SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE OF TECHNOLOGY

GOVERNMENT COLLEGE OF TECHNOLOGY, THADAGAM ROAD,
COIMBATORE
641013
https://gct.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College of Technology (GCT), Coimbatore established in 1945, is a premier Institution under the Government of Tamil Nadu, dedicated to providing quality technical education through innovative teaching and learning methodologies. The college offers 9 Undergraduate and 11 Postgraduate courses. All departments are recognized as research centers for Ph.D. by Anna University, Chennai. The college prides itself on its highly experienced faculty, majority with Ph.D. qualifications and possessing more than 15 years of teaching experience. Since achieving autonomous status in 1987, the Institution has continually strived to maintain and improve its academic standards. The graduates of GCT have consistently excelled in various academic, research, and industrial domains globally. The campus boasts state-of-the-art infrastructure facilities, including well-equipped departments, hostels, staff quarters, and 24 x 7 Internet access. The college ensures a commendable campus placement rate to provide valuable opportunities for students. To enhance the knowledge and skills of stakeholders, GCT regularly organizes refresher courses, FDPs, National and International conferences, Students Symposia, and Workshops. This strong focus on professional development contributes to the overall growth of the faculty, staff, and students. Moreover, GCT offers an excellent academic support with facilities such as a general and digital library, transportation, dispensary, banking services, post office, cafeteria, cooperative stores, sports and games facilities. The institution also values its alumni and maintains an alumni center to foster a strong relationship with former students. Furthermore, the college actively participates in National and International Academic Networks, being a member of INDEST for accessing International e-journals and National Knowledge Network. Additionally, the presence of local chapters of professional societies like IEEE, ISTE, SAE, IE, and IGS provides students with opportunities to engage in relevant industry-oriented activities. In line with its commitment to holistic development, GCT encourages student participation in various Co and Extra-Curricular activities, including NSS, NCC, YRC, LDS, SJC, TEDex, Green Club, Rotract Club, Tamil Mandram and other clubs. In conclusion, the Government College of Technology stands as a Pioneer in Technical Education, committed to fostering a conducive learning environment, nurturing research, and producing skilled and responsible graduates who contribute significantly to academia, industry, and society at large.

Vision

To emerge as a centre of excellence and eminence by imparting futuristic technical education in keeping with global standards, making our students technologically competent and ethically strong so that they can readily contribute to the rapid advancement of society and mankind.

Mission

- To achieve Academic excellence through innovative teaching and learning practices.
- To enhance employability and entrepreneurship.
- To improve the research competence to address Societal needs.
- To inculcate a culture that supports and reinforces ethical, professional behaviours for a harmonious and prosperous society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Premier institute of Tamilnadu , lush green campus with good infrastructure and 77 years old.
- One of the most preferred engineering colleges studied in the industrial smart city of Coimbatore.
- College was accorded permanent affiliation by Anna University for all UG and PG programmes.
- Offered 9 UG and 11 PG programmes under CBCS, adopted OBE and effective teaching ,learning is practised.
- strong curriculum structure for delivering a quality education and systematic updating of curriculum adapts to current trends
- Dedicated and Competent faculty, use of ICT in teaching and learning process, eagerly participated in FDPs, conferences, orientation and refresher courses for improving knowledge and teaching skills
- Full Autonomy and all departments are recognised as research centres.
- Funded under all the three phases TEQIP projects.
- Students involvement in professional societies/chapter and technical clubs activities broaden their horizon

Institutional Weakness

- Limited industry institute interaction   and academic association with R&D organization.
- Inordinate delay in filing vacant posts and promotions for faculty.
- Tedious and cumbersome some government procedures causing administration delays.

Institutional Opportunity

- Establishing more centres of excellence to increase the ambience for R&D.
- More real time projects and funding under smart city, start-ups and other government initiations.
- Meaningful and realisable collaborations with international academic institutions and R&D organization.
- Preparing students at all level to participate in national and international events.
- Collaboration with Industry and Academia for Internship , Industrial projects and better placement

Institutional Challenge

- Majority of students are from rural areas and prepare them globally competitive.
- Many well performing institutions in the neighbourhood and take the leadership among the institutions.
- Transforming students into successful entrepreneurs.
- Internal revenue generation for self reliance and financial sustainability.
- Become financially and administratively autonomous.
- Collaborative Labs and Incubation centre

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution offers 9 UG and 11 PG programs in different disciplines. The process of curriculum development is carried out through Program Advisory Committee, Board of Studies, Standing Committee and Academic Council and follows guidelines of statutory bodies like UGC, AICTE, etc. The Institution has full-fledged autonomy to revise the curricula. Syllabi of all the programs have been revised during the last five years.

During the process of curriculum design and revision, central and state government objectives on higher education, national and regional policies, diversified and emergent global needs, Institution's vision and mission, developments in technology, cross-cutting issues, environment consciousness and gender equity and sensitization with inclusive approach are given due consideration.

The Institution is practising Outcome Based Education from the academic year 2012-2013 onwards. All the Undergraduate and Postgraduate programmes offered by the Institution adopts Choice Based Credit System from the academic year 2016-2017 onwards. A set of PEOs, POs and PSOs are formulated for every programme based on the 'outcome based education' approach. Course objectives and outcomes are prepared for each course following the appropriate levels of Bloom's taxonomy. The question papers follow various levels of Bloom taxonomy. Systematic procedures have also been devised for assessing the attainment of PEOs, POs, PSOs and COs.

The programmes include Foundation courses (basic science, engineering science, humanities and management courses), Professional Core, Professional Electives including industry designed and offered electives, Open Electives, Employability Enhancement Courses, Online Courses, Self study courses and Value Added courses in the curricula to provide a strong theoretical foundation blended with practical engineering skills with an emphasis on Social/professional responsibility and Ethical/Environment and Sustainability related issues. Industrial sponsored courses are also part of the programme curricula. Credit Transfer facility from SWAYAM/NPTEL is made available to the students.

Teaching-learning and Evaluation

The driving force in Technical Education is "Teaching – Learning" which is an indispensable for knowledge societies to flourish and develop. The institution privileged to cater all the students from diverse socio-cultural-economic backgrounds with different learning ability. Students from affluent as well as economically weaker backgrounds from both rural and urban stance are naturally fascinated to get higher technical education. Entire academic department follow the autonomous regulation to assess the learning level of the students in all the semester with continuous assessment and special arrangements were done for slow and advanced learners. Effective learning is facilitated by learner-cantered education using suitable approaches like experiential learning, collaborative learning, and participatory learning.

The procedure for admitting students to the programs uses an open, efficiently run system that complies with all regulations and regulating bodies' standards, including those of the state and federal governments. In addition to adhering to rules and regulations, the institution worked hard to guarantee equity and broad access by bringing together students from a variety of socioeconomic, cultural, and educational backgrounds as well as diverse

geographic locations. In order to portray a comprehensive and inclusive student population that learns and understands numerous similarities and differences among themselves, it is desirable to have students from varied segments, whether it gender, area, social class, other states, overseas students, etc.

Under the new National Education Policy (NEP 2020), major changes are required in every area of education. The policy recognizes educators as the core of the educational process and places a strong emphasis on hiring them, supporting their ongoing professional development, providing a positive work environment, and providing excellent service. The report states that the policy adopts a systems view of teaching quality and calibre the initial professional development, career management, and the physical and organizational environment of the workplace. The effectiveness of the teaching, learning, and assessment processes is intimately linked to the Student Teacher Ratio (STR). The ideal student-teacher ratio will allow teachers to focus on each student individually, assessing their skills and interests, their learning process, their results, and their contributions to student accomplishments.

Research, Innovations and Extension

The Government College of Technology emphasizes continuous enhancement of its research facilities and follows well-defined policies to promote research. GCT supports research through initiatives like TEQIP phases I, II, and III with financial assistance for publishing papers, Ph.D. studies, and obtaining patents. An Institutional Research Committee, comprising the Principal and Senior Professors, oversees research quality and compliance, meeting regularly to discuss and advise on research plans. GCT has established advanced research centres, including the Centre of Excellence in Alternative Energy and Environmental Studies, and state-of-the-art labs such as the Automation Laboratory and the AR-VR Research setup. These facilities are crucial for collaborative projects between students and faculty. The college promotes interdisciplinary research, encouraging collaboration across various fields to foster innovation. GCT adheres to Anna University and UGC guidelines to maintain academic integrity and prevent malpractices in research. Faculty members receive recognition for their research contributions through promotions and awards for publishing papers and mentoring students. GCT supports professional development by sponsoring attendance at conferences and workshops. In the past five years, GCT has provided significant money for research, total amount of Rs. 48.25 Lakhs. About 39.8% of the faculties have received national or international fellowships, with 78 teachers benefiting from such support. The institution has also received Rs. 61.49 lakhs in research funding from agencies like ISRO, AICTE, TEQIP, and TNSCST. The faculties at GCT have produced significant research output, with an average of four research papers per teacher, total of 743 publications in UGC CARE-listed journals, through guiding 91 research scholars over last five years. Additionally, faculty members have published 27 books and chapters in edited volumes. The college's research publications have garnered 2,154 citations and achieved an h-index of 35 on Scopus. GCT has generated substantial revenue from consultancy and corporate training, amounting to 1306.3 lakhs over past five years, predominantly from the Department of Civil Engineering. GCT is actively involved in extension activities addressing social issues and promoting holistic development. Programs include cleanliness drives, environmental awareness, road safety campaigns, blood donation camps and women empowerment activities. These initiatives foster leadership, empathy, and community engagement among students.

Infrastructure and Learning Resources

The College is a 75 year old institute situated on a sprawling 45 hectares area. The Infrastructue includes 78 classrooms, 4 drawing halls, 68 laboratories, a common central library in addition to Department library for

each programme. Two auditoriums with audio video facilities, Skill development centres, are available in the campus. Each programme has separate Smart class rooms and computing facilities. Centre of excellence (CoE) in Alternate Energy for an amount of 7 Cr and Environmental studies for 5 Cr were established under TEQIP funds. Major infrastructure developed recently includes construction of classroom complex for Rs.8.50 Cr, an indoor stadium at a cost of 8 Cr, Hostel Block (Noyyal) for 3.42 Cr and a Post graduate block for Thermal Engineering programme at an estimate of 1.03 Cr. Video conferencing system facilities at Faculty Development Training Centre was established at a total cost of 44 Lakhs and the video lectures developed using this facility are shared among students for improving their learning skills. The infrastructure augments learning and promotes a good teaching-learning environment. Sports ground, gym facilities and an open architectural auditorium are available for the cultural and sports activities.

College library has smart campus software, which consists of acquisition, cataloguing, barcode based circulation, and Web OPAC. Reference section books are monitored by RFID. Reprographic facilities are also available in library. Digital Library is functioning from 2007 onwards with 55 Computers, Two Multi-function device, Books, CDS and Journal CDS. The institute possesses a collection of over one lakh books, e-journals, e-books and Book bank books. Students can access international journals through ProQuest, NDLI club under National Digital Library of India has around 2207 members including students and faculties.

The institute has 24 x 7 Wi-Fi facility in the college campus for the student and faculty members to avail internet connection at any place in the college and hostels. 1Gbps NKN internet connectivity, 8 Mbps leased line connectivity and 40 Mbps VPNOBB (VPN over broadband) internet connectivity through single fiber under NMEICT is available in the campus.

Student Support and Progression

Government College of Technology is committed to fostering a supportive and nurturing environment that promotes student success and progression. Through a range of dedicated initiatives, programs, and services, the institution ensures that students have the resources and guidance they need to excel academically, personally, and professionally.

Academic Support

1. **Competitive Exam Training**: The institution offers government sponsored comprehensive training in various subjects, providing students with personalized assistance to enhance their understanding and performance in competitive exams.
2. **Workshops and Seminars**: Regularly scheduled workshops and seminars cover topics in recent trends in respective technologies
3. **Foreign Language Training**: The institution offers free training in foreign languages to improve the employability and higher education opportunities for the students.

Financial Support

1. **Scholarships and Grants**: Various scholarships and grants are available to support students financially, reducing the burden of tuition fees and other expenses.
2. **Financial Aid Counseling through Alumni**: Alumni of the institution help students navigate the complexities of financial aid applications and provide guidance on managing educational expenses

Career Services

1. **Job Placement Support**: The institution's job placement services connect students with potential employers, facilitating job searches and placements that align with their career aspirations.

Personal Development

1. **Workshops on Personal and Mental Health**: The institution conducts various workshops to support students' mental health and well-being, addressing issues such as stress, anxiety, and personal challenges.
2. **Extracurricular Activities**: A wide range of clubs, societies, and sports teams provide opportunities for students to explore their interests, build friendships, and develop a well-rounded skill set.

Governance, Leadership and Management

Governance, Leadership and Management

The institute fosters leadership at all levels and maintains total openness by creating a space that allows for independent thought and deliberate action. In order to provide advanced education that is grounded in values and has a substantial positive impact on society, the institution operates under a democratic and participatory mode of governance, in which all stakeholders actively participate in its administration. The institute creates a strategy path towards becoming a Centre of Excellence while striking a balance with adhering to regulatory requirements and keeping a laser-like focus on enhancing the institute's performance and long-term sustainability.

