SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PERI INSTITUTE OF TECHNOLOGY

NO 1, MANNIVAKKAM, WEST TAMBARAM, CHENNAI - 600 048
600048
www.peri.education/periit

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The **PERI Educational and Charitable Trust**, established in 2007 with the noble mission of serving society, brought its vision to life in 2010 by founding the **PERI Institute of Technology**. This accomplishment is the result of the sustained and focused efforts of **Mr. Saravanan Periasamy**, the Chairman of the PERI Educational and Charitable Trust, and the President and CEO of **PERI Software Solutions Inc.**, based in both the U.S.A. and India. The institute is strategically located in **Mannivakkam, Chennai**, spread across a sprawling campus of **15.6 acres**, providing a conducive environment for learning and innovation. Through a blend of vision, leadership, and commitment to education, PERI Institute of Technology stands as a testament to the trust's dedication to societal development and educational excellence.

PERI IT offers Bachelor of Engineering in Civil Engineering, Computer Science and Engineering, Computer Science Engineering (AIML) Computer science Engineering Cyber Security, Electronics and Communication Engineering, Electrical and Electronics Engineering and Mechanical Engineering, Bachelor of Technology in Artificial Intelligence and Data Science, Computer Science and Business Systems & Information Technology. Master of Engineering in Computer science and Engineering, Communication systems, Applied Electronics and Power electronics and drives.

Vision

- To be an internationally recognized seat of higher learning in Engineering, Technology and Science in future. It also visualizes being a research incubator for academicians, industrialists and researchers from across the country /world.

Mission

It strives to provide quality Technical education at affordable cost.

Providing state-of-the art infrastructure facilities to achieve excellence in Teaching-Learning, Research and Development.

Aligning with leading industries to create competent engineers through internships and placement focused training.

Create an environment which is conducive to learn skills which will solve pressing issues along with foundation in moral values and ethics.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The implementation of Outcome Based Education in teaching learning process is evolving over the years progressing towards improved strategies of adoption. Training and professional development opportunities are provided for faculty to make them understand and implement outcome based education principles effectively.
- Support services such as mentoringand tutoring are provided to help students achieve the desired learning outcomes as a part of the goal of outcome based education in the teaching learningprocess.
- Our college has state of the art infrastructure and well equipped laboratories.
- College has a very supportive management. Welfare schemes are provided for the benefit of faculty.
- iGuru is an ERP software internally designed and developed for faculty to efficiently maintain and manage student databases,enhancing transparency and efficiency in academic and administrative processes through e-governance.
- Our college is an Eco friendly campus. To promote sustainability, College also has electric vehicles for transportation.
- Internal Quality Assurance Cell to ensure quality in academic administrative function
- Excellent sports and extracurricular infrastructure.
- Zero Tolerance for discrimination. The campus and educational resources are favourable to Divyangjan students.
- Well established infrastructure and libraries for teaching, learning, research and evaluation.
- Every year, job fairs are organized at our institution to provide employment opportunities for both internal and external participants.
- To enhance the employability skills of students, life skills are nurtured from the first year to the final year ensuring they develop into individuals prepared to meet the demands of the workplace.

Institutional Weakness

- **The strength of core branches is decreasing due to changes in student perception.**
- **The diversity of students is limited, as most students in our college are from tamilnadu.**
- **Experts in emerging fields should be attracted to enhance students' exposure to advanced technologies.**
- **Inadequate residential quarters for faculty**
- **Less supportive for young mother employees**

Institutional Opportunity

- **Encouraging faculty members to reskill through MOOCs courses.**
- **Government scholarship schemes will make more students enrol for their graduate programmes, thus augmenting the human capital of the institution.**
- Imparting Technologies through Industrial Training: Students get the hands-on training under the guidance of the industry trainers and experts to gain knowledge and skills on the latest technologies used in industries.
- Entrepreneurship: The Entrepreneurship Development Cell (EDC) conducts camps, hackathons, motivational events, and arranges industrial visits to motivate students to pursue the start-up route, in line with the policies of the Government of India.

