



# **SELF STUDY REPORT**

**FOR**  
**2<sup>nd</sup> CYCLE OF ACCREDITATION**

## **PPG INSTITUTE OF TECHNOLOGY**

NH 209, SATHY MAIN ROAD SARAVANAMPATTI POST COIMBATORE  
641035  
[www.ppgit.in](http://www.ppgit.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**BANGALORE**

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# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

PPG Institute of Technology (PPGIT) was founded as the premier promoter of quality education in Coimbatore district of Tamil Nadu in 2008 under **P. Perichi Gounder Memorial Education and Charitable Trust**, a renowned, benevolent, charitable educational trust established in the year 1992. The founder chairman **Dr. L.P. Thangavelu**, a leading Laparoscopic Surgeon, being the visionary and erudite educationalist has encrypted in the DNA of the Institution, the poise to evolve into a paragon of perfection and excellence. With the best support of his wife Mrs. Shanthi Thangavelu, as the trustee, the institutions under the banner of PPG - making strides in achieving and accumulating accolades and laurels.

PPG Group of institutions offers education streams in Engineering, College of Nursing, School of Nursing, College of Physiotherapy, College of Education, Teacher Training Institute, Business School and Arts and Science.

### **PPG Institute of Technology**

PPGIT is situated in an eco-friendly area of 8 acres with greenery at NH 209, Sathy Main Road, Saravampatti, Coimbatore 641035, Tamil Nadu and is 14 KM away from Coimbatore Railway Station.

PPGIT offers 8 under graduate program and 2 post graduate program approved by AICTE, New Delhi and affiliated to Anna University, Chennai, Tamil Nadu. The college has also received UGC recognition under Sections 2(f) of the UGC Act. PPGIT has got accredited by NAAC with B+ grade in the year 2017 and Certified Institution of ISO 9001:2015.

PPGIT college has added many feathers in its cap which include recognitions from Staffordshire University, United Kingdom and OBE Gold Band ranks from R World Institutional Ranking. The college is also recognized with the SDG Accord and Sustainable Development Solutions Network (SDSN) further amplified its role as a champion of sustainable development. These distinct recognitions speak volumes about the institute's objective to promote engineering excellence.

### **Vision**

To be an institution of excellence that provides technical learning in Engineering and Technology to compete globally and raise the economic standard of the nation.

### **Mission**

The stated vision of the institution will be achieved by:

- To impart the sound technical knowledge in diverse engineering disciplines through innovative pedagogical practices.
- To create a conducive learning environment with state-of-art infrastructure, laboratories and research

collaborations.

- To enrich the competences of the students for economic and social developments.
- To empower students with global citizenship education, moral and ethical values in building sustainable society and nation.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. Visionary and proactive management
2. Well-experienced and dedicated faculty members
3. Strong administration with standard procedures, management policies, and practices
4. Financial support to the faculty members for journal publications, participation in conferences, and courses
5. Excellent infrastructure with adequate laboratories
6. ISO 9001:2015 Certified
7. Meritorious scholarship to the deserving students and for the economically weaker section of students
8. Well-planned and continuous training that leads to better placement opportunities
9. Active student participation through various cells, clubs, and committees
10. Active participation by alumni in supporting academic and placement activities
11. Collaborated with reputed industries and MNCs.
12. UGC recognition under Section 2(f)
13. 25 University Ranks
14. Eco-friendly and conducive working environment
15. Community-engaged projects

### **Institutional Weakness**

1. Avenues for receiving funds through various funding agencies are limited.
2. Getting students from other states
3. Departments are yet to get research center status from Anna University.
4. Collaborative research with foreign university professors
5. Paid internships for students need to be improved.

### **Institutional Opportunity**

1. Resource and revenue generation through consulting
2. Utilization of the alumni database to develop academic engagement and placement
3. Opting for autonomy to enhance the curriculum as per industrial needs

### **Institutional Challenge**

1. Attracting high-caliber students
2. A smaller number of students are opting for higher studies.

3. Being an affiliated institute, it is difficult to bridge the gap between academic curriculum and industry expectations.
4. Maintaining students' intake in certain core branches.
5. Getting R&D projects with funding from the government sector
6. Execution of collaboration with foreign institutions.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

PPG Institute of Technology, affiliated to Anna University, Chennai, stands as a beacon of quality education, offering a diverse range of academic programs. The institute provides eight undergraduate and two postgraduate programs aligned with the curriculum and syllabi of Anna University. The adoption of the Choice Based Credit System (CBCS) and Elective courses since the 2017-18 academic year reflects a commitment to offering students flexibility in their course selection. The Head of the Department (HoD) plays a pivotal role in subject allotment, including open electives, taking into account faculty expertise and preferences. The institute operates within the framework of Anna University's academic schedule, and IQAC meticulously prepare an academic calendar in line with Anna University Academic Schedule. This comprehensive schedule incorporates both academic and extracurricular activities, ensuring a balanced and enriching educational experience. Emphasizing effective content delivery, lecture plans are meticulously crafted with a focus on Outcome-Based Education. Course in charges for theory and laboratory courses contribute to this approach, ensuring that education is geared toward specific, measurable outcomes. To bridge the gap between theory and practice, the institute actively identifies curricular gaps through department advisory committee (DAC). The students are encouraged to undergo in-plant training, field visits, industrial visits, internships and Value Added courses to bridge these gaps. These experiences not only provide practical exposure but also help students identify problem statements for mini-projects and project work.

Curriculum Enrichment is a key aspect, achieved through a multifaceted approach. Beyond Syllabus Activities, Value Added courses, NPTEL courses, and a variety of extra-curricular and co-curricular activities contribute to a well-rounded education. The Examination Cell shoulders the responsibility of conducting both internal and university examinations, aligning with the academic calendar. Regular Class Committee meetings provide a platform for students to offer feedback on syllabus completion and challenges encountered in the learning process. The institute's commitment to holistic development is evident through various committee activities addressing crosscutting issues such as Gender, Environmental Sustainability, Human Values, and Professional Ethics. These issues are integrated into relevant courses, fostering creative and divergent competencies. A structured Feedback System involving students, faculty members, alumni, and employers contributes to continuous improvement. The institute's unwavering dedication is directed towards providing students with opportunities to evolve into competent professionals, ensuring they excel in their career opportunities upon completion of their programs of study.

### Teaching-learning and Evaluation

**PPGIT** is an educational institution that adheres to the Tamil Nadu Engineering Admissions (TNEA) Counselling conducted by the State Government of Tamil Nadu for admissions in both undergraduate (UG) and postgraduate (PG) programs. The institute ensures inclusivity through social reservations defined by the state government. To facilitate a smooth transition for newly admitted students, PPGIT organizes well-planned

induction programs and bridge courses. The faculty recruitment process at PPGIT follows the norms and guidelines provided by the All India Council for Technical Education (AICTE), ensuring a proper Faculty-Student ratio. After each lecture session, faculty members conduct short duration formative assessments using information and communication technology (ICT) tools such as Quizizz, Kahoot, Mentimeter, etc. This allows them to gauge the level of knowledge acquired by students, providing valuable feedback for improving the learning process. Based on this feedback, faculty members can decide whether to proceed to the next topic or revisit and reinforce the content.

All departments maintain a database of online resources for each course, including animations, online simulation tools, and massive open online content. This database caters to different learning styles and aligns with student-centric approaches. The teaching-learning process incorporates innovative methods such as NPTEL videos, PowerPoint presentations, lectures with animated videos and Google Classrooms. Mentorship plays a crucial role at PPGIT, with each faculty member assigned as a mentor for students. This mentorship extends beyond academics, addressing personal issues and providing holistic support. The institute practices Outcome-Based Education (OBE) to ensure effective teaching and learning. Faculty members adopt student-centric methods like experiential learning, participative learning, and problem-solving approaches.

The Examination Cell is instrumental in conducting internal and end-semester examinations efficiently. Question papers for internal examinations are framed using Revised Bloom's Taxonomy. Course Outcomes (COs) are defined for all courses, disseminated to students through classrooms, and displayed on the institute's websites. The focus on both advanced and slow learners coupled with various programs and coaching classes, contributes to a gradual increase in the success rate of students.

A systematic procedure is followed by every department to achieve Course Outcomes (CO), Program Educational Objectives (PEOs), Program Outcomes (PO), and Program Specific Outcomes (PSOs) in accordance with Outcome-Based Education. The Department Advisory Committee (DAC) and Internal Quality Assurance Cell (IQAC) review the teaching-learning process, ensuring continuous improvement in the quality of education provided by PPGIT.

## **Research, Innovations and Extension**

PPGIT demonstrates a strong commitment to research and development (R&D) with a dedicated team led by a Professor in R&D. Each department has a nominated senior faculty member serving as a research coordinator. Faculty members and both undergraduate (UG) and postgraduate (PG) students receive ample resources to pursue research in their respective fields, and students are actively encouraged to undertake research projects under faculty supervision.

The institution has secured a substantial research grant fund of **Rs. 16.06** lakhs from various government and non-government agencies, reflecting the recognition and support for its research initiatives. A total of 66 workshops and seminars focused on intellectual property rights (IPR) and industrial linkages contribute to the holistic research environment.

With a team comprising **15 Ph.D. holders** and **12 members** pursuing Ph.D., the faculty actively collaborates on diverse research projects. The institution fosters a conducive research environment by providing necessary resources, including equipment, books, leave for research work, financial assistance for conferences and journals, e-resources, computer facilities, and Wi-Fi connectivity.

The institution incentivizes faculty research contributions and holds research meetings to discuss proposals with funding agencies. Four faculty members are recognized supervisors by Anna University, and efforts are made to motivate other Ph.D. holders to obtain supervisor recognition. Faculty members without a Ph.D. degree are encouraged to register for research work. The institution recognizes and honors teachers who receive accolades and awards for their contributions to research and development.

The research output includes **37** published papers in UGC recognized journals and 23 presentations at national/international conferences. Notably, faculty members have published **10** patents, showcasing the institution's innovative contributions.

PPGIT further solidifies its connection with the industry through the Industry Institute Partnership Cell (IIPC), signing **30 MoUs** with industries for collaborative projects and consultancy. Additionally, **300+** industrial linkage programs, such as internships, industrial projects, field trips, on-the-job training, and research activities, have been organized, enhancing the practical exposure of faculty members and students.

The institution actively engages in **56** Institutional Social Responsibility activities through forums like NSS, YRC, and Societies. Numerous recognitions and awards for extension activities from the university, state-level agencies, and NGOs underscore PPGIT's commitment to holistic education and community development.

## Infrastructure and Learning Resources

PPGIT has diligently invested in developing a robust infrastructure and learning environment on its sprawling **8.57-acre** campus, with a built-up area of **17,802 sq.m.** The campus includes hostel facilities for both boys and girls, a substantial **2.49**-acre open playground, **26** ICT-enabled classrooms, and well-equipped laboratories across all departments. Computer facilities with internet connectivity are available in all departments, ensuring seamless access to digital resources. The institute boasts a well-stocked library equipped with an integrated Learning Management System (AUTOLIB), offering access to **4,742** book titles, **19,320** volumes of books, **948** E-Journals through DELNET, and 98 e-books. The digital library, equipped with 30 systems, allows faculty and students access beyond regular working hours.

Classrooms are outfitted with LCD projectors and interactive boards, facilitating modern teaching methods. The institution has a commendable computer-to-student ratio of **1.74:1**, with 402 computers strengthening the ICT resources. A high-speed internet connection with a bandwidth of 150Mbps ensures seamless connectivity.

Facilities for large gatherings include an auditorium with a seating capacity of **1,200**, two seminar halls accommodating **150** individuals each, and a conference hall with a seating capacity of **30**. These venues are well-equipped with modern audio and visual instruments.

Beyond academic infrastructure, PPGIT provides comprehensive amenities such as indoor and outdoor sports facilities, a gymnasium, a canteen, a first aid center, a girls' rest/recreation room, a garage, and multiple washrooms. The campus ensures uninterrupted electricity supply through a **162 kVA** diesel generator, inverters, and UPS systems. The institute is also conscious of sustainability, with a power house equipped with both diesel generators and solar power.

Transport facilities are provided for students in and around Coimbatore and nearby districts. The campus is designed with a focus on environmental friendliness, featuring a herbal garden and well-maintained lawns. Adequate financial allocations are made for internal maintenance work, ensuring the upkeep of all

infrastructures and green spaces. Overall, PPGIT's commitment to a comprehensive and well-maintained campus enhances the learning experience for its students.

## **Student Support and Progression**

Institute provides necessary assistance to the students in developing their career and meaningful experience for learning. Government and Institute scholarships are provided to the needy students and more than **75%** of the students get benefitted through various scholarships. Guidance for competitive examination, soft skills training, Life skills, ICT/Computing Skills, Yoga and meditation classes are initiatives for student all round development. Training and Placement cell functions effectively and offer Career guidance and skill enhancement programs such as communication skill, soft skills, technical skills to ensure better placement opportunities for the students. On an average **88%** of the students are placed on campus.

The Institute follows mentoring system and remedial coaching classes are provided for academically weak students to improve their academics. Students are allowed to work during extended hours in the laboratory to enhance their skills. Grievance Redressal Committee, Anti-Ragging Committee and Internal Complaints Committee help the students to address the issues, if there are any. Various committees and Cells are being formed at various levels to enhance and support the students to improve their life skills. Subsidized food in hostel is arranged for all students. Students participating in national level activities are encouraged and supported with additional funds to explore themselves. Physical Education department and Fine Arts club regularly conducts sports activities and cultural activities. More than 40 programs are organized every year to bring out the talent of the students. Modern Gym facilities are equipped to develop physical fitness of the students. Alumni are actively involved in student development activities. Registered Alumni cell is functioning to establish the relationship with Alumni and many programs are conducted and an Alumni Chapter is incepted at local and abroad. Also alumni's are regularly contributing for development activities.

