NEP Implementation Committee 2021-22 & 2022-23

Objective: The Committee has been constituted by the Principal for Implementing NEP regulations, B.Tech for all semester classes. The committee remains functional for entire Academic Year.

About the Committee:

The Committee consists of one senior staff as the coordinator, IQAC coordinator and all the HoD's as members. The committee conducts meetings to decide procedures and norms to implement the NEP regulations in G Pullaiah College of Engineering and Technology. Also, programs and guest lectures are organized for staff and students to enhance the awareness about NEP regulations.

Coordinator: Dr C Srinivasa Rao, Principal

Members:

- ❖ Prof. G Sashi Kumar, Dean, Student Affairs
- ❖ Dr M Giridhar Kumar, HoD-MBA and Dean, Administration
- ❖ Dr. B Ravi Chandra, IQAC Coordinator
- ❖ Dr. T Tirupal, HoD, Dept., of ECE
- ❖ Dr. M SriLakshmi, HoD, Dept., of CSE
- ❖ Dr. G Panduranga Reddy, HoD, Dept., of EEE
- ❖ Dr. S Afzal Basha, HoD, Dept., of CIV
- ❖ Dr. P Suman Prakash, HoD, Dept., of CAI
- ❖ Dr. G Praveen Kumar, HoD, Dept., of MEC
- ❖ Dr. B Suneetha, HoD, Dept., of H&S

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Institutional Preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Evolving into a comprehensive, multidisciplinary institution necessitates a strategic vision and plan that encompasses diverse facets such as organizational structure, curriculum development, cultural ethos, and community engagement. The institution has embarked on several initiatives to seamlessly transform itself into a holistic, multidisciplinary entity:
	1. Embedded Vision in Mission Statement:
	The institution's mission statement inherently encapsulates its dedication to becoming a holistic, multidisciplinary entity. The emphasis is on delivering a comprehensive education that addresses intellectual, emotional, and social development.
	2. Promotion of Interdisciplinary Programs:
	Initiatives have been undertaken to develop interdisciplinary programs, fostering collaboration between departments to create courses or projects that integrate knowledge from various fields.
	3. Embracing Experiential Learning:
	A significant shift towards experiential learning is evident, with the introduction of opportunities such as internships and projects that compel students to apply knowledge from different disciplines to solve real-world problems.
	4. Faculty Development Programs:
	The institution has implemented robust professional development programs to equip faculty with the skills necessary for interdisciplinary teaching. Collaboration between faculty members from different departments is actively encouraged to foster a multidisciplinary approach.

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	5.Cultivating a Collaborative Culture: There is a deliberate effort to promote a culture of collaboration, innovation, and openness within the institution. The mindset encouraged values diverse perspectives and acknowledges the interconnectedness of different fields of study. **6.Comprehensive Student Support Services:** The institution is committed to supporting students in their academic, emotional, and career needs. Various support services, including counselling, mentorship, and guidance programs, are provided to assist students in navigating their multidisciplinary educational journey.
2. Academic bank of credits (ABC):	The NEP 2020 has introduced the Academic Bank of Credits as a pivotal concept aimed at establishing a smooth and adaptable credit transfer system among educational institutions. Its primary objective is to grant students the freedom to select courses from various disciplines and institutions, ensuring that their academic advancements are acknowledged and transferable. To align with the NEP-2020, the institution has implemented the following measures: Credit Accumulation and Transfer: The institution is currently executing a choice-based credit system (CBCS), wherein students accrue credits for successfully completing each course. These earned credits are recorded and stored in the Academic Bank of Credits. Credit Portability: The Academic Bank of Credits serves as a facilitator for credit portability, enabling students to seamlessly transfer their earned credits between different educational institutions. Flexibility in Course Selection: Emphasizing a student-centric approach, the institution encourages students to choose courses based on their individual interests and career

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	aspirations. This flexibility extends to selecting courses from various departments, promoting a diverse and personalized educational experience.
	The institution is currently in the phase of incorporating the NEP-2020 into its framework. In alignment with the directives of the state government for the academic year 2023–24, all autonomous institutions are mandated to adhere to the guidelines set forth by the JNTUA.
3. **Skill development:**	The institution has implemented a robust array of measures to fortify vocational education, aligning with the objectives laid out in the National Education Policy (NEP) 2020. The focus is on integrating vocational education into mainstream educational practices and aligning with the National Skills Qualifications Framework (NSQF). The institution aims to equip students not only with practical skills but also with industry-relevant knowledge and essential soft skills vital for success in the professional realm. Key initiatives include:
	1.Strategic Industry Collaborations:
	The institution is actively fostering collaborations with various industry partners to maximize partnerships. Industry input is sought in curriculum development, ensuring that the skills imparted align seamlessly with current industry needs and standards.
	2. Certification Programs in Partnership with Industry Bodies:
	Various certification programs are offered in collaboration with recognized industry bodies. These programs not only provide students with industry-acknowledged certifications but also enhance their employability by validating their vocational skills in accordance with NSQF levels.
	3. Internships and Apprenticeships:
	In collaboration with the AP higher education department and AICTE, the institution is facilitating a range of internships and

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	apprenticeships, providing students with invaluable practical exposure that aligns with real-world industry demands.
	4. **Soft Skills Development Workshops:**
	The institution conducts regular workshops and training sessions dedicated to soft skills development. These sessions cover crucial aspects such as communication skills, teamwork, problem-solving, time management, and other essential skills complementing the vocational expertise acquired by students.
	5.Comprehensive Career Guidance and Counselling Services:
	Through collaborative efforts with the IIC and the placement cell, the institution provides career guidance and counselling services, aiding students in making informed decisions about their educational and professional trajectories.
	5. **Entrepreneurship Development Programs:**
	Entrepreneurial skills are nurtured through the introduction of development programs. These initiatives offer guidance on initiating and managing businesses, fostering a culture of innovation and self-employment among students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The National Education Policy (NEP) 2020 advocates for a shift towards value-based learning, coupled with substantial changes in curriculum and pedagogy. Embracing artistic and design thinking is crucial for fostering creativity and enhancing problem-solving abilities among students. The NEP-2020 also emphasizes the importance of incorporating Indian languages and cultures into the education system, recognizing the profound connection between language, art, and culture. Language, being intricately linked to art and culture, serves as a vessel encapsulating the essence of our heritage. The institution recognizes the need for consistent updates to official vocabularies and dictionaries in various languages. By doing so, it aims to preserve and enrich linguistic diversity, ensuring that language remains a vibrant and evolving reflection of our cultural identity.