Institutional Challenge

- **Collaboration with International Institutions.**
- **Receiving funds from government bodies has to be augmented.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our institute follows the curriculum developed by the affiliating University. The Criteria highlights the Vision, Mission statement as well as the quality policy and objective implemented at the level of the institute to provide the aspiring Engineering students with quality technical education at UG. Academic flexibility and bridging the gap between curriculum and industry is achieved through leading Industrial Courses, Seminars and Tie-ups through MOUs. By conducting Entrepreneurship Development Programs, the college encourages self-employability.

Academic calendar is prepared before the start of the academic year which includes Continuous Assessment Test (CAT), curricular, co-curricular and extra-curricular activities. Allotment of subjects including open electives is done by the HOD based on the faculty expertise and the preferences obtained from them. Detailed lesson plan is prepared by the staff focusing on outcome based education and Bloom’s taxonomy. For each course, a question bank and laboratory manual is prepared which is scrutinised at Department level and then distributed to the students.

The college provides remedial classes with additional inputs to the needs of slow learners. Students are inculcated with social awareness and community service through various NSS activities. The college conducts feedback on curriculum and teaching learning processes on a regular basis. Feedback Reports are taken for corrective action.

Teaching aids such as projectors, ICT class rooms are used to support regular class room lectures. Based on the student performance in internal assessment, remedial classes are conducted for slow learners.

Various activities to support human values, environment and sustainability and gender sensitisation are organized by departments to enhance and hone individual talents and ensure overall development of the student. Curriculum gaps if any are identified and these gaps are filled by conducting value added courses, workshops, seminars and industrial visits etc

Teaching-learning and Evaluation

Teaching-learning and evaluation are interconnected educational components, vital for fostering knowledge acquisition, critical thinking and skill development. Teaching includes all of the techniques, approaches and tools that teachers use to transfer knowledge and promote learning. The institute follows Outcome based Education to ensure the quality of Teaching.

Learning, on the other hand, is a dynamic process of acquiring knowledge, skills and values. It involves active engagement, reflection and application of information gained through teaching. Students' characteristics, past knowledge and motivation all have a big impact on the learning process. The institute has separate policies

based on the phase of the learning.

Evaluation serves as a mechanism to assess students' understanding, progress and achievement. It incorporates a range of assessment techniques, such as summative evaluations at the conclusion of a learning session and formative assessments conducted during instruction. Projects, presentations and examinations are examples of assessment strategies that assist determine areas for growth, assess students' knowledge and guide instructional decisions. Furthermore, assessment gives teachers and students feedback, which promotes ongoing development and modification of instructional techniques.

Effective teaching-learning and evaluation practices are essential for meaningful educational experiences and nurturing student development. Through the integration of innovative teaching techniques, encouragement of active participation in learning, and the utilization of various evaluation approaches, educators can cultivate enriching learning environments that equip students not only for academic success but also for broader personal and professional achievements.In order to comply with effective teaching-learning, student and full time teacher ratio of 11:01 is maintained

Daily Practice Test is conducted every first hour in week days to improve the Academic Performance of the students. Two Continuous Assessments and one Model Examination are conducted. The learning levels of the students are identified based on their performance. Slow learners are supported with remedial classes and bridge courses. Advanced learners are encouraged to attain higher level of excellence through special training programs and are motivated to participate in hackathons, undergo NPTEL/ MOOC certifications, Internships etc.

The mentor-mentee system also helps to achieve the desired learning outcomes. Extension activities, internships, and in plant training ensure experiential learning for students. Library at the college is well equipped with books, journals and e-resources necessary for teaching, learning and research. The campus and educational resources are favourable to Divyangjan students. 54.78% of seats are filled against seats reserved for various categories.80% of students avail **scholarships and freeships provided by the government and non government agencies .**

Research, Innovations and Extension

The Institution upholds high standards of research culture in the campus. It has a well-defined Research Policy which clearly outlines the objectives, scope, standards, collaboration, authorship, conflict of interest and authentication. The research advisory committee plays a predominant role in mentoring faculty members for research grants, projects, publishing research papers in listed journals and applying for patents. During this assessment period, Faculty members have published 400 research papers in listed journals ,348 books and chapters were published ,67 seminars and workshops were conducted and 29 patents were filed and published.

The Institution has created an ecosystem for innovations comprising the Entrepreneurship Development Cell (EDC), Research & Development (R&D) , Institution Innovation Council (IIC) Centre, for the creation and transfer of knowledge for student and community orientation. Research and Development Cell organizes programs to impart the importance of R&D to Faculty Members and Students. It promotes creative thinking and problem solving among students and faculty and enhances the practical skills of students through hands-on projects.