## **Governance, Leadership and Management**

PPGIT operates in accordance with the guidelines set by the statutory bodies of the All India Council for Technical Education (AICTE) and Anna University. The institution has a robust governing system aligned with its vision and mission, ensuring effective and transparent management. The organizational structure is well-defined, with decentralization practices implemented across the campus.

The academic and administrative setup is headed by the Principal, who leads various committees, each headed by senior faculty members. These committees plan and execute activities for the institute's development, emphasizing decentralized and participative management. Clear perspectives and strategic plans guide the institution and its departments, with each functional body adhering to defined service rules and procedures.

Recruitment and promotion procedures follow well-defined processes, and the institute has embraced e-governance across administration, examination processes, and academics. Various bodies, cells, and committees operate effectively, conducting regular meetings with recorded minutes for discussions. Faculty members and non-teaching staff are encouraged to participate in career guidance programs and Faculty Development Programs (FDPs), with consistent financial support provided by the institute.

The institution has implemented various faculty welfare measures, recognizing the importance of the well-being of teaching and non-teaching faculty members. Budget allocation is managed by the management and disbursed

by the principal to different departments and committees for infrastructure development, maintenance, laboratory establishment, library enhancement, sports activities, memberships, and other necessary expenditures.

Financial management is overseen by the administrative section and monitored by the Finance Officer. The establishment of a well-structured Internal Quality Assurance Cell (IQAC) underscores the commitment to ensuring the quality of teaching-learning practices, faculty improvement, and student skill development. The IQAC conducts regular meetings for continuous planning, implementation, and monitoring of activities, contributing to the overall improvement in the institution's performance. Academic and administrative audits are conducted, and recommendations for quality enhancement are provided based on the observations in the reports. PPGIT's commitment to quality assurance and continuous improvement is evident through its comprehensive governance structure and strategic planning initiatives.

## **Institutional Values and Best Practices**

PPGIT operates under the motto of "Empowering Total Technology," emphasizing the integration of quality education with moral values. The institution is dedicated to fostering a safe and inclusive environment, organizing annual seminars on the safety, security, and empowerment of women since its inception. CCTV surveillance cameras ensure the safety of all students, and committees, led by senior faculty members, address concerns to promote gender equity.

In addition to academic endeavors, various club activities encourage active student participation in extension activities. The institution is committed to energy conservation, waste management, rainwater harvesting, and tapping unconventional energy sources. Sensor-based energy conservation is implemented to prevent unnecessary electricity usage. PPGIT takes significant steps for waste and water management, including measures to handle degradable and non-degradable wastes.

The campus is designed to be accessible for differently-abled students with facilities like lifts, ramps, and rails. Green Audit, Energy Audit, and Environmental Audits are conducted, leading to the recognition of PPGIT with the Best Green Campus award by a certified agency.

The institution's best practices include "Community Engagement using Service-Learning Model" and the "Technological Pedagogical and Content Knowledge (TPACK) Framework." PPGIT focuses on institutional distinctiveness by integrating sustainability into engineering education. The institution aims to educate the next generation of engineers not only to be technically proficient but also to be advocates for sustainability, dedicated to protecting and enhancing the planet and human life quality.

As part of this commitment, PPGIT became a signatory member of the SDG Accord in 2023, emphasizing its dedication to the Sustainable Development Goals. The institution's proactive approach to holistic education, safety, environmental responsibility, and sustainability positions PPGIT as a dynamic and socially responsible learning environment.

## 2. PROFILE

### 2.1 BASIC INFORMATION

<b>Name and Address of the College</b>	
Name	PPG INSTITUTE OF TECHNOLOGY
Address	NH 209, Sathy Main Road Saravanampatti Post Coimbatore
City	COIMBATORE
State	Tamil Nadu
Pin	641035
Website	<a href="http://www.ppgit.in">www.ppgit.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Principal	S. Nandhakumar	0091-9047777277	9047777277	-	ppgit@ppg.edu.in
IQAC / CIQA coordinator	S. Om Prakash	0091-9994176314	9994176314	-	iqac.it@ppg.edu.in

<b>Status of the Institution</b>	
Institution Status	Private and Self Financing

<b>Type of Institution</b>	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	No

<b>Establishment Details</b>	

State	University name	Document
Tamil Nadu	Anna University	<a href="#">View Document</a>

#### Details of UGC recognition

Under Section	Date	View Document
2f of UGC	06-01-2016	<a href="#">View Document</a>
12B of UGC		

#### 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	<a href="#">View Document</a>	11-06-2023	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	NH 209, Sathy Main Road Saravanampatti Post Coimbatore	Urban	8.57	17802

## 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	BTech,Agricultural Engineering,Agricultural Engineering	48	Higher Secondary	English	30	14
UG	BTech,Artificial Intelligence And Data Science,Artificial Intelligence and Data Science	48	Higher Secondary	English	30	29
UG	BE,Computer Science And Engineering,Computer Science and Engineering	48	Higher Secondary	English	90	69
UG	BE,Computer Science And Engineering,Artificial Intelligence and Machine Learning	48	Higher Secondary	English	90	13
UG	BE,Electronics And Communication Engineering,Electronics and Communication Engineering	48	Higher Secondary	English	30	23
UG	BE,Mechanical Engineering,Mechanical Engineering	48	Higher Secondary	English	30	8

UG	BE,Biomedical Engineering,Biomedical Engineering	48	Higher Secondary	English	30	26
UG	BTech,Information Technology,Information Technology	48	Higher Secondary	English	90	72
PG	ME,Electronics And Communication Engineering, VLSI Design	24	Graduation	English	9	0
PG	ME,Mechanical Engineering,Engineering Design	24	Graduation	English	9	0

#### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	6				11				51			
Recruited	5	1	0	6	3	8	0	11	31	20	0	51
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				11
Recruited	6	5	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				14
Recruited	9	5	0	14
Yet to Recruit				0
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	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.	5	1	0	2	7	0	0	0	0	15
M.Phil.	0	0	0	0	0	0	5	4	0	9
PG	0	0	0	2	0	0	24	20	0	46
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	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	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	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	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	452	14	0	0	466
	Female	225	2	0	0	227
	Others	0	0	0	0	0
PG	Male	5	1	0	0	6
	Female	1	0	0	0	1
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	33	28	10	8
	Female	18	16	15	10
	Others	0	0	0	0
ST	Male	2	1	0	0
	Female	1	2	0	2
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	117	55	35	27
	Female	63	38	38	15
	Others	0	0	0	0
Others	Male	5	6	3	8
	Female	1	1	3	2
	Others	0	0	0	0
Total		240	147	104	72

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	PPG Institute of Technology is actively implementing key principles of the National Education Policy (NEP) 2020. The institution emphasizes interdisciplinary learning to equip students with a broader knowledge base and the ability to connect ideas across disciplines. All courses follow the Choice Based Credit System (CBCS), allowing students flexibility to choose from a range of programs. This system enables them to earn and transfer credits based on their academic requirements, fostering a personalized education. Aligned with Anna University, the institute has facilitate the programs to include Multidisciplinary and Interdisciplinary courses as electives, providing
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	<p>students with opportunities to connect ideas across disciplines. This approach enhances their understanding and prepares them for the complexities of the modern world. The inclusion of value-based and environment-based subjects, such as professional ethics, environmental studies, principles of management, and project management, reflects the institute's commitment to nurturing responsible individuals. These subjects instill essential values and knowledge, aligning with the NEP's vision for education that positively contributes to society and the environment. Overall, PPG Institute of Technology's steps are in line with the NEP's principles. By offering diverse and flexible educational opportunities, incorporating interdisciplinary learning, and emphasizing value-based and environment-based subjects, the institute provides a platform for students to excel academically and develop crucial skills for their future endeavors. This forward-thinking approach is likely to have a lasting impact on the holistic development of the students associated with the institute.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Since PPGIT is affiliated with Anna University as a non-autonomous institution, we adhere closely to the university's curriculum and guidelines. Our institution has proactively registered for the Academic Bank of Credits (ABC) through the National Academic Depository (NAD), showcasing our commitment to staying at the forefront of educational advancements. We eagerly anticipate the implementation of ABC at the university level, a transformative step poised to recognize the evolving landscape of education. This development holds the promise that courses completed by students through online platforms under national schemes like SWAYAM, NPTEL, or from specified universities will be eligible for credit transfer and accumulation. Such a progressive approach reflects our dedication to embracing diverse learning opportunities beyond traditional boundaries. By acknowledging the potential of online courses and external educational initiatives, we align our institution with modern educational practices. This initiative not only showcases our adaptability but also underscores our commitment to providing students with a well-rounded and accessible learning experience.</p>

3. Skill development:

PPG Institute of Technology (PPGIT) is dedicated to offering students a comprehensive education that focuses on both technical expertise and soft skills development. The institute's Placement and Training Cell plays a pivotal role in preparing students for the industry, ensuring they are well-equipped for professional success. Collaboration with industries through the IIPC provides students with invaluable exposure to real-world work environments, fostering hands-on practice and a deeper understanding of industry dynamics. The incorporation of skill courses aligned with the university's curriculum ensures that students receive a well-rounded and industry-relevant education. Additionally, the institute conducts various Skill Development programs, including soft skill training, aptitude training, and preparation for competitive exams. These initiatives aim to enhance students' employability by nurturing a diverse skill set. The institute provides facilities for IELTS training, GRE, Gate and access to self-learning platforms such as NPTEL and Swayam. This holistic approach strengthens both technical and soft skills, preparing students to meet the demands of the industry successfully. By providing students with a rich and varied educational experience, PPGIT significantly increases their chances of securing meaningful employment in a competitive professional landscape.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The college, since its establishment, has been unwavering in its commitment to preserving and promoting India's rich cultural heritage. Through a curriculum that includes mandatory electives on Indian customs, culture, philosophy, and knowledge systems, the institution ensures that students are immersed in the diverse tapestry of India's cultural legacy. Despite being an institution of higher education that predominantly uses English as the language of instruction, the college acknowledges the linguistic challenges students may face. In response, a thoughtful and inclusive approach is taken, encouraging a multilingual delivery method. This approach recognizes the diverse socioeconomic backgrounds of students and has been proven to enhance their receptive abilities, which is particularly important for those hailing from rural regions. The college's rare offering of a curriculum in Indian culture not only fills an educational gap but actively

	<p>promotes and preserves the country's cultural richness. By adopting a multilingual and culturally sensitive teaching approach, the institution goes beyond imparting knowledge, fostering a deeper understanding and appreciation for India's cultural heritage among its students. This commitment not only enriches the educational experience but also contributes to the preservation of India's diverse cultural identity.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education (OBE) is a central focus at PPG Institute of Technology, integrated into all aspects of the Teaching-Learning Process. Specific program and course outcomes are listed for each of the programs and courses that are recommended in the syllabi. During the Board of Studies and Academic Council meetings, the affiliating university is sufficiently represented during the design and development of the curriculum to place more emphasis on the course outcomes and experiential learning. The implementation of OBE aligns with Graduate Attributes, Program Educational Objectives (PEOs), and Program Outcomes (POs) outlined in NBA documents. Markers have been developed and shared with stakeholders, and PEOs are established based on factors like Preparation, Core Competence, Breadth Professionalism, and Lifelong Learning. Course outcomes are defined for all courses, with specified correlation strengths to various POs. Internal Assessment is a crucial component, linking student performance to POs and PEOs, enabling continuous evaluation. The 360° feedback mechanism closes the loop, ensuring ongoing monitoring and achievement of Outcome-Based Education. Institution-level and department-level committees assess attainment each semester, supported by documented evidence for peer-level evaluation. The institute's successful implementation of OBE is evident in its gold ranking in the R world ranking, a testament to its commitment to delivering high-quality education with a focus on measurable outcomes and continuous improvement.</p>
<p>6. Distance education/online education:</p>	<p>A notable paradigm shift is underway in the modes of teaching and learning, transitioning from traditional classroom methods to online education. This global transformation is evident in the widespread popularity of online platforms such as Massive Open Online Courses (MOOCs). Recognizing this shift,</p>

our institution has proactively embraced the trend by encouraging both students and faculty members to participate in online education initiatives, particularly through platforms like SWAYAM and NPTEL. The institution's encouragement of students and faculty to register for and undertake examinations through SWAYAM and NPTEL reflects a commitment to providing diverse and accessible educational opportunities. These platforms offer a range of courses from various disciplines, allowing individuals to enhance their skills and knowledge beyond traditional classroom boundaries. By actively participating in online education initiatives, our institution not only aligns itself with global trends but also empowers its academic community to adapt to evolving modes of learning. This forward-thinking approach ensures that students and faculty members have access to a rich and varied educational experience, leveraging the benefits of technology to enhance the teaching and learning process.

## **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, our college's Electoral Literacy Club (ELC) operates successfully with robust student support by engaging in various activities, such as voter registration and voting, students gain a comprehensive understanding of the election process.
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?	The Electoral Literacy Club (ELC) at our college comprises dedicated members, including 1. the Chairman, 2. Faculty Coordinators, and 3. Student Representatives, all selected by the institution. This cohesive group conducts awareness programs, engaging students and fulfilling their responsibilities to promote electoral literacy and civic engagement.
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,	The Institute arranges lectures every year to empower students with knowledge about their voting rights and encourage active participation. The club orchestrates voter awareness rallies, such as the one on 09.11.2022, promoting ethical voting to the public. Mr. A. Nandhakumar, Faculty Coordinator, passionately motivates students to engage in creative initiatives to emphasize the value of voting.