Significances during the last five years

- Well defined organization structure and mechanism in place
- The principal is in charge of the institution's academic programme, financial resources, physical resources, and overall well-being, with approval from the Board of Governors and DOTE.
- Under the direction of the principal, the heads of the relevant departments and faculties oversee functional areas including academics, research and development, industry relations, and quality assurance.
- Stakeholders participate in all processes, and their suggestions are taken into account for development initiatives.
- E-Governance is being used in the areas of planning and development, finance and accounting, administration, examination, and student admission and support.
- The faculty is provided with academic and administrative freedom, sponsored projects, and infrastructure support by the institute.
- Teaching and non-teaching staff are provided with financial benefits as per UGC 7th Pay Commission norms
- Faculty Recreation Club
- Faculty members and supporting staff are equipped with financial support to attend Conferences/ Workshops/ FDPs/Administrative Programme/ Orientation Programme etc.,
- Structured and established procedure for purchase of equipment and software

- Periodic budget review meetings
- Regular Financial audit
- Budget utilization statements which are periodically audited are available in institution website
- Major resources for finance include Government contribution, student fee, earnings through consultancy andtraining programs
- The IQAC guidelines have established the coordination of planning and implementation for both academic and administrative aspects.
- IQAC meetings are regularly conducted to review the academic and administrative activities minutes are recorded
- Periodic conduct of quality initiative programs

Institutional Values and Best Practices

From the day of its inception, Government College of Technology made a tremendous growth in various fields of Engineering and other activities which are beneficial to students and society. It is located in the heart of Coimbatore city having easy access to bus stand, railway station, airport, hotels etc. GCT is known for its green environment and housing hundreds of trees. Sincere efforts have been taken by faculty members, students,NSS, volunteers to sustain its green atmosphere. Girls students are given top priority with respect to safety and security Gender equity is in place by making them participate equally in all events. To improve further, solar panels have been installed to generate electric current and moving towards self sustaining energy. Water conservation facilities like rain water harvesting, borewell/open well recharge system, tanks and bunds are available For physically challenged students ramps, rails and signage including tactile path are available. For the newly joined first year students a mandatory induction programme has been organized to impart knowledge in building behaviour, basic ethics and moral values. Also expert lectures/training is arranged to make learning process enjoyable without any stress. Yoga classes are conducted periodically to realize the importance of co-ordinating body and mind. College conducts events, promoting universal values and organises appropriate activities to create awareness about national identities and symbols. Our college is also implementing waste management initiatives through research. With these initiatives our college is marching towards greater heights in global scenario without exploiting nature.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE OF TECHNOLOGY
Address	Government College of Technology, Thadagam Road, Coimbatore
City	Coimbatore
State	Tamil Nadu
Pin	641013
Website	https://gct.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	K.mAnonmani	0422-2432221	9843886035	0422-2455230	principal@gct.ac.in
IQAC / CIQA coordinator	R.tHenmozhi	0422-2433355	9443440631	0422-245110	drthenmozhi@gct.ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-07-1945

Date of grant of 'Autonomy' to the College by UGC	01-01-1970

University to which the college is affiliated

State	University name	Document
Tamil Nadu	Anna University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	03-01-1983	[View Document](#)
12B of UGC	03-01-1983	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	15-05-2023	12	
AICTE	[View Document](#)	15-05-2023	12	
AICTE	[View Document](#)	15-05-2023	12	
AICTE	[View Document](#)	15-05-2023	12	
AICTE	[View Document](#)	15-05-2023	12	
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AICTE	[View Document](#)	15-05-2023	12	
AICTE	[View Document](#)	15-05-2023	12	
AICTE	[View Document](#)	15-05-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Government College of Technology, Thadagam Road, Coimbatore	Urban	93	41849.43

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BE,Civil Engineering,	48	HSc	English	120	114
UG	BE,Civil Engineering,Part Time	42	Diploma	English	60	12
UG	BE,Mechanical Engineering,Part Time	42	Diploma	English	60	46
UG	BE,Mechanical Engineering,	48	HSc	English	120	114
UG	BE,Electrical And Electronics Engineering,	48	HSc	English	60	56
UG	BE,Electrical And	42	Diploma	English	60	26

	Electronics Engineering,Part Time					
UG	BE,Electronics And Communication Engineering,	48	HSc	English	60	55
UG	BE,Electronics And Communication Engineering,Part Time	42	Diploma	English	60	21
UG	BE,Production Engineering,	48	HSc	English	60	56
UG	BE,Electronics And Instrumentation Engineering,	48	HSc	English	60	54
UG	BE,Computer Science And Engineering,	48	HSc	English	60	60
UG	BTech,Information Technology,	48	HSc	English	60	59
UG	BTech,Industrial Biotechnology,	48	HSc	English	120	113
PG	ME,Civil Engineering,Structural Engineering	24	B.E or B.Tech	English	18	14
PG	ME,Civil Engineering,Environmental Engineering	24	B.E or B.Tech	English	18	10
PG	ME,Civil Engineering,Geotechnical Engineering	24	B.E or B.Tech	English	18	12

PG	ME,Mechanical Engineering,Manufacturing Engineering	24	B.E or B.Tech	English	18	6
PG	ME,Mechanical Engineering,Thermal Engineering	24	B.E or B.Tech	English	18	2
PG	ME,Mechanical Engineering,Engineering Design	24	B.E or B.Tech	English	18	9
PG	ME,Electrical And Electronics Engineering,Power Electronics and Drives	24	B.E or B.Tech	English	18	6
PG	ME,Electrical And Electronics Engineering,Power system Engineering	24	B.E or B.Tech	English	18	10
PG	ME,Electronics And Communication Engineering,VLSI Design	24	B.E or B.Tech	English	18	9
PG	ME,Electronics And Communication Engineering,Applied Electronics	24	B.E or B.Tech	English	18	3
PG	ME,Computer Science And Engineering,Computer Science and	24	B.E or B.Tech	English	18	8

	Engineering					
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering,	36	M.E or M.Tech	English	1	1
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering,	36	M.E or M.Tech	English	2	2
Doctoral (Ph.D)	PhD or DPhil ,Electrical And Electronics Engineering,	36	M.E or M.Tech	English	2	2
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Communication Engineering,	36	M.E or M.Tech	English	1	1
Doctoral (Ph.D)	PhD or DPhil ,Production Engineering,	36	M.E or M.Tech	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Instrumentation Engineering,	36	M.E or M.Tech	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Computer Science And Engineering,	36	M.E or M.Tech	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Information Technology,	36	M.E or M.Tech	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Industrial Biotechnology,	36	M.E or M.Tech	English	1	1
Doctoral (Ph.D)	PhD or DPhil,Science And Humanities,	36	M.Sc	English	2	2

Position Details of Faculty & Staff in the College

<table>
<tr><th colspan="13" style="text-align:center">Teaching Faculty</th></tr>
<tr><th></th><th colspan="4">Professor</th><th colspan="4">Associate Professor</th><th colspan="4">Assistant Professor</th></tr>
<tr><th></th><th>Male</th><th>Female</th><th>Others</th><th>Total</th><th>Male</th><th>Female</th><th>Others</th><th>Total</th><th>Male</th><th>Female</th><th>Others</th><th>Total</th></tr>
</table>

	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	25				38				137			
Recruited	6	14	0	20	11	15	0	26	40	34	0	74
Yet to Recruit	5				12				63			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				53			
Recruited	0	0	0	0	0	0	0	0	21	32	0	53
Yet to Recruit	0				0				0			

Non-Teaching Staff	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				51
Recruited	22	19	0	41
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				150
Recruited	48	15	0	63
Yet to Recruit				87
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	14	0	10	14	0	8	19	0	71
M.Phil.	0	0	0	1	1	0	7	3	0	12
PG	0	0	0	0	0	0	25	12	0	37
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	7	9	0	16
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	0	0	5
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	7	20	0	27
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1677	0	0	0	1677
	Female	1199	0	0	0	1199
	Others	1	0	0	0	1
PG	Male	85	0	0	0	85
	Female	72	0	0	0	72
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	5	0	0	0	5
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	93	92	67	70
	Female	49	31	62	66
	Others	0	0	0	0
ST	Male	7	5	7	3
	Female	0	2	1	1
	Others	0	0	0	0
OBC	Male	358	411	326	315
	Female	214	167	254	305
	Others	0	1	0	0
General	Male	30	23	13	15
	Female	12	11	10	5
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		763	743	740	780

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	[View Document](#)
Computer Science And Engineering	[View Document](#)
Electrical And Electronics Engineering	[View Document](#)
Electronics And Communication Engineering	[View Document](#)
Electronics And Instrumentation Engineering	[View Document](#)
Industrial Biotechnology	[View Document](#)
Information Technology	[View Document](#)
Mechanical Engineering	[View Document](#)
Production Engineering	[View Document](#)
Science And Humanities	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	All UG and PG Programmes provides an opportunity for the students to enrich their knowledge in multidisciplinary/ interdisciplinary areas in the last 5 years. Minor Degree for all B.E./B.Tech. Programmes is offered now which permits additional learning opportunities across the breadth of various engineering Programmes. In addition, many 3-credit courses are offered as a part of Open Electives to encourage the interdisciplinary approach and culture among the students. The conceive-Design-Implement-Operate (CDIO) practice in the curricula is a cutting-edge educational framework designed to develop the next generation of engineering leaders. The curricula developed in last 5 years encourages the students to work in Community Service. Students will work on different assignments in the areas of community participation and service, environmental education, Good health and other related fields. It assists students to provide value- based solutions to real-world social challenges. Students are encouraged to do projects in the multidisciplinary mode by formulating teams which consists of students from more than two branches.
2. Academic bank of credits (ABC):	GCT has already taken all the necessary initiatives to fulfill the requirements for adopting the Academic Bank of Credits (ABC) as proposed by the National

	Educational Policy 2020. A well-structured curriculum supporting Choice Based Credit System is in force since 2016 and the associated academic regulations support credit transfer facilities among the Govt. Engg institutions. Our existing pedagogy is based on flexible learning wherein the student can choose courses at his/her own pace by registering for a minimum of 18 credits to a maximum of 30 credits every semester. Similarly, credits for courses completed through NPTEL, Coursera etc., can also be absorbed and accumulated towards the qualifying credits for the award of degree
3. Skill development:	The institution makes consistent efforts to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework. To achieve this all the departments has signed MoUs with many industries to train the faculty and students at the industries. The institution has established two Centres of Excellence (CoE) supported by TEQIP Project in 3 phases through world bank. Through this project it has strengthed the laboratories also to develop an ecosystem towards research, consultancy and innovation. Many skill development courses were organized through TEQIP from 2003 to 2019. Now the state Govt is offering many Value Added Courses under Naan Mudhalvan scheme. Under this scheme all the students are trained in next generation technologies. So far, the institution has trained more than 1500 students on the above Skill Development courses. In line with the NEP 2020, the institution has established dedicated Industry Institution Cell to bring the industry experts and research scientists to offer advanced level courses (one or two credits) to students in the category of "Industry offered courses" which is allocated in the regulations to enable the students to get the industry exposure. Many faculty members were sent to different industries to get field exposure. The institution regularly sends the students to industry for short training and major projects to get them exposed into industry practice. To train soft skills required by industry, the institute has active placement and training cell, which offers various soft skill courses such as resume building, communication, HR interview practice etc. Regulations are in place to ensure all the students must mandatorily undergo 4 weeks industrial training

	as Internship to get two credits and this enables active participation of students in Skill Development courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	NEP 2020 was implemented with a view to bring changes in the existing educational practices which are confined to certain limitations. The new policy introduced by our Honorable Prime Minister, Narendra Modi is made to cater to the needs of students from different echelons of the society. The previous education system had Linguistic and Cultural barriers. To overcome such hurdles, NEP 2020 offers scope to the students to study anywhere in India with confidence. This policy also helps to learn all ancient Indian languages. The Institution toils to preserve and promote ancient Indian classical languages and cultural practices. At present, the institution offers two courses that aim at inculcating classical Tamil in young minds, namely Thirukkural and Aathichudi. To provide basic knowledge of the Indian classical language, Tamil, an elective course titled 'Basic Tamil' is being offered.
5. Focus on Outcome based education (OBE):	Institution started to implement Outcome Based Education (OBE) in Teaching-Learning process from the Academic Year 2013-14. As per OBE, the curriculum has been refined by considering the knowledge, skills and attitude of the graduates after graduation. To inculcate the OBE practices, various training programmes are conducted for the faculty. In addition the National Board of Accreditation has accredited many engineering programmes under Tier-I. The Institution is well expertise in implementing the process of OBE as per the National Educational Policy (NEP). In this regard, the programmes in the institution are defined with Vision, Mission, Program Educational Objectives (PEOs), Program Outcomes (POs) and Program Specific Outcomes (PSOs). All efforts are taken by the institution to disseminate OBE parameters, PEOs, POs, PSOs to all the stakeholders. Frequent feedback is collected from the stakeholders at regular intervals of time to meet the POs and PSOs in the programme.
6. Distance education/online education:	GCT, as an Autonomous Institution, is not eligible to offer distance education and online education. However, GCT encourages the students and faculty members to register online courses offered by NPTEL and SWAYAM platforms and provide credit

	equivalence to the students. The department and the institution have arranged sessions on a variety of components such as career opportunities, GATE and CAT awareness by participating in technical and non-technical events, such as national and international conference presentations, hackathons, project design contests, etc.,

