



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution		GLOBAL ACADEMY OF TECHNOLOGY
• Name of the Head of the institution		N Ranapratap Reddy
• Designation		Principal
• Does the institution function from its own campus?		Yes
• Phone no./Alternate phone no.		08028603158
• Mobile No:		9591510211
• Registered e-mail		principal@gat.ac.in
• Alternate e-mail		info@gat.ac.in
• Address		Ideal Homes, Rajarajeshwarinagar
• City/Town		Bengaluru
• State/UT		Karnataka
• Pin Code		560098
2.Institutional status		
• Affiliated / Constitution Colleges		VTU
• Type of Institution		Co-education
• Location		Urban
• Financial Status		Self-financing

• Name of the Affiliating University	Visvesvaraya Technological University
• Name of the IQAC Coordinator	Dr Anil P N
• Phone No.	08028603158
• Alternate phone No.	08028603157
• Mobile	9019668587
• IQAC e-mail address	iqac@gat.ac.in
• Alternate e-mail address	anilpn@gat.ac.in
3.Website address (Web link of the AQAR (Previous Academic Year)	https://gat.ac.in
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://gat.ac.in/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.09	2017	30/10/2017	31/12/2025

6.Date of Establishment of IQAC

23/08/2016

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

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Dr.C.V.Srinivasa/ Dr.Mayaja NA/ Khushbu.K. Birawat/Theja S N	Government	ISRO	2019 3 Years	3971000
Dr. Manjunatha Reddy H S	Government	AICTE	2021 2 Years	1340000

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	No	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
Quality Assurance in Teaching and Learning		
Enhancement in research research and development		
Continuous Improvement Initiatives		
Best Practices Dissemination		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year		
Plan of Action	Achievements/Outcomes	
Preparation of Teaching Learning Process Document	Implementation of Teaching Learning Process document	
Revision of IQAC manual	Implementation of IQAC quality process	
Identification of Best Practices	Best Practices Dissemination	
13. Whether the AQAR was placed before	Yes	

statutory body?	
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Governing Council	06/01/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022	11/02/2022
15. Multidisciplinary / interdisciplinary	
<p>Multidisciplinarity 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.</p> <p>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.</p> <p>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.</p> <p>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>	
16. Academic bank of credits (ABC):	
<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>	
17. Skill development:	

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.

1. **Project-Based Learning:** 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 approach enhances their critical thinking, communication, and project management skills.
2. 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.
3. 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.
4. 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.
5. 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.

a. **Experiential Learning:** The institute emphasize's 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.

b. **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.

1. Learning Outcomes
2. Curriculum Design
3. Competency-Based Approach
4. Learner-Centered Approach
5. Clear Assessment Methods
6. Continuous Improvement
7. Industry Relevance
8. Lifelong Learning
9. 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 affiliating 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

1.1 349

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

File Description	Documents
Data Template	View File

2.Student2.1 2674

Number of students during the year

File Description	Documents
Data Template	View File

2.2 675Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

File Description	Documents
Data Template	View File

2.3 922

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic3.1 198

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2 42

Number of Sanctioned posts during the year

Extended Profile

1. Programme

1.1	349
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	View File

2. Student

2.1	2674
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	675
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

2.3	922
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	View File

3. Academic

3.1	198
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2	42
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	No File Uploaded

4.Institution	
4.1	52
Total number of Classrooms and Seminar halls	
4.2	1411.58
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	1144
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institute emphasizes on the following points to ensure effective curriculum delivery through a well planned and documented process

a.Learning Resources and Materials: Appropriate learning resources and materials are used to support curriculum delivery. This can include textbooks, reference materials, online resources, multimedia content, and teaching aids. It is ensured that the resources are relevant, up-to-date, and accessible to both instructors and students.

b.Lesson Planning: Detailed lesson plans for each course or module within the curriculum are prepared ,outlining the learning objectives, instructional strategies, activities, and assessments for each session, considering the needs and learning styles of students while planning lessons and incorporate a variety of teaching methods to cater to different learners.

