



## YEARLY STATUS REPORT - 2022-2023

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		<b>GLOBAL ACADEMY OF TECHNOLOGY</b>
• Name of the Head of the institution	<b>Dr. N Ranapratap Reddy</b>	
• Designation	<b>Principal</b>	
• Does the institution function from its own campus?	<b>Yes</b>	
• Phone No. of the Principal	<b>08028603157</b>	
• Alternate phone No.	<b>08028603158</b>	
• Mobile No. (Principal)	<b>9591510211</b>	
• Registered e-mail ID (Principal)	<b>principal@gat.ac.in</b>	
• Address	<b>Ideal Home Township, Rajarajeswari Nagar</b>	
• City/Town	<b>Bengaluru</b>	
• State/UT	<b>Karnataka</b>	
• Pin Code	<b>560098</b>	
<b>2.Institutional status</b>		
• Autonomous Status (Provide the date of conferment of Autonomy)	<b>11/11/2020</b>	
• Type of Institution	<b>Co-education</b>	
• Location	<b>Urban</b>	

• Financial Status	<b>Self-financing</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr. Anil P N</b>				
• Phone No.	<b>08028603157</b>				
• Mobile No:	<b>9019668587</b>				
• IQAC e-mail ID	<b>iqac@gat.ac.in</b>				
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="http://www.gat.ac.in">www.gat.ac.in</a>				
<b>4.Was the Academic Calendar prepared for that year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://gat.ac.in/academic-calender">https://gat.ac.in/academic-calender</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>A</b>	<b>3.09</b>	<b>2017</b>	<b>30/10/2017</b>	<b>31/12/2025</b>
<b>6.Date of Establishment of IQAC</b>			<b>23/08/2016</b>		
<b>7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?</b>					
Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount	
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	
<b>8.Provide details regarding the composition of the IQAC:</b>					
• Upload the latest notification regarding the composition of the IQAC by the HEI	<a href="#">View File</a>				
<b>9.No. of IQAC meetings held during the year</b>	<b>2</b>				
• Were the minutes of IQAC meeting(s) and compliance to the decisions taken	<b>Yes</b>				

uploaded on the institutional website?	
<ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>	No File Uploaded
<b>10. Did IQAC receive funding from any funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
<p>1. NAAC accreditation Extension for 3 years 2. NBA accreditation extension for all 5 UG programs for 3 years till 2025. 3. Implementation of new appraisal system for faculty 4. Implementation of internship policy 5. Participation in NIRF</p>	
<b>12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:</b>	
Plan of Action	Achievements/Outcomes
Revised performance appraisal for faculty	Implemented for the year 2022-23
Participation in NIRF	Participated
Feedback Analysis for the year 2022-23	Feedback collected and analyzed. Corrective actions are taken based on the feedback.
Academic audit for the year 2022-23	Academic audit completed for the year 2021-22.
<b>13. Was the AQAR placed before the statutory body?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
<b>Governing Council</b>	<b>05/12/2023</b>

<b>14. Was the institutional data submitted to AISHE ?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• Year</li> </ul>	
Year	Date of Submission
2023	13/02/2023
<b>15. Multidisciplinary / interdisciplinary</b>	
<p>Multidisciplinary allows for collaboration among experts from different engineering fields, interdisciplinary approaches promote deeper integration and synthesis of knowledge to address complex engineering challenges and foster innovation. In the light of the above, Global Academy of Technology has introduced courses to expose students to different perspectives, methodologies, and approaches, encouraging collaboration and interdisciplinary thinking. These cover topics such as engineering design, innovation, or societal implications of technology and require students to work on interdisciplinary topics. In addition, the institute has also established research centers to bring together researchers, faculty, and students from different disciplines, providing a physical space and organizational structure for interdisciplinary projects. They often provide funding, resources, and administrative support to facilitate collaboration. Faculty members from different engineering departments or even other related fields may collaborate on research grants or initiatives. These projects encourage cross-disciplinary collaboration, knowledge exchange, and the integration of diverse perspectives.</p>	
<b>16. Academic bank of credits (ABC):</b>	
<p>Global Academy of Technology, is currently in the process of registering for Digi Locker and then subsequently on National Academic Depository to facilitate the storage of Academic Bank of Credits.</p>	
<b>17. Skill development:</b>	
<p>Skill development in engineering institutes is crucial for producing competent and industry-ready engineers. The following are the skill enhancement measures taken at the institute. <b>Project-Based Learning:</b> Project-based learning is applied to develop problem-solving skills and promote teamwork. Students are assigned projects that require them to design, analyze, and implement engineering solutions. This</p>	

approach enhances their critical thinking, communication, and project management skills. The institute has established collaboration with industries to bridge the gap between academia and real-world applications. Guest lectures, seminars, and workshops conducted by industry experts provide students with insights into industrial practices, challenges, and emerging technologies. Internships and industrial training programs also give students exposure to real-life engineering projects. The institute regularly organizes skill enhancement programs and workshops to develop specific technical skills. These programs focus on areas such as programming languages, software tools, data analysis, communication skills, entrepreneurship, and leadership. By participating in these programs, students can broaden their skill set and stay updated with industry requirements. Constant encouragement to students to undertake internships with companies during their academic breaks. Internships provide practical exposure, allowing students to apply their knowledge in real-world scenarios. They gain industry-specific skills, develop professional networks, and increase their employability. The institute promotes lifelong learning by encouraging students to pursue certifications, attend conferences, and engage in online courses. They provide resources such as digital libraries, online learning platforms, and access to research publications to facilitate continuous skill development. In general, the institute focuses on a holistic approach to skill development, combining theoretical knowledge, practical experience, industry collaboration, and soft skills training. By nurturing a well-rounded skill set, these institutes prepare engineering graduates to meet the demands of the rapidly evolving professional landscape.

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

The appropriate integration of the Indian knowledge system in education can be achieved through various strategies that emphasize teaching in Indian languages, incorporating Indian culture, and utilizing online courses. Here are some approaches the institute has incorporated.

- Experiential Learning:** The institute emphasizes on experiential learning methods that allow students to directly engage with Indian knowledge systems. Field trips, practical demonstrations, and hands-on activities can be organized to explore traditional arts and crafts, farming techniques, local ecosystems, and cultural practices. This approach fosters a deeper connection with the Indian knowledge system.
- Integration of Yoga and Meditation:** Integrate the practice of yoga and meditation into the curriculum. By incorporating yoga and meditation sessions, students

can experience the physical, mental, and spiritual benefits associated with these practices while gaining insights into their historical and philosophical underpinnings. c. Cultural Events and Celebrations: The cultural club of the institute regularly organize's cultural events, festivals, and celebrations to promote a deeper understanding and appreciation of Indian culture. These events can include performances, exhibitions, traditional music and dance, storytelling sessions, and culinary experiences. Such activities foster a sense of pride and belonging among students. By implementing these strategies, the institute has created an inclusive and culturally rich learning environment that honors the Indian knowledge system. This integration not only imparts knowledge but also instills a sense of pride, identity, and sustainability among students, preparing them to be responsible global citizens who value and contribute to their cultural heritage.