The Entrepreneurship Development Cell (EDC) conducts camps, hackathons, motivational events, and

arranges industrial visits to motivate students to pursue the start-up route, in line with the policies of the Government of India.

Extension and community outreach activities are integral parts of the Mission to provide individuals and groups with opportunities to extend their knowledge, skills and experiences.

The institution has arranged a number of Industrial Visits, In-plant training and internships for students to various related industries. The institution organizes online webinars, workshops, seminars, Guest lectures and conferences. Motivating the Faculty Members and Students for Higher Education. Encouraging the Faculty Members for Research Doctoral Programmes. Encouraging the Faculty Members to enhance research paper publications in indexed and impact factor journals

Promoting Memorandum of Understanding with industries and R&D organizations for consultancy work, collaborative research, sponsored projects, industry institute interactions etc.

Infrastructure and Learning Resources

Our Institution provides quality technical education with strong fundamentals and moral standards that enable students to excel in their respective field of study. The leadership of the institute believes in participative management and strives to bring excellence by structured organizational system with the involvement of all the stakeholders. All vital decisions regarding the commencement of new courses, expansion of infrastructure, formulation and promulgating of strategy are approved by the Chairman.

Infrastructure and learning resources play a vital role in effective and live functioning of any Institution. In order to accomplish the needs of the above, the college is putting all efforts to meet the expectations of the stakeholders. The college is equipped with modernized Laboratories, 40 Classrooms, 2 Smart class rooms with wi-fi enabled.

A Separate R&D cell is available in the college to promote creative thinking and problem solving among students and faculty . It enhances the practical skills of students through hands-on projects.

A dedicated maintenance team is in action for the purpose of maintenance and keep the Infrastructural facilities in the college to optimum utility.

Student Support and Progression

For each class a tutor is appointed who regularly meets with the students, either in groups or individually, to discuss and counsel them regarding both academic as well as non-academic matters related to the campus life. The tutors help their wards on study techniques, training opportunities, preparation for co-curricular events and other issues.

In order to enhance the expertise and make the students more competitive, guidance for competitive examinations and career counselling are offered by the institution by which 44.14% of students are benefitted .

Government scholarship schemes such as SC/ST, BC/MBC, First Graduate scholarship schemes are available to benefit the students in terms of their financial aspects who are economically backward. .80% of students avail **scholarships and freeships provided by the government and non government agencies .**

Soft skills, language and communication skills, Life skills, Programming skills are provided to the student to enhance their skills. Life skills are nurtured from the first year to the final year ensuring they develop into individuals prepared to meet the demands of the workplace. The integration of life skills development into our curriculum has yielded tangible benefits in terms of students' employability and placement outcomes, our students have experienced improved placement opportunities and greater success in securing coveted positions in leading companies.

Governance, Leadership and Management

PERI Institute of Technology (PERI IT) was established in 2010 by the PERI Educational and Charitable Trust with the objective of providing quality technical education. The Principal and the Vice Principal provide administrative and academic leadership to the College, and they are supported by HoDs on matters pertaining to various activities in the College. Various academic disciplines are handled by the concerned departments, and they are mainly responsible for the concerned academic programs offered by the College. Decentralized administration, complete autonomy to the departments in academics, transparency in budget allocation are practiced in management of the institution.

The Institution has an active Internal Quality Assurance Cell .The compliance of academic and administrative procedures and their continual improvement is ensured through systematic audit by IQAC. The internal and external members audit the academic and support systems to improve the quality of the overall functioning of the institute

Right from admission, the student profile details, their fees details, academic performance, attendance etc are easily updated and maintained in the ERP namely iGuru which is a internally designed and developed for faculty to efficiently maintain and manage student databases, enhancing transparency and efficiency in academic and administrative processes through e-governance.

Institutional Values and Best Practices

PERI Institute of Technology (PERI IT) was established in 2010 by the PERI Educational and Charitable Trust with the objective of providing quality technical education.