<p>commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>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 electoral processes, etc.</p>	<p>Students display optimism in raising awareness among rural communities through public meetings, using illustrative signboards and charts in their native language. Following the guidance of the District Collector Office, our students actively engage in annual awareness programs. These initiatives effectively communicate the importance and process of voting, contributing to increased public awareness. Additionally, students participate enthusiastically in social activities, shedding light on the significance of casting a vote.</p>
<p>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.</p>	<p>The Electoral Literacy Club focuses on promoting awareness of democratic rights and the significance of voting. Targeting eligible student voters, the club empowers youth to actively engage in the democratic process. Through mock polling activities, students gain hands-on experience, fostering a deep understanding of democracy. The club's efforts in sensitizing students to democratic values and the importance of electoral participation contribute to creating an informed and engaged citizenry. Organizing programs that foster awareness and understanding, the club plays a pivotal role in empowering students to be responsible and active contributors to their country's governance.</p>

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
700	450	338	435	589
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

##### Number of teaching staff / full time teachers during the last five years (Without repeat count):

**Response: 171**

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

##### Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
77	71	80	105	119

### 3 Institution

#### 3.1

##### Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
408.85	224.18	259.53	392.10	443.16

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## **4. Quality Indicator Framework(QIF)**

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### **Criterion 1 - Curricular Aspects**

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#### **1.1 Curricular Planning and Implementation**

##### **1.1.1**

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

##### **Effective Curriculum Planning**

Curriculum planning involves a systematic process to ensure effective teaching and learning in PPG Institute of Technology. The process starts with creating the Institute Academic Calendar aligned with the Anna University Academic Schedule that is authorized by the Principal and further refined at the department level, taking into account the program-specific and technical content.

Based on the faculty specialization and experience, Head of the Department allocate subjects to all the faculty members. and planning the lessons of the courses at a detailed level. This detailed planning level covers various aspects such as Activity-Based Learning (ABL), development of rubrics for assessment, the integration of digital teaching and learning tools, selection of seminar topics, creation of case studies, setting the assignment questions. The planning includes ensuring the availability of course materials on the Learning Management System (LMS), reviewing last academic year feedback from students and faculty, and convening meetings at both the department and DAC (Departmental Academic Committee) levels to contribute to the ongoing improvement of the curriculum. PPGIT follows the University CBCS in decisions regarding students' choice of elective courses. Analyzing last year's results informs curriculum improvements, identifying gaps for activities like value-added programs, field visits, and addressing advanced learners through Course Committee Meetings.

##### **Curriculum Delivery & Monitoring**

Effective curriculum delivery and monitoring involve a multiple approach to enhance the overall performance of students. The process begins with the organization of essential committee meetings, like Class Committee Meeting and Course Committee Meeting that loops the feedback channels. Internal Assessment Tests (IAT) are conducted as per the University guidelines that involves question paper setting, answer key formulation, question papers scrutiny by HoD, valuation process of the answer script and finally with IAT analysis report for review. The slow and advanced learners are identified by IAT assessment results and necessary remedial actions are taken in students' perspective. Continuous monitoring of the Learning Management System (LMS) guarantees the smooth dissemination of digital content.

Practical exposure is provided through activities like industrial visits, Internships and field visits. Simultaneously, encouraging participation in co-curricular and extracurricular activities contributes to a holistic educational approach. Batch preparation and guiding students in effective project work further enrich the curriculum, fostering a comprehensive and dynamic learning environment.

## Curriculum Audit & Structured Documentation

Curriculum audit and structured documentation are done periodically to maintain the quality and relevance of an academic program. Initiating with model exams and comprehensive Anna University Practical followed by end-semester examinations, the evaluation process ensures a thorough assessment of student performance. Course end surveys, Program Exit Surveys, coupled with student and faculty feedback, offer valuable perspectives for curriculum enhancement.

The calculation of course & program outcome attainment and university result analysis further contribute to the ongoing improvement of educational strategies. Facilitating practical exposure, students progress to internships during semester holidays, aligning theory with real-world applications. To ensure accountability and compliance with educational standards, meticulous documentation of academic documents undergoes both internal and external audits.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 28

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### Other Upload Files

1

[View Document](#)

#### 1.2.2

*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 61.15

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
638	231	150	249	268

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 1.3 Curriculum Enrichment

#### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

## **Response:**

PPGIT actively engages in community outreach with curricular and co-curricular activities. Anna University adopted the Choice Based Credit System (CBCS) for all the UG and PG Programs and in its curriculum and syllabi is based on the Program Outcome (POs) defined by NBA. The Program outcomes PO6 - The engineer and society, PO7- Environment and sustainability, PO8 – Ethics addresses cross cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability through the courses as per Anna University curriculum and syllabi. The institute integrates crosscutting issues such as gender, human values, professional ethics, environment, and sustainability.

### **Professional Ethics and Human Values .**

The university's curriculum demonstrates a commitment to ethical education by offering 'Professional Ethics in Engineering' as an elective, cultivating a sense of responsibility in students. The institution actively promotes a conducive learning environment through the enforcement of practices like a dress code, mandatory ID card use, and stringent anti-ragging measures. Spearheaded by the Principal, the Anti-Ragging committee plays a crucial role in ensuring a campus free from such activities. Furthermore, student volunteers from organizations like NSS/Youth Red Cross organize impactful initiatives such as blood donation and eye check camps, tobacco awareness programs, orphanage visits, tree plantation drives, medical camps, and traffic safety rallies. These events, facilitated by NSS, Go Green club, and YRC, not only foster human values but also encourage active community engagement and social responsibility.

### **Gender equity**

The co-educational institute places a strong emphasis on gender equity through various comprehensive measures. The Women Empowerment Cell (WEC) plays a pivotal role in actively addressing the grievances of female students while fostering leadership qualities among them. The institution ensures equal opportunities for both genders in co-curricular and extra-curricular activities, promoting a balanced and inclusive environment. WEC organizes insightful programs featuring distinguished women who share their expertise on empowerment, health, and social awareness. Special celebrations on Women's Day recognize and applaud the achievements of accomplished female students, further reinforcing the commitment to gender inclusivity. This dedication creates a supportive atmosphere, empowering all students, irrespective of gender, to excel and contribute significantly to various aspects of academic and social life. The institute's holistic and inclusive approach to education is evident in its unwavering commitment to fostering gender equity.

### **Environment and Sustainability**

The institution maintains a lush green and clean campus, prioritizing energy conservation through solar supplementation and energy-efficient lighting. Water conservation is achieved through recycling and rainwater harvesting. NSS organizes extension activities like tree plantation and village cleaning. The campus is committed to being plastic-free. Environmental Science and Sustainability, along with elective courses, spreads awareness on sustainability, environmental protection, and efficient use of natural resources. These initiatives reflect a holistic approach towards environmental responsibility and education.

Students are actively encouraged to engage with environmental issues through assignments, seminars,

and activities aligned with Sustainable Development Goals. This hands-on approach not only enhances awareness and understanding but also instills a commitment to addressing global challenges within the academic framework. This proactive involvement ensures that students are well-equipped to contribute meaningfully to sustainable practices and environmental stewardship.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 48.57

#### 1.3.2.1 Number of students undertaking project work/field work / internships

Response: 340

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

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

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

## **Criterion 2 - Teaching-learning and Evaluation**

### **2.1 Student Enrollment and Profile**

#### **2.1.1**

##### **Enrolment percentage**

**Response:** 39.64

##### **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
239	146	106	72	68

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

2022-23	2021-22	2020-21	2019-20	2018-19
327	327	327	246	365

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list as published by the HEI and endorsed by the competent authority	<a href="#">View Document</a>
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### **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:** 54.72

##### **2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
120	91	84	53	46

#### **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
149	147	147	112	165

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by 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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **2.2 Student Teacher Ratio**

### **2.2.1**

**Student – Full time Teacher Ratio**  
**(Data for the latest completed academic year)**

**Response:** 9.09

## **2.3 Teaching- Learning Process**

### **2.3.1**

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

## **Response:**

PPGIT emphasizes the societal and economic relevance of engineering education. The institution employs innovative, student-centric pedagogical practices, ensuring graduates acquire the knowledge and attributes needed to solve real-time industrial and societal problems. Faculty members are trained to design complex problems, learning activities, and assessments aligned with defined outcomes by Anna University and NBA, India.

### **Experiential Learning to Enhance Engineering Knowledge, Professional and Interpersonal Skills**

Anna University curriculum for B.E./B.Tech programs incorporates the 'Employability Enhancement Courses' (EEC) category, emphasizing experiential learning through Project Work, Internships, Professional Practices, Case Studies, Industrial Visits, and Practical Training. This hands-on approach allows students to learn by doing and reflect on their experiences. Students can choose internships at research organizations, universities, or industries, subject to approval. The department ensures regular Industrial Visits for students, starting from the second year.

Additional course categories like Basic Sciences Courses, Engineering Sciences Courses, Professional Core Courses, Professional Elective Courses, Open Elective Courses, and Value Added Courses include exclusive laboratory and practice integrated courses for hands-on experience. Faculty members tailor learning assessments, such as mini projects or case studies, based on students' learning styles and interests, reinforcing theoretical concepts with practical application.

### **Experiential Learning to Enhance Personal Skills**

All students shall enroll, on admission, in any one of the personality and character development programmes NSS/YRC and undergo training / conduct activities and attend a camp organized by PPGIT. The training includes classes on hygiene and health awareness and also training in first-aid. Alternately, activities of science, literature and arts that help for personality and character development are also conducted periodically, each training period varies based on the enrolled program.

### **Participative Learning and Problem Solving Methodologies**

PPGIT demonstrates a proactive approach to curriculum implementation. Before each semester, faculty align course outcomes with Bloom's Taxonomy and Dave's Taxonomy, ensuring clarity on knowledge and skill expectations. Constructive Alignment guides teaching and assessment methods to meet standards. Active Learning Methods (ALMs) like Jigsaw, Think-Pair-Share, Group Discussion, and One Minute Paper are integrated into lectures and tutorials. This engages students in thinking, discussing, and creating, fostering a dynamic learning environment. Regular feedback from students allows faculty to refine teaching methods for improved learning outcomes. PPGIT's commitment to pedagogical innovation and responsive teaching practices reflects a dedication to nurturing a holistic and effective learning experience.

### **Use of ICT and Online Resources for Effective Teaching-Learning Process**

PPGIT faculty employs ICT tools like Quizizz, Kahoot, Mentimeter for short duration formative assessments after lectures. This feedback guides the faculty to adapt teaching strategies, ensuring students comprehend the material. Each department maintains a database of online resources, including

animations and simulation tools, to cater to diverse learning styles. This student-centric approach enhances understanding and aligns with varied learning preferences.

### **Modular Classroom with Smartboard for Active Learning**

PPGIT has a state-of-the-art smart classroom with smart board and modular tables to enable the students to form groups of size smaller to bigger based on the ALM adopted by the faculty. Smart boards allow better usage of various online ICT tools for learning. This modular smart classroom is effectively used and shared through proper planning of classes by the faculty members.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## **2.4 Teacher Profile and Quality**

### **2.4.1**

#### **Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 99.34

##### **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
77	72	81	105	120

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### **2.4.2**

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 8.41

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	7	8	8

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

#### Response:

PPGIT is affiliated with Anna University, Chennai, and adheres to the University rules and regulations for internal and external assessments. The exam-cell at PPGIT, under the leadership of the Principal or Senior Professors as the Chief Superintendent, along with exam cell coordinators are responsible for overseeing the administration of Internal Assessment Tests (IAT) and End Semester Examinations (ESE).

#### Transparent Mechanism

- The examination procedures and their reforms are based on Anna University guidelines and PPGIT examination policy. This information is available on the college website and accessed by the stakeholders.
- The Academic Calendar including examination dates is prepared and shared with students well in advance before the commencement of regular classes to ensure timely awareness and planning.
- Examination circular and schedule are strategically planned before the examination and disseminated to the students through social media. Additionally, the information is prominently

displayed on the notice board for easy access.

- In the first-year induction program, new students learn about the academic environment and important details about the institution. The program also covers the Anna University and PPGIT Exam Policy, explaining exam processes and rules, so that the students understand assessments, evaluation procedure and system at PPGIT to report any exam related grievances.
- Mentors and mentees have discussions to follow up on the examination process. This involves checking in on the mentees' understanding of exam procedures, providing support, and addressing any concerns or questions.
- The scheme of evaluation is explained by the faculty in class before the exam is conducted, which helps the students to understand the assessment criteria, and what to expect during the upcoming examination.

## **Assessment Grievance and Redressal System**

Students are provided various avenues to address concerns through the Grievance Redressal Committee, Mentor-Mentee interactions, Class Committee, Departmental Academic Committee (DAC), and the Student Feedback System on Examinations. These channels serve as vital mechanisms for students to voice issues related to examinations, ensuring a supportive and responsive environment. The Grievance Redressal Committee handles formal complaints, while Mentor-Mentee and Class Committees provide a more personalized approach. The DAC addresses academic concerns at the departmental level. Additionally, the Student Feedback System on Examinations allows students to express their opinions and contribute to ongoing improvements. This comprehensive framework ensures that students have accessible and effective means to communicate their challenges and contribute to the enhancement of the examination process.