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club (ELC) had been set up in the institution in March 2022 and is functioning.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. ELC Nodal Officer and Student coordinators are appointed by the College. The Electoral Literacy Club is functioning with the following objectives : • To educate about voter registration, entire electoral process and related matters. • To educate and familiarize the robustness and non-tamperability of EVM and VVPAT in election process. • To help target audience to understand the value of their vote and exercise their suffrage right in a confident, comfortable and ethical manner. • To facilitate the target audience to understand the constitutional, legislative and legal provisions. • To facilitate voter registration for its eligible members who are not yet registered. The ELC ensures the commitment and character in every member of the Institution.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Awareness Programs: Pledge, poster competition, drawing competitions to create awareness among students. These programs demystify the electoral process, covering voter registration and the electoral system to equip students with the knowledge they need to be active citizens. Voter Registration Drive: The club conducted voter registration drives, making it easy and convenient for students to register, ensuring their voices are heard in the democratic process.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in	The ELC club is organizing voter registration drives on campus. These drives are strategically designed to simplify the often-complex voter registration process, ensuring that eligible members of the university community can exercise their fundamental right to

electoral processes, etc.	vote. Under the able guidance of the club coordinators and in collaboration with election officials, eligible students are empowered to complete the voter registration process using a convenient mobile app. This proactive approach has streamlined the registration process, eliminating many of the hurdles of individuals from participating in the democratic process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students of above 18 years are cultured to be the registered voters by conduct the awareness camps. Every student is required to submit his / her EPIC number to the club. In addition to the above, the ELC planned to conduct voter registration drive through its club once in a year.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2982	2995	3008	3072	3095

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format (data	[View Document](#)

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
805	853	844	817	845

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format (data	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
173	167	168	168	158

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified list of full time teachers	[View Document](#)

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 196

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2234.47	643.65	626.29	561.3	380.51

File Description	Document
Provide Links for any other relevant document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The institution, right from its inception has always been quality conscious in imparting education. The institution after becoming full autonomy in 1987, framing of curricula and the expected outcomes for different courses are decided by applying the internationally recognized and expected attributes of the graduates in engineering. AICTE model curriculum, IEEE, ACM, ASME and ASCE standards and guidelines are followed while designing the curricula and course content to have relevance to the local, regional, national, and global developmental needs

The Institution is practising Outcome Based Education from the academic year 2012-2013 onwards. All the Undergraduate and Postgraduate programmes offered by the Institution adopts Choice Based Credit System from the academic year 2016-2017 onwards. A set of PEOs, POs and PSOs are formulated for every programme based on the 'outcome based education' approach. Course objectives and outcomes are prepared for each course following the appropriate levels of Bloom's taxonomy. The question papers follow various levels of Bloom taxonomy. Systematic procedures have also been devised for assessing the attainment of PEOs, POs, PSOs and COs. The appropriate corrective measures are implemented based on the attainment levels perceived every year

Local development: A set of courses such as Language, Science, Technology and Society engage students in understanding local socio-economic-tech conditions. The Engineering Project in Community Services offered in the program allows students to interact with the local community and understand the needs for societal development.

National development: The course on "Constitution of India" visualises students about the national needs and how the young generation can engage in providing solutions to social developments of our nation. Course on "Industrial management and Economics" provides avenues to students to understand the socio-economic factors of the country. Industrial internship helps students to experience problem solving and acquiring skills in scientific and empirical results. Yoga, life skills, sports make the student engage in co-curricular and extra-curricular activities apart from curricular aspects. Students participate in National Level Events such as Smart India Hackathon and other Hackathons/Competitions and win prizes.

Global development: A rich collection of electives offered in our curricula meets the students' expectation for Global developmental needs. Different kinds of electives motivate students substantially to think, develop, analyse and experiment wherever they show interest. A good number of students pursue higher studies abroad in every academic session. The institute proactively participates in

academic and research collaboration with many institutions. Students also participate in International competitions regularly

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The programmes are designed with a primary focus on employability, entrepreneurship, and skill development. Students are trained in a wide range of skills such as critical thinking, problem-solving, communication, leadership, and teamwork. These factors are closely related and important in today's world, where there is a growing need for individuals to be self-sufficient and self-reliant. Students are encouraged to think creatively and develop an entrepreneurial mindset. All course syllabi together incorporate these factors given below to develop employability, entrepreneurship, and skill among students.

The programmes include Foundation courses (basic science, engineering science, humanities and management courses), Professional Core, Professional Electives including industry designed and offered electives, Open Electives, Employability Enhancement Courses, Online Courses, Self study courses and Value Added courses in the curricula to provide a strong theoretical foundation blended with practical engineering skills with an emphasis on Social/professional responsibility and Ethical/Environment and Sustainability related issues. Industrial sponsored courses are also part of the programme curricula. The students should also undergo Industrial Training/Internship and earn the eligible additional credits. Collaborative projects help the students to develop teamwork and leadership skills, which are important for employability. The Institution encourages the students to work in groups on projects that require them to collaborate and communicate effectively. All B.E/B.Tech programmes have included mini and main project courses in which students can do in-house projects or internship in company.

Number of courses with focus on skill development and employability are offered as Value Added Courses through the Naan Mudhalvan Scheme (a state government initiative). Apart from this, the students should earn additional activity points (including NSS/NCC/UBA etc) which focus on contribution to the society to become eligible for the award of degree.

Major revisions of the regulations along with the curricula and syllabi are done once in four years. However, minor revisions as and when required, recommended by the Programme Advisory Committee and Board of Studies are incorporated in the regulations/curricula/course content after the approval of Academic Council. Number of revisions of regulations and curricula since 2018 is 3, in 2018 (2018

Regulations), 2021(2018A Regulations) and 2022 (2022 Regulations).

The course syllabi are adequately revised to incorporate contemporary requirements; the institution has set up a system of continuous improvement. Review of courses and programmes is done in consideration with following:

• Industry trends and feedback to identify new demands of industry.

• Norms/requirements and standards of relevant statutory, regulatory and accreditation bodies.

• Structured feedback from students, alumni, employers and experts from academia and industry through course/programme review feedback.

• Analysis of current trends in the market.

• Consultation with the members of the Board of Studies.

The Institution has a very active Entrepreneurship Development Cell (EDC) through which Entrepreneurship Development Programmes are organised periodically

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 81.59

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 576

1.2.1.2 **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 706

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

In order to integrate the cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics, the Institution offers different types of courses in the curriculum like Environmental Sciences and Engineering, Professional Practices, Professional Ethics, Humanities, Youth Empowerment for Yoga Practice, etc., thereby leading to the holistic development of students. The Additional Activity Points programme/Engineering Projects in Community Services which is embedded in the regulations ensures skill development and societal commitment of the students.

1. Gender issues

Anti Gender Harassment Committee/Prevention and Prohibition of Sexual Harassment of women employees and students was constituted and functioning in formal since 2017. This committee addresses gender related issues and registers complaints with respect to gender harassment at work and suggests punishments. The Women Empowerment Cell was constituted and functioning formally since 2017. This provides a platform for hands-on experiences related to gender sensitivity which enable students to interface with real life situations. The programmes are organised through Women Empowerment Cell periodically

2. Professional Ethics and Human Values

Professional ethics and Human Values are principles that govern the behaviour of a person or group in a business environment. Like values, professional ethics provide rules on how a person should act towards others and institutions in such an environment. Developing professional ethics and human values will improve one's ability and judgement and refine one's behaviour, decisions and actions in performing the duty to the family, organisation, and society. Therefore, the institution has introduced the course "Values

and Ethics" for all engineering branches in the first year of study

3. Environment and Sustainability

Government College of Technology is a green campus, focused on energy efficiency by preserving natural resources for healthy living and a good learning environment. The Institution produces a significant amount of solar power supply. Rainwater harvesting system is implemented to recharge the groundwater. Awareness of environmental issues and its sustainability is given to the society through extension activities by NSS. Students learn compulsory courses on environmental science and engineering to understand the environment and sustainability issues. The Institution offers a separate PG programme M.E. Environmental Engineering to emphasise the importance of environment and sustainability. The research work at PG and Ph.D. level is also carried out in the field of environment and sustainability. The institution also has a green club to promote green initiatives.

4. The student volunteers of the National Service Scheme (NSS) have been actively involved in community services. The Institution also has an Anti-drug club, Cyber Club, Coding Club, etc. Several activities and community services are conducted under Unnat Bharat Abhiyan.

5. The curriculum has multidisciplinary projects and Open elective courses. The provision to pursue Honors/minor degree has been introduced in 2018A and 2022 Regulations

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 54

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 9

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 9

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.72

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
688	643	734	842	844

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
918	918	918	918	918

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 78.96

2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
513	416	442	526	602

2.1.2.2 Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
633	633	633	633	633

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

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The students are categorized as slow and advanced learners based on the feedback from

Faculty advisors through diagnostic tests, class interaction, laboratory participation and test performances. The following strategies are followed:

Strategies for slow learners
1. Remedial Classes are conducted to improve the academic performance of the slow learners
2. Extra classes and lab sessions are conducted to students who are unable to attend regular classes and laboratory sessions due to participation in Extra-Curricular and cocurricular activities enable them to coup up with their peers.
Strategies for advanced learners
1. Students with CGPA of 7.5 and above are encouraged to opt for Honours with major or minor specialization of their choice which will be highly helpful to them in pursuing their higher studies in future.
2. Government sponsored internship are provided to those students with good academic records, and financially low in order to get trained up and exposed to exact industrial needs.
3. Alumni interactions were encouraged through online to provide different dimensions of engineering.
4. Various industry expert guest lecturers were organized to provide Industry exposure to the students.
5. Skill Development Programme like Communicative English, Aptitude are conducted.
6. Trained for placement, GATE and other competitive exams.
7. Assignment and Student Seminars on contemporary topics to enable them for placement.
8. Appointed as member in board of studies and office bearers of student council, department association and various professional bodies to develop their communication, leadership & team building skills.
9. They are encouraged to participate in:
• MOOC and NPTEL Courses under Swayam platform.
• Various Seminars/ Conferences/ Workshops/ Inter-Collegiate Competitions.
• National /International level hackathons and competitions.
• Debate, Group Discussion, Problem Solving – Decision Making Exercises and Quiz Programmes.
• Extra-curricular activities, exhibitions and cultural

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

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

Response: 17.24

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

GCT offers a platform for growth, skill development, and the cultivation of values that mould young minds. programmes that are student-centred and innovative to foster creativity, improve problem-solving skills, and make sure to perform participatory learning. The following student-centred strategies are used:

Experiential Education

1. In addition to class laboratory and sporadic industrial trips are arranged.
2. Summer internships that provide practical experience are made mandatory.
3. Student clubs like e-yantra, the Robert Bosch IRSC, and the Society of Automotive Engineers IoT and robotics foster an innovative mindset.
4. Value-added Certificate programmes from MNCs like Microsoft, Google, NSE, and NPTEL that expand topic expertise.
5. Participating in hackathons and simulated stock exchanges allows students to practise real- world problems.

Participatory Education

1. Every year, every department has Techfests and Symposia for paper, project, and poster presentations. Students are also encouraged to participate in inter-college and national conferences and seminars.
2. To improve students' managerial capabilities to foster extracurricular skills, programmes like the English Literature Society and Tamil Mandram are held.
3. The annual cultural programme put on for students is a place for creativity. Problem-solving Skills:

Student Mini Project Development, Solution to Environmental Problems, Regular Quizzes, Case Studies, and Debates in inter-intra college assist students build problem-solving skills.

ICT Use by Faculty

In order to be prepared for the workplace, students must now acquire and master the newest technology. In order to engage pupils in long-term learning, teachers are fusing technology with conventional modes of instruction. Information and communication technology (ICT) is used in schools to assist, improve, and optimise the way that education is delivered. The Institute makes use of the following tools:

1. Power Point Presentations – Colleges employ projectors and LCD screens to deliver lessons using PowerPoint presentations. The digital library offers access to websites and internet search engines.
2. Industry Connect: In the well-equipped seminar and conference rooms, students can attend guest lectures, expert discussions, and a variety of technical competitions.
3. Online test: Following the completion of each course, students are given online tests using GOOGLE FORMS, Yahoo+, or
4. Student counselling is provided via the Zoom and Google Meet programmes.
5. Video lecture: Recorded video lectures are made available for future reference and long-term study.

Number of teachers using ICT (LMS, eResources)	ICT tools and resources available	Number of ICT enabled classrooms	Number of smart classrooms	Eresources and techniques used
157	10	40	20	157

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The learning environment of the school is different from a professional educational institution, where students acquire 10+ 2 education. The purpose of the Professional college is to provide the professional training and development of the student general personality and make them employable. Many of the institute's students come from rural background and have diverse socio-economic backgrounds; the environment of the institute is completely new to them. That is why they face many difficulties during his/her stay in the institute. To address this situation, the institute has introduced the Mentor Mentee program to guide the students. Mentoring provides students with emotional and instrumental support, counseling, motivation and a better environment in the institute. A mentor plays an important role in

students' education and has a positive impact on students' persistence and academic success. A mentee can turn to their mentor for both academic and personal guidance. It aims to help students strengthen their multifaceted skills and build human relationships between faculty and students. The mentoring-mentoring program of the Government College of technology is a structured program where each faculty member is assigned to mentor approximately 8-10 students. First year students have mentors from the departments of their first year, moving on to later years they are separated from their previous mentors and assigned to the next faculty in that department.

The mentor performs the following activities.

Tasks of a mentor:

- Meet with the student group at least twice a month.
- Maintain students' personal information, including their address, contact number, general academic performance and progress. This helps the mentor to monitor the academic growth of the students.
- Continuously monitor advice, guide and motivate students in all academic matters.
- Advise students on choosing electives, projects, summer training, etc. • Contact parents/guardians as the situation warrants, eg, academic irregularities, negative behavioral changes and relationships, harmful activities, etc.
- Advise students on their career development/vocational counseling. • Stay in touch with students even after graduation.
- Intimate HOD and advise if administrative action is required. • Keep detailed progress records for

each student.

- Vocational counseling - regarding professional goals, career choice, higher education.
- Career development - in terms of self-employment opportunities, business development, morals, honesty and integrity necessary for career growth
- Course-specific work – according to attendance and activity.