PERI Education has been organizing job fairs for over a decade, playing a key role in helping people in Tamil Nadu find employment. These job fairs have not only provided job opportunities but also contributed significantly to the socio-economic development of individuals and communities.It started in 2014 PERI Education held its first job fair, which became India's largest at that time. It attracted 14,314 participants and resulted in 1,890 job offers. This event set a new standard in the Indian job market and showed the need for such large-scale employment events..Over the years, PERI Job Fairs have collectively attracted 1,76,047 participants and facilitated 12,380 job offers, involving 271 companies. These fairs have not only provided jobs but have also contributed to the socio-economic growth of individuals and their families

PERI Education's strong industrial connectivity is a key factor in the success of its job fairs. By maintaining close relationships with leading companies, PERI ensures that its job fairs attract top employers who are actively looking for skilled candidates. This connectivity also allows PERI to stay updated on industry trends and requirements, enabling the institution to tailor its educational programs to better prepare students for the job market.

Any expanding higher education institution dedicated to delivering quality education undoubtedly seek a campus monitoring software that aligns with its strategic objectives. The internally developed “iGURU” software aims to enhance academic achievements and optimize administrative operations. By customizing the software meticulously, it addresses the varied requirements of faculty and students, empowering them to perform their roles with efficiency.

The iGURU software, available on both Android and desktop platforms, serves as a comprehensive tool for managing various aspects of academic administration and student engagement. Under the guidance of the Head of the Department, courses are assigned and timetables are created seamlessly within the system. Faculty members contribute by uploading lesson plans and key notes, fostering a collaborative environment for educational resources.

At PERIIT, our commitment to life skills development is exemplified through several key practices, including the allocation of two dedicated hours per week, arranging Competitions and the introduction of an exclusive curriculum tailored for this purpose. To ensure comprehensive and structured learning, we have developed an exclusive curriculum specifically focusing on life skills. This curriculum actively engages in a range of dynamic exercises to practice life skills namely Communication skill, Problems solving, adaptability, Networking, emotional intelligence, Team work, Decision making and Leadership skills through various activities, competitions and field trips.A diverse range of activities such as group discussions, debates, role-playing exercises, and leadership workshops, designed to enhance students' confidence, critical thinking, and teamwork capabilities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PERI INSTITUTE OF TECHNOLOGY
Address	No 1, Mannivakkam, West Tambaram, Chennai - 600 048
City	Chennai
State	Tamil Nadu
Pin	600048
Website	www.peri.education/periit

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	R.pAlson Kennedy	044-35055400	9444044720	-	principal@periit.com
IQAC / CIQA coordinator	B. Magesh	044-30555400	9943282931	-	viceprincipal@peri.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Tamil Nadu	Anna University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	14-02-2019	View Document
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	View Document	22-05-2024	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	No 1, Mannivakkam, West Tambaram, Chennai - 600 048	Urban	7.56	114200

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BE,Civil Engineering	48	HSC Diploma	English	30	6
UG	BE,Mechanical Engineering	48	HSC	English	30	8
UG	BE,Electrical And Electronics Engineering	48	HSC	English	30	16
UG	BE,Electronics And Communication Engineering	48	HSC	English	60	39
UG	BTech,Information Technology	48	HSC	English	60	25
UG	BTech,Agricultural Engineering	48	HSC	English	30	0
UG	BE,Computer Science And Engineering	48	HSC	English	180	151
UG	BTech,Artificial Intelligence And Data Science	48	HSC	English	30	25
UG	BTech,Computer Science And Business Systems	48	HSC	English	60	44
PG	ME,Applied Electronics	48	HSC	English	9	0
PG	ME,Commu	48	HSC	English	9	0

	nication Systems					
PG	ME,Power Electronics And Drives	48	HSC	English	12	1
PG	ME,Computer Science And Engineering	48	HSC	English	12	2

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				12				16				74
Recruited	10	1	0	11	8	6	0	14	31	43	0	74
Yet to Recruit				1				2				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				112
Recruited	53	59	0	112
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				18
Recruited	7	11	0	18
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	1	0	7	5	0	7	2	0	32
M.Phil.	0	0	0	1	1	0	2	12	0	16
PG	0	0	0	0	0	0	22	29	0	51
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	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

