



YEARLY STATUS REPORT - 2023-2024

| 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.Arun Vikas Singh |
| • 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 | iqac@gopalancolleges.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | https://www.gopalancolleges.com/gcem/aqar.html | | | | |
| 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 | 2.59 | 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 |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| 1. NBA Accreditation for CS & EC programs 2. QS I-GUAGE college rating - GOLD 3. Academic Auditing 4. Review of the various cell functioning under IQAC 5. Effective implementation of OBE | | |
| 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 | |
| NBA Accreditation | Got NBA Accreditation for CS & EC programs for 3 years | |
| QS I-GUAGE accreditation | Received QS I-GUAGE college rating - GOLD | |
| 13.Whether the AQAR was placed before statutory body? | | Yes |
| <ul style="list-style-type: none"> Name of the statutory body | | |
| Name | Date of meeting(s) | |
| GCEM Governing Council | 16/07/2024 | |
| 14.Whether institutional data submitted to AISHE | | |

| | |
|---------|--------------------|
| Year | Date of Submission |
| 2022-23 | 16/03/2024 |

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'. And an open elective course is introduced in Indian Knowledge system (IKS)

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 stakeholders 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

1.1 188

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

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student

2.1 805

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

144

Number of outgoing/ final year students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

3.1

78

Number of full time teachers during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.2

63

Number of sanctioned posts during the year

Extended Profile

1. Programme

| | |
|--|------------|
| 1.1 | 188 |
| Number of courses offered by the institution across all programs during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2. Student

| | |
|------------------------------------|------------|
| 2.1 | 805 |
| 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 | 144 |
| Number of outgoing/ final year students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3. Academic

| | |
|--|-----------|
| 3.1 | 78 |
| Number of full time teachers during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|----|
| 3.2 | 63 |
| Number of sanctioned posts during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|-----|
| 4.Institution | |
| 4.1 | 32 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 346 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 349 |
| 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, aligned with the VTU academic calendar. Faculty members create a comprehensive timetable that allocates time units based on the credits and hours assigned by VTU, ensuring students' active engagement in planned activities. The faculty collaboratively develop teaching plans, structured around a well-organized course outline. These plans include a detailed breakdown of course topics, specifying the content delivery methods, objectives, and expected learning outcomes.

The departments are committed to delivering the curriculum effectively, using a blend of internal assessments, assignments, seminars, quizzes, and innovative teaching techniques for both theoretical and laboratory courses. Faculty members prioritize timely syllabus completion, with progress reviewed weekly by the Principal for each course. Any deviations from the schedule are addressed during regular Head of Department (HoD) meetings.

Internal assessment question papers are designed to align with the curriculum systematically. The Academic Auditing Committee, overseen by the Internal Quality Assurance Cell (IQAC), conducts academic audits three times per semester. Reports are compiled afterward to evaluate academic activities, ensuring the effective delivery of the curriculum across all programs.

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

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 affiliated colleges at the beginning of each academic year. This academic calendar includes:

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

Based on this, the college academic calendar is prepared by the Heads of Departments (HoDs) and the 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 reopening.
2. Bridge course.
3. Orientation course.
4. Commencement of internal tests.
5. Commencement of semester examinations.
6. Important college functions.
7. Government, local, and institutional holidays, etc.

The academic calendar is designed as follows:

- Key features of the academic calendar highlight teaching days and planned events for the semester, as well as State Government and local holidays.
- The teaching plan is prepared by each department, guided by the respective staff council.

- The Action Plan for academic-oriented activities, such as seminars, workshops, and conferences, is established, including the invitation of subject experts for guest lectures.
- The Planning and Evaluation Committee reviews the action plan at the end of the academic year.
- Internal assessment tests are conducted strictly in accordance with VTU guidelines and 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

A. All 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

6

| 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)

21

| 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

1926

| 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 such as gender, environmental sustainability, human values, and professional ethics are thoughtfully integrated into the curriculum. We are committed to fostering a healthy environment for all our students. The university-designed curriculum incorporates many of these important aspects through courses such as:

1. Scientific Foundations of Health
2. Green Buildings
3. Introduction to Sustainable Engineering
4. Renewable Energy Sources
5. Waste Management
6. Social Connect and Responsibility
7. Universal human values
8. Environmental Studies
9. National Service Scheme (NSS)
10. Yoga

In addition, we have several committees dedicated to student welfare, including:

- College Internal Compliant Committee
- Student's Grievance Committee
- Anti-Ragging Committee
- Discipline 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