Tasks of the mentee:

- Attend meetings regularly
- After joining the mentoring system, enter your personal data in the form.
- If requested, provide mentor with detailed information about attendance, continuous assessment, testing, co-curricular and extracurricular activities.
- Trust the mentor and ask him for advice when needed.

Role of HOD:

- Meet with all mentors in the department at least once a month to check the correct implementation of the system
- Advise the mentor when necessary.

- If necessary, initiate administrative actions against the student.
- Inform the Principal of the institute.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The Principal, Vice Principal, HODs, Industry experts, and university nominations form an academic committee to develop academic regulations, curriculum, academic calendar, and monitor teaching and learning quality.

1. Academic calendar The Academic Committee compiles the action plan and presents a well-planned Academic calendar that is available to students on the school's website and notice boards.

The days of instruction, holidays, tests, and vacations are all clearly marked on the calendar.

In the event of unanticipated circumstances, the authorities make the appropriate revisions and post them on websites and notice boards.

1. Teaching Plan To ensure a consistent pace of instruction, the relevant faculty prepares a unit-by-unit teaching plan of the course content, divided across the given lecture hours, as instructed by the

An Outcome Based Education includes following:

1. Course prerequisites
2. Course objectives, Course outcomes and mapping with program outcomes
3. Learning resources and delivery methodologies like LBD
4. Assessment methods
5. Unit wise lecture plan
6. Assignment, tutorial and model questions
7. Link to video lectures
8. Additional information Internal Audit Committee will audit the Academic plans of each faculty and the audit reports are submitted to the principal, for follow up action.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 83

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	200	200

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 53.06

2.4.2.1 **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 104

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 9.91

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1714

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 84.18

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 133

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 27.2

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
20	14	55	15	32

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 2.92

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
61	0	0	29	35

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
837	856	848	852	892

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous

Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

Processes integrating IT:

- Student data was collected from course registration forms issued by COE, and entry into the Examination Management System
- Collection of tuition fees through SBI gct collect.
- Calculation and collection of examination fees.
- Question paper setting orders was issued by the Controller of Examinations.
- Scheduling of examination timetables and exams will be conducted by proper invigilation system.
- Dispatching of valuation orders by the Controller of Examinations.
- Entry of marks into the Examination Management System following valuation.
- Preparation of preliminary results in the Examination Management System.
- Finalization of results after moderation.
- Generation and distribution of individual and consolidated mark sheets to students.
- Quick dissemination of information to all stakeholders on institutional websites, such as: Publishing the examination timetable on the institution's website.
- Posting exam seating arrangements
- Announcing results on the institution's website following approval by the result-passing board.

Continuous Internal Assessment (CIA):

 Faculty members handling the courses document all Continuous Internal Assessment (CIA) marks, assignment marks and students' attendance in their respective classes. Continuous Assessment is to be arrived on the basis of performance of the students in tests, assignments and tutorial . Three assessments of equal weightage, conducted by the Course Instructor/ Coordinator / Department. The total marks obtained in the assessments put together shall be reduced to 50 marks and rounded off to the nearest integer..

After each internal assessment, faculty advisors compile the attendance records and CIA marks for each student during the course of study. These reports are then printed and submitted to the Controller of Examinations (COE), with the proper approval of the Head of Department (HoD). The COE office inputs these details into their system. At the end of the semester, faculty advisors submit a hard copy of the consolidated attendance and CIA marks to the COE. The digital records of attendance and CIA marks are subsequently transferred to the result processing system for further action. Reforms in the Examination procedures: Incorporation of Bloom's Taxonomy in internal and end-semester examinations, covering all relevant levels to assess various cognitive skills . Scrutinizing the end-of-semester question paper before conducting the exams.

Reforms in the Examination procedures:

Incorporation of Bloom's Taxonomy in internal and end-semester examinations, covering all relevant levels to assess various cognitive skills thoroughly. Scrutinizing the end-of-semester question paper before conducting the exams.

50% of the marks allocation to continuous assessment and 50% to end-semester examinations for theory courses in the R2018 curriculum. Allocation of 50% of the marks to continuous assessment and 50% to end-semester examinations for practical courses in the R2018 curriculum. Implementing a barcoding system for answer books to maintain confidentiality and integrity.

Introducing relative grading following AICTE norms starting from 2021 to ensure reasonable assessment standards. Online Examination and Digital Evaluation System: Implementation and evaluation of online examinations at GCT, Coimbatore during the COVID-19 period, encompassing several phases from initial preparations to paper evaluation. Naan mudhalvan courses like machine learninig was introduced by Government of Tamilnadu for the skill development and for the betterment of the placement opportunities.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The program outcomes for all undergraduate (UG) and postgraduate (PG) programs are defined based on the general attributes following the guidelines of the Washington Accord. Each program has its own set of well-defined learning outcomes, including, Program Educational Outcomes (PEOs), Program Outcomes (POs), Program specific Outcomes (PSOs) and Course Outcomes are framed for all courses in the program during the commencement of the semester based on Blooms' Taxonomy which includes various levels like:

•Remember

•Understand

 •Apply

•Analyze

•Evaluate

•Create

Head of the department along with subject faculties and subject and industrial experts discuss and frame the Course Outcomes. All Learning Outcomes (PO, PSO, CO) would be communicated properly among faculty, staff, and students. Students are educated with the outcomes of each course before the commencement of the subject by subject incharge. The defined COs are mapped to their corresponding POs with three levels of correlation in the program articulation matrix. The Program's Educational Outcomes are defined to ensure attainment within a few years after graduation. The Program Advisory Committee recommends that the POs, PSOs, and COs be submitted to the Board of Studies for approval. Once the Academic Council approves, the Program Educational Objectives (PEOs), POs, PSOs, and COs are disseminated and made available on the GCT website. The articulation matrices of all courses fulfill the requirements of every program's graduate attributes, verifying individual students' cognitive, affective, and psychomotor learning levels of the entire class. POs and PSOs are displayed at prominent places like HOD Room, Seminar Hall, Class room, Laboratories, Faculty Rooms.PO, PSO, CO are included in Lesson Plans of class record ,Lab Manuals, Course files, Course End Survey, Alumni Survey, graduate survey etc

•It is displayed in Institution Website

•These points are discussed using Alumni meet and feedbacks are taken from alumni to ensure whether the outcomes are met.

Attainment of Course Outcomes Attainment of Program Outcomes and Program Specific Outcomes

The CO attainment levels are calculated for Continuous Internal Assessment (CIA), Course Exit Survey obtained after the completion of the course, and End Semester Examinations (ESE). The attainment level is set with three levels: low, medium, and high for every course offered based on the percentage of students attaining the set targets. The overall CO attainment for every course is calculated, and any gaps in attainment are taken up for further analysis. The PO and PSOs for all courses of each program are averaged, and 80% of this attainment is considered as direct attainment of PO and PSO. The values obtained using the program exit, alums, and employer surveys are considered for calculating indirect attainment of PO and PSO with a weightage of 20%. The combined values of direct and indirect attainment of POs and PSOs are compared with the batch's target value based on the department's criteria for the respective program. The PO/CO attainment gaps are identified and used further to improve the teaching-learning process for each program/course. All stakeholders' feedback is obtained through different modes and analyzed for improvement. Class Committees Department-level committees are constituted at different levels and stages to assess and monitor progress and improvement. The Internal Quality Assurance Cell (IQAC) is a dedicated team that continually monitors the OBE activities by conducting the internal audit semesterwise by the senior most faculty members and provides suggestions for improvement.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 89.81

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 723

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.41

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The Government College of Technology, Coimbatore is dedicated to fostering a culture of robust research and innovation among its students and faculty. Their comprehensive plan not only encourages research but also ensures that it is conducted with integrity and adherence to established guidelines. This commitment extends to promoting collaboration and knowledge sharing among researchers to maximize the impact of their findings.

To support research endeavors, the college offers specialized programs such as TEQIP I, TEQIP II, and TEQIP III, which provide financial assistance to both students and faculty members. This funding can be utilized for various purposes, including publishing papers, pursuing Ph.D. studies, and acquiring patents. Additionally, the college assists faculty members in identifying external funding sources, further facilitating their research pursuits.

The Institutional Research Committee plays a pivotal role in upholding research standards and offering guidance to researchers. Comprising key stakeholders like the Principal and eminent professors, this committee convenes regularly to review research proposals and ensure compliance with regulatory requirements. Their collective efforts are instrumental in maintaining the quality and integrity of research conducted within the college.

The college has invested in state-of-the-art research facilities, including specialized centers like the Center of Excellence in Alternative Energy and Environmental Studies. Moreover, cutting-edge laboratories such as the Automation Laboratory and the Augmented Reality-Virtual Reality (AR-VR) research setup provide students and faculty with the necessary infrastructure to pursue innovative projects collaboratively. The college's online platform further facilitates access to research equipment and resources, streamlining the research process.

Promoting interdisciplinary collaboration is a cornerstone of the college's research strategy. By encouraging individuals from diverse academic backgrounds to work together, they foster a dynamic environment where cross-pollination of ideas leads to groundbreaking innovations. This interdisciplinary approach not only enriches the research experience but also enhances the quality and relevance of

research outcomes.

Adherence to ethical principles and academic integrity is paramount at the college. Stringent measures are in place to prevent academic misconduct and ensure that research is conducted ethically and transparently. By adhering to guidelines established by Anna University and the UGC, the college upholds the highest standards of integrity in research conduct.

In addition to fostering a conducive research environment, the college actively promotes entrepreneurship and innovation. Specialized labs cater to the development of new technologies and inventions, while collaborations with external stakeholders facilitate knowledge exchange and commercialization opportunities. Patents resulting from collaborative projects underscore the college's commitment to fostering innovation.

Recognizing and rewarding excellence in research is integral to the college's ethos. Faculty members are incentivized through promotions, awards, and professional development opportunities, acknowledging their contributions to the research community. By nurturing a culture of continuous learning and recognition, the college empowers its faculty to excel in their research endeavors.

In essence, the Government College of Technology in Coimbatore serves as a beacon of academic excellence and innovation, with research at the forefront of its mission. Through strategic initiatives, collaborative platforms, and a steadfast commitment to integrity, the college cultivates a vibrant research ecosystem where ideas thrive and discoveries flourish.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 1236.57

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	843.06	332.02	61.49

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 17.35

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 34

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 61.42

File Description	Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.1

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 20

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
Copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 31.21

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 54

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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

Response:

The Government College of Technology (GCT) is a vibrant institution that thrives on fostering innovation and creating a dynamic ecosystem for its students. The innovation ecosystem at GCT encompasses a range of elements that collectively contribute to the development of a creative and forward-thinking environment.

Institution's Innovative Council (IIC)

One key component of the innovation ecosystem at GCT is the Institution's Innovative Council (IIC) which fosters creativity and technological advancements. It serves as a platform for students to explore innovative ideas, collaborate on projects, and participate in competitions. The council often organizes events, workshops, and guest lectures to inspire a culture of innovation among students. These events include hackathons, technical symposiums, and innovation challenges. Participation in such events not only allows students to apply their theoretical knowledge but also provides them with opportunities to network with peers, faculty, and industry experts.

Additionally, it may facilitate industry partnerships that provide students with real-world exposure and opportunities to work on industry-relevant projects. This collaboration not only enhances the practical knowledge of students but also exposes them to the latest trends and challenges in the professional world. The innovative council contributes to the holistic development of students by nurturing their inventing spirit.

Academic Curriculum

The academic curriculum at GCT is designed independently under an autonomous system to promote innovation, and critical thinking and to meet the needs of the industry. It goes beyond traditional teaching methods and encourages students to engage in interdisciplinary learning. This approach nurtures a holistic understanding of subjects, fostering a mindset open to cross-disciplinary collaboration and innovative problem-solving. Moreover, the college has modern laboratories, cutting-edge technology, and resources that empower students to explore their ideas and turn them into tangible innovations.

Innovation Hubs

GCT has established innovation hubs and incubators within its campus, providing a physical space for students to work on their projects. The availability of mentorship from experienced faculty members and industry experts within these hubs further enhances the support system for budding innovators.

The Intellectual Property Rights (IPR)

The Intellectual Property Rights (IPR) cell engages in awareness programs like seminars, workshops, and training sessions to educate the academic community about the significance of Intellectual Property Rights. It facilitates the process of filling patent applications and ensures that the intellectual achievements of the college are appropriately recognized and protected. The college received a patent in 2019 and another in 2023.

By providing the necessary resources and fostering a supportive environment, GCT is shaping the next generation of innovators who will contribute to advancing technology and society.

The knowledge system

The knowledge system in college has evolved significantly in recent years, with a growing emphasis on digital platforms and e-learning resources. This transformation has been driven by the increasing need for flexibility, accessibility, and efficiency in education. Several key components contribute to the modern knowledge system in our college, including e-learning courses, NPTEL (National Programme on Technology Enhanced Learning), LMS (Learning Management System), and GATE (Graduate Aptitude Test in Engineering).

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is

ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: B. Any 3 of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 1.63

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 88

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 3.2

3.4.3.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 628

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

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.11

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 21

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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 10.66

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 40

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 1236.76

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
854.64	59.71	86.23	173.28	62.90

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Government College of Technology, Coimbatore is organizing and participating in various extension activities and outreach program to promote the Institute-Neighbourhood community to sensitize the students towards community needs.The Institute believes in not only promoting the societal and community activities to sensitize students but also leading in shaping the students and faculty into responsible citizens of the nation. Various Society Committee team members and organizers inculcate this awareness and goodness through various program like Cleanliness, Green environment & tree plantation,   Environment Awareness, , Road safety awareness campaign, , Blood donation camps, Women Development and Empowerment activities, etc.. All these mentioned activities have a positive impact on the students, and they developed student community relationships, leadership skills, and self-confidence of students. It also helped in cultivating the hidden personality of students and creating awareness among students.