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

The institute has adopted Outcome-Based Education, to focus on holistic development, student engagement, industry relevance, and continuous improvement. OBE equips learners with the knowledge, skills, and competencies they need to succeed in their chosen fields and adapt to the evolving demands of the global landscape. The following attributes have been incorporated as a prime point of focus on Outcome based education. Learning Outcomes Curriculum Design Competency-Based Approach Learner-Centered Approach Clear Assessment Methods Continuous Improvement Industry Relevance Lifelong Learning Transparency and Accountability

#### **20.Distance education/online education:**

The institute does not permit any form of distance education since this is not under the purview of the affliating university. However, the institute encourages faculty and students to undertake online courses as a part of the NPTEL/SWAYAM courses. The institute also encourages students/faculties to undergo online courses in platforms like Infosys Springboard to enhance their skill set.

### **Extended Profile**

#### **1.Programme**

1.1

13

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

## 2.Student

2.1 3813

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	<a href="#">View File</a>

2.2 906

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

2.3 6041

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

## 3.Academic

3.1 591

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

3.2 189

Number of full-time teachers during the year:

<b>Extended Profile</b>	
<b>1.Programme</b>	
1.1 Number of programmes offered during the year:	<b>13</b>
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
<b>2.Student</b>	
2.1 Total number of students during the year:	<b>3813</b>
File Description	Documents
Institutional data in Prescribed format	<a href="#">View File</a>
2.2 Number of outgoing / final year students during the year:	<b>906</b>
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
2.3 Number of students who appeared for the examinations conducted by the institution during the year:	<b>6041</b>
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
<b>3.Academic</b>	
3.1 Number of courses in all programmes during the year:	<b>591</b>
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

3.2	189
Number of full-time teachers during the year:	
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
3.3	154
Number of sanctioned posts for the year:	
<b>4.Institution</b>	
4.1	446
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
4.2	55
Total number of Classrooms and Seminar halls	
4.3	1144
Total number of computers on campus for academic purposes	
4.4	1742.20
Total expenditure, excluding salary, during the year (INR in Lakhs):	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

Curricula development and implementation play a crucial role in addressing the needs of the local, national, regional, and global communities. The institution recognizes the importance of aligning the curricula with the developmental needs of these different levels, and as a result, incorporates relevant elements into the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) of its various programs.

The institution takes a holistic approach to curriculum development, considering the local context and needs of the community in which it operates. This approach ensures that the curricula are relevant and responsive to the specific challenges and opportunities within the region. Additionally, the institution recognizes the interconnectedness of global issues and incorporates components that address broader global developmental needs, such as sustainability, diversity, and ethical considerations.

By integrating local, national, regional, and global developmental needs into the POs, PSOs, and COs, the institution prepares its students to be competent professionals who can contribute meaningfully to their communities and make a positive impact on a broader scale.

In summary, the institution's curricula are designed to be relevant at multiple levels, including local, national, regional, and global contexts. By aligning the Program Outcomes, Program Specific Outcomes, and Course Outcomes with the developmental needs of these different levels, the institution aims to produce graduates who are well-prepared to address the challenges and opportunities in their communities and beyond.

File Description	Documents
Upload additional information, if any	<a href="#">View File</a>
Link for additional information	Nil

### 1.1.2 - Number of Programmes where syllabus revision was carried out during the year

8

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	<a href="#">View File</a>
Details of syllabus revision during the year	<a href="#">View File</a>
Any additional information	No File Uploaded

### 1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

**13**

File Description	Documents
Curriculum / Syllabus of such courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	<a href="#">View File</a>
MoUs with relevant organizations for these courses, if any	No File Uploaded
Any additional information	No File Uploaded

**1.2 - Academic Flexibility****1.2.1 - Number of new courses introduced across all programmes offered during the year****15**

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

**1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System****13**

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	No File Uploaded
List of Add on /Certificate programs (Data Template)	<a href="#">View File</a>

**1.3 - Curriculum Enrichment**

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

GAT curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values, and professional ethics and leads to a strong value-based holistic development of students. Various activities are organized throughout the year as part of the curriculum that helps in this endeavor.

1. **Gender Sensitivity:** Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. GAT annually organizes seminars, conferences, guest lectures, exhibitions, street plays, and literary activities that help in gender sensitization.

2. **Environment and Sustainability:** A compulsory core course on Environment studies is included in all UG programs. Environment awareness camps, seminars, workshops, guest lectures, industry visits, and field excursions are organized. Environment Day, Earth Day, and Water Day are annually celebrated. GAT accords great importance to research in inter-disciplinary areas focused on renewable energy, environmental pollution, agriculture, education, and healthcare.

3. **Human Values and Professional Ethics:** The curriculum has the following compulsory core courses in all UG programs specially focused on the development of human values and professional ethics.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	<a href="#">View File</a>
Any additional information	No File Uploaded

### 1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

10

File Description	Documents
List of value-added courses	<a href="#">View File</a>
Brochure or any other document relating to value-added courses	<a href="#">View File</a>
Any additional information	No File Uploaded

**1.3.3 - Number of students enrolled in the courses under 1.3.2 above**

587

File Description	Documents
List of students enrolled	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**1.3.4 - Number of students undertaking field work/projects/ internships / student projects**

1618

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**1.4 - Feedback System**

**1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni**

B. Any 3 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	<a href="https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/EQTDS32gkIlEovyY3cZWwWABcbTdsxo_EAAwoNNln-Xqng?e=HKnIvS">https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/EQTDS32gkIlEovyY3cZWwWABcbTdsxo_EAAwoNNln-Xqng?e=HKnIvS</a>
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 1.4.2 - The feedback system of the Institution comprises the following

B. Feedback collected, analysed and action taken

File Description	Documents
Provide URL for stakeholders' feedback report	<a href="https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/EQTDS32gkIlEovyY3cZWwWABcbTdsxo_EAAwoNNln-Xqng?e=HKnIvS">https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/EQTDS32gkIlEovyY3cZWwWABcbTdsxo_EAAwoNNln-Xqng?e=HKnIvS</a>
Any additional information	<a href="#">View File</a>

### TEACHING-LEARNING AND EVALUATION

#### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of Students

##### 2.1.1.1 - Number of students admitted (year-wise) during the year

992

File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

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

601

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The following are some of the steps commonly taken to support slow learners :

1. **Academic Counseling:** Slow learners can benefit from one-on-one sessions with academic advisors who can assess their needs, identify areas of improvement, and suggest appropriate strategies for learning and studying.
2. **Remedial Classes:** Institute conducts remedial classes or tutorials specifically designed for slow learners. These classes provide additional instruction and support to help students grasp fundamental concepts and bridge any knowledge gaps.
3. **Peer Mentoring:** Pairing slow learners with more advanced students as peer mentors can be beneficial. Mentors can provide guidance, support, and encouragement, helping slow learners navigate the curriculum and develop effective study habits.