149

| 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 | B. Feedback collected, analyzed and action has been taken |
| File Description | Documents |
| Upload any additional information | View File |
| URL for feedback report | https://www.gopalancolleges.com/gcem/naac/1_4_1_Stakeholders_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 | |
| 311 | |
| 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 | |
| 296 | |
| 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 at 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 regular interactions to understand and support slow learners.
2. Additional classes are conducted during or after college hours to help slow learners improve their academic performance.
3. The college organizes Parent-Teacher Meetings (PTMs) twice per semester to engage with the parents of slow learners and provide updates on their progress.
4. Departments arrange remedial classes for students who have failed subjects from previous semesters.
5. Extra time is allocated to address doubts and questions raised by slow learners.
6. Class Committee Meetings (CCMs) are held after each internal assessment to gather suggestions and feedback, which guide subsequent actions.
7. Module-specific important questions are provided to help slow learners pass university exams.
8. Extra lab sessions are conducted to improve comprehension of concepts and programs.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.gopalancolleges.com/gcem/events.html |
| 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 |
| 805 | 78 |

| 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 at GCEM:

Student-centric learning is emphasized during practical sessions at GCEM, where various practices are implemented to actively engage students in the teaching-learning process. Laboratory sessions, which include both software and hardware components, promote 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 incorporated into daily teaching sessions, enhancing students' understanding of the subject matter. Additionally, lectures, seminars, and workshops conducted by subject matter experts and industry professionals in respective departments provide insights beyond the prescribed syllabus.

We employ a variety of course delivery methods, including:

1. Lecture notes
2. Online access to lecture notes
3. PowerPoint presentations (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 organize and participate in inter-collegiate events such as science exhibitions and project exhibitions, which allow them to showcase their potential. Beyond academics, our college promotes student involvement in NSS and other social activities, including blood donation drives. Additionally, students complete internships as part of the curriculum, helping them establish valuable connections with industry and organizations.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://www.gopalancolleges.com/gcem/smart-board.html |

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

Technologies Used for Online Teaching and Learning:

- Video Conferencing Tools: Microsoft 365 & Teams
- Digital Smartboard: Senses Intelligent Interactive Panel
- Webcam: Logitech Webcam HD B525
- Headphones: Logitech H110 Wired Headset with Microphone
- Devices: PC, Laptop, Smartphones
- Internet Connectivity: High-speed internet (LAN & Wi-Fi) at 100 Mbps

Methods Used for Online Teaching and Learning:

a) Virtual Classroom in Microsoft Teams At GCEM, we use 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 understanding both basic and advanced concepts through remote experimentation. Internet-based experimentation allows the use of web-based resources, knowledge, software, and data, while enabling skillful experiments to be conducted simultaneously at different locations (and potentially 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

60

| 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

78

| 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

25

| 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

7

| 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 communicated to students by their respective faculty members. General instructions regarding the evaluation methods for university answer scripts are provided to ensure students clearly understand the evaluation process. This guidance is delivered through tutors and official circulars. Faculty members prepare schemes and solutions after each assessment, and the evaluation of answer scripts (blue books) is conducted based on these guidelines. Once the evaluation is complete, students are given their blue books to review and verify their marks.

For theory subjects, assessment is carried out through a combination of three internal tests, university external tests, assignments, seminars, and quizzes.

For practical subjects, assessment includes internal tests,

university external lab exams, mini-projects, and other relevant evaluations.

Project work assessment comprises four internal project reviews and a final external university project review. Additionally, the department organizes a Department Project Exhibition where students' projects are showcased.

As part of the seminar assessment, final-year students are required to present a seminar on a recent and innovative topic of their choice. These presentations are made before the seminar coordinator, department faculty, and classmates. The evaluation is based on topic selection, presentation skills, and the quality of the report prepared by the student.

| 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 established by the affiliating university when conducting internal and semester-end examinations. After evaluating internal assessment answer scripts, these scripts are returned to students to give them a clear understanding of their performance in the test.

Transparency is ensured in internal assessment tests by following the criteria set by the affiliating university. Once the assessment reports are finalized, they are shared with the students. Any grievances or concerns related to the evaluation can be promptly addressed by submitting them 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.

In cases where university question papers present issues—such as out-of-syllabus questions, repeated questions, improper allocation of marks, missed marks, or incorrect question numbering during semester exams—these concerns are escalated to the VTU Exam Coordinator and the Principal.