The **NSS** cell- National Service Scheme is continuously promoting students to spread awareness about

the societal issues like awareness program of Street Harassment, Awareness program participation of CORONA VIRUS COVID 19 at alumni building lectured by our college doctor , Dissemination of information about the free vaccination drive from 13/04/2021 - 30/04/2021, distribution of sanitizers to the public..

NSS organizes several activities and were carried out by NSS volunteers addressing social issues which include cleanliness , tree plantation , International Childhood day - Cancer Awareness 'Staying Safe from Cancer' awareness on healthy eating habits to Children of Panchayat Union Primary School – Koppepalayam 16/02/2021. The NSS students aggressively participates in upliftment of various society and community by organizing awareness and donation programs .

  The **Green club** actively engage students in promotion of water conservation programs and many Awareness programs like Ban on Use of Plastic items etc. With the help of Oorani foundations we the green club members planted the samplings from main gate to four roads on both sides. Webinar was conducted on the title "BE A REASON FOR SOLUTION DON'T BE A REASON FOR POLLUTION" , " GO GREEN" to the second years. Organised a National Level Symposium , PRAKRITI in the online mode on April 3rd 4th 2021. Green club conducted GREEN ACTIVIST - An event to bring out the real gardeners among you.

The **NCC unit** - National Cadet Corps of the college organizes various extension activities as tree plantation, Road safety awareness, etc. It aims at developing qualities of leadership, patriotism, maintaining discipline, character building, spirit of adventure and the ideal of self service..The mission and vision of our NCC wing are to create awareness about its importance and role in nation-building among the student community.

Rotaract Club of GCT Coimbatore : Students initiated project 'Zeal #RunToCure' mega marathon to create awareness on cancer. They also made the great success of maximum blood donation ever in history of Elixir, of around 209 units. Rotaract is all about self-growth and self's dedication to community's growth.Perfection in effective Rotaraction results in community's evolution towards betterment, relaxation while achieving ambition and the Rotaractor's satisfaction.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

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

Response: 113

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	25	13	12	6

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

3.7 Collaboration

3.7.1

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

Response: 41

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The College is situated on 45 hectares of lush green campus. The state-of-the-art infrastructure augments learning and promotes a good teaching-learning environment. Totally 78 classrooms, 4 drawing halls, 68 laboratories, common workshop, central library, 2 auditoriums with audio video facilities, 4 Skill development centres, at least one seminar hall for all programme are available in the campus. Separate computing centre, project labs, research laboratories and industry sponsored laboratories are available for the benefits of students.In addition to the regular practical courses, the laboratory facilities are used for research activities and consultancy services that add to the Internal Revenue Generation (IRG) of the institute. Two centres of Excellence namely Centre of Excellence for Environmental studies and Centre of Excellence for Alternate Energy are established in the campus under TEQIP fund. Every department has computer laboratories for conducting practical class, on-line examinations, aptitude tests and banking examinations. Whenever additional course is started or curriculum needs arise, it is ensured that required physical infrastructure is available on time. Common drawing halls are available for students for conducting semester examinations.

The college has ICT enabled class rooms where the provision of multimedia learning, Wi-fi connectivity and internet access are available. The classrooms and seminar halls have provisions of smart boards/Digital boards including LCD projector for the effective teaching-learning process.

College has a playground of 46,816 sq.m. The ground has many sports facilities like Tennis court, Basketball, Volleyball, Football, etc. Apart from outdoor games, college has facilities of indoor games such as table tennis, carom, chess etc. College has a well-equipped gym with facilities that helps in doing physical exercises and fitness. Physical directress is available to train and encourage the students to participate in various zonal, Inter-university level, state level and National level games and tournaments. Sports ground is also used by Public especially by the police department before the college hours for their regular walking as a part of exercising activity. Separate yoga centre is available for conducting Yoga programmes.

To encourage the extra-curricular activities among students, the college has Orchestra facilities with good sound system, music and lighting systems. College has many clubs such as Tamil mandram, literary and debating society, fine arts club, Rotaract club, Youth red cross, NCC, NSS, Red ribbon club, Robotics club, Students Research Foundation and Student Journalist Council. Students organize various

activities under these clubs. For example, in Tamil Mandrum, the students regularly organises cultural festivals named Sangamam and Muthamizh Vizha. Every year an art exhibition is conducted to facilitate to the students an opportunity to express their skills in the form of art.

Every Department conducts technical contests/symposiums in areas concerning their programmes. Seminar halls, classrooms and other amenities as required for the co-curricular activities are made available by the respective faculty co-ordinator. The planning and conduct of the activities are also supervised by the co-ordinators along with the student organising team. Main Auditorium, Open Auditorium and also classrooms are made available for these activities.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 17.88

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
201.54	369.83	67.58	129.93	26.10

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

Relevance of available learning resources including e-resources

GCT Library has a huge collection of books & Journals fulfilling the academic needs of the students and the faculty members. The library boasts excellent facilities and it serves as a place for quiet reading, group collaboration, individual research and recreational reading.

Resources	Numbers
Books &eBooks	100605 &379
CD &Videos	1715
Bound Volumes of Journals	41935
Reports/Standards	8871(ISI)
Total Collection	153505
Current Journals on Subscription (Hard Copy)	Nil
e-Journals	1809 Journals from ProQuest Science Database. Springer 3 Subject Collection 441 Nos. IEEE Tier 3 - 193 Nos.

Library Details		
S. No	Category	Value
1	Carpet Area of Library(inm2)	1300
2	Reading Space(inm2)	84
3	Number of Seats in Reading Space	40
4	Number of Users(Issue book)per Day	25
5	Number of Users(Reading Space)per Day	20
6	Timings	10am-5.30pm
7	Number of Library Staff	9
8	Number of Library staff with a Degree in Library	5
9	Library Management	1
10	Computerization for Search,	Impres

		Indexing	ERP(OPAC)	
11		Issue/Return Records Bar Coding used	yes	
12		Library Services on Internet/Intranet INDEST or other Similar membership archives	yes	

Special Book Bank

Government of India sponsored Book Bank Section consisting of Text Books for BE Degree course (full time) has been established in the Library separately since 1979.As per the norms of Government of India, the SC/ST Students of the regular B.E. Degree Course (full time) receiving post metric scholarship of Government of India are eligible to borrow books from this Book Bank Section of the Library. The catalogue of Text Books is available in the Book Bank Section of the Library for the issue of books to these students. These students will be permitted to take these books on loan, every semester from this Book Bank.

Support to students for self-learning activities

The 75-Year-old institute holds the pride of possessing old books written by internationally renowned authors, collection of books of Indian and British Standards, bound Volumes of Journals, over one lakh books, e-journals, e-books. Digital Library is functioning from March 2007 onwards with 55 Computers, Two Multi-function device, Books, CDS and Journal CDS. Students can access international journals through ProQuest, Springer, IEEE and E-books published by Pearson Education,McGrawHill.(TotalNos.289,69,1780, 441,194 Nos.(under processing).

NDLI Club in GCT was started during June 2021 and is registered under the National Digital Library of India. The club has around 2207 members including students and faculties. The registration of the club is renewed each year and the registration number is **INTNNC3TPIGQV7A** which is valid up to 27.03.2023.

Year	Number of new titles added	Number of new Editions added	Number of new Volumes added	Scholarly journal (Nos.)	
				Softcopy	Hardcopy
2017 –2018	525	357	726(99229 –99954)	5000	27
2018 –2019	---	---	---	5000	27
2019 –2020	348	225	599(99955 –100553)	1185	10
2020 –2021	---	---	---	1185	--
2021 - 2022	30	20	30 (100554 – 100583)	1109	9
2022 - 2023	22		(100584 –	2221 Nos.+ 194	9

		12	100605)	(under processing)	

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 0.59

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
13.29245	3.30280	2.13341	6.69678	0.84922

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet

bandwidth within a maximum of 500 words

Response:

With the increasing demand for internet access in educational campuses due to evolving standard of education and flexibility offered by the Internet - universities, colleges, educational institutes etc., are keenly stepping forward to setup secured and stable wired or Wi-Fi network campus for their students. These campuses with wired and wireless internet access require seamlessly roaming facility to access internet from class room to library to labs and residential areas. Laying complete network with different vendor solution would be very costly effort and difficult to manage the technical issues. Education institutes require cost-efficient comprehensive solution that offers all the advance facilities and features in single platform with single point of contact for technical support.

The Institute has Wi-Fi facility to students at both hostels as well as in campus. 1Gbps NKN internet connectivity, 8 Mbps leased line connectivity and 40 Mbps VPNOBB (VPN over broadband) internet connectivity through single fiber under NMEICT is available for carrying out research works and project works.

The institute has a 24X7 WiFi facility in the college campus for the student and faculty members to avail internet connection at any place in the college & hostel. The connectivity through a fully networked campus with state-of-the-art IT infrastructure, computing & communication resources, offers students the facilities of e-mail, net surfing, up/down loading of web based application, besides helping them in preparing projects & seminars. Also the institute is using fortigate 600C with fortianalyzer firewall to prevent illegal access of internet.

Institutional Website: Government College of Technology, Coimbatore uses web-based technology as a tool to support its missions of teaching, research, scholarship, artistic creation, professional practice, and service to the community. Enova Solutions Pvt. Ltd., Coimbatore maintains the Institutional Website. Designers from Enova Solutions Pvt. Ltd are responsible for designing/creating content that meets web usability and accessibility standards, ensuring the accuracy and timeliness of the information presented, publishing pages that represent professional design and quality, ensuring that web materials comply with Institute policy, privacy and information security.

Institute Website Management Committee: The College Website Committee will oversee, interpret and revise the current website policy. The Website is managed/ maintained by the Institute Website Management Committee and each department has its own association faculty in-charge to maintain the respective department information in the Institution Website. After careful scrutiny of the information, it's published/ updated on the Institute's Website.

SI.NO	IT Facilities available
1	Balde Server
2	SAN Storage Date of installation: 28.03.2014
3	Mirror Server- 4 Nos Date of installation: 12.08.2014

	(Ftp Server, NPTEL videos, DHCP Server, Wireless Server)
4	Firewall – Fortinet 600 C
5	1.Core Switches - 1 No 2.Distribution – 2 No 3.Edge Switches 4. POE Switches (for Wi-Fi access)
6	Outdoor Wi-Fi (make: Extreme) – 5 Nos Indoor Wi-Fi (make: Extreme) – 110Nos Wi-Fi Controller (make: Extreme) – 2 Nos Wi-Fi updation date : 06.10.2016
7	Wi-Fi available for the following places: 1. All hostels 2. Main building 3. All Departments Building
8	Campus Wide Network Updation of Core, Distribution Systems, Firewall and Routers

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

Student - Computer ratio (Data for the latest completed academic year)

Response: 3.04

4.3.2.1 **Number of computers available for students' usage during the latest completed academic year:**

Response: 981

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

GCT-Video Conferencing System

Tamil Nadu State Government has approved Rs.44 lakhs to establish Video Conferencing System Facilities at Faculty Development Training Centre, Government College of Technology, Coimbatore and established in the year 2022.

Objectives

To enhance teaching and learning by using Electronic media, information and communication technologies in education.

Activities

- Faculty Development Training Centre has created an opportunity for the teaching faculties of Tamil Nadu Engineering and Polytechnic teachers to create a video on their subject content.
- Faculty members of various Tamil Nadu Engineering and Polytechnic colleges started developing video lectures for various subjects through these facilities. Also Ph.D research Scholars also utilizes these facilities for their research presentation.
- The developed learning materials (E-Content, Video Lecturers will be shared among students for better learning.

Application

- To prepare teaching–learning material (E-Content). Development of these materials will help improve learning by students.

- To develop E-Resources for Engineering & Science subjects.
- To develop online materials for all higher education teachers.

Facilities

- Video Conferencing System
- PTZ Camera
- Boundary Microphone
- Video Conferencing Software
- 43" Display
- Interactive Touch Monitor
- Virtual Studio System
- 30x PTZ Camera
- Audio Delay Box
- Head Worn Mics
- Powered Speakers
- Well established Acoustics

File Description	Document
Provide the link for additional information	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 29.55

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
1084.71	43.176	44.87	88.52	52.41

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The institute has adequate classrooms, laboratories, computer centers, library and sports complex which caters to the needs of total strength of the Institute. The Board of studies, Board of Governance, Programme Advisory Committee helps in framing the curriculum and syllabi of Programme. Class committee meetings are regularly conducted in the department. The Head of departments have assigned faculty in charge to ensure proper utilization and maintenance of classrooms, laboratory equipment, seminar halls, computer centers and furniture. For teaching and learning, there are about 74 classrooms, 68 laboratories with smart boards and projectors in few classrooms. Stock registers are maintained by all the departments. Efforts are taken for the usual maintenance of civil works. PWD wing of Technical Education carries the maintenance works. The Institution has policies and procedures to carry out the maintenance work after getting approval from the Directorate of Technical Education.

To cater to the academic and research activities, the institute has well established laboratories, industry supported laboratories. Laboratory facilities are utilized by all students for the practical classes and project work. Each laboratory is assigned with Staff In-charge and responsible for taking steps for the effective utilization of laboratories for teaching, research and innovation. Log books are maintained in the laboratories for recording the utilization of equipments by the students. Technical Staff of each laboratory helps in the maintenance of equipment and log books, in assembling the accessories of laboratory equipment or models. The equipments are purchased through e-procurement method following the norms and procedures.