Here are some steps commonly taken to support fast learners at the institute level:

1. **Honors and Research Programs:** The institute encourages fast learners to enrol for honors programs or research opportunities specifically designed for them. These programs provide challenging coursework, research projects, and mentorship from faculty members to stimulate intellectual growth.
2. **Competitions and Hackathons:** Engineering colleges often organize competitions, hackathons, or engineering challenges. Participating in these events allows fast learners to showcase their skills, collaborate with peers,

and tackle complex problems in a competitive environment.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
31/07/2023	3813	182

File Description	Documents
Upload any additional information	No File Uploaded

### 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:

Yes, student-centric methods such as experiential learning, participative learning, and problem-solving methodologies are widely used at the institute to enhance learning experiences. These approaches prioritize active engagement, critical thinking, and practical application of knowledge.

1. **Experiential Learning:** The institute emphasizes on hands-on activities, real-world applications. In addition laboratory experiments, fieldwork, internships, design projects, or simulations allows students to apply theoretical concepts to practical situations.
2. **Participative Learning:** The Department's insist teaching away, from the traditional lecture-based approach and promotes discussions, group work, and peer-to-peer interactions. This can take the form of group projects, case studies, presentations, debates, and brainstorming sessions, where students actively participate in the learning process and learn from their peers.

3. **Problem-Solving Methodologies:** This approach presents students with authentic, real-world problems and challenges, allowing them to analyze, strategize, and find innovative solutions. At the institute, problem-solving methodologies can be integrated into coursework, assignments, and design projects, where students are encouraged to think critically and develop practical solutions to engineering problems.

By incorporating these student-centric methods, we aim to create an engaging and interactive learning environment that fosters deeper understanding, critical thinking, and the development of practical skills.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional Information	Nil

### 2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

ICT tools offer numerous benefits that enhance teaching and learning experiences. Here are some examples of how ICT tools are used in classrooms:

1. **Multimedia Presentations:** ICT tools enable faculty to create and deliver multimedia presentations that incorporate visuals, audio, and interactive elements. These presentations can make complex concepts more accessible and engaging for students.
2. **Online Learning Platforms:** The institute utilizes online learning platforms, learning management systems, or virtual learning environments to facilitate course delivery. These platforms provide access to course materials, assignments, discussion forums, and online assessments, allowing students to learn at their own pace and engage with the content outside of traditional classroom hours.
3. **Simulations and Virtual Laboratories:** ICT tools offer virtual simulations and online laboratory environments that allow students to conduct experiments, practice engineering processes, and explore real-world scenarios in a safe and

controlled environment. These tools provide hands-on experiences that may otherwise be limited by resource constraints or safety considerations.

4. **Computer-Aided Design (CAD) Software:** These tools enable students to create and manipulate 2D and 3D models, simulate engineering processes, and visualize designs, promoting creativity, problem-solving, and technical proficiency.
5. **Video Conferencing and Webinars:** Students can attend virtual guest lectures, industry talks, or connect with experts and peers from around the world, expanding their knowledge and networking opportunities.

The use of ICT tools in classrooms enriches the learning experience, promotes student engagement, and prepares engineering students for a rapidly evolving technological landscape.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	Nil
Upload any additional information	<a href="#">View File</a>

### 2.3.3 - Ratio of students to mentor for academic and other related issues

#### 2.3.3.1 - Number of mentors

172

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	<a href="#">View File</a>
Circulars with regard to assigning mentors to mentees	<a href="#">View File</a>

### 2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The office of the Dean (Academics) prepares the Calendar of events at the commencement of the academic term with all academic and Continuous Improvement test activities.

The institute strictly abides by the dates as stipulated in the calendar of events.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	<a href="#">View File</a>

## 2.4 - Teacher Profile and Quality

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

182

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	<a href="#">View File</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>
Any additional information	No File Uploaded

### 2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

65

File Description	Documents
List of number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

1375

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	<a href="#">View File</a>
Any additional information	No File Uploaded

## 2.5 - Evaluation Process and Reforms

### 2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

7 days

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	<a href="#">View File</a>
Any additional information	No File Uploaded

### 2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

101

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	<a href="#">View File</a>
Upload any additional information	No File Uploaded

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

- Efficiency and Accuracy:** The use of IT in the EMS has streamlined and automated various examination-related tasks. By leveraging IT, the institution has been able to reduce manual paperwork, minimize errors, and improve the overall efficiency and accuracy of the examination system. This, in turn, leads to timely and reliable results.

2. **Enhanced Security:** IT solutions have facilitated the implementation of robust security measures in the EMS. This includes features like encryption, secure login credentials, and data backup systems to protect sensitive examination data. By ensuring the integrity and confidentiality of examination-related information, the institution can maintain a secure and trusted examination environment.
  
3. **Data Analysis and Insights:** The institution can gather information on student performance, examination trends, and assessment outcomes. This data can be used to identify areas of improvement, evaluate the effectiveness of teaching methodologies, and make data-informed decisions to enhance the overall examination system and student learning experience.

By embracing technology and innovative practices, the institution is better equipped to deliver a modern and effective examination management system that caters to the needs of students, faculty, and other stakeholders.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

## 2.6 - Student Performance and Learning Outcomes

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

By establishing the following mechanisms and practices, institutions ensure that teachers and students have a clear understanding of the stated Program and Course Outcomes. This awareness fosters a shared commitment to achieving the desired learning outcomes and helps maintain program quality and relevance.

1. **Course Syllabi:** Each course within the program has a defined set of Course Outcomes, which are derived from the broader Program Outcomes. The syllabi of individual courses outline the specific learning objectives and outcomes that students are expected to achieve through that course. These outcomes are communicated by teachers to students at the beginning of

the course.