Students have the option to apply for reevaluation of their answer scripts, and the re-evaluated marks are made available when the reevaluation results are announced. To maintain transparency, students can also request photocopies of their answer scripts, enabling them to make informed decisions about applying for reevaluation 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 beginning of each semester, faculty members responsible for each subject explain and discuss course objectives, course outcomes (COs), program outcomes (POs), and specific outcomes (SOs) with 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.

Course outcomes, specific outcomes, and program outcomes for all courses offered by respective departments are clearly displayed on the college website. We strive for maximum alignment between these outcomes and the VTU syllabus.

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.

In Outcome-Based Education (OBE), the assessment of course outcomes is based on a combination of internal assessments (IAs), final exams, 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.

Assessment involves 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: Direct assessment, which focuses on academic performance, and indirect assessment, which involves student feedback 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 final exams, 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

166

| 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)

44000

| 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

2

| 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

2

| 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 led to the establishment of the Gopalan Research Innovation and Training Centre (GRIT), a research center catering to undergraduate students and other research enthusiasts. GRIT is known for promoting innovation and research among young learners and 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 being established. These facilities aim to enhance students' capabilities and promote interdisciplinary research, allowing them to excel in their respective domains. Additionally, 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/qcem/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

3

| File Description | Documents |
|--|---------------------------|
| Report of the event | No File Uploaded |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | No File Uploaded |

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

1

| File Description | Documents |
|--|---------------------------|
| URL to the research page on HEI website | nil |
| 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

28

| 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

15

| 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 strengthens ties with the community while sensitizing students to community needs. Students at our college enthusiastically participate in social service activities,

enhancing their development. The college operates the NSS and YRC. Through these units, the college engages in various extension activities within the local community.

NSS conducts an adopted village camp, where NSS volunteers undertake activities addressing social issues. These activities include cleanliness initiatives, tree plantation drives, blood donation camps, and health check-up camps.

Departments raise awareness of 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 activities positively impact students. They contribute to a strong student-community relationship, enhance leadership skills, boost self-confidence, uncover hidden talents, and raise awareness of societal issues.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.gopalancolleges.com/gcem/events.html |
| 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

0

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year (Data Template) | No File Uploaded |
| 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

11

| 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

1104

| 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

176

| 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

3

| 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.

Table of Facilities:

| Facility Type | Number of Rooms | Area/Size (sq. m) | Year of Establishment |
|------------------|-----------------|-------------------|-----------------------|
| Class Rooms | 31 | 65-84 | 2013 |
| Tutorial | 6 | 34-36 | 2013 |
| Discussion | 5 | 32 | 2013 |
| Drawing Hall | 1 | 177.71 | 2013 |
| Seminar Hall | 4 | 135-185 | 2013 |
| Laboratory | 32 | 100-225 | 2010 |
| Workshop | 1 | 168 | 2010 |
| Computer Centre | 1 | 150 | 2013 |
| Library | 1 | 361 | 2010 |
| Amphitheatre | 1 | 1000 | 2010 |
| Smart Class Room | 18 | 60-70 | 2020 |

Additional Information:

- Computers: 320computers for students in various department

computer laboratories.

- **Library Computers:** 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 includes sports, recreational activities, co-curricular activities, and cultural events. The college has utilized its excellent sports facilities to provide students with opportunities to showcase their talents.

GCEM encourages students to compete at various levels. A sports coordinator is available to assist students in engaging in sports and games. The college has competitive teams in Volleyball, Football, Kabaddi, and Cricket. The campus features a football and cricket ground, as well as three tennis courts.

Students are also motivated to participate in cultural events. A cultural coordinator oversees cultural activities. Many of our students have won prizes in events such as treasure hunts, mime performances, computer gaming, and more.

GCEM provides space for yoga. 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/infrastructure.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)****9256766**

| 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)**

Our library has been fully automated since 2012, utilizing Libsoft software for various functions like circulation, procurement, the Online Public Access Catalog (OPAC), and managing student/faculty project reports. All library documents are barcoded, allowing for easy checkout by scanning the barcode. This automation allows users to search the library catalog (OPAC) for books, journals, question papers, and project reports.

For the past five years, the library has been a member of DELNET, a resource widely used for interlibrary loan services and searching databases of other member libraries. Additionally, the library provides access to e-resources through ten desktop computers with internet connectivity.