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	In line with these principles, the institution strives to instill a deep appreciation for Indian culture among students. The focus is on fostering harmony and understanding, creating an environment where students from diverse backgrounds can interact and learn from each other. The cultural fabric woven into traditional beliefs and ways of life is celebrated, ranging from the most spiritual to the most materialistic aspects. Upholding moral values embedded in these beliefs promotes tolerance and unity, providing opportunities for individuals to come together.
	Ultimately, the institution recognizes that culture plays a pivotal role in enhancing the quality of life and overall well-being for individuals and communities. By integrating these values into the educational framework, the institution seeks to create an enriching and inclusive learning environment that goes beyond academic knowledge, fostering holistic development and cultural awareness among students.
5. Focus on Outcome based education (OBE):	The institution has embarked on a significant journey to reshape its educational approach by adopting Outcome-Based Education (OBE). This pedagogical shift places a strong emphasis on clearly defined learning outcomes, where the assessment of these outcomes becomes paramount, emphasizing the skills and knowledge students are expected to gain by the conclusion of their academic programs.
	Key initiatives undertaken by the institution in the pursuit of Outcome-Based Education include:
	1.Curriculum Mapping:
	The institution diligently works towards articulating precise and measurable learning outcomes for each course and program. This involves a comprehensive mapping process, aligning courses with the institution's mission, vision, and program objectives.
	2.Program Educational Objectives (PEOs) and Program Outcomes (POs):

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Well-defined Program Educational Objectives (PEOs) serve as guiding principles, focusing on students' achievements that contribute to societal well-being and professional growth. Aligned with overarching educational goals, the institution has specified Program Outcomes (POs) for each academic program, breaking down broad objectives into specific and measurable outcomes.

3.Course Outcomes (COs) and Lesson Planning:

Each academic program articulates clear Course Outcomes (COs) for every course, delineating the specific skills and knowledge students should attain. These outcomes are seamlessly integrated into lesson plans and mid-term examination question papers.

4.Alignment with Bloom's Taxonomy:

The institution ensures that internal assessment question papers align with Bloom's Taxonomy, encompassing various cognitive levels such as knowledge, comprehension, application, analysis, synthesis, and evaluation. Faculty members are encouraged to design assessments that gauge students at different cognitive levels.

5.Continuous Improvement through Feedback Mechanism:

A robust feedback mechanism is in place, involving regular assessment and evaluation of the curriculum. Insights are gathered from faculty, students, and industry experts to pinpoint areas for improvement and enhancement, facilitating continuous refinement of the educational framework.

6.Technology Integration:

To streamline the tracking and assessment of learning outcomes, the institution has developed its own learning management system, Digital Campus. This technology integration enhances the efficiency of monitoring students' progress and the effectiveness of the Outcome-Based Education approach.

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	Collectively, these initiatives underscore the institution's dedication to embracing Outcome-Based Education principles. By cultivating a dynamic, student-centered curriculum, the institution ensures alignment with the evolving demands of both academic and professional realms.
6. Distance education/online education:	The National Education Policy 2020 (NEP) underscores the significance of distance education and online learning as pivotal tools for widening access to quality education. GPCET Technical Institute is strategically positioned to harness the potential of distance education and online learning, catering to students facing barriers like geographical constraints or financial limitations. The NEP encourages the infusion of technology into education to enhance accessibility, equity, and quality. GPCET can leverage this by offering online courses, embracing blended learning models, and providing digital resources to students.
	Recognizing the changing educational landscape, GPCET has actively embraced online education initiatives. The institution has been actively engaged with Massive Open Online Courses (MOOCs) through NPTEL courses since 2017. Students and faculty are encouraged to pursue certification courses on SWAYAM, and there is flexibility for students to complete elective courses through NPTEL. Extensive training is provided through spoken tutorials. During the COVID-19 pandemic, GPCET successfully implemented online education using Microsoft Teams software.
	GPCET has invested in Learning Management System and Student Management System, creating an environment for comprehensive online teaching and learning experiences. The institution adopts a blended learning approach with continuous monitoring and evaluation, ensuring timely intervention for students' understanding and improvement.
	Quality online education is a focal point, aligning with NEP guidelines. GPCET employs pedagogical approaches tailored for online learning, such as gamification, simulation, and project-based learning. The institution utilizes artificial

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intelligence and data analytics to personalize learning, offering targeted support to students.

Recognizing the collaborative nature of online education, GPCET employs digital platforms to facilitate networking among students, faculty, and industry professionals. This includes online discussion forums, webinars, and virtual internships, fostering an environment of shared knowledge and collaboration.

To address the accessibility challenge emphasized by NEP, GPCET is actively involved in providing digital literacy training to students. The institution ensures that students have access to reliable internet connectivity and digital devices, promoting inclusivity in online learning.

In essence, GPCET Technical Institute is aligned with the principles outlined in NEP 2020, leveraging technology and online platforms to provide quality education that is accessible, inclusive, and aligned with the needs of the 21st century.

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