2. **Program Documentation:** Institutions provide program documentation, such as program handbooks or catalogs, that clearly state the Program Outcomes. These documents outline the overarching goals and expectations of the program, giving teachers and students a comprehensive understanding of what the program aims to achieve.
3. **Faculty Training and Orientation:** The institute conduct's faculty training and orientation programs to ensure that teachers are well-versed in the Program Outcomes and understand their role in facilitating student achievement of these outcomes. This training equips teachers with the necessary knowledge and tools to align their teaching strategies, assessments, and instructional approaches with the desired outcomes.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Link for additional Information	Nil

#### 2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

By conducting systematic evaluations of POs and COs, the institute ensure's that students are making progress towards achieving the desired learning outcomes.

1. **Assessment Methods:** These methods may include exams, practical assessments, project evaluations, laboratory work, presentations, and other forms of assessment that align with the specific outcomes being evaluated.
2. **Rubrics and Assessment Criteria:** Clear rubrics and assessment criteria are developed to assess the attainment of POs and COs. which provide's detailed guidelines and performance indicators that enable consistent and objective evaluation.

3. **Direct and Indirect Assessment:** Direct assessment methods involve directly assessing student work or performance to measure the achievement of specific outcomes. Indirect assessment methods, such as surveys, interviews, or alumni feedback, gather information about student perceptions or the perceived achievement of outcomes.
4. **Course-level Assessments:** At the course level, teachers assess the attainment of COs through various assessments and evaluations. They use the established assessment methods and criteria to evaluate individual student performance and provide feedback on their progress towards achieving the specific COs.
5. **Program-level Assessments:** These assessments may involve reviewing student work, portfolios, capstone projects, or comprehensive exams that cover multiple courses and outcomes. Program-level assessments provide a holistic view of students' overall achievement of the desired outcomes.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

### 2.6.3 - Pass Percentage of students

#### 2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

123

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	<a href="#">View File</a>
Upload any additional information	No File Uploaded
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://gatacin30798-my.sharepoint.com/:b:/g/personal/igac\\_gat\\_ac\\_in/Ee\\_uDkYg5WpHgiTxSKjn6V8Bo0xsJX8fpQV585Eaaq56Ng?e=Ba8DMc](https://gatacin30798-my.sharepoint.com/:b:/g/personal/igac_gat_ac_in/Ee_uDkYg5WpHgiTxSKjn6V8Bo0xsJX8fpQV585Eaaq56Ng?e=Ba8DMc)

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

The institution recognizes the importance of research and maintains a commitment to providing updated research facilities. It ensures that these facilities are regularly updated to meet the evolving needs of researchers and to stay in line with advancements in the respective fields. By doing so, the institution creates an environment conducive to high-quality research and fosters an atmosphere of innovation and knowledge creation.

In addition to maintaining state-of-the-art research facilities, the institution has a well-defined policy for promoting research. This policy outlines the guidelines, procedures, and support mechanisms in place to encourage and facilitate research activities among faculty and students. The policy may encompass various aspects, including funding opportunities, research ethics, intellectual property rights, collaboration with external institutions, and dissemination of research findings.

To ensure transparency and accessibility, the institution uploads the research promotion policy on its institutional website. By making this information readily available, it enables researchers, faculty, and students to familiarize themselves with the policy and understand the processes and requirements related to research promotion.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View File</a>
Provide URL of policy document on promotion of research uploaded on the website	Nil
Any additional information	No File Uploaded

### 3.1.2 - The institution provides seed money to its teachers for research

#### 3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

1.3835

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	<a href="#">View File</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View File</a>
List of teachers receiving grant and details of grant received	No File Uploaded
Any additional information	No File Uploaded

### 3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

3

File Description	Documents
e-copies of the award letters of the teachers	<a href="#">View File</a>
List of teachers and details of their international fellowship(s)	<a href="#">View File</a>
Any additional information	No File Uploaded

<b>3.2 - Resource Mobilization for Research</b>	
<b>3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)</b>	
7.94	
File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	<a href="#">View File</a>
List of projects and grant details	<a href="#">View File</a>
Any additional information	No File Uploaded
<b>3.2.2 - Number of teachers having research projects during the year</b>	
17	
File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil
List of research projects during the year	<a href="#">View File</a>
<b>3.2.3 - Number of teachers recognised as research guides</b>	
65	
File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	<a href="#">View File</a>
Institutional data in Prescribed format	<a href="#">View File</a>
<b>3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year</b>	
5	

File Description	Documents
Supporting document from Funding Agencies	<a href="#">View File</a>
Paste link to funding agencies' website	Nil
Any additional information	No File Uploaded

### 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The institution has taken proactive steps to create an ecosystem that fosters innovation, knowledge creation, and the transfer of knowledge. These centers serve as catalysts for collaboration, creativity, and the development of impactful ideas and solutions.

1. **Research Centers:** The institution has set up research centers in each of the engineering, science and management department's that focus on specific disciplines or interdisciplinary areas of study. These centers provide a platform for researchers to collaborate, conduct advanced research, and address complex challenges.
2. **Community-Oriented Centers:** The institution acknowledges the significance of engaging with the local community and addressing societal needs. Community-oriented centers focus on projects and initiatives that have a direct positive impact on the community. These centers collaborate with local organizations, government bodies, and community stakeholders to identify and address pressing social, economic, or environmental challenges through research, outreach programs, and community partnerships.
3. **Incubation Centers:** Incubation centers provide a supportive environment for nurturing early-stage startups and innovative projects. These centers offer physical infrastructure, mentorship, business development support, and access to networks and resources that help startups grow and succeed. Incubation centers within the institution provide a platform for students, faculty, and alumni to transform their innovative ideas into sustainable ventures.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

2

File Description	Documents
Report of the events	<a href="#">View File</a>
List of workshops/seminars conducted during the year	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.4 - Research Publications and Awards

**3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software**

D. Any 1 of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

#### 3.4.2.1 - Number of PhD students registered during the year

6

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

0.5

File Description	Documents
List of research papers by title, author, department, and year of publication	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

0.17

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

#### 3.4.5.1 - Total number of Citations in Scopus during the year

463

File Description	Documents
Any additional information	<a href="#">View File</a>
Bibliometrics of the publications during the year	No File Uploaded

**3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University****3.4.6.1 - h-index of Scopus during the year**

18

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	No File Uploaded

**3.5 - Consultancy****3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)**

760600

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View File</a>
List of consultants and revenue generated by them	<a href="#">View File</a>
Any additional information	No File Uploaded

**3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year**

300000

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	<a href="#">View File</a>
List of training programmes, teachers and staff trained for undertaking consultancy	No File Uploaded
List of facilities and staff available for undertaking consultancy	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Throughout the year, the institution conducts various extension initiatives, and the impact of these activities can be seen in several ways:

- 1. Awareness and Sensitization:** This includes topics such as poverty, inequality, gender issues, environmental sustainability, and community development. By participating in awareness campaigns, workshops, and community engagement programs, students have gained deeper understanding of these issues and develop empathy towards marginalized communities.
- 2. Community Engagement:** This involve's volunteering at local NGOs, participating in community service projects, or organizing awareness drives. By directly interacting with community members, students gain firsthand experience of the challenges faced by marginalized groups and develop a sense of social responsibility.
- 3. Skill Development:** The institute organize's community events or conducting workshops requires leadership, communication, and organizational skills. Through such activities, students enhance their interpersonal skills, teamwork abilities, and problem-solving capabilities, contributing to their overall personal and professional development.
- 4. Impact on the Neighborhood:** The institute

organizes cleanliness drives, health and hygiene camps. The positive impact of these activities can contribute to the overall well-being and development of the neighborhood.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

1099

File Description	Documents
Number of awards for extension activities in during the year	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

199

File Description	Documents
Reports of the events organized	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

1508

File Description	Documents
Reports of the events	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

<b>3.7 - Collaboration</b>	
<b>3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work</b>	
11	
<b>File Description</b>	<b>Documents</b>
Copies of documents highlighting collaboration	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
<b>3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)</b>	
25	
<b>File Description</b>	<b>Documents</b>
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View File</a>
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	<a href="#">View File</a>
Any additional information	No File Uploaded
<b>INFRASTRUCTURE AND LEARNING RESOURCES</b>	
<b>4.1 - Physical Facilities</b>	
4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.	
The institute is well equipped with ICT enabled classrooms, tutorial rooms for effective academic delivery and student engagement. Global Academy of Technology has state of the art laboratories well equipped with software's and instruments in close line with the industry requirements.	

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

The cultural committee at GAT KALAPARVA is a highly dynamic and vibrant team with active engagement of all students who are keen on enriching the culture and bringing harmony to the college by conducting cultural events.

The team facilitates equal opportunity to all interested students by means of fair selection which provides opportunities for students to involve themselves in various activities like inter-collegiate/VTU cultural activities, Intercollegiate Techno Cultural, department fest, national important days, and Sports facilities.

Students are encouraged to participate and excel in sports in order to provide relaxation, channel their energy, nurture competitive spirit, enhance team spirit, and achieve leadership qualities. Our infrastructure, facilities, and superior-quality coaching ensures that students interested in sports are given a platform to train with utmost seriousness and participate in events of importance.

File Description	Documents
Geotagged pictures	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

**4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities**

53

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

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

**33.90**

File Description	Documents
Upload audited utilization statements	<a href="#">View File</a>
Details of Expenditure, excluding salary, during the years	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 4.2 - Library as a Learning Resource

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

To keep abreast of new developments in information technology, the Library is fully computerized using Libsoft (Web Enabled) package. Library activities such as acquisition, cataloguing, journal control, Issue>Returns, searching and retrieving of information, etc are computerized. A web OPAC(Open Access Public Catalogue) is accessible through LAN and through web which allows members to check the availability of resources sitting inside or outside the college campus and also has a provision of online reservation of books. Through OPAC students and faculty members can access e-resources like ejournals, e-books.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

##### 4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga

B. Any 3 of the above

### Membership e-books Databases Remote access to e-resources

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### 4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

6.32

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

### 4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

#### 4.2.4.1 - Number of teachers and students using the library per day during the year

298

File Description	Documents
Upload details of library usage by teachers and students	<a href="#">View File</a>
Any additional information	No File Uploaded

### 4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

Regularly upgrading IT facilities and Wi-Fi technology demonstrates a commitment to providing a modern and efficient technology environment for users. It can contribute to a positive user experience, facilitate seamless connectivity, and support the usage of emerging technologies and educational resources.

In light of the above, the IT department of the insitute regularly updates the IT infrastructure based on the requirements as stated by the Department as and when need arises.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

#### 4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
3813	1144

File Description	Documents
Upload any additional information	<a href="#">View File</a>

#### 4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. ?50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	<a href="#">View File</a>
Upload any additional information	No File Uploaded

#### 4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

D. Any one of the above

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
List of facilities for e-content development (Data Template)	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

246.95

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Upload any additional information	No File Uploaded

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

These systems and procedures help ensure that these facilities are properly managed, maintained, and utilized to support the institution's objectives.

##### 1. Laboratory Facilities:

- **Safety protocols:** This includes guidelines for handling hazardous materials, protocols for emergency situations, and proper disposal of waste.
- **Equipment maintenance:** Laboratories typically have maintenance schedules for equipment calibration, cleaning, and repairs to ensure their proper functioning.

##### 2. Library Facilities:

- **Cataloging and organization:** Libraries utilize systems for cataloging and organizing books, journals, and other resources, making it easier for users to locate and access materials.

- **Reference services:** Librarians often provide reference services to assist users in finding relevant resources and conducting research.

### 3. Sports Complex:

- **Maintenance, equipment management and cleaning:** Regular maintenance and cleaning schedules are implemented to ensure the sports complex is safe, clean, and well-maintained.

### 4. Computer Facilities:

- **User access and accounts:** The institute typically has procedures for granting user access to computer facilities, creating user accounts, and managing user privileges.
- **Software and hardware updates:** Regular updates and maintenance are performed to keep computer systems and software up to date, including installing security patches and upgrading hardware when necessary.

### 5. Classrooms:

- **Classroom technology:** Procedures may exist for managing and maintaining audiovisual equipment, projectors, interactive whiteboards, and other instructional technology tools.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

1763

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	<a href="#">View File</a>
Upload any additional information	No File Uploaded

**5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year**

0

File Description	Documents
Upload any additional information	No File Uploaded
Institutional data in prescribed format	<a href="#">View File</a>

**5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology**

C. Any 2 of the above

File Description	Documents
Link to Institutional website	<a href="http://www.gat.ac.in">www.gat.ac.in</a>
Details of capability development and schemes	<a href="#">View File</a>
Any additional information	No File Uploaded

**5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year**

458

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

**5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees**

**A. All of the above**

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	No File Uploaded
Upload any additional information	No File Uploaded

## 5.2 - Student Progression

### 5.2.1 - Number of outgoing students who got placement during the year

**339**

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	No File Uploaded

### 5.2.2 - Number of outgoing students progressing to higher education

31

File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Details of students who went for higher education	<a href="#">View File</a>
Any additional information	No File Uploaded

### 5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

#### 5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

54

File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Any additional information	No File Uploaded

### 5.3 - Student Participation and Activities

#### 5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

28

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The institute value's student representation and engagement typically establish processes and norms to facilitate their participation in various administrative, co-curricular, and extracurricular activities. These institutions recognize the importance of involving students in decision-making processes and

providing them with opportunities to contribute to the overall development and functioning of the institution. Here are some common ways in which institutions facilitate student representation and engagement:

1. **Representation on Various Bodies:** Institutions may have established processes to include student representatives on various administrative and decision-making bodies within the institution.
2. **Co-curricular and Extracurricular Activities:** Institutions create opportunities for students to engage in co-curricular and extracurricular activities beyond academics. This can include participation in clubs, societies, sports teams, cultural events, and community service initiatives. Students may be involved in planning and organizing these activities, fostering leadership skills and teamwork.
3. **Student Services and Support:** Institutions provide student services and support systems to address their needs and concerns. This can include counseling services, career guidance, mentorship programs, and academic advising. Students may be actively involved in the development and evaluation of these services to ensure they meet the evolving needs of the student community.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution

40

File Description	Documents
Report of the event	<a href="#">View File</a>
List of sports and cultural events / competitions organised per year	<a href="#">View File</a>
Upload any additional information	No File Uploaded

#### 5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The institute has an active alumni association which contributes in varied facets of the institute. However, the alumni association is not registered,

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

### GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

When the governance structure is reflective of and in tune with the institution's vision and mission, it ensures that decisions, policies, and actions are in line with the overarching goals and values of the institution.

1. Vision and Mission Statement: The governance structure ensures that the vision and mission statements are widely known and understood by all stakeholders.

**2. Strategic Planning:** The governance structure facilitates the development of a strategic plan that aligns with the institution's vision and mission. The governing body plays a vital role in formulating and approving the strategic plan, ensuring that it reflects the institution's long-term vision and addresses key challenges and opportunities.

**3. Policy Development and Implementation:** The governance structure establishes processes for policy development and implementation that are consistent with the vision and mission of the institution. Policies are created to guide various aspects of institutional functioning, such as academic affairs, finance, human resources, and student services. These policies are designed to uphold the institution's values, promote its mission, and ensure accountability and transparency.

**4. Decision-Making Processes:** The governance structure provides mechanisms for decision-making that align with the institution's vision and mission. The governing body and its committees review proposals, assess their alignment with the vision and mission, and make informed decisions that support the institution's strategic objectives.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

**6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management**

These practices promote collaboration, shared decision-making, and empowerment throughout the institution.

**1. Decentralization:** Effective leaders recognize the benefits of decentralizing decision-making authority and distributing responsibility across different levels of the institution to the Dean and the heads of the Departments. By delegating decision-making power to lower levels, leaders empower individuals and departments to make informed choices and take ownership of their work. This not only enhances efficiency but also fosters a sense of autonomy and accountability among staff members.

**2. Participative Management:** The institute encourages

participative management by involving employees and stakeholders in the decision-making process. They value diverse perspectives, seek input, and actively engage in dialogue with individuals at all levels of the institution. This approach promotes a culture of inclusivity, innovation, and shared ownership, leading to better decision-making outcomes and increased employee satisfaction.

By embracing practices such as decentralization and participative management, leadership empower individuals, foster collaboration, and create a culture of shared responsibility and accountability. These practices not only enhance the institution's overall effectiveness but also contribute to the professional growth and satisfaction of employees, ultimately benefiting the institution as a whole.

File Description	Documents
Upload strategic plan and deployment documents on the website	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The following are the strategic/perspective plans for the institute.

### Get Permanent Affiliation For All Eligible Programs

- Obtain NAAC and NBA Accreditation to reflect quality.
- Get Academic Autonomy for UG and PG Programs
- Enhance the intake of UG programs to increase the revenue.

To achieve the above mentioned parameters, the institute has meticulously planned various activities under the ambit of academic.

The following have activities have been duly completed as stipulated in the Strategic Plan:

- a. Permanent affiliation for all the UG programs
- b. The institute was awarded NAAC "A" and five departments were accredited by NBA for a period of three years
- c. Academic Autonomy was awarded by UGC for a period of 10 years for both the UG and the PG programs.
- d. An increase in intake was awarded for the following branches (ISE 60 to 120), new branches of Aeronautical Engineering (60 intake) and Artificial Intelligence and Data Science (60 Intake).

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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

- Creating an environment for holistic personality development and developing research temperament.
- The top management facilitates the augmentation of necessary infrastructure and provision of financial support to the faculty fraternity and student community. The management constantly encourages and provides motivational support to ensure proper team spirit in contributing towards quality policy.
- The principal spearheads the total responsibility of creating necessary facilities for academic and research activities which are in tune with the quality policy of the institute and norms of the regulatory body(ies). He creates a conducive atmosphere for the attainment of intellectual pursuits and to achieve the goals set by the management.
- The HoD's and faculty members take the responsibility of bringing efficiency in the teaching-learning process and guidance for the all-around development of the student community along with research activities in thrust areas of science & technology and management.

File Description	Documents
Paste link to Organogram on the institution webpage	Nil
Upload any additional information	No File Uploaded
Paste link for additional Information	<a href="https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/Ebw0cPzg_YNLhvxKvy5uCtEB2JZqQyS10F93m5Q4IRgwrq?e=URoXpg">https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/Ebw0cPzg_YNLhvxKvy5uCtEB2JZqQyS10F93m5Q4IRgwrq?e=URoXpg</a>

### 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) Documen	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation	<a href="#">View File</a>
Any additional information	No File Uploaded

## 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

- 1. Competitive Compensation and Benefits:** The institution offers competitive salaries and benefits packages that align with industry standards and recognize the value of its employees' contributions. This includes fair and transparent compensation structures, health insurance, leave policies, and end term benefits.
- 2. Professional Development Opportunities:** The institution offers training programs, workshops, conferences, and other learning opportunities that enhance employees' skills, knowledge, and career advancement prospects.

3. **Supportive Work Environment:** The institution fosters a culture of respect, open communication, collaboration, and recognition. Encouraging teamwork, providing opportunities for staff input, and acknowledging achievements can contribute to a supportive and motivating workplace.
4. **Employee Recognition and Rewards:** Recognizing and rewarding staff contributions and achievements is essential for morale and welfare. The institution has mechanisms in place to acknowledge outstanding performance, long service, and exceptional contributions.
5. **Grievance Redressal Mechanisms:** Establishing fair and accessible grievance redressal mechanisms is crucial for staff welfare. Employees have channels to raise concerns, report issues, and seek resolution in a safe and confidential manner. Timely and appropriate action should be taken to address grievances and ensure a respectful work environment.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

5

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

### 6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

10

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

#### 6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

111

File Description	Documents
Summary of the IQAC report	<a href="#">View File</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View File</a>
Upload any additional information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The institute conducts external financial audits at the end of the financial year

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/EUT-yDUV-qNGpqDYFz4LqM0BtCxSWqsAMiI4SwUWPOXZHQ?e=ZdMv7V">https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/EUT-yDUV-qNGpqDYFz4LqM0BtCxSWqsAMiI4SwUWPOXZHQ?e=ZdMv7V</a>

#### 6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

11.66

File Description	Documents
Annual statements of accounts	<a href="#">View File</a>
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	<a href="#">View File</a>
Any additional information	No File Uploaded

#### 6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The institute is self-financing and therefore major sources of funds for the institute are fees collected from students, and development fund earmarked by the management.