Library Facilities & Services:

- **Reprography and Scanners Facility:** The library offers reprography and scanning services for both students and staff.
- **Arrangement of Departmental Books:** Books are organized by subject, with labeled racks for easy browsing and locating materials without staff assistance.
- **Regular Stock Verification:** The library conducts regular stock checks 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)

1496557

| 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

96

| 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

- **Computers and Networking**

- Total Computers: 394 + 5 laptops
- Computers on LAN: 399
- Computers for Students: 328
- Computers for Staff: 43
- Computers for Administration: 23 + 5 laptops

- **Internet and Connectivity**

- Internet Bandwidth: 100 Mbps (Leased Line)
- Internet Service Provider: Metro net-Bell Tele Pvt. Ltd.
- Wi-Fi Hotspots:
 - Campus: 8
 - Hostel: 6

- **Digital Infrastructure**
 - **Interactive Panels: 19**
 - **Digital Libraries: 10**

- **Printing and Projection**
 - **Printers: 19 + 2 color printers**
 - **Projectors: 12**

- **Software**
 - **System Software: 8**
 - **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)**

9256766

| 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 maintains facilities, including classrooms, laboratories, seminar halls, an amphitheater, a library, a sports center, computers, transport, and hostels. This team consists of individuals responsible for building maintenance, furniture upkeep, electrical systems, generators, and transportation. A detailed register tracks activities and services. Gardeners and housekeeping staff ensure the campus remains clean.

The sports department manages facilities. Bookings are required for cricket, football, badminton, table tennis, and indoor cricket. A logbook is available for bookings.

To maintain the library collection, a physical verification of books is conducted at the end of each semester. Stock verification reports are maintained. Torn or missing books are replaced with approval. The IT department maintains computers.

A site engineer oversees extension activities and maintenance. The academic and administrative areas are kept clean by 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 benefitted by scholarships and free ships provided by the Government during the year

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

246

| 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 benefitted 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 benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

0

| 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/placement-training-programs.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 | |
| 116 | |
| 5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| 116 | |
| File Description | Documents |
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |
| 5.1.5 - The Institution has a transparent | A. All of the above |

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

| 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

116

| 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

6

| 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

3

| 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.

4

| 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)

Two students from each class are chosen by their classmates to represent them at the beginning of each semester.

The Class Committee consists of class representatives and external faculty members. Meetings are held before and after internal assessments to discuss the examination schedule, syllabus completion, and suggestions for improving teaching and learning.

One student representative from the final year of each department is selected as the Technical and Cultural Head. These students form the Techno-Cultural Committee. They coordinate events like Techno Blaze and Entrails, as well as other cultural events.

A student representative from the final year of each program is chosen as the Sports Head. These students form the Sports Committee, which coordinates Sports Day and other game-related events.

| 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

8

| 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 was formed during an alumni reunion in 2017. The students initiated this association to maintain a strong connection with their alma mater.

In 2018, the Alumni Association was registered with the Karnataka Government. To date, the college has organized three reunions in this academic year. The GCEM Alumni Association aims to establish a strong bond between alumni, staff, and current students, assist with job placement, and contribute to academic activities.

Objectives:

1. Connect alumni, staff, and current students.
2. Assist with job placement for students and alumni.
3. Support academic activities, including conferences, workshops, and technical symposiums.

Activities:

1. Facilitate and support placement activities.
2. Organize workshops, guest lectures, skill development programs, and Faculty Development Programs (FDPs).
3. Mentor and guide students in pursuing self-employment and entrepreneurship.

| 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.

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

1. Maintain integrity.
2. Be innovative and committed.

3. Foster collaboration.

GCEM was founded in 2010 by Mr. C. Gopalan with a vision to produce high-quality engineers. The institution is recognized by AICTE and affiliated with VTU. The 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.

GCEM follows a decentralized governance approach to promote transparency in academic and administrative matters. The hierarchy includes management, the principal, department heads, and staff. Management proposes activities and initiatives.

Committees are formed for specific tasks, with members from various departments. Each committee has a main coordinator, and committee members should be flexible. Regular meetings provide a platform for members to express their ideas. Committees discuss their budgets, and proposals are submitted to the principal for final decision-making. Decentralized governance improves decision-making, fosters coordination, idea generation, and personal growth.

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 institution's strategic plan includes:

1. Achieving permanent affiliation.
2. Achieving NBA accreditation.
3. Establishing Centers of Excellence.
4. Improving NAAC accreditation.
5. Strengthening campus facilities.
6. Improving teaching and learning.
7. Developing students' soft skills.
8. Providing faculty development training.
9. Strengthening the mentoring system.
10. Enhancing research and consultancy outputs.