The college library is equipped with all learning materials including books, journals, e-journals, code books, magazines, articles, etc. that facilitates students to use library effectively. For issue of books, bar code scanning system has been practiced. All books are provided with Accession numbers that helps

in easy identification and location of books. Teaching faculty is nominated as officer in-charge of library in order to have overall management of the library including purchase activities. Stock register entries are verified normally by the team of committee members constituted by the Head of the institution. Entry and exit registers are maintained in the library and the records of daily users are tracked. Reprographic facilities are available in the library for the use of students. Digital library is equipped with necessary student's usage software.

Each department has its own computer center for programming lab classes. Separate entry registers are maintained in all computer centers which will track number of users. In addition to regular academic activities, software training and placement training are conducted. The computers are maintained by technical staff for troubleshooting any technical problems.

A sport ground with open gallery is available for the students. Regular practices of games/sports and annual sports meet are conducted. The Directress of Physical Education is responsible for conducting all sports related events- Inter and Intra college competitions and also Zonal, District and National Level competitions. Enhancement of sport facility has been carried out by constructing an indoor stadium.

File Description	Document
Provide the link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 85.24

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2449	2427	2052	2911	3077

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

GOVERNMENT COLLEGE OF TECHNOLOGY, COIMBATORE.

The following efforts were taken for career counselling.

GATE COACHING

Academic Year	Scheme	Total no. of Beneficiaries	External Tie- up Institute	Action
2019-20	-	All UG Students	GATE FORUM	The students appeared for GATE Exam.
2020-21	State Government initiated GATE COACHING Scheme	All UG Students	-	Mechanical Department faculty from Government college of Technology were assigned for GATE COACHING to entire Government Engineering colleges, Tamil Nadu. You tube link: https://youtu.be/4iChAgZTcnM?si=CFkgI9sb7U6rehSc
2021-22				Registered for GATE 2021-22 : 250 Cleared : 25
2022-23				Registered for GATE 2021-22 : 150 Cleared : 15

COACHING FOR CAT / GRE / GMAT / TOFEL / IELTS

Academic Year	Scheme	Total no. of Beneficiaries	External Tie- up Institute	Remarks
2022-23	State Government sponsored	50	TIME Institute	-

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

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

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: C. Any 2 of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: C. Any 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 40.06

5.2.1.1 **Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
476	365	292	321	214

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 3.75

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
13	49	37	46	11

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	1	00

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Students actively participate and present their views in various committees/clubs/teams like academic council, Board of Studies, Hostel Meetings, Class committee meetings etc. Board of studies committee is instrumental in framing and revising the curriculum and syllabus. Students actively take part in board of studies meeting.

Student Journalist Council in GCT is the official student media body of GCT. It also publishes the quarterly student newsletter Aperture. The newsletter can be viewed from www.gct.ac.in/aperture. The news letter encourages the students' enthusiasm in journalism, photography and all the wings.

Student research foundation collectively analyzes the student ideas. Innovative ideas are given funds and technical guidance to develop them into products and solutions.

Students are the active members in anti-ragging committee to monitor and ensure the campus is free from any ragging related activities.

Students in each department have their own association committee. Committees are represented by general secretaries and joint secretaries. Association committees organizes intra, inter college technical events and National Level Symposium.

Besides every class across various departments have representatives to coordinate with various activities connected with the conduct of classes and placement activities of students. Students also have committees in the hostel to coordinate and oversee the facility made available to the students in the hostel.

Manavarmandram is organizing various student activities during every year for students namely, Village dance, silent drama, Villu pattu etc., these activities are conducted for revealing the tradition and creativity of the students. In this, they are conducting many solo events and group events.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 149.6

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
31.08	27.96	20.22	34.72	35.62

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Our Alumni association GCTAA () involved in many activites which includes :

1. **Networking**: **gSARC** (GCT Student Alumni Relationship Cell) is an initiative to revitalize relationships between the institution and the alumni across time, geography and interests
2. **Professional Development**: **gPAC** is the umbrella program under which multiple placement and career development initiatives are organized.
3. **Mentoring Opportunities**: Through 3 month duration **Student Mentorship Program**, a personal coach from the alumni community is rendered to groom a GCT Student(s) to face the real world
4. **Scholarships**: Every year through GCTAA needy students are sponsored for their entire college period
5. **Alumni Directories**: https://www.gctalumni.org.in/dir.dz   is an online platform that helps to search alumni by name, company, country state and city and connect with fellow graduates facilitating collaboration among alumni.
6. **Communication and Publications:** Associations keep alumni informed about institutional updates, achievements, and alumni-related news through https://www.gctalumni.org.in/newsroom.dz .Annual Bulletin released from GCTAA covers the report of activity of association for the year
7. **Internship Support:** STEP UP is one of the major initiatives that's being driven, enabling students to apply for both internships and full time roles in start-ups.
8. **Youtube channel:** Through **GCT Coimbatore** youtube channel alumni shares their knowledge and experience with the students

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)	

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision of the Institute

To emerge as a centre of excellence and eminence by imparting futuristic technical education in keeping with global standards, making our students technologically competent and ethically strong so that they can readily contribute to the rapid advancement of society and mankind.

Mission of the Institute

- To achieve academic excellence through innovative teaching and learning practices.
- To enhance employability and entrepreneurship.
- To improve the research competence to address societal needs.
- To inculcate a culture that supports and reinforces ethical, professional behaviours for a harmonious and prosperous society.

The institution follows a democratic and participatory mode of governance, with all stakeholders actively participating in its administration to deliver value-based and advanced education that brings significant benefits to society. The governing board comprises distinguished administrators, academicians, and faculty representatives. The Governing Body delegates' authority to the Principal, who, in turn, shares it with different levels of functionaries in the college. The Heads of Departments, the Conveners of various committees, and section in-charges play a significant role in framing institutional policies and implementing them. The institute strikes a balance between compliance with regulatory matters and maintaining a strong focus on improving the college's performance and long-term sustainability by forming a strategic direction towards a Center of Excellence.

Effective leadership is reflected in various institutional practices such as decentralization and participative management:

Empowering faculty centered practices:

Heads of the departments are empowered to prepare budgets for their respective departments in collaboration with the concerned faculty members and lab in-charges. A committee at the departmental level has been established to review the purchasing requirements for laboratory equipment, research needs, and regular maintenance activities. The Purchase Committee is responsible for verifying the

overall specifications of the equipment before initiating the approval process. Faculty members are granted complete freedom to organize various programs and participate in events organized by different organizations. They are encouraged to develop leadership skills by taking charge of various academic, co-curricular, and extracurricular activities. They have the authority to arrange industrial visits related to their courses and establish partnerships with industry experts.

Participation of Teachers in Decision-Making Bodies:

Teachers play an important role in implementing the vision and mission of the college and department by being members of various governing bodies and by implementing policies. They also serve as members and conveners of various committees that are established for the day-to-day functioning of the college. Some of these committees include the Academic Council, Examination Committee, Admission Committee, R&D Committee, etc. Additionally, teachers assume a crucial role as motivators for cultural and socially conscious activities in the institution by leading the NCC unit, NSS unit, Rotaract club, Women Empowerment cell, etc.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Strategic / Perspective plan:

1. To enrich curriculum

2. To incorporate digital platform to improve teaching-learning process

3. To encourage research and consultancy, industry-institute interaction and entrepreneurship activities.

4. To strengthen alumni engagement and enhance student experience.

5. To enhance faculty competency.

6. To formulate development plans to improve the overall quality of the institute

Curriculum Development:

The curriculum has been revised following the guidelines of the AICTE model curriculum. More emphasis is given to employment enhancement and skill development courses in the 2018A and 2022 Regulations, with a greater number of subjects in the Professional Elective and Open Elective categories. It has been insisted upon to include the design of components/structures as the mini project. Feedback from Alumni, Industrial Experts, Subject experts from other Premier Institutions, and student stakeholders has also been considered and incorporated into the syllabus. Industry-based electives have been incorporated into the new curriculum.

Teaching and Learning:

Online courses like NPTEL, Swayam etc., are helpful for enhancing the Teaching and learning process. Additionally, Smart Classroom Teaching and the utilization of IoT tools are being adopted.

Examination and Evaluation:

There is complete transparency in the examination system. Almost all subjects provide a detailed key obtained from the question paper setter, which is then given to the examiner during the evaluation process. Furthermore, students are given the opportunity to review their evaluated answer sheets immediately after the publication of results. If they are not satisfied with the evaluation, they can apply for revaluation.

Organizational Structure

The institution has a well-defined administrative setup that conforms to the norms of the AICTE and the UGC. The key components of the organizational structure of the institution are the Board of Governance, Principal, Heads of Departments, Faculty members, Non-teaching staff, and Administrative staff. It reviews the institutional strategic plan, which, in turn, establishes the academic aims and objectives of the institution and approves the financial and curriculum requirements.

The organizational structure supports the maintenance of institutional capacity and educational effectiveness through the involvement of external members in various committees/boards. Various stakeholders of the institute serve as members of different committees constituted by the institution. Decision-making procedures are carried out at appropriate levels within the organizational hierarchy.

Administrative setup

There are various committees with well-defined functions that provide academic and administrative leadership to the institution. A committee comprising administrative staff and faculty members is involved in planning and implementation, academic audit, and evaluation. An optimum level of decentralization is practiced through autonomous flexibility in departments and a participative decision-making process.

Service rules, procedures, appointment, and promotional policies:

Service rules and procedures are as defined by the State Government of Tamil Nadu. Recruitment is done by the Teachers Recruitment Board. All promotional policies are based on the UGC 7th Pay

Commission. Government orders related to service rules, procedures, recruitment, and promotional policies are available on the website. (www.tn.gov.in).

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Teaching Staff	• Staff Quarters for Teaching faculty • General Provident Fund • Medical and Maternity Leave • Medical Insurance • Gratuity • Promotion with financial benefits • Scheme of Pensions and Compensatory Pension
Non-TeachingStaff	• Staff Quarters for Non-Teaching faculty • General Provident Fund • Medical and Maternity Leave • Medical Insurance • Gratuity • Promotion with financial benefits • Scheme of Pensions and Compensatory Pension

In addition to the above, a Self-Appraisal report is collected from faculty members every year. In this report, they showcase their innovations, research, and steps taken towards self-renewal to cope with changes in technology and develop expertise for the effective implementation of the curriculum. The Self-Appraisal report includes the following activities:

- Teaching/Learning Activities: Result statistics, training programs Attended/organized, etc.
- Co-Curricular, Extension, Professional Development
- Department/Institution-related responsibilities and activities.
- Research Publications and Other Academic Contributions.

The self-appraisal reports collected from individual faculty members are evaluated by the Head of Department (HOD)concerned. Then, a Confidential Report (CR) is prepared by the HOD based on the self-appraisal report and students' feedback. The CR is then submitted to the Principal for further evaluation. Finally, this confidential report is sent to the Commissioner/Director of Technical Education for further processing. Based on this Confidential Report, faculty members are given promotions in the Career Advancement Scheme (CAS) as well as regular promotions.

Faculty members are provided with individual cabins and systems to facilitate a good ambience. Internet and free Wi-Fi facilities are also available on campus for faculty members and non-teaching staff. Faculty development programs (FDP) are organized for faculty members on a regular basis. Skill development courses are organized for non-teaching staff to enhance their skills in the work environment. Faculty members and non-teaching staff are also encouraged to participate in FDPs and skill development courses organized by other institutions.

Sponsorships to attend and present papers at conferences both in India and abroad are also provided. All faculty members who upgrade their research work through quality publications during the academic year are honored by the institution through an Academic Award Ceremony. The Teaching and Non-Teaching Staff Club organizes tours and sports activities for the staff. A Women Empowerment Cell is established

to create opportunities for women members to flourish and gain momentum. In a nutshell, the institution strives hard to keep our staff happy and healthy.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.3.2

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

Response: 25.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	03	57	90	46

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/

Management Development Programmes (MDPs) during the last five years

Response: 44

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
49	70	97	97	54

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Resource Mobilisation Policy:

The resource mobilization policy is centered on achieving the institution's goals in accordance with its vision and mission, as well as the principles of higher education at the International and National levels, while upholding accountability and credibility. The organization has a carefully thought-out financial management system that has adopted digital methods for increased efficiency and transparency.

In addition to the above, the objectives of the policy are:

- To develop the annual financial plan and execute it within the institution's approved budget.
- To monitor budget operations and make necessary adjustments for the optimal utilization of resources.
- To produce regular financial reports for effective expenditure monitoring.

Due to its status as a State Government Institution, the main sources of funding are student fees and grants from the State Government, as per the allocated budget. However, the institution also mobilizes its resources to meet anticipated needs for research and teaching materials through the following means:

- Overhead charges from research grants received from various Government and Non-Government agencies.
- Consultancy work.

The State Government's funds are utilized to pay the salaries of Administrative, Non-teaching, and Teaching staff. The Institution's budget is designed with development activities in mind, and provisions are included accordingly. The budget is then approved by the State Government, and funds are disbursed and allocated to different expenditure categories with the approval of various statutory committees periodically formed by the institution to ensure efficient use of funds and grants from the government. The institution strictly adheres to complete financial transparency. Funds generated from the above sources are primarily utilized for the maintenance and development of the institution and its students.

Optimum utilization of funds is ensured through:

- Adequate funds are allocated for effective teaching and learning practices, which include orientation programs, workshops, interdisciplinary activities, training programs, and refresher courses that ensure quality education.
- The budget is utilized to meet day-to-day operational and administrative expenses, as well as the maintenance of fixed assets.

- The enhancement of library facilities needs to be prioritized in order to augment learning practices, and accordingly, requisite funds are utilized every year.

