lab, are planned to be established. These facilities aim to enhance students' capabilities and foster interdisciplinary research, allowing them to excel in their respective domains. Additionally, both short-term and long-term workshops and training programs are offered to undergraduate and pre-engineering students. UG students have opportunities for project work and research training, while funded research programs are in the pipeline for doctoral candidates.

GRIT collaborates closely with industries and national research labs to provide skill-based training in various areas. As part of its developmental agenda, GRIT has signed Memorandums of Understanding (MOUs) with several industries for collaborative research and training initiatives.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.gopalancolleges.com/gcem/gopalan-research-innovation-and-training-centre.html

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

4

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

13

File Description	Documents
URL to the research page on HEI website	https://www.gopalancolleges.com/gcem/research-supervisors.html
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

18

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

8

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The college actively organizes a range of extension activities to foster a stronger connection between the institute and the neighboring community while sensitizing students to the needs of that community. Students at our college enthusiastically participate in social service activities, contributing to their overall development. The college effectively operates the National Service Scheme (NSS) and Youth Red Cross (YRC). Through these units, the college engages in various extension activities within the local community.

NSS conducts a residential day camp in a nearby adopted village, where NSS volunteers undertake various activities addressing important social issues. These activities encompass cleanliness initiatives, tree plantation drives, blood donation camps, and health check-up camps.

The various departments within the college are dedicated to their responsibilities in shaping students into responsible citizens of the country. They achieve this by raising student awareness about various social issues through programs such as Environmental Awareness, Personal Health and Hygiene, Diet Awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic Eradication, Voters' Awareness, Blood Group Detection, Health Check-up Camps, Dental Check-up Camps, and more.

All of these mentioned activities have a positive impact on students. They contribute to the development of a strong student-community relationship, enhance leadership skills, boost students' self-confidence, uncover hidden talents, and raise awareness among students about important societal issues.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

6

File Description	Documents
Any additional information	View File
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

7

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in

collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

660

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

0

File Description	Documents
e-copies of related Document	View File
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

5

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Class Rooms

- Number of Rooms: 31
- Type of Facility: Class Rooms
- Area/Size: 65 - 84 sq. m
- Year of Establishment: 2013

Tutorial

- Number of Rooms: 6
- Type of Facility: Tutorial
- Area/Size: 34 - 36 sq. m
- Year of Establishment: 2013

Discussion

- Number of Rooms: 5
- Type of Facility: Discussion
- Area/Size: 32 sq. m
- Year of Establishment: 2013

Drawing Hall

- Number of Rooms: 1
- Type of Facility: Drawing Hall
- Area/Size: 177.71 sq. m
- Year of Establishment: 2013

Seminar Hall

- Number of Rooms: 4
- Type of Facility: Seminar Hall
- Area/Size: 135 - 185 sq. m
- Year of Establishment: 2013

Laboratory:

- Number of Rooms: 32
- Type of Facility: Laboratory
- Area/Size: 100 - 225 sq. m
- Year of Establishment: 2010

Workshop

- Number of Rooms: 1
- Type of Facility: Workshop
- Area/Size: 168 sq. m
- Year of Establishment: 2010

Computer Centre

- Number of Rooms: 1
- Type of Facility: Computer Centre
- Area/Size: 150 sq. m
- Year of Establishment: 2013

Library

- Number of Rooms: 1
- Type of Facility: Library
- Area/Size: 361 sq. m
- Year of Establishment: 2010

Amphitheatre

- Number of Rooms: 1
- Type of Facility: Amphitheatre
- Area/Size: 1000 sq. m
- Year of Establishment: 2010

Smart Class room

- Number of Rooms: 18
- Type of Facility: Smart Class room
- Area/Size: 60 - 70 sq. m
- Year of Establishment: 2020

Computing

- Number of Computers: 216 computers for students in various department computer laboratories
- Additional: 10 computers in the library exclusively for using e-resources.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.gopalancolleges.com/gcem/geota-g-pics-of-gcem-4-1-3.html

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Student life at GCEM encompasses participation in sports, recreational activities, co-curricular activities, and cultural events. The college has effectively utilized its excellent sports facilities, both indoor and outdoor, to provide students with opportunities to showcase their talents.