### **1. Internal Assessment Grievance**

1. Students receive their marks within three days of the conducted examination. Any grievances faced, when addressed to faculty, are rectified within a day and subsequently uploaded to the Learning Management System (LMS).
2. In cases of absenteeism due to medical or genuine reasons, a retest is conducted with the approval of the Head of Department (HoD) and Principal. This ensures that students who missed the original examination have an opportunity to make up for it before the examination period concludes.

### **2. External Assessment Grievance**

a. In accordance with Anna University Regulation 2021, clauses 16.4 and 16.5 outline the revaluation, review and challenge procedure on End Semester Examination (ESE). This includes provisions for addressing such processes under the 2017 regulation as well.

b. Any appeal for discrepancies in the Question Paper (QP) is directed to the University. Students have the avenue to raise concerns or seek clarification regarding any issues they identify in the question paper through this established process.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

***Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website***

**Response:**

PPGIT, following the Anna University Curriculum, places a strong emphasis on aligning its educational framework with the Program Outcomes defined by the National Board of Accreditation (NBA). The institution ensures that course outcomes (COs) for all courses are meticulously mapped with the intended program outcomes, providing a clear and structured approach to curriculum delivery.

A noteworthy feature is the detailed mapping of COs to Revised Bloom's Taxonomy for cognitive domain courses unit-wise and Dave's Taxonomy for psychomotor domain courses experiment-wise. This ensures a comprehensive and nuanced approach to addressing different aspects of learning. The alignment of every program with its Program Educational Objectives (PEOs) further reinforces the institution's commitment to achieving specific educational goals.

To enhance the educational experience and address any identified gaps, PPGIT employs Value Added Programs that are thoughtfully mapped with COs. These programs not only contribute to a holistic learning environment but also serve to bridge any disparities identified in the courses. This meticulous approach to curriculum design and delivery reflects the institution's commitment to providing a well-rounded and high-quality education that aligns with national accreditation standards and promotes continuous improvement in the learning process. Facilitating academic adaptability, faculty members possess the flexibility to review and adjust Program Specific Outcomes (PSOs) and Course Outcomes (COs) based on the program's specific needs and evolving syllabi. This dynamic approach allows for continuous improvement and relevance, ensuring that the educational objectives align with industry standards and educational advancements.

In essence, PPGIT's commitment to aligning with accreditation standards, employing taxonomies for varied domains, addressing identified gaps through value-added programs, and allowing faculty flexibility underscores its dedication to providing a robust and responsive educational framework. This approach not only meets regulatory requirements but also fosters a dynamic and forward-thinking academic environment.

### Dissemination of Programme Outcomes (POs) and Course Outcomes (COs)

Programme Outcomes (POs) and Course Outcomes (COs) for all programs offered by the institution are clearly defined and accessible on the institution's website. This ensures transparency and provides stakeholders, including students and faculty, with a comprehensive understanding of the intended

learning outcomes for each program and course.

Furthermore, the Program Outcomes (POs) and Course Outcomes (COs) are also prominently displayed in common areas of the department, laboratories, and classrooms. Additionally, these outcomes are printed in the Attendance Log Book, brochures, internal assessment question papers and event pamphlets, ensuring widespread visibility and accessibility to students and faculty. This comprehensive dissemination strategy contributes to a transparent and communicative learning environment, fostering awareness and understanding of the educational objectives across various channels within the institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Course Outcomes (COs) are defined for each course in all the programs and they are mapped to Program Outcomes (POs) defined by National Board of Accreditation (NBA). Thus, the attainment of COs provides evidence of attainment of PO. The Course Outcomes (COs) articulated for each course in a program and its respective Program Outcomes (POs) are Specific, Measurable, Attainable, Relevant and Time-bound. The outcomes attainment analysis is done periodically to understand how well the students are able to perform the given tasks and also to identify improvements to act upon – e.g., Improvements in pedagogical practices, assessment and evaluation methods.

### CO Attainment Calculation Methodology

The attainment of POs is calculated from the attainment of COs for all the courses of a Program, Things considered for CO attainment calculation are given below

1. While setting questions for assessments, questions are mapped with their respective CO and its bloom's level.
2. Question paper setters ensure that equal weightage is given for all the CO addressed in the Continuous Internal Assessment (CIA).
3. In Course Articulation Matrix (CAM), every CO is mapped to relevant POs. The Question paper setter ensure that questions are correlated with the mapped POs.
4. A Threshold value for each CO i.e., 50% of the respective question marks is set. The threshold value for each CO shall be changed and fixed by the respective course handling faculty based on the performance of the previous batch students in the CO.
5. Attainment can be defined as what percent of students have scored above set target marks.

6. The following Rubrics is used to set the attainment level

CO attainment Level 3 -> % of Co attainment is above 75%

CO attainment Level 2 -> % of CO attainment is 60% -75%

CO attainment Level 1 -> % of CO attainment is 50% - 60%

CO attainment Level 0 -> % of CO attainment is below 50%

1. If the target values are achieved, higher threshold values for CO are set subsequently as part of Continuous improvement.

### **PO Attainment Calculation Methodology**

1. Direct Assessment (Internal Assessment) - CO attainment of all the courses contributing to particular Program Outcomes and respective CO-PO mapping level from course articulation matrix are used to calculate the attainment of each PO.
2. Indirect Assessment - Program Exit Survey on a 5-point scale (5- Strongly agree, 4- Agree, 3- No Opinion, 2- Disagree and 1- Strongly disagree) conducted during the end of the program is used to calculate the attainment of PO.
3. Eighty percent of the direct attainment value of each PO and twenty percent of the indirect attainment value of respective PO is used to find the total attainment value.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **2.6.3**

#### **Pass percentage of Students during last five years (excluding backlog students)**

**Response:** 74.88

#### **2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
52	48	115	144	109

#### **2.6.3.2 Number of final year students who appeared for the university examination year-wise**

**during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
61	56	115	167	225

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **2.7 Student Satisfaction Survey**

### **2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.86

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## **Criterion 3 - Research, Innovations and Extension**

### **3.1 Resource Mobilization for Research**

#### **3.1.1**

***Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)***

**Response:** 16.06

**3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
6.205	5.49	2.53	1.28	0.55

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### **3.2 Innovation Ecosystem**

#### **3.2.1**

**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:**

**Ecosystem**

**IPR Cell Function and Support:**

An IPR cell in PPGIT oversees intellectual property activities by raising awareness, developing policies, and aiding in patent filing for the faculty members and students. It encourages disclosure of inventions, evaluates their potential, and facilitates technology transfer to industry for commercialization. The cell manages patent prosecution, licensing, and revenue generation. It monitors and enforces intellectual property rights, collaborating with industry and legal experts. Additionally, it supports research and development efforts, ensuring proper documentation and record-keeping. The IPR cell plays a pivotal role in bridging academia with the wider innovation ecosystem, nurturing innovation, and safeguarding the interests of inventors and the institution.

## **IIC Function and Support:**

The Ministry of Human Resource Development (MHRD) supports innovation in educational institutions through the Institute Innovation Cell (IIC). IIC facilitates an innovative environment by developing policies, offering financial grants, empowering students and faculty, establishing incubation centers, organizing challenges, supporting research, and fostering community engagement. This promotes a culture of innovation and skill enhancement at PPGIT.

## **EDC Function and Support:**

PPGIT's Entrepreneurship Development Cell (EDC) fosters an entrepreneurial culture through training, incubation support, mentorship, and workshops. It connects students and faculty with industry professionals, facilitates networking events, and assists in securing seed funding. EDC encourages industry collaboration, guides on legal aspects, engages alumni, and contributes to the entrepreneurial ecosystem, promoting innovation and success.

## **Resources for Innovation Ecosystem**

PPG Institute of Technology (PPGIT) strategically cultivates a robust innovation ecosystem by leveraging a multi-faceted array of resources. Central to this framework is the exceptional pool of Human Resources, represented by Ph.D. Faculty Members, with 12 having completed their doctorates and 10 currently pursuing advanced research in diverse domains. This intellectual capital brings a wealth of expertise, fostering a culture of continuous learning and innovation.

Supporting this, the institution invests significantly in Library Resources, maintaining subscriptions to academic journals and periodicals. This ensures that students and faculty have access to the latest research, fostering a dynamic exchange of ideas and knowledge.

Moreover, PPGIT provides cutting-edge Laboratory Facilities equipped with the necessary hardware and software in all the departments. These state-of-the-art labs serve as dynamic hubs for innovation and research, offering students and faculty practical spaces to experiment, collaborate, and push the boundaries of technological advancement. The seamless integration of these three pillars—human resources, library resources, and advanced laboratories—positions PPGIT as a thriving center for innovation and academic excellence.

## **The following outcomes from the ecosystem created at PPGIT for research and innovation:**

- 25 EDC Training Programmes, 5 IPR related programs and 36 Research Methodology was conducted in PPGIT
- 15 International Conference organized in association with IEEE Xplore, Springer Nature and AIP Proceeding
- 37 Journals are published indexed in UGC Care/ Scopus/ SCI in the last 5 five years
- 23 Books/Book Chapters Published by faculty members
- 30 MoU's are signed with various sectors
- 10 Patent

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

***Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years***

**Response:** 50

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
26	9	5	8	2

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 0.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	3	3	5	2

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

### 3.3.2

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**Response:** 0.08

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
05	07	02	0	0

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

## 3.4 Extension Activities

### 3.4.1

## **Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

### **Response:**

**PPG Institute of Technology (PPGIT)** aligns its extensive activities with Anna University's curriculum, focusing on crucial cross-cutting issues such as Professional Ethics, Gender, Human Values, and Environment and Sustainability. Through community engagement and outreach, PPGIT ensures students actively address these ethical and societal concerns, enriching their holistic development.

PPG Institute of Technology (PPGIT) has made significant strides in community engagement, yielding tangible outcomes in its local neighborhood. Through extension activities, the institution has effectively sensitized students to pressing social issues, promoting their holistic development. Notably, the transfer of knowledge is evident in engineering and technology projects to address community needs directly – health hazards, agriculture and IT support. These projects not only offer practical solutions but also empower students to apply their academic knowledge in real-world contexts, fostering a sense of relevance and societal impact.

The outcomes extend beyond technical proficiency, contributing to students' holistic development by instilling social responsibility and empathy. PPGIT encourages the students to actively participate in community activities and events that promote good citizenship and aiding others. The students are involved in tasks such as organizing blood donation drives and health check-ups. These activities help students grasp the concepts of social justice and personal responsibility. By engaging in these community services, students also gain insights into the lives of those who may have fewer resources than they do. The ultimate goal is to contribute to a better world and allow students to learn from these experiences.

### **Forum for Extension Activity:**

The NSS (National Service Scheme), YRC (Youth Red Cross), and Rotary Club collectively contribute to the vibrant fabric of community engagement at PPG Institute of Technology (PPGIT). These forums play pivotal roles in fostering social responsibility, humanitarian values, and community service among students. The NSS engages in diverse outreach activities, the YRC focuses on healthcare and well-being, and the Rotary Club promotes leadership and service projects. Together, they create a dynamic platform for students to actively participate in societal initiatives, instilling a sense of empathy, leadership, and holistic development, aligning with PPGIT's commitment to producing socially conscious and responsible professionals.

### **Social Service Programs Addressing the Cross Cutting Issues**

- Blood donation camps - Human Values
- Tree plantation - Environment & Sustainability
- Free medical camps - Human Values
- Health awareness programmes/ rallies - Human Values
- Road safety awareness - Human Values
- Swachh Bharath - Environment & Sustainability
- Food donation - Human Values
- Donation to old age homes and orphanages - Human Values
- Digital literacy campaigns - Human Values

- Cleaning and bleaching of public places - Environment & Sustainability
- Adult education -Gender Equity
- Commemoration and observance of all important days and occasions - Inclusiveness

In collaboration with the Local Non-Government Organizations like Rotary Club of Coimbatore, Jeevanadi Charitable Trust, Coodu, Lotus Eye Hospital, Shanthi Social Service, Arulagam, Nanmei Sei, Orbit Solar, Isha Yoga Center organized various activities such as,

- Environment Enrichment and Conservation
- Health Welfare Programs
- Candela Event

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

#### **Awards and recognitions received for extension activities from government / government recognised bodies**

##### **Response:**

PPGIT has excelled not only in academics but also in fostering a holistic environment through impactful extension activities. Various clubs in the college organize social awareness programs, contributing to a broader understanding of societal issues. The institution actively collaborates with NGOs, government schools, and affiliated bodies, demonstrating a commitment to creating a more equitable society. These initiatives reflect PPGIT's dedication to holistic development and community engagement beyond the academic realm.

##### **Awards received by NSS and other clubs**

The NSS, YRC, Rotaract and many clubs in the institution had jointly organized many programmes for the public for the welfare of society. The NSS & YRC team received certificates of appreciation from various societies for active participation.

- The institute's affiliation with the **SDG Accord and Sustainable Development Solutions Network (SDSN)** further amplified its role as a champion of sustainable development.
- Received **Best Community Award 2022** from *Makkal Sevai Maiyam* from *Mrs. Vanathi Srinivasan MLA, National President, Mahila Morcha*.
- Received **Teaching award of Excellence** from *Staffordshire University, UK and Education Matters*.
- Received **Certificate of Excellence (Gold Band)** from *R World Intuitional Ranking*.
- Received **“Best Philanthropy award”** from *Jeevanaadi Charitable trust, Coimbatore*.