c. **Instructional Delivery:** Implement effective instructional strategies to deliver the curriculum. This includes lectures, demonstrations, discussions, group work, case studies, simulations, and hands-on activities. Utilization of technology and online platforms to enhance instructional delivery, such as video lectures, virtual labs, and interactive learning tools.

d. **Assessment and Feedback:** Formative assessments like quizzes, assignments, and class discussions, as well as summative assessments such as exams and projects. Class committee meetings, formative feedback of the teaching are a regular part of monitoring the teaching and learning sessions.

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

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

The 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 relevant supporting documents	View File
Link for Additional information	Nil

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

A. All of the above

Diploma Courses Assessment /evaluation process of the affiliating University	
File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	No File Uploaded
1.2 - Academic Flexibility	
1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented	
1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented	
9	
File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File
1.2.2 - Number of Add on /Certificate programs offered during the year	
1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)	
17	
File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File
1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year	
734	

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

734

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

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
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

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

2

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	No File Uploaded
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	No File Uploaded

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

1029

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	No File Uploaded

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	A. All of the above								
<table border="1"> <thead> <tr> <th data-bbox="86 353 539 421">File Description</th> <th data-bbox="539 353 1445 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 421 539 524">URL for stakeholder feedback report</td> <td data-bbox="539 421 1445 524">View File</td> </tr> <tr> <td data-bbox="86 524 539 743">Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)</td> <td data-bbox="539 524 1445 743">View File</td> </tr> <tr> <td data-bbox="86 743 539 846">Any additional information(Upload)</td> <td data-bbox="539 743 1445 846">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	URL for stakeholder feedback report	View File	Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File	Any additional information(Upload)	No File Uploaded	
File Description	Documents								
URL for stakeholder feedback report	View File								
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File								
Any additional information(Upload)	No File Uploaded								
1.4.2 - Feedback process of the Institution may be classified as follows	B. Feedback collected, analyzed and action has been taken								
<table border="1"> <thead> <tr> <th data-bbox="86 981 539 1048">File Description</th> <th data-bbox="539 981 1445 1048">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1048 539 1151">Upload any additional information</td> <td data-bbox="539 1048 1445 1151">View File</td> </tr> <tr> <td data-bbox="86 1151 539 1258">URL for feedback report</td> <td data-bbox="539 1151 1445 1258">Nil</td> </tr> </tbody> </table>	File Description	Documents	Upload any additional information	View File	URL for feedback report	Nil			
File Description	Documents								
Upload any additional information	View File								
URL for feedback report	Nil								
TEACHING-LEARNING AND EVALUATION									
2.1 - Student Enrollment and Profile									
2.1.1 - Enrolment Number Number of students admitted during the year									
2.1.1.1 - Number of sanctioned seats during the year									
1071									
<table border="1"> <thead> <tr> <th data-bbox="86 1626 539 1693">File Description</th> <th data-bbox="539 1626 1445 1693">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1693 539 1760">Any additional information</td> <td data-bbox="539 1693 1445 1760">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1760 539 1863">Institutional data in prescribed format</td> <td data-bbox="539 1760 1445 1863">View File</td> </tr> </tbody> </table>	File Description	Documents	Any additional information	No File Uploaded	Institutional data in prescribed format	View File			
File Description	Documents								
Any additional information	No File Uploaded								
Institutional data in prescribed format	View File								
2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)									
2.1.2.1 - Number of actual students admitted from the reserved categories during the year									

434

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

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
Link for additional Information	Nil
Upload any additional information	View File

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

Number of Students	Number of Teachers
2674	198

File Description	Documents
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	No File Uploaded
Link for additional information	Nil

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

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
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://gat.ac.in

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

2.3.3.1 - Number of mentors

198

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

2.4 - Teacher Profile and Quality

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

198

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	View File

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

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

64

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

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

2.4.3.1 - Total experience of full-time teachers

1328

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

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and

mode. Write description within 200 words.