Availability of Sports Facilities GCEM actively encourages students to participate in inter-collegiate, university, and state-level competitions. A dedicated sports coordinator is available full-time to assist students in engaging in various sports and games. The college boasts enthusiastic and competitive teams in Volleyball, Football, Kabaddi, and Cricket. The campus features a football and cricket ground, as well as three tennis courts, all of which are effectively used by GCEM students.

Cultural Activities Students are also motivated to take part in cultural festivals hosted by other colleges. A college cultural coordinator oversees cultural activities both within and outside the college. Many of our students have won prizes in events such as treasure hunts, mime performances, computer gaming, and more.

Yoga and Meditation GCEM provides ample space for practicing yoga, both indoors and outdoors on campus. Yoga and meditation are integral parts of the VTU induction program for first-year students. During these sessions, students engage in two hours of daily yoga practice, including Suryanamaskar, Vajrasana, pranayama, and other exercises.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.gopalancolleges.com/gcem/infrastructure.html

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

29

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.gopalancolleges.com/gcem/geotag-pics-of-gcem-4-1-3.html
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

49.2

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The library at our institution has been fully automated since 2012, and it utilizes Libsoft (version 9.8.0 web version using ASP.Net) for various functions such as Circulation, Procurement, Online Public Access Catalog (OPAC), and managing Project Reports. All library documents are bar-coded, allowing books to be issued to users by scanning the barcode of the document. This automation has made it possible for users to easily search the library holdings using OPAC, which includes books, journals, question papers, and project reports.

For the past five years, the library has been a member of DELNET, which is extensively used for Interlibrary Loan (ILL) services and searching the databases of other member libraries. The library provides access to e-resources through ten desktop computers equipped with internet connectivity.

Library Facilities & Services

- Reprography and Scanners Facility:

Reprography and scanner facilities are available in the library for both students and staff.

- Arrangement of Departmental Books:

The departmental books are organized by subject and each rack is labeled with an index, enabling readers to easily locate books and other reading materials without assistance from library staff.

- Regular Stock Verification:

The library conducts regular stock verification processes to ensure the accuracy and availability of its collection.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://www.gopalancolleges.com/gcem/about-library.html

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

7.03835

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

78

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Description of IT Facilities:

- All computers on campus are connected to the internet to meet essential needs. Surplus Ethernet ports are provided for laptops and other devices requiring internet

connectivity.

- A dedicated in-house team manages IT and related needs on campus, including software development, hardware and networking, email solutions, and more.

IT-INFRASTRUCTURE DETAILS

No. of Computers on LAN : 399 No's

Internet Bandwidth : 100Mbps (Leased Line)

Internet Service Provider (ISP) : Metro net-Bell Tele Pvt. Ltd.

Senses Interactive Panel : 19 No's

Wi-Fi Facility Enabled : 8 Hotspots Connected.

WI-FI Facility in Hostel : 6 Hotspots Connected

No. of Computers used by Students : 328

No. Of Computers for Staff : 43

No. of Computers for Administration : 23+ 5 Laptops

Digital Library : 10 No's

Total Computers : 394+5 Laptops

Number of Printers : 19+2 Colour Printers

No. of Projectors : 12 No's

No. of System Software : 08

No. of Application Software : 24

File Description	Documents
Upload any additional information	View File
Paste link for additional information	NIL

4.3.2 - Number of Computers

399

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)**

14.75

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The GCEM facility management team diligently maintains the physical, academic, and support facilities, including classrooms, laboratories, seminar halls, amphitheater, library, sports center, computers, transport, and hostels. This dedicated team consists of individuals responsible for building maintenance, furniture upkeep, electrical systems, generators, and transportation. A

detailed register is maintained to track activities and periodic services. Additionally, gardeners and housekeeping staff ensure the campus remains clean and well-kept.