- Received Appreciation **Mankind award of Excellence** From *Nanmaisei Foundation*, Coimbatore.
- Received **Best Support Institute** award from *Grace Happy Home Trust*, Coimbatore.
- The Town Panchayat of MasakkoundanChetti Palayam commended the PPGIT for its outstanding commitment to community development.
- The Nature Science Foundation acknowledged the institute's dedication to scientific research and innovation that focuses on addressing pressing environmental and societal challenges.

### **Benefits of Awards and Recognitions:**

Awards and acknowledgments play a crucial role in encouraging and appreciating organizations dedicated to community improvement. These accolades serve as powerful incentives, motivating these entities to persist in their endeavors and pursue excellence in outreach activities. Recognition from government and government-recognized entities holds particular significance, signifying the impact of an organization's unwavering commitment and hard work in enhancing community life. Beyond acknowledging individual efforts, such awards foster healthy competition and encourage the sharing of successful approaches. This not only elevates the standards of community service but also inspires organizations to persevere and continually strive for excellence in their outreach activities. In essence, these accolades contribute to a cycle of continuous improvement, benefiting the communities served by recognizing and celebrating the positive impact of dedicated organizations.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **3.4.3**

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

**Response:** 51

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	6	5	11	13

<b>File Description</b>	<b>Document</b>
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1

*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:** 27

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

## **Criterion 4 - Infrastructure and Learning Resources**

### **4.1 Physical Facilities**

#### **4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

**Response:**

PPGIT is situated within an expansive 8.57-acre lush green campus, offering a serene environment for conducive learning. Currently 8 Under Graduate and 2 Post Graduate Engineering programs are offered in the institute. We diligently maintain and optimize our infrastructure to meet the required standards for each programs, ensuring that students have access to the following facilities:

#### **Teaching – Learning Facilities:**

PPGIT complies with AICTE and Anna University norms, ensuring quality education through well-equipped classrooms, laboratories, and computing equipment.

- 1. Classrooms:** As per AICTE Norms for the sanctioned intake PPGIT provides 22 undergraduate and 4 postgraduate spacious, well-ventilated classrooms and 6 tutorial rooms equipped with seating, fans, and digital technology.
- 2. Laboratories:** PPGIT boasts 43 well-equipped laboratories for UG and 6 laboratories for PG and one research laboratory featuring state-of-the-art equipment and facilities. Additionally, it offers 1 workshop, a computer center, a language lab, and a drawing hall. These facilities support diverse academic needs, from hands-on practical classes to comprehensive software solutions aligned with our curriculum.
- 3. Computing Facility:** As per AICTE Norms for the sanctioned intake PPGIT provides 400+ computers for students in a ratio of 1:1.74. 40+ computers for administrative purposes. Additionally, Computer facilities are available in the library as digitalization and hostel students for late hour's usage.

#### **Information and communication technology (ITC) Facility:**

- 1. LCD Projectors:** PPGIT features 26 projectors in classrooms, 2 movable projectors, and additional setups, including 2 in the seminar hall, 1 in the Conference hall, and 1 smart board for interactive learning.
- 2. Internet Facility:** The entire campus is connected to a high-speed internet network with a blazing 150 Mbps speed. Both LAN and Wi-Fi connectivity are available to students and faculty members. Apart from this 8 Hotspot are available for student restricted access.
- 3. LMS:** PPG Learning Management System (LMS) provides diverse course management options,

fostering communication, attendance tracking, mentorship, and personalized learning experiences through feedback collection and role-based access.

## Infrastructure Facilities

- 1. Hostel Facility:** PPGIT provides hostel facilities with 100 rooms for boys and 73 for girls, totalling 82,270 sq.ft. Amenities include hygienic meals, a medical center, reprographic services, a canteen, and a stationary shop.
- 2. Seminar Hall & Auditorium:** PPGIT offers two air-conditioned seminar halls (200 seating capacity each) and an auditorium accommodating 1200 for events. 1 Conference hall with 30 seating capacity.
- 3. Sports and Cultural Activities:** PPGIT promotes holistic development with indoor and outdoor sports facilities, a well-established playground, and hosts events like the PPG Alumni Trophy for Hockey.
- 4. Indoor and Outdoor Games:** PPGIT encourage the sport with a approximately 11,763 sq.m. for indoor gaming options include Chess and Carrom, while outdoor enthusiasts can enjoy our Volleyball court, Kabaddi, Ball Badminton, Badminton Court, Hockey, Throw ball, Basketball court, Tennikoit, Kho-Kho and Football field.
- 5. Gymnasium and Yoga facilities:** PPGIT's gym opens morning and evening, while a spacious yoga center hosts up to 60 participants, celebrating International Yoga Day.
- 6. Additional Facility:** Clean water, Recycling water treatment, UPS, ATM, Genset, Medicinal Garden, Ambulance, Student Counselling Room, Parking Facilities, CCTV Surveillance Camera, Reprography & Stationary, Canteen, Medical Room, Transport, lush green campus with pathways.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 26.05

#### 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
96.64	143.33	158.63	37.87	13.71

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:

PPGIT takes pride in its well-equipped and spacious library, spanning a carpet area of 400m.sq. Designed to comfortably accommodate approximately 80 learners with reading rooms, the library serves as a vital hub of knowledge and information for both students and faculty members.

#### Central Library Facilities:

The library's collection shows its dedication to offering extensive academic resources. It contains a wide variety of carefully selected text and reference books that fulfil the requirements and regulations set by the affiliating authorities. As of the latest update, the central library proudly houses an impressive collection as per AICTE Norms of 19,320 volumes, encompassing 4,742 titles. Each department has six periodicals for UG and five periodicals for PG, totalling 52 periodicals available. This extensive collection ensures that students and faculty have access to a wide array of academic resources to support their learning and research endeavours. In addition to its vast book collection, the library subscribes to 52 national and international journals, facilitating access to cutting-edge research and scholarly publications. This subscription helps the college community stay informed about the latest developments in various fields and expands their opportunities for academic exploration. In addition, students can take photocopy and print with the available xerox machine in the library. The average student and staff utility rate of the library per day for the year 2022-2023 is recorded as **18.6 %**

#### E Resources:

To further enhance the availability of digital resources, the central library has subscribed to prominent online platforms, including DELNET, DELNET ProQuest, NDL e-journals, NPTEL, and E-Shodh Sindhu. These digital resources empower users to explore a vast repository of online academic content, enriching their research and learning experiences.

### **Integrated Library Management System (ILMS):**

To ensure the smooth and efficient management of its operations, the library employs a Library Management System (LMS) known as PALPAP Inspro Plus 6.1 ERP software. This integrated multi-user system automates various library functions, ensuring seamless organization, cataloguing, and retrieval of resources. The automation of library processes enhances the user experience, simplifies book circulation, and allows for accurate tracking of available resources. In a recent development, the library transitioned to AUTOLIB Software for routine library activities, replacing the previous PALPAP Inspro Plus ERP software. This transition underscores the institution's commitment to staying updated with the latest library management technology and ensuring efficient and modern library services. The library's use of barcoding technology is a noteworthy aspect of its modernization efforts.

Reports generated by the library management system provide valuable insights into library usage and resource management. The library records an average of more than 150 users per day, demonstrating its active role as a valuable resource center for the college community.

### **Digital Library:**

The library's dedication to digital resources extends to its digital library, equipped with 30 computers connected to the internet at 150 Mpbs speed. These computers are available for both students and staff, facilitating digital research, e-book access, and other online academic activities. The library's operational hours, from 9.00 AM to 6:00 PM on all working days, ensure that users have ample time to utilize its resources and services.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## **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:**

PPGIT places a strong emphasis on maintaining and updating its IT facilities to support both academic and administrative functions. We recognize that a robust IT infrastructure is essential for modern education and effective management. Over the years, several key upgrades and initiatives have been undertaken to ensure that students, faculty, and staff have access to cutting-edge technology and reliable

internet connectivity.

## IT Facilities

- 1. Computing Facility:** As per AICTE Norms for the sanctioned intake PPGIT provides 400+ computers for students in a ratio of 1:3.35 operated in laboratories and 40+ computers for administrative purposes. Additionally, Computer facilities are available in the library as digitalization and hostel students for late hours usage.
- 2. Internet Facility:** The entire campus is connected to a high-speed internet network with a blazing 150 Mbps speed which was upgraded from 50 Mbps speed. All the systems are LAN connected.
- 3. Wi-Fi and Power Supply:** To ensure seamless internet access, our campus is equipped with 8 Wi-Fi hotspots that extend internet coverage throughout the premises. Additionally, all computer systems in our labs are connected to UPS supplies with a capacity of 5 Units in 20kVA, providing uninterrupted power supply backup. Generators are also available with a capacity of 160 kVA and support extended hours of usage during exams and placement activities.
- 4. LCD Projectors:** PPGIT features 18 fixed projectors in classrooms, 2 movable projectors, and additional setups, including 2 in the seminar hall, 1 in the boardroom, and 1 smart board for interactive learning.
- 5. Active Learning Classroom:** Wi-Fi-enabled smart classrooms seamlessly integrate technology and digital resources with availability of 4 smart boards to enhance the teaching and learning experience.

## Department-Specific Labs and Software:

Each department has dedicated computer labs with LAN and internet access, fostering research, learning, and innovation. We utilize both open-source and licensed software for a seamless digital environment. Departments use specialized software: ECE – MATLab, NS2, Mentor Graphics; English - Globe Rena; CSE - Anaconda, Android Studio, Cisco Packet Tracer; Agri - QGIS; Mechanical and BME - AutoCAD, TinkerCAD, Colab, MATLab MathWorks etc.,

## E- Governance

- 1. LMS:** PPG LMS offers comprehensive course management, enrolment, and delivery options, including online, classroom, and blended learning. It fosters communication among students and teachers, supports attendance tracking, and streamlines mentorship. Feedback collection and role-based access ensure a tailored learning experience for all users.
- 2. Admission Processes and Security:** For efficient and organized admission procedures, we use Lead Squared software. The safety and security of our students are paramount, which is why we have installed 72 CCTV cameras across the campus to ensure their security.
- 3. Finance and Accounting:** PPGIT prioritizes financial transparency using a robust accounting system with help of Tally Software.
- 4. Library:** To ensure the smooth and efficient management of its operations, the library employs an Integrated Library Management System (ILMS) known as PALPAP Inspiro Plus 6.1 ERP software replaced with AUTOLIB Software.
- 5. Exam Management:** Exam Assist software used for internal mode examination for seating arrangement and Anna University web-based portal for external examination

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 1.74

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

Response: 402

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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 (INR in Lakhs)*

**Response:** 27.87

##### 4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
181.05	77.13	35.69	89.37	98.27

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **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:** 79.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
551	357	251	345	483

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

#### **5.1.2**

*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)**
- 4. ICT/computing skills**

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 50.12

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
251	295	334	120	259

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** B. 3 of the above

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

## 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:** 87.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	45	106	132	89

**5.2.1.2 Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
52	48	115	144	109

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 18.18

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	4	3	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	06	05	06	09

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 7.6

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
09	09	03	07	10

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The PPG Institute of Technology (PPGIT) Alumni Association, founded in 2016 and officially registered under the Tamil Nadu Society Registration Act 1975 on December 7, 2023, serves as a crucial link between the institute, alumni, staff, and students. Boasting a globally influential alumni network, PPGIT graduates have made significant contributions across diverse sectors worldwide, including entrepreneurship, IT, mechanical industries, construction, and government roles in countries such as India, USA, Malaysia, UAE, and Qatar. This international success reflects PPGIT's dedication to producing globally impactful professionals.

The Alumni meet is organised once in every year, the last Alumni meet held on 30.12.2022 at PPG Institute of Technology. In addition, the Alumni held an abroad Qatar Chapter in the name Iftar Meet in June 2017, May 2018 and May 2019, in **Qatar** was an exceptional success, creating an environment that resonated with nostalgia, camaraderie, and celebration.

**The Alumni Association actively contributes to the institute's growth and the development of its students through various means:**

- Industry Institute Interaction (IIIC):** MoU signed on February 16, 2023 with our prestigious alumni Mr. M. Gowtham Kumar, CEO of Universal Power Supply in Bangalore, signed an MoU with PPGIT. On the same day, with his role as Project Manager for DigiSchl Corporation, Bangalore, signing a separate MoU in that capacity.
- Entrepreneurship Awareness:** Alumni who ventured into entrepreneurship share their journeys and lessons, inspiring and educating aspiring entrepreneurs at PPGIT.
- Alumni Lecture Series:** PPGIT alumni participate in events, guest lectures, and panel discussions, sharing insights on skills, emerging technologies, corporate trends, and practical knowledge application.
- Career Guidance:** Leveraging diverse professional backgrounds, alumni bridge the gap between academia and industry. They inform students about job opportunities, offer guidance on interview preparations, and inspire career development during visits to PPGIT.
- Campus Recruiters:** Some alumni return as campus recruiters, facilitating job placements for students and supporting PPGIT within their organizations, enhancing campus placement opportunities.

6. **Candella Event:** The Candella Function, organized by Jeeva Naadi Charitable Trust (Founded by PPGIT Alumni's) on August 17, 2019 and May 2, 2021 aimed at supporting orphaned individuals at their homes. This event highlights the institution's commitment to holistic community service and outreach.

7. **Institute Social Responsibility:** The Alumni Association actively engages in social initiatives, contributing to society's welfare through donations of books, blankets, chairs, mats, storage containers, and stationary items.