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	891	9	0	0	900
	Female	371	4	0	0	375
	Others	0	0	0	0	0
PG	Male	7	15	0	0	22
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	36	40	38	22
	Female	19	20	25	9
	Others	0	0	0	0
ST	Male	1	1	0	1
	Female	1	3	3	1
	Others	0	0	0	0
OBC	Male	89	96	77	77
	Female	50	44	43	32
	Others	0	0	0	0
General	Male	49	48	32	23
	Female	36	27	9	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		281	279	227	171

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	A detailed strategic plan for NEP implementation has been chalked out and phase wise implementation has resulted in to multidisciplinary ecosystem. All UG and PG programmes have been restructured for multidisciplinary options and the Curriculum have been revised to incorporate outcome-based Program Objectives (POs), Program Specific Objectives (PSOs) and Curriculum Objectives (COs). All Undergraduate programs are restructured with modified LOCF and internship. Experiential learning has been enhanced up to 50% in education and experimental education, 40% in professional, 24% in sciences and 21% in Social Science & 10% in life skill programmes. Open electives are offered in all

	PG Programs from Departments for the students of other departments with a view to impart quality 21st century skills to students. Extra-Curricular activities including NSS, NCC, Yoga, sports, cultural activities, music and performing arts are brought into Curriculum. The University offers credits for extension activities. Institute has also developed a start-up ecosystem by integrating the Incubation Centre, Skill development cell, TEC, ATAL Tinkering labs, Innovation council under R&D Cell. Centre of excellence in Multidisciplinary settings are designed and are being established. Value-added courses for UG programs including ancient Indian knowledge, Physics from Vaisheshika, History of Indian Mathematics,, Life skill education etc. are offered. Teaching learning process is transformed in blended mode with emphasis on opting for online MOOC, NPTEL courses up to 20%. The Institute understands that today the focus is on addressing a problem of social, economic, business, climate, or industrial relevance and the challenge is to assimilate knowledge and skill sets from different domains of knowledge to provide an interdisciplinary or transdisciplinary solution.As per the NEP guidelines, curriculum structure has been designed incorporating multidisciplinary education, optimal learning environment and learner centric approach. To this effect, wider consultations were held through a number of workshops and conferences to create awareness and sensitization about NEP-2020 implementation.
2. Academic bank of credits (ABC):	NEP 2020 aims to bring comprehensive reforms, emphasizing multidisciplinary learning, skill development, and flexibility in curricula. ABC is a credit storing and transferring system that allows students to accumulate and transfer credits earned from different institutions/platforms, enabling interdisciplinary learning and multiple entry-exit pointing. Together, NEP 2020 and ABC offer a promising approach to modernizing higher education, empowering students, and fostering a dynamic learning environment. It is a student-centric platform that facilitates seamless curriculum framework flexibility and encourages interdisciplinary or multidisciplinary academic mobility among Higher Education Institutions (HEIs). With an efficient credit transfer mechanism, it empowers students to design

	their learning path, achieve degrees, diplomas, or postgraduate qualifications through multiple entry exit points, and embrace anytime, anywhere, and anylevel learning. Academic Year 2024-25, PERIIT, Chennai will effectively implement ABC, making ABC registration mandatory for getting enrolled in the Institute. TheInstitute has proactively encouraged registration through various means, including notifications, emails, and ABC posters, resulting in 100% student registration on ABC portal within a year. 4 years degree programmes curriculum Framework has been designed covering all dimensions of education. The Sports, NCC, NSS, Yoga are made the integral part of programmes. Compulsory internships/seminars and other forms of experiential learning methods are included in all programs. Multiple Entry-Exit Options (at Level 5, Level 6 and Level 7) are provided with credit transfer from MOOC, NPTEL and ABC Several Value Added Courses (VAC) have been started to supplement students' interest beyond curriculum. UGC regulation for ABC and multiple entry / exit systems are adopted and Necessary restructuring of relevant ordinances has been done for credit transfer under ABC, Course registration, etc
3. Skill development:	PERIIT in it’s curriculum has introduced UG and PG students to undergo internship for a period of 4/6/24 weeks in industry to enhance / upgrade their technical skills by knowing trending technologies in their domain area to cater to the socio-economic needs. PERIIT curriculum (UG and/or PG) includes courses which integrate crosscutting issues relevant to Professional Ethics, Human Values, Environment and Sustainability. Through the student induction programme (SIP), technical talks on universal human values (UHV) and professional ethics are delivered by the experts so as to build the value education among the first year students. Students of the Institute are motivated to participate in AICTE’s Smart India Hackathon competition and also have prizes. Institute has made numerous MOUs with leading professional bodies / training centres / industries. Though these MOUs many activities such as industrial/site visits, technical talks, workshops, hands-on-training, internship are conducted to enhance skill level of students.
4. Appropriate integration of Indian Knowledge	PERIIT recognizes India's traditional knowledge's