The institution focuses on improving academic performance through mentoring. Each staff member mentors a group of 15-22 students. Weekly meetings are conducted to discuss performance and address grievances. Mentors provide motivation, identify irregular and underperforming students, and arrange meetings with parents. These counseling sessions encourage parents to support their children's 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.

Responsive management is valuable to the system and its stakeholders. The Governing Council oversees the strategic plan. Despite challenges, significant goals have been achieved. The top management, including the Head of Institution (HOI), Heads of Departments (HODs), teaching and non-teaching staff, students, and stakeholders collaborate to reinforce a culture of excellence.

Our approach includes:

1. Adopting procedures for contemporary teaching-learning processes.
2. Monitoring procedures and progress by HODs and the HOI.
3. Analyzing feedback.
4. Understanding feedback and improving services.

The Principal chairs both administrative and academic activities. Department Heads manage their departments. Recruitment is planned at the end of each academic year. A staff appraisal system is in place, aligned with promotional policies. We address grievances to better serve 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 interfaces | 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 offers comprehensive employee benefits for 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. Leave is granted for workshops and seminars. Non-teaching staff have access to medical facilities. All eligible members are enrolled in the EPF, with the institution contributing to EPF and Gratuity. Teaching faculty receive financial support for workshops and conferences, while non-teaching faculty receive assistance for skill development. Drivers, attendants, and security personnel receive uniforms, and group medical insurance is available for all staff. The college provides transportation and other benefits, including subsidized canteen facilities. 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

10

| 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

26

| 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 a performance appraisal system for teaching staff, assessing academic, research, and professional activities. Each staff member completes a self-assessment form. The evaluation criteria include academic activities, research and consultancy,

administrative responsibilities, faculty development, student co-academic activities, and co-curricular and extracurricular activities. Each category has a maximum score of 100 percent, with a minimum requirement of 50 percent. HODs provide assessments.

Management reviews the appraisal system annually. Salaries are revised based on performance in Academic, Administrative, Research, and Achievement categories, with weightage distribution as follows: Academic (50%), Administrative (20%), Research (20%), and Achievements (10%). This system effectively recognizes and rewards merit.

| 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 to ensure financial accuracy. These audits review financial records, expenditures, and supporting documents to produce accurate financial statements. Auditors conduct regular reviews.

Audit Procedures:

1. **Revenue Verification:** Verify fee collections and other income sources. Reconcile fee receivables and received amounts.
2. **Expense Verification:** Verify payments against supporting documents. Correctly classify revenue and capital expenses. Reconcile bank accounts and confirm unreconciled items. Calculate depreciation for fixed assets. Review old debit/credit balances. Ensure statutory compliance, including timely payments of PF, TDS, PT, and ESI. Verify salary payments with salary statements. Verify any other necessary statutory compliance.

Address discrepancies identified during the verification process. Once all financial transactions are accurately accounted for, prepare financial statements 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 | https://www.gopalancolleges.com/gcem/auditing-statements.html |
| 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's funding sources include:

1. Student Tuition Fees
2. Co-curricular activity fees.

To manage funds effectively:

1. Short-term deposits are used for 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.

Fund utilization strategies:

1. Budgets are allocated based on departmental needs.
2. Resources are optimally utilized.
3. The institution has developed a modern sports complex.
4. Emphasis is placed on maintaining a clean campus while utilizing funds judiciously.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.gopalancolleges.com/gcem/auditing-statements.html |
| 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 IQAC was established in 2019 to improve the institution's performance. The IQAC conducts academic audits.

The IQAC's objectives are:

1. Establish a system for consistent quality improvement.
2. Ensure quality through continuous monitoring and assessment.

The IQAC forms committees to monitor and improve the institution. It assesses quality improvements and provides recommendations.

The IQAC conducts academic audits twice per semester. The IQAC evaluates four areas: Theory Course File, Lab Course File, Personal File, and Department File.

The IQAC ensures faculty are well-informed and equipped. It emphasizes accurate and secure record-keeping and provides feedback to faculty. This process helps maintain and enhance the quality of education and administration.

| 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 regularly reviews and enhances teaching and learning. The IQAC conducts regular evaluations.

- HOD Meetings: HODs convene meetings to discuss teaching and departmental matters.
- Department Faculty Meetings: Faculty discuss teaching strategies and student engagement.
- Class Committee Meetings: Class Committee Meetings gather feedback on teaching.
- Student Feedback: The institution collects student feedback.