The physical education department manages the maintenance of sports facilities. Booking in advance is required for facilities such as cricket, football, badminton, table tennis, and indoor cricket. A logbook is available to facilitate facility and equipment bookings.

To ensure the library's collection is in good condition and complete, a physical verification of books is conducted at the end of each semester. Stock verification reports are maintained in a separate file. Any torn or missing books are replaced with approval from the head of the institute. The IT department takes care of the maintenance of computers.

Furthermore, a site engineer is available on campus to oversee extension activities and building maintenance. The academic and administrative areas are kept clean and well-maintained by the housekeeping staff.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.gopalancolleges.com/gcem/naac/4.4.2_Procedures_and_Policies.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

203

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

8

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to Institutional website	https://www.gopalancolleges.com/gcem/events.html
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

323

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

323

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

111

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year**5.2.2.1 - Number of outgoing student progression to higher education**

3

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

1

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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 year

5.3.1.1 - 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 year.

1

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Class Representatives

Two students from each class, one male and one female, are chosen by their fellow classmates to represent them. This selection process is conducted impartially at the beginning of each semester.

Class Committee

The Class Committee consists of class representatives from each class, along with the faculty members who teach the subjects in those classes. A faculty member who is not involved in teaching that particular class serves as the Chairman. Meetings are held both before and after every internal assessment to discuss the examination schedule, syllabus completion, and any suggestions from the class to enhance the teaching and learning process.

Techno-Cultural Committee

One student representative from the final year of each department is selected as the Technical and Cultural Head. These students

collectively form the Techno-Cultural Committee. Their responsibilities include coordinating events like Techno Blaze and Entrails, as well as other cultural events organized within the college.

Sports Committee

A student representative from the final year of each program is chosen as the Sports Head. These students form the Sports Committee, which is responsible for coordinating the college's Sports Day and other game-related events organized on campus.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

1010

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	View File

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

GCEM Bangalore was established in 2010, and the first batch graduated in 2014. An informal Alumni Association of GCEM was formed during an Alumni meet in 2017. The students initiated this

association with the aim of maintaining a strong connection with their alma mater.

In 2018, the college officially registered the Alumni Association under the Karnataka Government with the registration number DRB3/SOR/573/2018-2019. To date, the college has organized three Alumni Association meets in this academic year. The GCEM College of Engineering Alumni Association has several objectives, including establishing a strong bond between alumni, staff, and current students, supporting employment opportunities for students and fellow alumni, and contributing to academic activities such as conferences and workshops.

The Objectives of the Association

1. To serve as a platform for connecting alumni, staff, and current students of the institute. 2. To assist in finding employment opportunities for students and alumni in need. 3. To provide support for academic activities, including conferences, workshops, and technical symposiums.

Non-Financial Activities

1. To facilitate and support placement activities for current students. 2. To organize workshops, guest lectures, skill development programs, and Faculty Development Programs (FDPs). 3. To mentor and guide college students in pursuing self-employment and entrepreneurial ventures.

File Description	Documents
Paste link for additional information	https://www.gopalancolleges.com/gcem/alumni-talk.html
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

VISION

To be the institution of choice with contemporary knowledge coupled with values contributes to the society through excellence in technical education and research by continuous innovation.

MISSION:

The vision will be realized by:-

Achieving Excellence in Teaching Learning Process Using State-Of-The-Art Resources.

Develop industrial collaborations to promote research and innovation capabilities of faculty and students.

Inculcate entrepreneur skills with high integrity to serve the society.

Nature of Governance

At GCEM, our continuous efforts are guided by the following principles:

1. Work with Integrity: We act with honesty and focus on building people. 2. Innovative and Delivering: We fulfill our commitments and strive for excellence in everything we do. 3. Work Together: We emphasize teamwork and foster a sense of community.