To ensure transparency and robustness in the mechanism of internal assessment, the institute has implemented the following practices pertaining to Continuous Internal Evaluation

1. **Clear Assessment Guidelines:** The institute has established clear guidelines and criteria for internal assessments. These guidelines outline's the objectives, expectations, and assessment criteria for each evaluation component.
2. **Regular Assessment Schedule:** Three Internal assessments are conducted throughout the academic term. The assessment schedule is communicated to students at the beginning of the term, including the dates, topics, and weightage of each assessment.
3. **Variety of Assessment Modes:** Other assessment tools (OAT) include written tests, quizzes, presentations, projects, case studies, practical demonstrations, and online assignments.
4. **Rubrics and Marking Criteria:** Department's have developed clear rubrics and marking criteria for each assessment task. These tools provide a standardized framework for evaluating student performance and ensure consistency and fairness in grading.
5. **Continuous Feedback:** The institute has clearly identified the method of providing continuous and constructive feedback to students for their learning and improvement. This feedback is provided verbally, through written comments, or through one-on-one discussions.
6. **Documentation and Record-Keeping:** The institute maintains proper documentation and record-keeping of internal assessment results. This includes keeping records of assessments, marks obtained.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

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

A centralized Grievance redressal cell is established at the institute to record the student grievances, if any. The students have the flexibility to either report the grievance in person to the cell or to report their grievance online through a well established ERP.

The Office of the Controller of Examinations has a fair and a transparent method of Paper Viewing, where the students could view their answer papers after the announcement of the results. This would result in the student knowing the areas of improvement and the requirement of applying for challenge evaluation of those desired subjects.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

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 any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are 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	View File
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

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

881

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	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/iqac_gat_ac_in/EQjclDxDpPKh2_5TQguiPkB-teKMkFEZsDuEYMFaBc4fO?e=EcoRnj

RESEARCH, INNOVATIONS AND EXTENSION	
3.1 - Resource Mobilization for Research	
3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)	
3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)	
74	
File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File
3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year	
3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year	
6	
File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	View File
Paste link to funding agency website	Nil
3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year	
3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year	
29	

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

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

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

81

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

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

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

46

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

3.3 - Extension Activities

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

The student volunteers visit neighbouring localities and conduct various activities regularly. The extension activities in the neighbourhood community in terms of impact and sensitizing

students to social issues and holistic development are organized at Institution in association with NSS Unit. Global Academy of Technology organizes and participates in various extension activities with a dual objective of not only sensitizing the students about various social issues but also contribute to the community and strengthen community participation. The NSS college unit take part in various initiatives like 1.Swachh Bharat initiatives 2.Blood donation camps 3.International Yoga Day 4.Farmer's da.

Garden Installation at PHC Global Academy of Technology is proud to announce that NCC - National Cadet Corps training has been approved by the government for our esteemed institution. From the academic year 2021-22 onwards, this will be implemented for all eligible students.

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

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

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

523

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

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

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

121	
File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

1996

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

8

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

20

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

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	View File
Paste link for additional information	https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/EcEpf0IDV7NPuScAEp3HhigBoJvmccf0rWAZ5xQ71Ex44g?e=NDgmSf

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre 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
Upload any additional information	No File Uploaded
Paste link for additional information	https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/EY8nO-MYCRtFlJ3nWV-AK7UBuX0yr0ZXB7RitxR8kpUcOQ?e=52oLGt

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

52

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

52

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/EcEpf0IDV7NPuScAEp3HhigBoJvmccf0rWAZ5xQ71Ex44g?e=naeNCV
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**1411.58**

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

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	No File Uploaded
Paste link for Additional Information	http://library.gat.ac.in/opac

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

B. Any 3 of the above

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

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

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

9.11

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

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

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

347

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

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

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	View File
Paste link for additional information	Nil