8. **Alumni Trophy:** The PPG 7s Hockey Game's Alumni Trophy occurred on March 2nd and 3rd 2023 at PPGIT, offering a platform for alumni to reunite, showcase their hockey skills, and build camaraderie, fostering tradition within the PPGIT community.

9. **Book Donation:** Generous alumni contribute textbooks, enhancing the institute's library resources and providing valuable references for current students, supporting their academic and career endeavours.

10. **Curriculum Enrichment:** Alumni, as members of the Department Advisory Committee (DAC), contribute significantly to identifying Add-on Courses, bridging the gap between the curriculum and industry requirements. They also bring in outside experts to provide inputs on advanced technologies and recent developments for students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## **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:**

PPGIT's vision and mission given below are reflected in its many institutional practices, including decentralization, institutional perspective plan, and the implementation of the National Educational Policy (NEP).

**Vision:** To be an institution of excellence that provides technical learning in Engineering and Technology to compete globally and raise the economic standard of the nation.

#### **Mission:**

**M1** - To impart the sound technical knowledge in diverse engineering disciplines through Innovative pedagogical practices.

**M2** - To create a conducive learning environment with state-of-art infrastructure, laboratories and research collaborations.

**M3** - To enrich the competences of the students for economic and social developments.

**M4** - To empower students with global citizenship education, moral and ethical values in building sustainable society and nation.

The institution's long term and short term perspective plans align well with its mission and vision and the plan envisaged are given below.

#### **Long Term Institutional Perspective Plan**

- Obtaining NIRF ranking within top 100 Ranks
- Establish Centre of Excellence in trans-disciplinary thrust areas.
- Pioneer in implementing Sustainable Development Goals

#### **Short Term Institutional Perspective Plan**

- Obtaining Autonomous Status
- NBA-Accreditation for all eligible programmes
- Improving Sponsored Research, patents and Consultancy
- Improving Student Performance in all the competitive Exams

## **Governance, Leadership and Management in line to Vision and Mission**

The institute, managed by a Governing Council, annually reviews progress, aligns plans with the mission, considers committee recommendations, addresses communications from Anna University, and approves the institute's annual budget.

### **Decentralization at PPGIT:**

The institute delegates full autonomy to department heads, clubs, alumni association, and non-statutory committees to align with its vision and mission. Recommendations from these bodies undergo monitoring and approval by the Governing Council.

**The Department Advisory Committee (DAC)** ensures quality education through innovative pedagogical practices. Investment in technical infrastructure, proposed by departments, prioritizes a conducive learning environment. Skill development, a focus, is facilitated by clubs, the Innovation and Incubation Center (IIC), Intellectual Property Rights (IPR), and Research and Development (R&D) cells, enhancing technical and research competence for successful placements.

**The Internal Quality Assurance Cell (IQAC)** ensures academic quality, initiating, planning, and supervising curricular and co-curricular activities. Responsible for quality audits, participation in rankings, and assistance in program and institutional accreditation, IQAC plays a pivotal role in enhancing the quality of education imparted in the institution.

### **NEP Implementation**

PPGIT addresses mission 1, 3 and 4 through implementing National Education Policy 2020. The institute has successfully implemented the recommendations from NEP 2020 through the governance at PPGIT as follows:

**Department Advisory Committee ensures:** Outcome based education, flexibility in curriculum, extensive use of technology.

**Mentor-Mentee System fosters:** Unique capabilities of students

**Clubs and Cells address:** Indian Knowledge System and Life Skills

**IQAC:** Continuous review and progress of the education system

**Digitalization of Teaching-Learning Process and Skill Development:** Quality education

**Multidisciplinary approach:** Multiple skills set

**Credit based courses:** Credit transfer.

We have conducted FDPs for SDG goals and Awareness programme for NEP 2020. All faculty members have participated and benefited.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

Institute has demonstrated effective and efficient functioning through the deployment of institutional strategic, perspective, and development plans, policies, administrative setup, appointment and service rules, and procedures.

The institution has well-established policies that serve as its foundation for decision-making, governing operations, and ensuring alignment between institutional objectives and stakeholder goals. These policies cover areas such as academic rules and regulations, faculty and staff conduct, student conduct, and student welfare, which are reviewed regularly.

The administrative structure of the institution is designed to promote efficiency and effectiveness. The institution has a clear hierarchy of authority with different management levels responsible for specific tasks, ensuring everyone understands their roles and responsibilities and decisions are made quickly and efficiently.

The governing body oversees the entire institution, followed by the principal who is responsible for overall academic and administrative functioning. Upholding the institution's vision and mission, the principal heads the institution, ensuring implementation of governing body decisions in a participatory and transparent manner. Department heads, with help from administrative and support staff, are empowered to oversee respective department academic and administrative functions.

Additionally, the institution has established committees and cells at both institutional and departmental levels to ensure effective institutional operations. These committees and cells have clear objectives and functions aligned with stakeholder interests. They assist management at all levels and are responsible for developing students into responsible citizens while adhering to the institution's vision and mission. Various committees, such as the grievance redressal committee, anti-ragging committee, internal complaint committee, placement cell, alumni association, and examination committee have been formed to ensure the institution's smooth functioning.

The institution's faculty and staff appointment process involves advertising and a selection panel. Vacancies are advertised through channels like the official website, job portals, and social media. Interested candidates submit applications with CVs and required documents. The selection panel reviews applications and shortlists candidates based on qualifications, experience, and suitability for the position.

Shortlisted candidates are invited for interviews where the panel evaluates performance and makes final decisions.

The institution's appointment and service rules are fair, transparent, and designed on merit to attract and retain highly qualified faculty and staff. A rigorous selection process ensures only the most competent individuals are recruited. Once appointed, faculty and staff receive regular training and development opportunities to enhance skills and knowledge, ensuring the institution maintains high academic excellence and provides quality student services.

Deployment of institutional strategic, perspective, and development plans is crucial to the institution's functioning. These plans provide a roadmap for growth and development, ensuring relevance and responsiveness to environmental changes. The institution regularly evaluates plans to ensure achievement of objectives and maintenance of high-quality academic programs and services.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

### ***Institution implements e-governance in its operations***

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

#### Performance Appraisal System

PPGIT has instituted a comprehensive performance appraisal system for both teaching and non-teaching staff, utilizing key performance indicators and specific formats tailored for this purpose. Department Heads (HoDs) engage in one-on-one interactions with each employee, offering their observations and forwarding them to the principal. Subsequently, the Principal, in consultation with the HoDs, assesses each staff member's appraisal and proposes appropriate increments or promotions in accordance with established norms.

#### Effective Welfare Measures

PPGIT has active measures to ensure the well-being of its faculty members and non-teaching staff, including,

#### Leaves Measures

- **Casual Leave (CL):** Staff members are entitled to 12 Casual Leaves in addition to regular government holidays.
- **Compensatory/Special Leaves:** Leaves are granted to staff working beyond regular hours as needed.
- **On-Duty/Official Duty:** Staff members are granted On-Duty (OD) leave when they are assigned official duties.
- **Vacation Leave:** Teaching and non-teaching staff can enjoy a 14 days summer vacation period

and winter vacation for 7 days.

- **Maternity Leave:** Women staff members are allowed to rejoin the institution after their Maternity Leave with 9/12 months unpaid leave.
- **Medical Leave:** Medical leave is granted to staff members based on their medical needs.

## Facility Measures

- **Transport:** The Institute provides transportation facilities to both teaching and non-teaching staff on concession.
- **Hostel:** The Institute provides hostel facilities to both teaching and non-teaching staff on concession.
- **Group Insurance:** Staff members have the option to participate in a group/individual insurance program on an affordable corporate premium with monthly deductions.
- **Canteen:** Affordable breakfast and lunch options are available for teaching and non-teaching staff.
- **Uniform:** Prescribed uniforms are provided at no cost to technicians and non-teaching staff.

## Finance Measures

- **ESI (Employees State Insurance):** The Institute adheres to government norms by implementing the Employees State Insurance facility.
- **PF (Provident Fund):** The Institute offers a Provident Fund scheme to interested individuals in line with government regulations.
- **Higher Studies:** Staff members pursuing higher qualifications receive benefits such paid leave and on duty.
- **Research/Publication Incentives:** Faculty members engaged in research and publication are encouraged with incentives, including funding support to attend national/international conferences. Researchers may also receive honorariums as per research incentive policy norms.
- **Sponsorship for Training Programs:** Faculty members are encouraged to attend national/international training programs, workshops, and seminars. They receive necessary financial support for fees, travel, and accommodation.
- **Promotions:** Staff members are promoted based on their qualifications, length of service, and performance appraisal, along with associated monetary benefits.
- **Salary Advance:** Needy individuals can request salary advances, which are recoverable from their future salaries.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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: 52.21**

**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
50	48	40	45	53

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

**6.3.3**

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

**Response: 86.78**

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
87	84	100	121	133

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	30	36	37

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

#### Strategies for Fund Mobilization

PPGIT has established a well-structured financial framework that ensures the efficient utilization of grants for various academic, administrative, and developmental activities in alignment with our strategic vision and mission. The Governing Council maintains vigilant oversight to promote the prudent utilization of allocated funds according to specific needs. These funds are allocated to individual departments as part of our annual budgeting process. The accounts section closely monitors financial matters, and when departments require additional financial support, formal written requests are submitted, and funds are allocated on a need basis.

#### Optimal Utilization of Resources

PPGIT ensures the optimal utilization of resources in three verticals: human resources, material resources and non-material resources. A dedicated and capable team of the Governing Council facilitates the effective and efficient utilization of funds. Institute financial planning is carried out well in advance, with meticulous budgeting in terms of recurring and non-recurring involving academic departments and

administrative sections across the institution. Each year, PPGIT prepares a comprehensive budget that encompasses projected revenue, general expenditure, and capital expenditure, allowing it to manage funds effectively and plan ahead. During the budget preparation process, the principal convenes a meeting with department heads to discuss their requirements, including those for laboratories, research, co-curricular and extracurricular activities. After the Principal's review, the final consolidated budget is forwarded to the management for approval.

### **Funds from Various Sources**

The institution operates self-sufficiently, generating revenue from tuition fees, hostel fee, transport fee and government scholarship. The management regularly reviews financial activities by scrutinizing budget versus actual figures on a periodical basis. This practice ensures that financial resources are being utilized correctly, and when necessary, the management recommends alternative strategies.

### **Optimum Utilization of Funds**

PPGIT allocates sufficient funds to support effective teaching and learning practices, including orientation programs, workshops, inter-departmental activities, training programs, symposiums, and conferences that uphold the quality of education provided. The budget covers day-to-day operational expenses, administrative costs, and the maintenance of fixed assets. Faculty members are actively encouraged to participate in Faculty Development Programs, seminars, and related events, with expenses covered by the institution. PPGIT allocates the funds annually to enhance our library facilities, facilitating improved learning opportunities.

### **Internal and External Auditing Systems**

PPGIT maintains robust internal and external auditing systems to ensure transparency and accountability in our financial operations. The management team in line to the governing council appoint auditors to conduct internal audits, meticulously verifying income and expenditure details. The detailed internal audit report is then submitted to the institution's management through the principal. External audits are conducted annually by qualified Chartered Accountants appointed by the management. The audited report is discussed during the Annual Meeting of the Management Committee, leading to further actions and recommendations.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## **6.5 Internal Quality Assurance System**

### **6.5.1**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &**

**methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

PPGIT's IQAC is a cornerstone in institutionalizing robust quality assurance, overseeing enhancements in teaching-learning processes, operational methodologies, and learning outcomes through comprehensive approaches and strategic planning.

**Quality Assurance Strategies**

At the core of PPGIT's IQAC strategies is the systematic collection of feedback from key stakeholders, including students, faculty, and alumni. Rather than relying solely on surveys, the institution emphasizes dynamic communication channels, especially through the dedicated IQAC Meetings. These sessions facilitate direct interactions, allowing stakeholders to express their ideas, concerns, and suggestions, thereby fostering a collaborative environment that actively involves all stakeholders in the institution's improvement journey.

**NAAC Accreditation & Submission of AQAR**

PPGIT's IQAC prioritizes compliance with quality standards and accreditation at both institute and program levels, demonstrating commitment to quality education. The meticulous accreditation process aligns with continuous improvement goals, and the submission of the AQAR to NAAC enhances transparency and accountability by encapsulating achievements, challenges, and future plans.

**IQAC Role in Accreditation & Ranking**

In line with the institution's commitment to excellence, PPGIT's IQAC actively collects data from different departments and participates in institutional accreditation (NAAC), preparing for program accreditation (NBA) and various forum for ranking assessments and quality assurance. This data-driven approach enables the institution to benchmark itself against others, identify areas for improvement, and strive for excellence. The OBE R-World Rankings and SDG Accord Certification serve not only as external validation but also as a motivational factor for PPGIT's continuous enhancement.

**Academic and Administrative Audit (AAA)**

The Academic and Administrative Audit (AAA) reviews teaching learning process, structures & methodologies of operations conducted by PPGIT's IQAC is a thorough evaluation of the institution's academic and administrative processes. This audit, which encompasses three verticals, evaluates the efficiency and effectiveness of these processes, identifying areas that require attention and improvement. The AAA serves as a comprehensive mechanism for self-assessment, aligning with PPGIT's commitment to continuous improvement.

**IQAC Meetings for Sustained Effectiveness**

To ensure sustained effectiveness, PPGIT's IQAC conducts regular meetings, holding discussions and

reviews every quarter. These frequent engagements enable real-time assessments of ongoing initiatives, prompt identification of challenges, and the formulation of immediate corrective measures. The quarterly meetings create a feedback loop that contributes to the agility and responsiveness of PPGIT in addressing quality-related concerns.