GCEM was founded in 2010 by Mr. C. Gopalan, the Chairman of Gopalan Foundations, with a vision to produce high-quality engineers who can contribute to the betterment of society in various aspects. The institution is recognized by AICTE and affiliated with VTU. The institution's governing body, led by the Chairman, is dedicated to achieving the institution's vision and mission. The governing council has set clear goals for improving academic progress and overall excellence.

File Description	Documents
Paste link for additional information	https://www.gopalancolleges.com/gcem/vision-mission.html
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The college follows a decentralized decision-making approach to promote transparency in both academic and administrative matters. The chain of command comprises the top hierarchy, which includes management and the principal, followed by department heads in the middle level, and staff members in the lower level hierarchy. Activities and initiatives are proposed by the principal and department heads and then approved by the management.

Committees are established for specific tasks, with members drawn from various departments. Each committee is headed by a main coordinator, and changes in committee members are encouraged to align with their interests and passions. Regular meetings are held for these committees, providing a platform for members to express their ideas. Budget discussions for respective committees involve both members and main coordinators, and proposals are submitted to the principal for final decision-making. This decentralized approach enhances decision-making, fostering coordination, idea generation, and personal growth in both academic and administrative areas.

Various activities, such as Graduation Day, Estralis, Science Day, Orientation Day, Sports Day, Faculty Development Programs (FDPs), Conferences, Blood Donation Camps, and National Service Scheme (NSS) camps, are conducted using this decentralized approach.

File Description	Documents
Paste link for additional information	https://www.gopalancolleges.com/gcem/naac/6-2-2-Organogram.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The institute has a strategic plan that encompasses various objectives, including:

1. Obtaining Permanent Affiliation for All UG Programs
2. Achieving NBA Accreditation
3. Establishing Centers of Excellence
4. Securing NAAC Accreditation with higher grade on second cycle
5. Strengthening Campus Facilities
6. Enhancing the Teaching-Learning Process
7. Implementing Personality Development Programs for Students
8. Providing Faculty Development Training
9. Empowering the Mentoring System
10. Enhancing Research and Consultancy Outputs

One of the strategic initiatives undertaken by the institution is focused on improving academic performance through a mentoring system. This mentoring system plays a pivotal role in achieving the institution's objectives and goals.

Each staff member is assigned a group of mentees, typically ranging from a minimum of 15 to a maximum of 22 students. Weekly mentor-mentee meetings are conducted, during which each student discusses their performance and any grievances. Mentors provide motivation and address issues to the best of their ability. Additionally, mentors identify irregular and underperforming students and, if necessary, arrange meetings with the student's parents. These counseling sessions involve both the student and their parents, and parents are encouraged to support and motivate their children in their academic pursuits.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.gopalancolleges.com/gcem/academic-calendar-college.html
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The responsive management is a valuable asset to the system and its stakeholders. The Governing Council bears the responsibility of monitoring the implementation of activities outlined in the

institutional strategic plan. While some significant goals have been achieved within a short timeframe, the top management, including the Head of Institution (HOI), Heads of Departments (HODs), teaching and non-teaching staff, students, and stakeholders collaborate as a unified team to reinforce a culture of excellence.

The approach involves:

1. Adopting Procedures for Contemporary Teaching-Learning Processes
2. Monitoring Procedures and Progress by the HODs and HOI
3. Analyzing Feedback from Students, Parents, and Experts
4. Understanding the Feedback Received and Improving Services

The Principal serves as the chairperson overseeing both administrative and academic activities within the institution. Department Heads shoulder the responsibility of managing all administrative and academic aspects within their respective departments. Recruitment of teaching, non-teaching, and office administration staff is strategically planned at the end of each academic year to meet the requirements of the following academic year. A staff appraisal system is in place, aligning with promotional policies. The grievance redressal mechanism allows us to serve better by understanding the expectations and concerns of our stakeholders.