The main motto of resource mobilization and optimal utilization of resources is to put our institution on a benchmark in tune with quality teaching and the unique growth of students.

File Description	Document
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists

during the last five years (not covered in Criterion III and V)

Response: 1225.35

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
21.537575	54.382	367.93	579.35	202.155

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

During the past five years, several internal and external financial audits have been conducted, accompanied by a mechanism to address audit objections. These audits aim to ensure transparency and accountability in financial matters. One such audit process involves the formation of a financial committee, similar to the purchase committee, which is responsible for allocating funds for different activities. The financial committee then presents its allocation proposals to the Governing Council for approval. At the conclusion of each financial year, the accounts undergo an external audit conducted by an auditor appointed by the Directorate of Technical Education (DOTE). The audit findings are compiled into a final audited report, which is subsequently submitted to the DOTE. The external audit encompasses a comprehensive scrutiny and verification of various aspects, including:

1. Review of operating expenses: This involves a thorough examination of expenditures incurred, such as purchase order processing, goods receipt, and invoice verification.

2. Annual stock verification: The audit entails the verification of stock registers to ensure accurate maintenance of stock records.
3. Verification of fee receipts: The audit examines various fee categories, including tuition fees, examination fees, hostel fees, and other sources of income. This process ensures that all fee collections are properly accounted.
4. Review of salary bills: The audit assesses the salary bills of administrative, non-teaching, and teaching staff. It ensures the accuracy of payroll processing and compliance with relevant regulations.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The IQAC cell of Government College of Technology works towards improving and maintaining the quality of education, identifying and suggesting new ways of using teaching aids, developing suitable infrastructure, improving research funding, and suggesting avenues to improve industry-institute interaction. IQAC is an effective and efficient internal coordinating and monitoring mechanism. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. Sub-committees have been formed to monitor various activities and departments, implement the IQAC guidelines, and report feedback on the progress. The IQAC strives to spread a quality culture through quality enhancement initiatives and best practices. Significant improvements in quality have been made by institutionalizing the following IQAC initiatives:

1. Strategic planning of key areas and assignment of responsibilities, including:

   - Preparation and adherence to the Academic Calendar

   - Academic results

   - Student industrial training

   - Student soft skills development

   - Placement support

   - Faculty development programs

   - Research and development

   - Interaction with industry

   - NBA accreditation

2. Monitoring and mentoring of academic and administrative activities. Periodic academic inspections are carried out to assess the quality of academics. The inspections involve:

   - Review of healthy academic practices

   - Mechanisms to identify and reform academic practices

   - Review of departmental facilities

   - Facilitation of the implementation of innovative methods in the departments

   - Self-development of faculty members

Incremental improvements have been made during the preceding year with regard to quality and post-accreditation quality initiatives. Physical infrastructure repair work is carried out by the PWD-Buildings and Electrical wing. Maintenance of computing facilities is given to an external agency through an AMC contract for computers and printers within the college. To maintain internet connectivity in all computers and the CCTV security system, a network and system administration team is appointed. External agencies assist in the maintenance of LCD projectors, EPBX system, air conditioners, and water coolers. The departments maintain complete records of laboratory equipment maintenance and employ suppliers and service personnel for calibration and other servicing measures as required.

A few specific initiatives undertaken to improve the physical ambience in the last five years include:

- Concreting of the parking area

- Painting of buildings

- Replacement of window shutters

- Renovation of washrooms

- Planting of new trees

The institution offers various technical programs such as workshops/seminars/talks by eminent industrialists to promote student growth. Each department organizes career development programs for third-year and final-year students. Periodic practice on Online Placement Tests is conducted to enhance the aptitude, mental ability, and reasoning skills of the students, making them capable of acquiring employment. The Placement Cell of the institute arranges pre-placement training by conducting group discussions and mock interviews.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

Two examples of IQAC-supported institutional review and training learning reforms:

Academic Audit:

Academic audits are conducted once a year, comprising one internal audit and one external audit each semester, to enhance the quality of the program. The academic audits are conducted according to ISO standards and evaluated. A detailed audit was conducted on curriculum and development, student aspects, teaching-learning evaluation processes, and faculty academic improvement programs. The internal audit committee consists of four members for the undergraduate (UG) program and three members for the postgraduate (PG) program.

Teaching-learning reforms:

The use of ICT tools has become an integral part of the teaching-learning process. The IQAC always encourages teachers to utilize these tools in academics and laboratories. Periodically, the IQAC provides training to teachers and non-teaching staff on the use of ICT tools, such as Google Classroom, video lecture preparation, video conferencing, email usage, and handling ICT instruments, through various workshops. The educational use of social media has also been employed to establish communication with students and peers. In teaching and learning, a feedback system is implemented to review the reliability and use of ICT facilities.

Faculty members have enrolled in NPTEL online courses, orientation programs, and refresher training programs. In this regard, faculty members have attended the Annual Refresher Programme in Teaching (ARPIT) available on the SWAYAM platform. GCT has become an organizational life member in professional bodies like the Indian Concrete Institute, etc. The IQAC cell has organized numerous webinars for faculty members on topics such as teaching and learning, digital teaching, etc. An online presentation on "Best Practices in Engineering Education" was arranged to facilitate the sharing of views and ideas among faculty members. Guest lectures and webinars have been arranged by departments, inviting experts from industries. Faculty development programs (FDP) and webinars have been organized for faculty members to effectively utilize online tools for handling classes during the pandemic situation and in thrust areas, in association with twinning institutions. Additionally, workshops conducted by various departments promote innovation, allowing students to participate and win prizes in the Smart India Hackathon.

Many faculty members have undergone industrial training in public sectors and research organizations such as BSNL and ISRO. Faculty members have also attended online webinars organized by various professional bodies and research institutes.

Sessions on career guidance for women, leadership, stress management, and soft skill development have also been conducted. Coaching classes for students have been held to encourage enrolment in GATE exams. The course(s) pursued through online mode, which are successfully completed by the student in a particular even/odd semester during the course of study, are eligible to be included in the grade sheet in the immediate next odd/even or next even/odd semester. Students may be permitted to credit online courses registered through SWAYAM (provided with certificates) instead of professional/open elective courses, with the approval of the Board of Studies through the Department Consultative Committee.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance*:*

> **1.Academic and Administrative Audit (AAA) and follow up action taken**

2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

As part of the curriculum, courses on Values and Ethics, Women and Health, Gender Development and Globalization, Women Rights in India address issues related to Women. As part of these courses, students learn about issues related to Women's Health in India, sexual health, the prevention and impact of premarital pregnancy, and sexually transmitted diseases. They also learn about the concept of addiction and how it will affect their physical and mental health. At our institution, Exclusive common room available for the convenience of girl students and women faculty members. These rooms offer a dedicated space where they find comfort and respite during periods of illness or discomfort. A well-equipped gym facility has been facilitated for female students that caters for physically fit and active. Separate Timings for female students to ensure a comfortable and secure exercise environment. NCC provides a valuable platform for female students to learn important life skills such as leadership, discipline, and teamwork while also participating in significant community service and patriotic activities. Girls are actively participated in NCC, to enhance their personal development and also promotes gender equality. These girls are inspiring others and contributing to a more open and progressive society by challenging

traditional gender sterotypes. The institution ensures that women participate in all activities. The following are some of the specific initiatives by the institution to ensure female student's involvement in all academic, co-curricular, and extra-curricular activities.

? Gender sensitization programs for all students, faculty and staff members to prevent all forms of violence
? Celebration of International Women's day 8 th March every year
? Seminars and Workshop on gender equality

In our institution, 64% of women faculty are key administrators in various administration activities like Head of the Department, Club In-charge, Controller of Examinations, Library In-charge, etc. In our institution, out of the faculty strength,55% are women. In the last five years, our institution has hosted a various faculty development programmes, with women faculty organizing 68% of them. Our institution has 64% of women faculty acted as resource persons for various programmes, board members, Governing council members.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**
6. **Wind mill or any other clean green energy**

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Liquid waste management:

The liquid waste produced from various sources like Hostels, offices and various departments are collected and conveyed to public drains. Waste stabilization pond is also provided in the campus for the storage and stabilization of wastewater produced form these sources.

Solid waste Management:

The organic fraction of solid waste like kitchen waste and food waste produced from hostel mess and canteen have been managed by vermi composting and organic waste composter. The manure produced from composting is packed and stored. The stored manures are used for the gardens and plantations in the campus. The paper wastes hostels, office and departments are segregated and disposed through local recyclers

Air Pollution Monitoring:

The ambient air quality inside the campus is monitored periodically. The pollutants namely particulate matters, SO2 and NO2   are monitored and checked with ambient air quality standards. The indoor air quality also monitored by air quality monitoring equipment's available in the Department of Environmental Engineering

Biomedical waste management

Management and Disposal of Biological Waste

The biological waste such as Petri dishes, culture tubes, syringes, needles, vials, pipette tips are autoclaved at 121 with 15psi pressure and the liquid wastes are disposed via the laboratory sink. The chemical wastes are segregated, labelled and sent to landfills or thermally treated and discharged via Sewer system. The non-biological wastes such as agarose gel containing non-hazardous materials are discarded properly through landfills and the plastic wastes such hand gloves are disposed in a designated waste container.

E- WASTE MANAGEMENT

E-waste is any electrical or electronic equipment and their components that's been discarded. This includes working and broken items that are thrown in the garbage or donated to a reseller Often, if the item goes unsold in the store, it will be thrown away.

GCT Coimbatore has taken proactive steps to raise awareness about E-waste management among students, faculty, and staff. Regular campaigns and workshops are conducted to educate the college community about the hazards of improper e-waste disposal and the significance of recycling. These programs help in fostering a culture of environmental responsibility and promote active participation in e-waste management initiatives.

EXPO ON RECYCLING AND WASTE MANAGEMENT

1. An expo on Recycling and Management was conducted on 9th May 24, 2023 in GCT, Coimbatore, highlighting its role in raising awareness, promoting sustainable practices, and encouraging responsible e-waste management.
2. The expo explored the significance and the impact of the E-waste on the environment.

METAL EXTRACTION FROM EWASTE.

1. Collection and sorting of e-waste to isolate copper-containing components.
2. Mechanical shredding of e-waste to increase surface area.
3. Manual or mechanical separation to isolate copper-rich components, primarily PCBs.
4. Chemical leaching using acids to dissolve copper from the PCBs.
5. Processing the leach solution to recover dissolved copper.
6. Techniques such as solvent extraction, electrolysis, or electrowinning are used for copper recovery.

E-WASTE IN OUR CAMPUS

E-waste, or electronic waste, is a growing concern in many educational institutions, including college campuses. It refers to discarded electronic devices such as computers, laptops, smartphones, printers, and other electronic equipment. Proper management of e-waste is crucial to minimize its environmental impact and promote sustainability.

The electronic wastes are generated from all the departments and they are stored separately. These wastes can be managed and metals can be recovered by the above process.

File Description	Document
Geo-tagged photographs of the facilities	[View Document](#)
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: B. Any 3 of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The pedestrian pathway on our campus, extending from the main entrance to the Rudra block, main building, State Bank of India, and post office, is a vital and well-traversed route for students and faculty alike. This pathway ensures easy and safe access among these key locations on campus, featuring thoughtful design elements such as slight elevation changes and separation with grills.

The campus is adorned with a variety of trees and plants, contributing to a pollution- free environment and safeguarding the health of all campus residents. The beautifully landscaped
campus, with its lush greenery and aesthetically pleasing design, not only provides a pollution- free environment but also creates a welcoming and serene atmosphere for all who traverse it.
Battery-operated bicycles powered by solar energy on our campus as a demo project is an excellent initiative that can promote sustainable transportation and renewable energy. This initiative
not only promotes green transportation but also serves as a learning platform for students and staff about renewable energy and sustainability practices.

Vehicles are restricted in our campus except before main library and all departments.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: C. Any 2 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Institution has adopted the Persons with Disabilities Act 2016 (PwD). All the buildings have accessibility around and within the buildings with ramps and railings. It has provision of lift for barrier free access for students, staff, visitors and differently abled people. Academic building and offices are provided with lifts

PROCEDURE FOR USING SCRIBE

 If a candidate is physically handicapped (in case of accidents / ill health) at the time of examination, he / she may be permitted to use a scribe to write the examination. The compensatory (additional) time should be one hour for three hour duration of examination. The Scribe shall be a non-engineering student / graduate

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

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 such other diversities (within 500 words).

Response:

The institution has been endeavoring to create an inclusive environment through various initiatives apart from curricular aspects. The Curriculum has been revised with the inclusion of Professional ethics and mandatory courses like Constitution of India and Environmental Science and engineering. These courses create awareness of the importance of living in harmony with each other and with the environment, act responsibly with ethics towards communal and socio economic diversities of the nation.

Government College of Technology has the repute of nurturing endurance and peace among the students through various activities conducted throughout the year by the Youth Red Cross, Green Club, National Service Scheme, National Cadet Corps, Rotoract Club, etc. Different programs and activities conducted throughout the academic year help students develop mutual understanding and it creates a harmonious environment.

To start with, Literary & Debating Society and Tamil Mandram kindle students' flair for languages and their thirst to develop language skills. Besides, their association with people of different places naturally builds harmony with the people around them. Youth Red Cross helps students create awareness among people on their health and how to bring hygiene to daily life activities. NSS activities motivate students to render their service to people or hamlets in and around Coimbatore which lacks facilities. The camp programs enhance students' inner strength and confidence to tackle odd situations in life. NCC activities aim at strengthening students' character, discipline, and secular outlook besides providing them with chances to involve in adventure sport. Rotoract club activities develop the leadership and professional skills of students.