system (teaching in Indian Language, culture, using online course):	richness and diversity, aiming to preserve and promote it at all education levels. It seeks to revitalize various aspects of Indian knowledge fostering a deeper understanding of India's cultural roots and contributions.The University has taken significant strides towards enhancing the undergraduate programs by introducing several value-added courses from ancient Indian knowledge. These innovative courses, such as Physics from Vaisheshika, History of Indian Mathematics, Tamil for Gita, and life skill for English. serve to revive and integrate traditional Indian wisdom into the contemporary education system. To foster holistic personality development among students, the institute will encourage to participation in a diverse range of activities . In future we will include subject-specific Indian values, culture, history, and origins, ensuring that learners gain a deep appreciation of their cultural heritage. The National Education Policy (NEP- 2020) recognizes India's traditional knowledge's richness and diversity, aiming to preserve and promote it at all education levels. It seeks to revitalize various aspects of Indian knowledge fostering a deeper understanding of India's cultural roots and contributions. The University has taken significant strides towards enhancing the undergraduate programs by introducing several value-added courses from ancient Indian knowledge. These innovative courses, such as Physics from tamil, History of Indian Mathematics, Tamil for Gita, and life skill for English. serve to revive and integrate traditional Indian wisdom into the contemporary education system. To foster holistic personality development among students, the institute will encourage to participation in a diverse range of activities . In future we will include subject-specific Indian values, culture, history, and origins, ensuring that learners gain a deep appreciation of their cultural heritage
5. Focus on Outcome based education (OBE):	Institute has adopted OBE in teaching-learning process in it’s teaching and learning process from 2021. Outcome Based Education (OBE) which is a student centric instruction with a clear statement on what Knowledge, skills and attitudes the Graduate Engineer will be able to demonstrate as having acquired on successful completion of a 4 year program of study. Vision and Mission of the Department are framed inline with the Institute’s

	Vision and Mission. Program Educational Objectives (PEOs) and Program Specific Outcomes (PSOs) are also framed by every department to achieve it's vision and mission. Course Outcome (CO) statements are framed for every course and are mapped to 10 Program Outcomes (POs) given by Affiliating Anna University /NBA. Based on formative and summative assessments, the set target levels and set attainment levels for a program, attainment levels of POs and PSOs of all the courses of a program are computed. To bridge the curriculum gap and to address all the POs, site/industry visits, technical talks, seminars, workshops etc. are conducted by every Department. To check the effectiveness of teaching-learning process and to take necessary actions for further improvement, at the department level, Department Advisory Board, Program Assessment Committee, class and Department Quality Assurance Cell are constituted as per the guidelines given by Internal Quality Assurance Cell (IQAC) of the Institute. Institute was accredited by NAAC with 'B+' grade in the year 2021
6. Distance education/online education:	Through platforms like Google Classroom, the institution has seamlessly transitioned to a digital environment, creating a dynamic and interactive virtual classroom. To enrich the online learning process high-quality video contents are being developed. These instructional videos cater to various subjects and topics, making complex concepts more accessible to students. The integration of multimedia elements further enhances the effectiveness of virtual learning. In recognition of the crucial role of technology in online education, the Institute has made substantial improvements to its support infrastructure. Robust Wi-Fi connectivity ensures uninterrupted access to online resources, enabling students to participate in virtual classes and engage in independent research without connectivity hurdles. At present we have 300MBPS leased line internet connection , it will be enhanced to 500/1000MBPS LL during Next academic year and following year. Students are also encouraged and motivated to take up NPTEL online courses to enhance their self-learning ability and gain knowledge on latest technological trends. Students are also motivated to watch SWAYAM PRABHA which is a group of DTH channels devoted to the telecasting of high-

	quality educational programmes across the length and breadth of the country on 24X7 basis. During pandemic, Institute has created various online platforms for smooth conduction of teaching and learning process