The institute also raises or gets funds from the following activities

- Consultancy and testing services
- Funded Research Proposals
- Revenue from professional activities

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

#### 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The Internal Quality Assurance Cell (IQAC) takes several initiatives to institutionalize quality assurance strategies and processes within an institution.

1. **Establishing Quality Assurance Frameworks and Quality Policies:** The IQAC develops and implements quality assurance frameworks and policies that provide a structured approach to

quality enhancement. This may involve creating processes, procedures, and guidelines for various aspects of the institution, such as curriculum development, teaching-learning practices, assessment and evaluation methods, research activities, infrastructure development, and student support services.

2. **Designing and Conducting Internal Quality Audits:** The IQAC conducts internal quality audits or reviews to assess the effectiveness of various processes and practices within the institution. These audits may focus on specific departments, programs, or functional areas to identify strengths, weaknesses, and areas for improvement. The IQAC collects data, analyzes it, and prepares reports highlighting key findings and recommendations for quality enhancement.

3. **Promoting Best Practices and Quality Enhancement Initiatives:** The IQAC identifies and promotes best practices in teaching, learning, research, and administration. It facilitates the sharing of innovative ideas and successful initiatives among different departments and units within the institution. The IQAC may organize workshops, seminars, or training sessions to disseminate best practices that contribute to quality enhancement.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

**Reviewing Teaching-Learning Process:** IQAC, in collaboration with relevant stakeholders, assesses the effectiveness of the institution's teaching-learning process. This involves evaluating instructional methodologies, curriculum design, pedagogical approaches, classroom practices, and the use of educational technology. The review may include analyzing feedback from students, conducting observations, and examining student performance data. Based on the findings, the IQAC identifies areas that require improvement and recommends suitable strategies.

2. **Evaluating Operational Structures and Methodologies:** This evaluation encompasses administrative processes, financial management, infrastructure development, student support services, and other operational aspects. The IQAC assesses the efficiency, transparency, and effectiveness of these structures and methodologies to identify areas for enhancement. It may suggest modifications, streamlining of processes, or the adoption of best practices to optimize operations.

3. **Assessing Learning Outcomes:** It collaborates with academic departments to define and measure intended learning outcomes for various programs and courses. The IQAC collects and analyzes data on student performance, including grades, examination results, and external assessments. It also considers feedback from employers and alumni regarding the knowledge and skills exhibited by graduates. This information helps the IQAC identify strengths, weaknesses, and gaps in learning outcomes, enabling targeted interventions for improvement.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

<p><b>6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)</b></p>	<p><b>B. Any 3 of the above</b></p>
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File Description	Documents
Paste the web link of annual reports of the Institution	Nil
Upload e-copies of accreditations and certification	No File Uploaded
Upload details of quality assurance initiatives of the institution	<a href="#">View File</a>
Upload any additional information	No File Uploaded

## 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

**Outreach and Recruitment:** The institute actively engages in outreach efforts to encourage more women to pursue engineering studies. This can involve organizing workshops, career fairs, and mentoring programs targeted at female students.

**b. Supportive Campus Environment:** The institute strives to create a supportive and inclusive campus environment that values diversity. This can involve establishing women-specific support groups, mentorship programs, and networking opportunities. Providing access to resources like women-focused career counseling, academic support, and leadership development can also contribute to gender equity.

**c. Faculty Diversity and Development:** The institute strives for increased diversity among engineering faculty by actively recruiting and supporting women faculty members. Encouraging women's participation in research, providing mentorship, and offering professional development opportunities can help retain and advance women in academic engineering careers.

**d. Gender-Based Violence Prevention:** The institute develops and enforces policies and procedures to prevent and address gender-based violence within the engineering community. This can include awareness campaigns, training programs, and support services for victims/survivors of harassment or assault.

**e. Research and Data Collection:** The institute conducts research and collect data on gender disparities within engineering

disciplines. This data can help identify areas of improvement, measure progress over time, and inform evidence-based decision-making.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/ES6eEUSd-cVPupe2xuFd4fYB2nk7e5zE9lAYgvZXE10K0g?e=tbDHe5">https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/ES6eEUSd-cVPupe2xuFd4fYB2nk7e5zE9lAYgvZXE10K0g?e=tbDHe5</a>

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

**B. Any 3 of the above**

File Description	Documents
Geotagged Photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Effective management of waste – either by disposal or recycling, is a critical process for any organization as it impacts the health and environment of not only the people working and residing in the campus but also of those living in the vicinity. Providing a healthy and safe environment is therefore of utmost priority at Global Academy of Technology

**1. Solid Waste Management:**

Solid waste management on the campus is accomplished either by in-house utilization/ consumption or by outsourcing its collection and disposal to an authorized agency. Several bins have been provided across the campus for collection of the solid waste generated at different sources on the campus. These bins are color-coded specific to a category of solid waste, viz.

Green -Biodegradable, organic waste like cooked food, vegetables, fruit, leaves, etc. Blue -Recyclable waste like paper, cartons,

cans, metallic items, etc. Collection and disposal of all non-biodegradable solid waste have been outsourced to authorized agencies. The University has tied up with the local Municipal Committee for the disposal of nondegradable solid waste at the dumping yard managed by the District Municipal Committee. The institution uses plant-extract green bags to store waste. These bags are biodegradable and will be dissolved in soil. The thickness of the bags is 51 microns and is nonchlorinated.

**E-Waste Management** The College has minimum e-waste. The waste if any is sold to Government approved vendors for recycling.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geotagged photographs of the facilities	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

B. Any 3 of the above

File Description	Documents
Geotagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

B. Any 3 of the above

File Description	Documents
Geotagged photos / videos of the facilities	<a href="#">View File</a>
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	No File Uploaded

### 7.1.6 - Quality audits on environment and energy undertaken by the institution

<p><b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b></p> <ol style="list-style-type: none"> <li>1. Green audit</li> <li>2. Energy audit</li> <li>3.Environment audit</li> <li>4.Clean and green campus recognitions/awards</li> <li>5.Beyond the campus environmental promotional activities</li> </ol>	C. Any 2 of the above
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View File</a>
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

<p><b>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance,</b></p>	C. Any 2 of the above
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reader, scribe, soft copies of reading materials, screen reading, etc.