File Description	Documents
Paste link for additional information	NIL
Link to Organogram of the institution webpage	https://www.gopalancolleges.com/gcem/naac/6-2-2-Organogram.pdf
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

The institution provides comprehensive welfare measures for its teaching and non-teaching staff. Teaching faculty enjoy 9 days of Casual Leave, 2 Restricted Holidays, and 15 days of vacation leave per semester. Non-teaching staff benefit from 9 days of Casual Leave, 2 Restricted Holidays, and 22 days of Earned Leave annually. On-duty leave is granted for attending workshops and seminars. Non-teaching staff receive medical facilities, and all eligible members join the Employee's Provident Fund, with the institution contributing 12% of the pay (up to Rs. 1800) towards EPF and Gratuity. Financial support is extended to teaching faculty for workshops and conferences, while non-teaching faculty receive assistance for skill development. Drivers, attendants, and security personnel are provided with uniforms, and group medical insurance is available for all staff. College bus services, subsidized canteen facilities, and transportation for special events are also provided. Both teaching and non-teaching staff can avail maternity leave without salary deductions. These welfare measures aim to enhance the overall well-being and job satisfaction of the institution's dedicated workforce.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies during the year

0

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

9

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

27

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The institution has implemented a comprehensive performance evaluation system for its teaching staff, encompassing both academic and administrative aspects. This method assesses educators based on various criteria, including academic outcomes, student feedback, research publications, conference participation, and engagement in co-curricular and extracurricular activities.

Each teaching staff member submits a self-assessment form detailing their performance and involvement in departmental or college-assigned activities. The evaluation process consists of six categories: Academic activities, Research & Consultancy, Administrative responsibilities, Faculty development programs, seminars, conferences, and workshops conducted or attended, Student co-academic activities, and Co-curricular and Extra-curricular activities. Each category carries a maximum score of 100 percent, with a minimum requirement of 50 percent, beyond which the respective Heads of Departments (HODs) provide their assessments.

The institution's management reviews the appraisal system annually, considering staff performance throughout the academic year. Salary revisions are periodically made based on achievements in Academic, Administrative, Research, and Achievement categories, with weightage distribution as follows: Academic (50%), Administrative (20%), Research (20%), and Achievements (10%). This method has proven effective in recognizing and rewarding merit in an equitable manner.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institution conducts regular financial audits, both internally and externally, to ensure transparency and accuracy in financial transactions. These audits encompass a thorough review of financial records, expenditures, and supporting documents, with the aim of producing error-free financial statements. Auditors visit periodically to evaluate financial statements and assess accounting methods, management estimates, and overall financial performance. The resulting audit reports provide an overview of the institution's financial health.

Audit Procedures:

1. Source of Income Verification:

- Verification of fee collections against approved student lists, including CET admission and management admission.
- Cross-checking other sources of income with issued receipts to students.
- Reconciliation of fee receivables and received amounts.

2. Expenses Vouching:

- Verification of payments against supporting documents.
- Correct classification of revenue and capital expenses.
- Bank account reconciliation and confirmation of unreconciled items.
- Depreciation calculation for fixed assets.
- Review of old debit/credit balances.
- Checking compliance with statutory dues such as PF, TDS, PT, and ESI, ensuring timely payments.
- Verification of salary payments with salary statements.
- Any other necessary statutory compliance verification as per the Income Tax Act.

Discrepancies identified during the verification process are discussed and resolved with management. Once all financial transactions are accurately accounted for, financial statements, including the Balance Sheet and Income and Expenditure statement, are prepared for the fiscal year. These audited financial statements are signed and approved by both the auditor and management, with the auditor issuing an official "Audit Report."

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institution derives its funds from various sources, including:

1. Student Tuition Fees. 2. Fees for Additional Services to Students, such as bus fees and fines for ID card or hall ticket loss. 3. Collections from Co-Curricular Activities, including workshops and skill enhancement programs.

To manage and mobilize these funds effectively:

1. Short-term deposits are utilized for various expenses, such as monthly staff salaries, campus maintenance, training resources, lab consumables, AMC charges for lift and air conditioner

maintenance, library book purchases, workshop and event expenses, faculty development, student skill development programs, admission processes, and promotional expenses.