Recommendations and feedback from these sources drive improvements, such as innovative teaching techniques, workshops, research projects, and faculty development. This approach fosters a culture of continuous improvement, ensuring a high-quality educational experience for students.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.gopalancolleges.com/gcem/igac.html |
| 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 prioritizes transparent and merit-based recruitment with equal opportunities. Recruitment involves open advertisements, classroom demonstrations, and personal interviews.

GCEM prioritizes gender sensitivity and has a zero-tolerance policy. To address these concerns, GCEM has established committees:

1. **Anti-Ragging Committee:** Prevents ragging, investigates complaints, and raises awareness. Ensures students submit affidavits against ragging.
2. **Internal Complaints Committee (ICC) - Women:** Handles sexual harassment complaints and takes necessary actions.
3. **Women Empowerment Cell (WEC):** Promotes gender sensitivity, conducts educational programs, and strives for a harmonious campus environment.

These measures reflect GCEM's dedication to ensuring a safe, inclusive, and empowering educational environment.

| 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 a waste management system.

Solid Waste Disposal:

- Solid waste is separated into biodegradable and non-biodegradable categories using green and blue bins at designated collection points.
- Biodegradable food waste is collected in green bins and processed in a fully automatic organic waste converter machine, producing compost for campus gardens.
- Non-biodegradable waste is segregated and collected daily by BBMP for disposal.

Wastewater Treatment:

- The campus has a Sewage Treatment Plant (STP) to treat wastewater.

- Wastewater is directed to the STP.
- Treated water is used for watering plants and flushing toilets, promoting sustainable water use and reducing environmental impact.

| 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 Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| 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:

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 |

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
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

B. Any 3 of the above

| 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 promotes unity in diversity. Students exchange greetings and wishes during festivals, experiencing different cultures. These interactions promote social, religious, and communal harmony.

India is a diverse country. To celebrate cultural heritage, the college organizes events like traditional dress competitions and fashion shows during the annual gathering. Students showcase various states, religions, and cultures, highlighting India's diversity.

Through these activities, students develop tolerance and harmony, fostering inclusivity and appreciation for cultural, regional, linguistic, and socioeconomic diversities. GCEM 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 promotes human rights awareness through various social activities.

Following AICTE's UHV initiative, faculty attended a UHV workshop. During the Student Induction Program, first-year students are introduced to human values.

Faculty trained in UHV guide students towards the right development of their worldviews, mindsets, perspectives, and values. This initiative aims to instill universal human values in students, creating a strong connection between students and faculty and shaping well-rounded individuals.

| 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 | <u>NIL</u> |

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

B. Any 3 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 various days to honor important events and figures. These include:

1. Independence Day
2. Republic Day
3. Karnataka Rajyotsava
4. National Youth Day
5. Dr. Ambedkar's Birth Anniversary
6. Rajiv Gandhi's Remembrance Day
7. Dr. Radhakrishnan's Birth Anniversary
8. Maulana Abul Kalam Azad's Birth Anniversary
9. Sir. M Visvesvaraya's Birth Anniversary
10. Mahatma Gandhi's Death Anniversary

These celebrations reflect GCEM's commitment to historical and cultural values and the acknowledgment of significant figures.

| 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.

1. Extracurricular and Co-curricular Activities on Saturdays

At our engineering college, we recognize the importance of holistic development in shaping well-rounded individuals. To facilitate this, we have dedicated all Saturdays to extracurricular and co-curricular activities. This initiative aims to provide students with opportunities to explore their interests beyond academics, develop essential skills, and foster teamwork and leadership abilities.

On these designated Saturdays, students can engage in a variety of activities, including sports, cultural events, technical workshops, and community service projects. These activities not only enhance students' physical and mental well-being but also

encourage creativity, critical thinking, and effective communication.

By participating in extracurricular and co-curricular activities, students can balance their academic pursuits with personal growth, preparing them for future challenges in both their professional and personal lives. We believe that this structured time will empower our students to cultivate their passions and make lasting contributions to their communities.

2. Waste Management and Energy Conservation Strategies at GCEM

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 AERONAUTICAL ENGG.
2. **UGC-12(B) Affiliation:** Aspiring to gain affiliation with UGC-12(B) for enhanced recognition.
3. **Improving the quality parameters required for NIRF RANKING**
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 autonomous status

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