File Description	Documents
Geotagged photographs / videos of facilities	<a href="#">View File</a>
Policy documents and brochures on the support to be provided	No File Uploaded
Details of the software procured for providing assistance	No File Uploaded
Any other relevant information	No File Uploaded

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

**Cultural Celebrations and Events:** The institute organizes cultural celebrations, festivals, and events that provide opportunities for students, faculty, and staff to share and learn about different cultural traditions, languages, and practices. These events help create a sense of belonging and appreciation for diverse backgrounds within the engineering community.

**2. Student Clubs and Organizations:** The institute supports and encourages the formation of student clubs and organizations that promote diversity, cultural exchange, and inclusivity. These clubs provide platforms for students to come together, celebrate their cultures, and engage in intercultural dialogue and activities.

**3. Accessible Facilities and Services:** The institute prioritizes creating accessible facilities and services that accommodate the needs of students from diverse backgrounds. This includes ensuring physical accessibility for individuals with disabilities, providing prayer rooms or meditation spaces, offering dietary accommodations, and addressing other specific requirements.

**4. Mentorship and Support Programs:** The institute establishes mentorship and support programs that pair students from different backgrounds, fostering cross-cultural understanding, and offering guidance and support. These programs can help students navigate the challenges of academic and social life and provide a platform for sharing experiences and promoting harmony.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>

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

**Inclusion in Curriculum:**The institute integrates the study of constitutional obligations, values, rights, duties, and responsibilities of citizens into their curriculum. Institutions can provide resources such as handbooks, pamphlets, or online materials that outline constitutional obligations, values, rights, duties, and responsibilities.

**2. Guest Lectures and Workshops:** The institute invites experts, scholars, or practitioners in the field of constitutional law, human rights, or civics to deliver guest lectures or conduct workshops. These sessions can provide valuable insights into constitutional obligations, values, rights, duties, and responsibilities, offering a practical understanding of their application in real-life scenarios.

**3. Awareness Campaigns and Events:** The institute organizes awareness campaigns and events to highlight the constitutional obligations and values. These can include seminars, debates, panel discussions, or symposiums on topics related to citizenship, democracy, and human rights. Such events encourage active participation and critical thinking among students and employees.

**4. Constitution Day Celebrations:** The institute commemorates Constitution Day or any other relevant national or international days that celebrate constitutional values and principles. These celebrations can involve activities like quizzes, essay competitions, or creative contests centered around the constitution and citizenship.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization 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 Annual awareness programmes on the Code of Conduct are organized**

C. Any 2 of the above

File Description	Documents
Code of Ethics - policy document	<a href="#">View File</a>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	No File Uploaded
Any other relevant information	No File Uploaded

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

Institution celebrates and organizes various national and international commemorative days, events, and festivals to inculcate the spirit and essence of the Day among the learners.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	<a href="#">View File</a>
Geotagged photographs of some of the events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

**Title of Best Practice: Class Committee Meeting**

**Objectives of the practice**

- Facilitate Communication
- Address Academic Issues
- Enhance Student Engagement
- Foster Positive Class environment

**The Practice:** Three students to represent the class are nominated by a committee comprising of the Principal, Dean and the class teacher. The class committee meeting date and the time is intimated to the students and the committee well in advance. The meeting is generally scheduled after 3 to 4 weeks of commencement of the semester.

Students during the meeting are requested to bring in points of issues, suggestions and suggested corrective actions. The committee examines these and then arrives at a suitable plan of action after the conclusion of the meeting.

File Description	Documents
Best practices in the Institutional website	Nil
Any other relevant information	<a href="https://gatacin30798-my.sharepoint.com/:b:/g/personal/igac_gat_ac_in/EYUvnilhjzJAmut-LGQNYLABJsD-Elijp-lo5CyVc7WuCG?e=qGelBR">https://gatacin30798-my.sharepoint.com/:b:/g/personal/igac_gat_ac_in/EYUvnilhjzJAmut-LGQNYLABJsD-Elijp-lo5CyVc7WuCG?e=qGelBR</a>

## 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

1. **Interdisciplinary Approach:** The institute adopt'san interdisciplinary approach to address complex challenges. Coursesintegrate knowledge and methodologies from various disciplines, such as mathematics, physics, computer science, and material science, to provide comprehensive solutions. This interdisciplinary approach helps students develop a broader perspective and encourages collaboration across different fields.
2. **Technological Infrastructure:** The institute typically hasstate-of-the-art infrastructure and facilities to support technical education. These may include well-equipped laboratories, research centers, computing facilities, specialized software, and advanced equipment. The availability of such infrastructure enables students and faculty to engage in cutting-edge research and practical learning experiences.
3. **Engineering Design and Project-based Learning:** The institute incorporate's engineering design and project-based learning into their curriculum. Students are engaged in hands-on projects that require them to develop solutions to real-world problems. This approach enhances their problem-solving skills, teamwork abilities, and project management capabilities.
4. **Emphasis on Mathematics:**The institute places a strong emphasis on mathematics and science subjects. It provide a rigorous foundation in mathematics, physics, and other scientific disciplines, as these subjects form the basis for understanding engineering principles and theories.

File Description	Documents
Appropriate link in the institutional website	Nil
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

1. **Enhance Practical Learning Opportunities and Industry Relevant Skills:**
  - Establish well-equipped laboratories and workshops to

provide hands-on experience for students.

- Organize industry-led workshops and training sessions to bridge the gap between academia and industry.
- Offer skill development programs to enhance students' technical and non-technical skills, such as communication, teamwork, and leadership

## 2. Strengthen Research and Innovation:

- Encourage faculty members to engage in research projects and secure research grants.
- Encourage interdisciplinary research collaborations to foster innovation and address complex challenges.

## 3. Improve Industry Partnerships:

- Develop partnerships with local industries, engineering firms, and research organizations.
- Facilitate industry mentorship programs to connect students with industry professionals.
- Collaborate with industries to offer joint research projects, sponsored competitions, or capstone design projects.

## 4. Support Student Entrepreneurship:

- Establish an entrepreneurship cell to nurture and support student-led startups.
- Provide mentorship, incubation facilities, and funding opportunities for innovative student projects.
- Organize entrepreneurship events, pitch competitions, and networking sessions with industry experts.

## 5. Continuous Quality Improvement:

- Conduct regular assessments and feedback surveys to monitor the effectiveness of teaching methodologies and curriculum.
- Use feedback from students, alumni, and industry professionals to identify areas of improvement.
- Implement measures to ensure continuous quality enhancement in teaching, infrastructure, and student support services.