To build a nation with Young technocrats who are noble in their attitude and morally responsible, the institute organized and conducted a several activities to build and promote an environment for ethical and cultural values among the faculty members and students. The emotional and religious feelings among the students and the faculty are developed by celebrating commemorative days on the campus to create the sense of oneness and social harmony.

Every year the faculty members, staff and students jointly celebrate the cultural and regional festivals, like teacher's day, Induction program, oath, plantation, Youth Day, Women's day, Yoga day, festivals like Pongal celebration, etc are performed in the campus.

Motivational lectures are conducted by inviting eminent persons from various academic institutions to help the progression of the students for their personality development, and to build them a responsible citizen following the national values and integration.

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

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

At GCT, we believe in providing holistic all round education to the students and sensitizing students on our constitutional rights, values, duties and responsibilities is one of the primary educations given at the institute through various means.

Sensitization of students and employees of the Institution to the constitutional obligations is done through curriculum as well as through extra-curricular activities. The students of GCT of all branches study constitution of India as a compulsory paper which sensitizes the students about constitutional obligations. As a part of strengthening the democratic values, all students take a course on Environmental science in their curriculum which gives them insight into environment acts, wildlife protection act, forest act, global environmental concerns etc. In addition to this many regular programs are conducted by Women empowerment cell of the institute to educate women about their rights. Also seminars and workshops are conducted on days of national importance on various rights, duties and responsibilities of citizen. Seminars on topics like Right to Information, Sexual Harassment are conducted periodically. Every year Republic Day is celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Independence Day is also celebrated every year to highlight struggle of freedom and importance of Indian constitution.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

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.

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: C. Any 2 of the above

File Description	Document
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

1.   Title of Practices

Earn While Learn

2.   Objectives of the Practice

•   To impart field exposure and practical knowledge through testing and consultancy works.

•   The goal is to employ research students and PG Students to work in the Testing and Consultancy services along with faculty members.

•   To get familiarity in the Analysis and Design of various structures, Stability Analysis, Inspection and Rehabilitation, Borehole Soil Investigation, Third Party Inspection, GPS Survey, Sewage Treatment Plant design, Water Quality testing, Air Quality Monitoring, Testing of plant material extraction, design of conventional and machine foundations, Design of pavements, Stability analysis of retaining structures, Ground Improvement Techniques, Water treatment plant, Segregation machinery and refinement machinery supply and erection work of dry solid waste management.

3.   The Context

•   This paves way for earning and makes the student community to solve complex field problems.

•   It helps to face societal challenges and to solve current issues by giving solutions to recent industrial problems.

•   The institute helps in finding solutions to the various problems with the help of recent technologies and modern equipment.

•   This leads to contribution towards sustainable development goals by way of involvement in practical issues.

•   It improves Industry Institute Interaction as mentioned in NEP-2020 policy.

•   This helps technology transfer from theoretical knowledge/practical skills to the field.

•   This connects academics and industry, which is the need of the day.

4.   The Practice

•   Faculty members and students are involving in the analysis and design of various structural work and consultancies related to wastewater sample analysis.

•   Testing procedures as per IS standards, analytical skills as per permissible limits are followed, that will improve the report writing capability.

•   Consultancy projects help to understand the challenges real-world problems/complex field problems.

•   Honorarium is given to students, faculty and staff members from the revenue generated through Internal Revenue Generation (IRG).

•   It develops partnership between industry and institute.

•   Also, this kind of activities helps them to shine well in on - campus and   off – campus interviews.

•   The experts from different industries regularly visit our institute and interact with students about the engineering challenges encountered in the field. This exercise helps the students to understand the application of theoretical concepts in practical problem solving.

5.   Evidence of Success

•   In the last 5 years, on an average amount of Rs. 5,00,00,000/- (rupees five crore) has been generated as IRG through consultancy services from various organizations like government, quasi government. The details of the consultancy amount per year is shown in the below graph.

•   Students gained field exposure, instrument handling exposure and practical knowledge also. The success of the best practice of earning while learning is the honorarium for students by involving them in the consultancy and testing works.

6.   Problems Encountered and Resources Required

•   Equipment's/ Machinery needs to be maintained regularly for testing of materials; specimen testing of project works.

•   Purchase of different kind of Software used in practice become essential.

•   Additional fund should be maintained to service the equipment.

•   Trained person related to consultancy work should be available to finish the assigned work in stipulated time.

•   Validation of reliability of the analysed data should be done by experts in the relevant field.

BEST PRACTICE II

1. Title of Practices:

Experiential Learning and Practical Approach in Teaching Learning Process

2. Objectives of the Practice:

· To promote direct industry links with the departments and improve in-plant training, industry visits, field/site visits, industry projects, and internship opportunities for students.

· To train and meet out the students towards the industry readiness requirements.

· To design industry-oriented curricula to meet the requirements and incorporate the most recent technologies into the syllabus.

3. The Context:

· Industrial experts are involved in the Board of Studies, Programme Advisory Committee, Board of Governance, Smart Hackathon Selection Committee Members, Programme Evaluation committee.

· Expert Members from different industries are invited for special lectures and Chief Guest for various technical programmes for the benefit of students.

· These processes will be helpful for the students to get sponsorship for their SAE project.

4. The Practice:

· Society for Automotive Engineers (SAE) is an International organization with its motto "The engineering society for advancing mobility Land Sea Air and Space" is serving as a platform for students to explore globally and to cope up with the advancements in the techno- world.

· It is a professional engineering society which guides its members to imbibe the fundamentals and applications of the engineering field.

· The students from different engineering disciplines such as Mechanical, Production, Electronics & Communication and Electronics & Instrumentation Engineering actively participated in SAE events.

· The following are the different events conducted through SAE club:

1. SAE-Efficycle

2. SAE-Baja

3. SAE-Tractor Design Challenge

4. Effi-car

5. ISIE-HVC (Hybrid Vehicle Challenge)

6. ISIE - GOKART

5.   Evidence of Success:

· The SAE team won the first price in 2018 & 2019 and second price in 2020 for the Tractor Design Challenge.

· The total numbers of students from different engineering disciplines were involved in the SAE activities shown below are one of the evidence of success.

S. No.	Type of Activity	Academic Year	No of Students involved in Project
1	SAE	2017-18	109
2	SAE	2018-19	49
3	SAE	2019-20	77
4	SAE	2020-21	30
5	SAE	2021-22	19
6	SAE	2022-23	30

6.   Problems Encountered and Resources Required

·   More training programmes along with industries may be arranged for faculty members and students. This helps in bringing the issues faced by the industry into the curriculum aspects.

· Getting sponsorship for making prototype models is difficult.

·   Hands-on training should be conducted periodically to enlighten the knowledge of the students. This requires separate funds and staff members.

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Being a Government Institution, it's priority and thrust is to provide value based education to uplift the first generation learners, rural and socio-economically backward students at affordable cost with knowledge and skills.

1. Institution has best academic practices based on well-defined attributes and AICTE mandated key performance indicators. Institution is identified by MHRD,TEQIP to establish two Centre Of Excellence in Alternative Energy Research and Environmental Studies.

2. Faculties are well qualified having a good period of experience invariably use ICT tools to deliver quality lectures to the students to increase their higher order thinking skilIs. The mentor-mentee system is in place mentor , students can discuss their academics and personal problems with the Mentor.

3.The institution provides good Institute – Industry Linkage established through MoU's to the students and faculty. It organizes various programs for providing hands-on training for students on latest technology adopted by the industry. Students are enabled to work environment through regular industrial visits and an internships. It provide courses in niche areas and value added courses under "Naan Mudalvan Scheme" and those courses are accepted for credit transfer in their curriculum that enables them to increase in number of placements.

4.Institute Innovation Council organizes Motivational talks, Seminars, Workshops etc. to provide industry readiness and startup culture in the institute. Every year , Tech Expo has been organized to provide opportunities for the students to show case their technical ability and talents. These practices have embraces the development of the students which is observed in the increase in number of placements and participation in hackathons .

5.The Institute encourages students to conduct various community service programs with the help of the NSS ,UBA, Rotoract club and Y's men club to inculcate the holistic learning, values ,dedication and mutual cooperation among students.

6.The Institution has strong Alumni support. Alumni association extend help in all aspects like financial support, interaction with industry, offering internship and placement assistance. A special Initiative of gSARC(GCT student alumni relationship cell is in operation to Build a Strong Alumni Database and Strengthen relationship between Institution <> Students <> Alumni. The key objectives are GCT talks, Brand development, mentorship program (Personal coach from Alumni for passionate students), Great Conversations and Talks (Industry experts, mentors and leaders from across time zones assembling their rich experience and animated ideas) Startup Community Recruitment

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The Government College of Technology, Coimbatore commemorated its Platinum Jubilee Year in 2021–2022, a significant milestone in its long and distinguished history. This momentous occasion provided an opportunity to reflect on the institution's illustrious past and acknowledge the remarkable progress over 78 years. During this period, every department at the institution has established itself as a hub of knowledge and has worked hard to provide its laboratories with the equipment required to meet the ever-evolving requirements of various programs. Contemporary facilities demonstrate the college's dedication to creating an environment that promotes all-encompassing education.

The Government College of Technology, Coimbatore is a center for cutting-edge research and a symbol of academic achievement as it continues to change and grow. Every department's development is consistent with the institution's overall trajectory, demonstrating a dedication to academic excellence, innovation, and relevance in the field of engineering.

All things considered, the Government College of Technology, Coimbatore is a model educational institution that has not only endured but also prospered over the years by continuously adjusting to the shifting demands of technical education. The institution is steadfast in its commitment to fulfilling its objective of delivering high-quality education and making a substantial contribution to the advancement of engineering practice and knowledge.

Government College of Technology, Coimbatore is

1. Tamil Nadu Engineering Admissions (TNEA) Facilitation Centre

2. Tamilnadu MBA/MCA Admissions Facilitation Centre

3. Tamilnadu Faculty Development Training Centre

Concluding Remarks :

Government College of Technology acts as a good Platform to recruit qualified engineers since Coimbatore is an industrial hub.

It offers education for rural students with an affordable fee structure.

Government College of Technology, Coimbatore offers Quality Education and assesses students' performance through outcome-based education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.** Answer before DVV Verification : 54 Answer After DVV Verification :54
2.4.2	**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years** 2.4.2.1. **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years** Answer before DVV Verification : 104 Answer after DVV Verification: 104
2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)** 2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year** Answer before DVV Verification : 2410 Answer after DVV Verification: 1714
2.5.2	**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years** 2.5.2.1. **Number of complaints/grievances about evaluation year wise during last five years** Answer before DVV Verification: {table1} Answer After DVV Verification : {table2} 2.5.2.2. **Number of students appeared in the examination conducted by the institution year wise during the last five years** Answer before DVV Verification: {table3}
3.1.2	**The institution provides seed money to its teachers for research** 3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise**

Table1:

2022-23	2021-22	2020-21	2019-20	2018-19
69	0	0	29	36

Table2:

2022-23	2021-22	2020-21	2019-20	2018-19
61	0	0	29	35

Table3:

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

during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	999999	999999	999999	999999

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	843.06	332.02	61.49

3.1.3	**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years** 3.1.3.1. **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years** Answer before DVV Verification : 78 Answer after DVV Verification: 34 Remark : Input is edited from data template.
3.2.2	**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years** 3.2.2.1. **Number of research projects funded by government and non-government agencies during the last five years.** Answer before DVV Verification : 21 Answer after DVV Verification: 20
3.2.3	**Percentage of teachers recognised as research guides as in the latest completed academic year** 3.2.3.1. **Number of teachers recognised as research guides as in the latest completed academic year:** Answer before DVV Verification : 54 Answer after DVV Verification: 54
3.4.2	**Number of candidates registered for Ph.D per teacher during the last five years** 3.4.2.1. **Number of candidates registered for Ph.D during the last 5 years:** Answer before DVV Verification : 91 Answer after DVV Verification: 88
3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification : 743
Answer after DVV Verification: 628

3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years**
	3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years
	Answer before DVV Verification : 27
	Answer after DVV Verification: 21

3.5.1	**Revenue generated from consultancy and corporate training during the last five years**
	3.5.1.1. Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
854.64	59.71	86.23	173.28	132.44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
854.64	59.71	86.23	173.28	62.90

4.1.2	**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**
	4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
868.67	366.27	64.28	253.03	135.58

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
201.54	369.83	67.58	129.93	26.10

Remark : Input is edited from supporting documents .

4.4.1	**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**
	4.4.1.1. *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR*

in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1084.71	393.18	44.87	88.17	52.41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1084.71	43.176	44.87	88.52	52.41

Remark : Input is edited from data template.

5.1.3	**Following capacity development and skills enhancement activities are organised for improving students' capability** 1. **Soft skills** 2. **Language and communication skills** 3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)** 4. **Awareness of trends in technology** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above
5.1.4	**The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases** 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and progressed to higher education during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
476	365	292	321	285

Answer After DVV Verification :

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

476	365	292	321	214

Remark : Input is edited from clarification documents .

| 5.3.1 | **Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years** |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	28	15	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	1	00

| 5.4.1 | **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:** |

    5.4.1.1. **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31.08	27.96	20.22	34.72	35.62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31.08	27.96	20.22	34.72	35.62

| 6.4.2 | **Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)** |

    6.4.2.1. **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21.537575	54.382	367.93	579.35	209.725

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21.537575	54.382	367.93	579.35	202.155

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of final year outgoing students year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---------	---------	---------	---------	---------
844	861	878	864	893 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---------	---------	---------	---------	---------
805	853	844	817	845	
2.2	**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:** Answer before DVV Verification : 198 Answer after DVV Verification : 196