### **Review Process**

In the review process, PPGIT's IQAC considers inputs from various sources, including NAAC scores, stakeholder feedback, and the outcomes of the AAA conducted across three verticals. This comprehensive approach ensures that the institution's quality assurance efforts are evaluated from multiple perspectives, providing a nuanced understanding of its strengths and areas for improvement.

In essence, PPGIT's IQAC, through its multifaceted strategies and rigorous review processes, stands as a driving force in institutionalizing quality assurance in the realm of engineering education. By prioritizing stakeholder feedback, adherence to standards, data-driven decision-making, and regular audits, PPGIT's IQAC significantly contributes to the continuous improvement and excellence of the core engineering in the Institution.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **6.5.2**

**Quality assurance initiatives of the institution include:**

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

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

## 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:**

PPGIT is dedicated to advancing Sustainable Development Goal 5 (SDG) on gender equality through targeted campus initiatives. It addresses discrimination, violence, and harmful practices, while promoting shared domestic responsibilities. PPGIT focuses on women's leadership, reproductive rights, and health, employing economic empowerment, technology, and gender-inclusive policies. These actions foster an inclusive campus culture aligned with the United Nations' SDG 5.

We are dedicated to promoting gender equality. Presently, 33.68% of our student body consists of female students. We take pride in the inclusivity of our faculty, with approximately 44.77% of teaching staff and 42.30% of non-teaching staff being female. Notably, 25% of female staff holds key administrative roles such as Management, Head of the Department, Human Resources, Administration, and leadership positions in various committees like DAC, Class Committee, and decision-making bodies such as the Anti-Ragging Committee and Grievance and Redressal Committee. This commitment reflects our ongoing efforts to create an inclusive and diverse academic environment.

**To promote gender equity, we have implemented a range of initiatives:**

- **Women Empowerment Cell:** Our institution's Women Empowerment Cell plays a pivotal role in advising the institute on gender-related concerns, particularly focusing on educational attainment, healthcare, economic opportunities, and safety.
- **Equal Pay and Gender Equality:** We actively promote equal pay for equal work, strive to eliminate gender-based discrimination in employment and career advancement, and work towards addressing the gender wage gap.
- **Scholarships:** The institution consistently provides scholarships to exceptionally talented female students enrolled in our programs.
- **Internal Complaints Committee:** We have established an Internal Complaints Committee to address grievances related to gender safety and security.
- **Separate Facilities:** Our institution offers separate hostel facilities and common rooms for female students and staff, with dedicated security personnel ensuring safety across the campus.
- **Surveillance:** We maintain an extensive surveillance network with 72 CCTV cameras monitored 24x7 to enhance security.
- **Hygiene:** Sanitary napkin vending machines and incinerators are available in common rooms to promote health and hygiene.
- **Awareness Programs:** We conduct awareness programs on women's safety, career opportunities, and lifestyle-related issues. Our institution actively encourages female students to participate in

all curricular, co-curricular, and extracurricular activities.

- **IEEE Women in Engineering (WIE):** PPGITs IEEE student branch proudly hosts an IEEE Women in Engineering (WIE) group, supporting and inspiring women engineers and scientists, encouraging girls globally to pursue engineering careers.
- **University Elective Course on Gender:** Anna University's curriculum features an elective course on gender equity, demonstrating the institution's commitment to addressing gender-related issues. This elective provides students with an opportunity to delve into topics such as gender dynamics and strategies for promoting equality, contributing to broader societal goals of fostering awareness and understanding of gender equity.

Through these concerted efforts, we are committed to creating an environment that not only upholds the values of gender equity but actively promotes them, fostering a culture of fairness and inclusivity within our institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.1.2

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

PPGIT is committed to fostering an inclusive and harmonious campus environment while contributing to the United Nations' Sustainable Development Goals (SDGs). The college actively promotes tolerance, harmony, peace, equality, and values through various initiatives. These actions include awareness campaigns, workshops, and events that focus on social issues. By incorporating these values into its ethos, PPGIT aims to instil a sense of responsibility and commitment to sustainable development among its students and the broader community.

- **Celebration of the Regional Festivals:** By celebrating regional festivals like Pongal, Saraswathi Pooja and Onam with students, faculty, and staff members, the college promotes cultural diversity and encourages students to appreciate and respect different traditions and cultures.

- **Community Service Initiatives:** The college's participation in the National Service Scheme (NSS), Youth Red Cross (YRC), Blood Donation Camps and Medical Camps drives reflects its commitment to social responsibility and helping those in need.
- **Voter Awareness Programs:** Conducting Voter Registration Camps and Voter Awareness Programmes for eligible students helps educate them about their constitutional obligations and electoral rights and duties, encouraging active citizenship.
- **Social Responsibility and Values Inculcation:** Organizing events like campus cleaning activities, orphanage visits, and vaccination drives not only teach students about their social responsibilities but also contribute to building a sense of compassion and harmony in society.
- **Values and Ethics Education:** Initiatives like Universal Human Values (UHVs) programs and professional ethics classes for students promote values and ethics in education, shaping responsible and ethical citizens.
- **Yoga and Mental Well-being:** Yoga classes for both students and faculty members not only improve physical health but also enhance mental well-being, contributing to inner peace and harmony.
- **Patriotic Celebrations:** Celebrating Independence and Republic Days with flag hoisting and presidential addresses a sense of national pride and unity among students and staff.
- **Linguistics Admission:** Admissions from other states contribute to the diverse student body, with statistics reflecting varied origins. The student demographics encompass different districts, representing both rural and urban backgrounds. Additionally, the medium of instruction diversifies, reflecting a multilingual and inclusive learning environment. This rich blend of students from different regions, rural and urban settings, and varying language backgrounds enriches the academic community, fostering a vibrant cultural exchange and collaborative learning atmosphere within the institution.

PPGIT commitment to "**Unity in Diversity**" and its various initiatives reflect a holistic approach to education, focusing not only on academic excellence but also on character building, social responsibility, and promoting harmony and peace in society. These efforts are in alignment with the broader goals of sustainable development and creating a better environment for everyone.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 Practices 1**

## **1. Title of the Best Practices:**

### **Community Engagement using Service-Learning Model**

## **2. Objectives of the Practice**

To engage students in addressing community challenges through Service Learning in undergraduate and post-graduate programs.

- To foster collaboration between students and local communities for innovative solutions.
- To promote experiential learning, real-world problem-solving skills, and community impact via student-led initiatives.

## **3. The Context**

PPG Institute of Technology (PPGIT) embraces Service Learning, urging undergraduate and post-graduate students to apply knowledge to solve local challenges. Encouraging multidisciplinary teamwork, qualified projects may secure institute funding for implementation. Collaborating with NGOs/NPOs, student teams address community issues, showcasing PPGIT's commitment to practical education and community engagement through impactful solutions.

## **4. The Practice**

The collaboration of student teams with Non-Governmental Organizations (NGOs) or Non-Profit Organizations (NPOs) in addressing local community challenges reflects a proactive, community-centered problem-solving approach. Through close interaction, students gain insights into real-life issues, fostering empathy and social responsibility. The design process involves Project Specification Development, defining project scope and goals; Conceptual Design, encouraging innovative thinking; and Detailed Design, creating comprehensive plans. This process equips students with project management, problem-solving, and collaboration skills. NGO/NPO involvement ensures solutions align with community needs, enhancing success and lasting impact. This holistic approach integrates academic learning with practical application, contributing to students' personal and professional development while benefiting the communities they serve.

## **5. Evidence of Success**

Student teams, collaborating with NGOs/NPOs, are earnestly implementing projects to tackle local community issues. These initiatives, promising tangible benefits, prioritize practical and community-centered solutions. Upon completion, outcomes will directly serve the community, showcasing the commitment of students and institutions to real-world impact and societal betterment through hands-on learning experiences.

## **6. Problems Encountered and Resources Required**

### **Challenges:**

- **Resource Constraints:** Limited funding, materials, and equipment often hinder project execution.

- **Community Engagement:** Building connections with local residents is challenging due to language barriers and the need to establish trust.
- **Technical Expertise:** Acquiring knowledge and skills in areas like engineering or environmental science can be time-consuming.
- **Project Management:** Effective planning, coordination, and timeline management are essential but can pose challenges

## Required Resources:

1. **Financial Support:** Securing funding from institutional and external sources is crucial.
2. **Technical Guidance:** Access to mentors or experts for technical guidance is invaluable.
3. **Community Collaboration:** Allocate resources for engagement activities with local communities and NGOs/NPOs.
4. **Technology and Equipment:** Provide specialized technology or equipment as needed.
5. **Training and Capacity Building:** Invest in training programs and workshops to develop necessary skills.
6. **Monitoring and Evaluation Tools:** Allocate resources for tracking progress and impact assessment.
7. **Communication and Outreach:** Resources for effective communication to disseminate updates and outcomes.
8. **Safety Measures:** Ensure safety through appropriate equipment and training for potentially hazardous activities.

## Best Practices: 2

### 1. Title of the Practice

**Enhancing Students' Learning through adoption of Technological Pedagogical and Content Knowledge (TPACK) Framework**

### 2. Objectives of the Practice

- Use interactive learning tools to instruct, guide and assess students toward a better, more robust understanding of the subject matter balancing UNESCO ICT-CFT (Contemporary Framework for Teachers) and Technology Pedagogy and Content Knowledge (TPACK) framework
- Establish a collaborative environment for faculty members to gain different perspectives on the usage of ICT tools in teaching-learning practices and share and develop upon each other's ideas.

### 3. The Context

Covid-19 has taught us how to work, meet and attend events remotely. This has helped us to be creative, collaborative and find more inner strengths. As academicians, this pandemic has brought out the best in all of us to search, find and utilize all available web based learning tools. All of us have evaluated more software applications, their utility and suitability in engineering education than ever before. It is in these troubled times, that we have become more innovative in using the TPACK (Technology, Pedagogy and Content Knowledge) framework. In the last couple of semesters, we have analysed and tested the best ICT tools that enhance student learning.

## 4. The Practice

PPGIT adopts a strategic Bring Your Own Device (BYOD) approach, acknowledging the widespread use of mobile devices in daily life. The induction program guides students on purposeful mobile device utilization throughout their four-year engineering program. Each engineering department curates a shared repository with web links for simulations, visualizations, and Massive Open Online Courses (MOOCs), fostering interdisciplinary learning.

The Learning Management System (LMS), built on Moodle, is the technological backbone. It empowers faculty to manage learner data, facilitate course registration, organize materials, and analyze students' progress. Faculty members, equipped with Technological Content Knowledge (TCK), create online materials within the Technological Pedagogical Content Knowledge (TPACK) framework.

The flipped classroom approach, a cornerstone of PPGIT's methodology, has students take a teaching role, enhancing research, presentation, and communication skills. The LMS is integral for both pre-class individual learning and in-class teaching, seamlessly integrating Technological Pedagogical Knowledge (TPK).

Faculty members incorporate technology at every stage, from motivational videos to formative assessment tools, ensuring a holistic, technology-enhanced educational experience. PPGIT's multifaceted approach reflects a commitment to leveraging technology for comprehensive learning outcomes and developing crucial skills in its students.

## 5. Evidence of Success

The success of adopting TPACK framework in teaching-learning process at PPGIT is evident in many aspects for both the learners and faculty members as follows:

### ***Learner Benefits***

- Helps learner to reflect on their learning
- Identify learners based on their skills and learning abilities
- Analytics and dashboards that indicate the top areas of interests
- Motivates through digital reflection
- Stimulate problem solving skills and life-long learning skills.
- Increase awareness about 'how they are learning'.
- Increase the responsibility for their learning.
- Enables learners to engage in a deeper rather than surface knowledge.
- New information is acquired through self-directed learning.

### ***Faculty Members Instructional Benefits***

- Enables data driven instruction
- Provides Activity Based Learning environment
- Assist learners to examine errors in reasoning
- Notice learners involvement and engagement
- Provide feedback and mentoring
- Identify learner performance (Fast Learners, Slow Learners and Poor Learners)

- Facilitates learning measurement, continuous assessment and evaluation

## 6. Problems Encountered and Resources Required

### Problems Encountered

- Few students don't have mobile devices
- Unstable internet issue outside the campus
- Some activities conducted using ICT tools consume more time
- Students with different learning capabilities felt some activities are not suitable to them

### Resources Required

- Planning to give mobile devices to all the students like Tablets
- Planning to upgrade LMS with all ICT tools for dynamic pedagogy

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:

**Integrating Sustainability in Engineering Education:** PPG Institute of Technology's Commitment to the SDGs Goals

In a rapidly changing world facing a myriad of environmental and social challenges, engineering education is at a critical juncture. The PPG Institute of Technology (PPGIT) has recognized this and made it their top priority to integrate sustainability into their engineering programs. Their goal is to educate the next generation of engineers not only to be technically proficient but also to be champions of sustainability, dedicated to protecting and improving our planet and the quality of human life.

As part of their commitment to this cause, PPGIT became a signatory member of the SDG Accord in 2023. The SDG Accord, or the Sustainable Development Goals Accord, is a global initiative that brings together educational institutions committed to advancing the United Nations Sustainable Development Goals (SDGs) through various means, including projects, practices, policies, systems, and learning. PPGIT's involvement in the SDG Accord signifies their dedication to going above and beyond in delivering on the SDGs and fostering a culture of sustainability within their institution.