In terms of fund utilization strategies:

1. Annual budget allocation decisions are made after considering the financial needs of each department. 2. Resources are optimally utilized based on the established plan. 3. The institution has developed a modern sports complex to facilitate sports activities and student participation. 4. Emphasis is placed on maintaining a clean campus environment while judiciously utilizing funds.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

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

The Internal Quality Assurance Cell (IQAC) commenced its operations in June 2019, with a primary focus on enhancing the academic and administrative performance of the institution. One of its key initiatives is the Academic Assessment Audit, which is conducted by the Academic Assessment Audit committee.

The primary objectives of the IQAC are:

1. Establishing a system for consistent actions to improve and sustain the quality of the institution.
2. Ensuring the quality of various aspects of the institution through continuous monitoring and assessment.

To achieve these objectives, the IQAC forms various committees to monitor the institution's performance and identify areas for improvement. It assesses the quality improvements in different areas and provides recommendations for further action. Academic Audit is conducted twice per semester by the IQAC.

The academic audit conducted by the IQAC considers four distinct formats for evaluation:

1. Theory Course File 2. Lab Course File 3. Personal File 4. Department File

The IQAC also ensures that faculty members are well-informed and equipped to carry out their roles effectively. It emphasizes accurate and secure record-keeping for each semester and provides feedback to faculty members to implement suggested improvements. This rigorous process helps maintain and enhance the quality of education and administration at the institution.

File Description	Documents
Paste link for additional information	https://www.gopalancolleges.com/gcem/initiatives.html
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The institution prioritizes the regular review and enhancement of its teaching and learning processes. This thorough evaluation occurs at least once per semester through the Internal Quality Assurance Cell (IQAC). Furthermore, various committees and meetings contribute significantly to this ongoing improvement:

1. HOD Meetings: Head of Departments convene meetings to discuss and assess teaching methods and departmental matters.
2. Department Faculty Meetings: Faculty meetings within departments facilitate dialogue on teaching strategies and student engagement.
3. Class Committee Meetings: These meetings involve faculty, students, and course coordinators, providing feedback on course effectiveness and teaching quality.
4. Feedback Collection: The institution actively seeks student feedback, which is collected at the end of each semester to pinpoint areas of improvement.
5. Continuous Enhancement: Recommendations and feedback from these sources drive proactive measures to enhance teaching and learning, such as innovative teaching techniques, workshops, research projects, and faculty development.

This approach fosters a culture of constant improvement, ensuring a high-quality educational experience for students.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://www.gopalancolleges.com/gcem/initiatives.html
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

GCEM is committed to a transparent and merit-based staff selection process, with equal opportunities for both male and female candidates. Recruitment involves open advertisements, classroom demonstrations, and personal interviews.

The institution places a strong emphasis on gender sensitivity and maintains a zero-tolerance policy towards issues like sexual

harassment and ragging. Various committees and cells have been established to address these concerns:

1. **Anti-Ragging Committee:** This committee is responsible for preventing ragging, investigating complaints, and raising awareness among students. It also ensures that students submit affidavits committing to not engage in ragging.

2. **Internal Complaints Committee (ICC) - Women:** The ICC handles complaints related to sexual harassment and takes necessary actions to address them.

3. **Women Empowerment Cell (WEC):** The WEC's mission is to empower and protect the rights of female faculty, staff, and students. It promotes gender sensitivity, conducts educational programs, and strives to create a harmonious campus environment.

These measures reflect the institution's dedication to ensuring a safe, inclusive, and empowering educational environment for all its members.

File Description	Documents
Annual gender sensitization action plan	WOMEN'S DAY CELEBRATION, GENDER SENSITIZATION AWARENESS PROGRAM
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://www.gopalancolleges.com/gcem/naac/7-1-1-Special-facility-for-Women.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of

degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

GCEM has implemented an efficient waste management system to handle both solid and liquid waste.