4.3.2 - Number of Computers

1144

File Description	Documents
Upload any additional information	No File Uploaded
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

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

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

207.62605

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

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	No File Uploaded
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support****5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year****5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

2355

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

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

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

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

B. 3 of the above

File Description	Documents
Link to institutional website	https://gat.ac.in
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

166

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

166

File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

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

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

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

474

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

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

42

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File

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

63

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

25

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

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
Paste link for additional information	Nil
Upload any additional information	View File

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

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

36

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	View File

5.4 - Alumni Engagement

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

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
Paste link for additional information	Nil
Upload any additional information	View File

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

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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

6.1.2 - The effective leadership is visible 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
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

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 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	View File
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

- 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 for additional information	https://gatacin30798-my.sharepoint.com/:f:/g/personal/iqac_gat_ac_in/EvFAB-XHuCxPr0qPdtAzbHQBbwEjEUbtqMReKlmhcyfOYw?e=W7ASa4
Link to Organogram of the Institution webpage	Nil
Upload any additional information	No File Uploaded

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	A. All of the above
File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File
6.3 - Faculty Empowerment Strategies	
6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff	
<ol style="list-style-type: none"> 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
Paste link for additional information	Nil
Upload any additional information	View File

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

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

3

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)	View File

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

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

9

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

116

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

A systematic and effective Performance Appraisal System of the Institute provides teaching and non-teaching staff with eloquent appraisals that encourages professional learning and growth.

A structured "Self-Appraisal Form" is given to each faculty member for evaluation purposes. Faculty members self-evaluate their achievements/goals in the appraisal form. The method comprises the faculty creating goals based on predetermined criteria, which include academics, administration, management, external connections, funded research and consulting, research and publications, and self-development efforts.

The concerned HOD gives their remarks on the performance of the faculty member and the final report is submitted to the Head of the Institute.

Performance Appraisal form for Non-Teaching staff is based on the qualitative and quantitative responses towards performance parameters. Performance Review is conducted at the end of an academic year.

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

6.4 - Financial Management and Resource Mobilization

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

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

File Description	Documents
Paste link for additional information	https://gatacin30798-my.sharepoint.com/:b:/g/personal/igac_gat_ac_in/EYHywZVGV4RPja25GTT0esQBWrC1Tos0hU5C5HhXVUzBKg?e=Qntfh5
Upload any additional information	No File Uploaded

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

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

35.45

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

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

The 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
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

The Internal Quality Assurance Cell (IQAC) 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
Paste link for additional information	https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/EWNqFQy1lVVKj3O5WCVWkh0B6Ksrngem8z7EHILvy2apDQ?e=TWJUZN
Upload any additional information	No File Uploaded

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

1. **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
Paste link for additional information	Nil
Upload any additional information	View File

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

B. Any 3 of the above

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

a. **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
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil

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

C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	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 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

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	View File
Geo tagged photographs of the facilities	https://gatacin30798-my.sharepoint.com/:b:/g/personal/iqac_gat_ac_in/EdjMxWAKoCRDiqjF0scF2ZoBg5Hv6YHnUXjQf03D_XM5ew?e=KiA8Z5
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1.Restricted entry of automobiles 2.Use of Bicycles/ Battery powered vehicles 3.Pedestrian Friendly pathways 4.Ban on use of Plastic 5.landscaping with trees and plants	
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File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	C. Any 2 of the above
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	View File
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	B. Any 3 of the above
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File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the 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 socioeconomic and other diversities (within 200 words).

1. 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)	View File
Any other relevant information	No File Uploaded

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

1. **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 render students in to responsible citizens	No File Uploaded
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 programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	C. Any 2 of the above
File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	No File Uploaded
7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals	
<p>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.</p> <p>Independence Day - 15th August 2022</p> <p>Teacher's Day - 5th September 2022</p> <p>Republic Day - 26th January 2022</p>	

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	No File Uploaded
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

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 web site	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

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 web in the Institutional website	No File Uploaded
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.