### **Awareness on SDGs: The Foundation for Change**

One of the foundational steps in any change management process is to create awareness among stakeholders. PPGIT recognizes the importance of making sure everyone within their community understands the 17 SDGs, and they have devised a strategic plan to achieve this.

- 1. Augmenting the Clarity of the Agenda 2030 Goals:** The first objective is to ensure that all stakeholders, from students to faculty to staff, have a clear understanding of the agenda 2030 goals. These goals can be complex and multifaceted, and increasing clarity helps everyone align their efforts toward achieving them.
- 2. Planning Good Practices:** PPGIT aims to integrate Agenda 2030 with day-to-day academic activities. This means finding practical ways to infuse sustainability into the curriculum, campus practices, and institutional policies.

### **To achieve these objectives, PPGIT has implemented a variety of measures:**

- SDG Wall Posters:** These posters are prominently displayed across the campus, serving as a visual reminder of the SDGs and their importance.
- SDG Videos:** Visual media can be a powerful tool for conveying information. PPGIT uses videos to educate and engage their community about the SDGs.
- Visibility through social media:** The reach of social media is extensive, and PPGIT leverages platforms like Twitter, Facebook, and Instagram to share information and updates related to the SDGs.
- Project Contests:** Organizing contests related to the SDGs encourages students to think creatively and practically about how to address these global challenges.
- Technical Events:** PPGIT integrates discussions on the SDGs into technical events, ensuring that even the most technically oriented students and faculty are exposed to sustainability concepts.
- Professional Development Programs:** Faculty members are encouraged to participate in programs that address the SDGs. This not only enhances their technical competence but also equips them to teach sustainability effectively.
- Website Integration:** The institution's website serves as a central hub for information and resources related to the SDGs, making it accessible to all.

### **SDG Resources: Empowering Students with Knowledge**

To empower students with knowledge about the SDGs and their effective implementation, PPGIT has taken several steps:

- Database of Online Resources:** The institute has created a comprehensive database of online resources on the SDGs, accessible through the library repository. This allows students to delve deeper into the topics at their own pace.

- **Regular Updates:** PPGIT keeps students informed and motivated by sending regular updates about the latest news and developments related to the SDGs via social media and email.

## **Teaching and Learning SDGs: Preparing Future Engineers for a Sustainable World**

The United Nations Sustainable Development Goals are not just global targets for the year 2030; they are a roadmap for addressing the pressing challenges facing humanity. Students, especially those pursuing engineering, are vital contributors to making progress toward these goals. PPGIT has recognized this and taken concrete steps to ensure that teaching and learning at their institution align with the SDGs.

Each department at PPGIT has established a Department Advisory Committee (DAC) comprising subject experts. The DACs have worked extensively to create action plans that align with the National Board of Accreditation (NBA) program outcomes. These plans aim to ensure that teaching practices at PPGIT address the employer needs and develop in students the intellectual agility, creativity, and innovation required to advance the UN SDGs.

The DACs, working closely with subject experts, have meticulously mapped the courses offered at PPGIT with the relevant SDGs. They have also developed strategies for delivering course content with suitable examples that emphasize sustainability. This means that students are not just learning about the SDGs in a theoretical context; they are seeing how these global goals connect to the subjects they are studying.

Moreover, faculty members are actively engaged in this process. They receive induction and training on how to teach sustainability concepts in their respective courses. This training equips them with the tools and methods to help students construct knowledge on sustainability in a meaningful way.

The outcomes of these efforts are evident in the classroom. Students are increasingly exposed to discussions, assignments, group activities, case studies, and mini-projects that incorporate and emphasize the principles of sustainability as defined by the SDGs. This practical application of sustainability concepts enhances students' understanding and underscores the importance of these goals in their future careers as engineers.

## **In Conclusion**

The PPG Institute of Technology's commitment to integrating sustainability into engineering education is not just a noble aspiration; it is a well-executed strategy. Their involvement in the SDG Accord, their efforts to raise awareness among stakeholders, their provision of resources, and their dedication to transforming teaching and learning practices all demonstrate their commitment to a sustainable future.

By preparing the next generation of engineers to be not only technically proficient but also deeply aware of and committed to the SDGs, PPGIT is playing a pivotal role in shaping a more sustainable world. Their holistic approach to sustainability education serves as a model for other institutions looking to bridge the gap between academia and the urgent global challenges we face. Through their actions, they are not only enlightening young engineers but also lighting the way toward a brighter, more sustainable future for all.

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## **5. CONCLUSION**

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### **Additional Information :**

#### **About Trust**

Perichi Gounder Memorial Education and Charitable Trust (PPG Trust) is a renowned and benevolent educational trust established in the year 1992 by Dr. L.P. Thangavelu, a leading laparoscopic surgeon in Coimbatore, the city famous for its hospitality and culture. The trust is an institution par excellence, catering to the needs of budding youth and underprivileged individuals. At PPG Trust, we are dedicated to providing quality education and making strides towards achieving and accumulating accolades and laurels. The trust has established and been nurturing various educational institutions for the last 10 years in Coimbatore - Institute of Technology and Business School, College of Nursing, School of Nursing, College of Physiotherapy, College of Education, Teacher Training Institute, and offers B.E., B. Tech, M.E, M.B.A, B.Sc., M.Sc., Nursing, BPT & MPT, B.Ed., & M.Ed., Diploma in Nursing and Diploma in Teacher Education

#### **PPGIT Additional Information**

1. The college has successfully implemented the NAAN MUDHALVAN Scheme, which includes Skill-Based Courses and Value-Added Courses, as an initiative by the Tamil Nadu Skill Development Corporation (TNSDC).
2. PPGIT has successfully adopted the Pradhan Mantri Kaushal Vikas Yojana 4.0 (PMKVY 4.0) scheme facilitated by the National Skill Development Corporation (NSDC).
3. PPGIT houses the Innovation and Incubation Center, powered by NGI - Technology Business Incubations (TBI) in Coimbatore.

### **Concluding Remarks :**

PPG Institute of Technology is dedicated to achieving excellence in academics, research, and governance, driven by a team of committed individuals. The institution operates with various statutory committees, including the Governing Body, Academic Council, Finance Committee, and other non-statutory committees. These committees play a pivotal role in making policy decisions related to both academic and non-academic activities, ensuring effective implementation.

With a well-defined strategic plan aligned with the institute's vision and mission, the institution periodically reviews its strategic objectives through the statutory committees. The institution boasts adequate infrastructure for teaching and learning, including classrooms equipped with information and communication technology (ICT) tools. The facilities also support a wide range of co-curricular and extracurricular activities.

Inclusivity is a priority, and the institution facilitates government and non-government schemes to provide financial assistance to students from economically weaker sections throughout their degree programs. The focus extends beyond academic excellence, with an emphasis on value education, enriched training, and research to mold students into intellectually inspired and morally upright individuals ready to face global challenges.

A robust industry-institute collaboration strengthens the bridge between industry and academics, providing students with practical insights and exposure. The Internal Quality Assurance Cell (IQAC) plays a significant

role in sustaining and enhancing quality across all aspects of the institute's functioning. IQAC ensures continual quality enhancement through well-planned initiatives, involving internal and external experts in the process.

The institution is steadfast in its commitment to achieving its vision of promoting world-class engineering and management education, particularly for rural community students, fostering research-oriented global competitiveness. In line with the National Education Policy (NEP) 2020, the institution promotes multidisciplinary learning through a curriculum aligned with Choice-Based Credit System (CBCS), Outcome-Based Education (OBE), ICT-based teaching and learning, industry-partnered centers, professional societies, and clubs.

PPG Institute of Technology exemplifies a holistic approach to education, striving for excellence, inclusivity, and relevance in the ever-evolving educational landscape.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :28</p> <p>Remark : The brochure highlights that most claimed VACs failed to run for more than a week. DVV has gone through the HEIs assessment approaches post-course. It's crucial to differentiate assessment methods for value-added courses between MOOCs, SWAYAM, NPTEL, etc., and HEIs. Additionally, the 25 MCQs for VACs appear overly simplistic. DVV suggests prioritizing VACs from reputable agencies like NPTEL, MOOCs, SWAYAM, and MIT OpenCourseWare to uphold metric integrity. Otherwise, there's a risk of fostering a culture of fabricated submissions and false claims. HEIs exacerbated doubts in this instance rather than skillfully addressing them.</p>																				
1.2.2	<p><b>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>638</td> <td>231</td> <td>150</td> <td>249</td> <td>269</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>638</td> <td>231</td> <td>150</td> <td>249</td> <td>268</td> </tr> </tbody> </table> <p>Remark : The portal fails to register DVV's concerns without changing value, thus resulting in insignificant modifications. In DVV's view, VACs are provided directly by the HEI, which also designs them. It's essential to verify if the HEI adheres to specific norms in delivering VACs or if it provides them according to its preferences. Without established guidelines governing VACs, unchanged figures persist.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	638	231	150	249	269	2022-23	2021-22	2020-21	2019-20	2018-19	638	231	150	249	268
2022-23	2021-22	2020-21	2019-20	2018-19																	
638	231	150	249	269																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
638	231	150	249	268																	
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

239	146	106	72	68
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### Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
239	146	106	72	68

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

### Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
327	327	327	246	366

### Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
327	327	327	246	365

Remark : The portal fails to register DVV's concerns without changing value, thus resulting in insignificant modifications. As per the provided details of reservation HEI follows the reservation policy only on 69% of Govt Quota as per Tamil Nadu Government, hence, on the rest of the management seats they are free to enact their own policy.

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*

**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
149	97	91	56	47

### Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	91	84	53	46

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
149	147	147	112	165

### Answer After DVV Verification :

Answer After DVV Verification :

149	147	147	112	165
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Remark : Excluded supernumerary seats.

2.4.2 ***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	7	7	8	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	7	8	8

3.1.1 ***Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)***

**3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6.21	5.49	2.53	1.28	0.55

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.205	5.49	2.53	1.28	0.55

Remark : Values updates as per the Audit sheet provided.

3.2.2 ***Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years***

**3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	13	7	12	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	9	5	8	2

Remark : HEI has clarified that the disparities in reported numbers of students and actual students in Geo-tagged photos were typographical errors. However, the institution has chosen not to address the query regarding what distinguishes the claimed events from regular classes. There are no banners or any other clues suggesting that there was a workshop or any other occasion present in the photos.

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	8	8	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	3	3	5	2

Remark : Publications only in UGC recommended Journals or SOPUS Indexed journal are considered.

**3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	8	4	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	07	02	0	0

Remark : Figures have been updated as per the documents provided.

3.4.3	<p><b><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></b></p> <p><b>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr> </thead> <tbody> <tr> <td>17</td><td>6</td><td>5</td><td>12</td><td>16</td></tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr> </thead> <tbody> <tr> <td>16</td><td>6</td><td>5</td><td>11</td><td>13</td></tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	17	6	5	12	16	2022-23	2021-22	2020-21	2019-20	2018-19	16	6	5	11	13
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17	6	5	12	16																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	6	5	11	13																	
3.5.1	<p><b><i>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.</i></b></p> <p>Answer before DVV Verification : 35</p> <p>Answer After DVV Verification :27</p>																				
4.3.2	<p><b>Student – Computer ratio (Data for the latest completed academic year)</b></p> <p><b>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</b></p> <p>Answer before DVV Verification : 402</p> <p>Answer after DVV Verification: 402</p>																				
5.1.1	<p><b><i>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</i></b></p> <p><b>5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr> </thead> <tbody> <tr> <td>551</td><td>357</td><td>251</td><td>345</td><td>483</td></tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr> </thead> <tbody> <tr> <td>551</td><td>357</td><td>251</td><td>345</td><td>483</td></tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	551	357	251	345	483	2022-23	2021-22	2020-21	2019-20	2018-19	551	357	251	345	483
2022-23	2021-22	2020-21	2019-20	2018-19																	
551	357	251	345	483																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
551	357	251	345	483																	
5.1.3	<p><b>Percentage of students benefitted by guidance for competitive examinations and career</b></p>																				

**counseling offered by the Institution during the last five years**

**5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
251	295	334	120	259

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
251	295	334	120	259

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: B. 3 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 / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	47	106	132	89

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	45	106	132	89

**5.2.1.2. Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
52	48	115	144	109

Answer After DVV Verification :

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

52	48	115	144	109
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Remark : Values have been updated as per the documents provided.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	12	9	10	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	06	05	06	09

Remark : DVV has revised the figures as per the certificates provided.

**5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	26	7	25	52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	09	03	07	10

Remark : Separate activities organized by the same institution at separate dates have been merged into one. HEI was requested to revised its figure but not preferred to change its stance.

**6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

**6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty**

**development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
87	84	105	132	146

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
87	84	100	121	133

**6.3.3.2. Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	30	36	37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	30	36	37

Remark : DVV accepted clarification for non-teaching staff only.

7.1.2

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

**2.Extended Profile Deviations**

ID	Extended Questions
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1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 174 Answer after DVV Verification : 171																				
1.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>  Answer before DVV Verification: <table border="1"> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> <tr> <td>77</td> <td>72</td> <td>81</td> <td>105</td> <td>120</td> </tr> </table> Answer After DVV Verification: <table border="1"> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> <tr> <td>77</td> <td>71</td> <td>80</td> <td>105</td> <td>119</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	77	72	81	105	120	2022-23	2021-22	2020-21	2019-20	2018-19	77	71	80	105	119
2022-23	2021-22	2020-21	2019-20	2018-19																	
77	72	81	105	120																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
77	71	80	105	119																	