Solid Waste Management:

- Solid waste is separated into biodegradable and non-biodegradable categories using green and blue bins at designated collection points.
- Biodegradable food waste from the canteen, hostel mess, and student lunches is collected in green bins and processed in a fully automatic "Three-phase RNATURA 100kg Organic Waste converter" machine, converting it into compost for campus gardens.
- Non-biodegradable dry waste such as paper and packaging materials is segregated and collected daily by BBMP (Bruhat Bangalore Mahanagara Palike) for disposal.

Liquid Waste Management:

- The campus is equipped with a Sewage Treatment Plant (STP) to treat wastewater from bathrooms, mess, and other sources.
- Wastewater is directed to the STP via proper drainage systems, where it undergoes treatment to remove toxins, making it suitable for reuse.
- Treated water is used for watering plants in the garden and flushing toilets, promoting sustainable water use and reducing environmental impact.

This waste management approach reflects the institution's commitment to environmental sustainability and responsible resource utilization.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting

A. Any 4 or all of the above

Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	
File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File
7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1.Restricted entry of automobiles 2.Use of bicycles/ Battery-powered vehicles 3.Pedestrian-friendly pathways 4.Ban on use of plastic 5.Landscaping 	A. Any 4 or All of the above
File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	C. Any 2 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

<p>7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment</p> <p>5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</p>	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

GCEM places a strong emphasis on unity in diversity, fostering an environment where students respect and celebrate different religions, languages, and cultures. Festivals are occasions for students to exchange greetings and wishes, extending invitations to one another to experience and appreciate various cultural

traditions. These interactions promote social, religious, and communal harmony, enriching the campus community.

India's diversity is remarkable, characterized by a vast landscape and multifaceted cultural tapestry. The country is home to numerous languages and embraces all major religions globally. To showcase this rich cultural heritage, the college organizes events like traditional dress competitions and fashion shows during the annual gathering. Students participate by wearing attire that represents various states, religions, and cultures, providing them with insights into the nation's diverse heritage.

Through these activities, students develop tolerance and harmony, fostering inclusivity and appreciation for cultural, regional, linguistic, and socioeconomic diversities. GCEM actively contributes to creating an inclusive environment within the college and society, recognizing and celebrating India's unique diversity.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

GCEM is committed to promoting awareness of human rights among its students and faculty through various programs. These initiatives encompass events like Voter's Day programs, Blood Donation drives, Swachh Bharat (Clean India) campaigns, Health Awareness programs, and Tree Plantation efforts. These activities aim to nurture responsible citizenship among students, fostering a sense of civic duty and social responsibility.

In line with AICTE's Universal Human Values (UHV) initiative, the college has taken steps to integrate these values into its educational framework. Faculty members underwent a five-day AICTE workshop on Universal Human Values to equip themselves with the knowledge and skills needed to impart these values effectively. During the Student Induction Program, first-year students are introduced to the concept of human values, contributing to their holistic development.

Faculty members trained in Universal Human Values play a crucial role in guiding students towards the right development of their worldviews, mindsets, perspectives, and values. This initiative aims to create a strong connection between students and faculty while instilling a deep understanding of universal human values, thus shaping well-rounded individuals ready to contribute positively to society.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://www.gopalancolleges.com/gcem/events.html
Any other relevant information	NIL

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

GCEM celebrates several important days throughout the year to

commemorate historical events, pay tribute to notable figures, and promote values and awareness. Some of the celebrated days include:

1. Independence Day: Honoring the sacrifices of freedom fighters.
2. Republic Day: Commemorating the adoption of the Indian Constitution.
3. Karnataka Rajyotsava: Celebrating the formation of the state of Karnataka.
4. Yuva Saptaha (National Youth Day): Observing Swamy Vivekanandha's birth anniversary, often accompanied by a blood donation camp.
5. Constitutional Day (Dr. Ambedkar's Birth Anniversary): Marking the adoption of the Indian Constitution.
6. Sadbhavana Diwas (Rajiv Gandhi's Remembrance Day): Remembering the late Prime Minister Rajiv Gandhi.
7. Teacher's Day (Dr. Radhakrishnan's Birth Anniversary): Celebrating educators on September 5th.
8. Education Day (Maulana Abul Kalam Azad's Birth Anniversary): Commemorating India's first Education Minister.
9. Engineers Day (Sir. M Visvesvaraya's Birth Anniversary): Paying tribute to the renowned Indian Engineer.
10. Martyr's Day (Mahatma Gandhi's Death Anniversary): Honoring the memory of Mahatma Gandhi on January 30th.

These celebrations reflect the college's commitment to historical and cultural values, as well as the acknowledgment of prominent figures who have made significant contributions to society.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

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

Best Practice 1: Online Teaching During Pandemic

GCEM effectively implemented online teaching during the pandemic using Microsoft Teams, creating a virtual classroom environment. This platform allowed teachers to control meetings, share content and screens, and interact with students in real-time. It facilitated presentations, discussions, and private viewing of

materials, enhancing the teaching-learning process. The integration of Microsoft Teams with smartboards provided an effective and comprehensive online teaching solution.

Best Practice 2: Waste Management and Energy Conservation Strategies

GCEM adopted sustainable waste management and energy conservation strategies. The college implemented a waste segregation system, separating biodegradable and non-biodegradable waste. Food waste was converted into compost using an automated Organic Waste Converter, promoting recycling and reducing landfill waste. Non-biodegradable waste, such as paper and plastic, was collected by the local municipal authority, ensuring proper disposal and environmental responsibility. These initiatives reflect GCEM's commitment to eco-friendly practices and sustainability.

File Description	Documents
Best practices in the Institutional website	https://www.gopalancolleges.com/gcem/naac/7-2-1-Best-Practices.pdf
Any other relevant information	<u>NIL</u>

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

GCEM prioritizes technology, research, and academic excellence to enhance the quality of education and benefit society. The college distinguishes itself with a "Smart and Clean Campus."

Smart Classrooms: GCEM boasts smart classrooms equipped with interactive smart boards, fostering creative and informative learning experiences for students. These tools enhance engagement and knowledge retention.

Environmental Responsibility: The institution is committed to environmental sustainability. It operates a Sewage Treatment Plant (STP) for wastewater treatment, using treated water for plant irrigation. Waste management is a priority, with segregation of biodegradable and non-biodegradable waste. Food waste is converted into compost through an automated converter, promoting eco-friendly practices. GCEM has also achieved a plastic-free campus,

contributing to a cleaner environment.

These initiatives reflect GCEM's dedication to providing a modern, sustainable, and technologically advanced educational environment.

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

7.3.2 - Plan of action for the next academic year

GCEM is dedicated to continuous improvement and aims to achieve the following goals for institutional advancement:

1. **NBA Accreditation:** Striving to secure NBA accreditation for all eligible programs offered by the institution.
2. **UGC-12(B) Affiliation:** Aspiring to gain affiliation with UGC-12(B) for enhanced recognition.
3. **Permanent VTU Affiliation:** Working towards securing permanent affiliation with VTU, ensuring program stability.
4. **Centre of Excellence:** Establishing centers of excellence in various departments to promote excellence in education and research.
5. **Academic Excellence:** Focusing on improving students' academic performance, aiming for higher grades and overall growth.
6. **Placement Success:** Ensuring 100% placement for all eligible students, preparing them for successful careers.
7. **Research and Innovation:** Promoting a culture of research and development, fostering undergraduate research initiatives.
8. **Exchange Programs:** Facilitating student and faculty exchange programs to broaden perspectives and experiences.
9. **Incubation Centers:** Establishing incubation centers to nurture entrepreneurship and innovation.
10. **Societal Development:** Encouraging active participation in community service through NSS, YRC, and other initiatives,

fostering human values among students.

11. Getting QS - I GAUGE Rating

These objectives reflect the college's commitment to holistic education, academic excellence, and societal development.