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	An Electoral Literacy Club is a platform to engage PERI Engineering College students through interesting activities and hands-on experience to sensitize them on their electoral rights and train them with the electoral process of registration and voting. Electoral Literacy Clubs are especially being set up in colleges all across India targeting the new voters, (in the age group of 18-21 years old) pursuing their graduation. The club will have all the students right from first semesters to final semester as its members. OBJECTIVES: In continuance of this vision, the Electoral Literacy Club shall be established at our Institute with the following objectives: ? To educate the targeted populations about voter registration, electoral process and related matters through hands on experience. ? To familiarize the targeted populations with EVM and VVPAT and to educate them about robustness of EVM and integrity of the electoral process using EVMs. ? To connect the potential of ELC members for carrying the electoral literacy in communities. ? To facilitate voter registration for its eligible members who are not yet registered. ? To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle ‘Every Vote Counts’ and ‘No Voter to be missed
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?	No Name Department Designation 1 Dr. R.Palson Kennedy Administration Chairman 2 Mr. Magesh B Administration Nodal Officer 3 Mr. Vasanth raj CSE-IT Coordinator 4 Mr. D.Ashwin AIDS Student Representative 5 Ms. V. Rathmikka CSE Student Representative 6 Dr. Sampath Civil Member 7 Dr. Kandhimathi.R EEE Member 8 Dr.Balaji.R S&H-Physics Member 9 Dr. Rajagopal Mechanical Member 10 Dr. Rajeswari ECE Member
3. What innovative programmes and initiatives	National Voters Day – 25th January 2023 Our

undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	respected Principal Dr.R Palson kennedy , pleased to inform you all that, Electoral literacy club, had Celebrated National Voters Day on 25th January 2023. The event was to bring awareness of Voting rights in the young minds of our college who are going to elect the democratic representatives in near future. Students took oath and pledged to uphold the democratic traditions of our country The main objective behind the celebration is to encourage, facilitate, and maximize enrolment, especially for new voters. The day has been celebrated since 2011 across the country to mark the foundation of the Election Commission of India, i.e. 25th January 1950.Mr Rajesh Mechanical student read the pledge and all students repeated that they will vote without fail.
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.	voters rally conducted on 2nd DEC 2023 by our students . 345 students were participated with the following slogans . My Vote My right . vote for good Cause. I vote for sure Nothing like Voting All eligible voters must have to vote
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.	Voter Registartion drive conducted in the campus on 7th Nov 2023. I which 280 students were applied and received new voter ID by our initative, and 127 students were not applied for it as on 19.12 2024. All such students were asked to apply immediately . All these students were asked to report to the concern HODs through Students representatives and faculties. As on 23rd March 24, all 127 students were applied/registred and awaiting for VID.The following officils came and conducted the drive Ms.Kanchana-Election deputy tahsildar. Ms.Saraswati devi-Revenue Inspector Mr. Venkatesh – VAO

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1068	1049	1094	1186	1591

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 357

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

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
97	107	117	132	167

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
1270.84	1545.86	1220.73	1921.26	1699.08

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

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:

PERI INSTITUTE OF TECHNOLOGY is affiliated to Anna University, has a constructive curriculum plan and delivery methods to provide quality education to the students. The Affiliating University prescribes the programmes, the related courses and their syllabus. PERI IT embraces distributive methods and standardized strategies for the effective curriculum delivery. It comprises of three aspects –

Curriculum Planning

Development

Implementation

Curriculum Planning

The Institute follows the academic calendar (AC) of Anna University, communicated at the start of every semester, Based on the recommendations of Governing body and considering institutional strategic plan the institutional academic calendar and department academic calendar is framed and distributed to students and faculty members before 15 days of the commencement of the semester.

The Institutional Level AC comprises of:

Commencement of classes

Internal Assessment Schedule

Institutional Events

Governing Council and IQAC meeting

Last working Day

Commencement of University Examination– Practical & Theory

National Holidays

Department Level AC comprises of:

Departmental Events – Seminars, Conferences, FDP, Workshops, Guest Lectures, Value Added courses, Class Committee Meeting (CCM), Mentoring Schedule, Internship, Industrial & Field visit.

Development

The HOD allocates the courses for the faculty members based on their proficiency. Each faculty seamlessly follows department academic schedule to prepare the lesson plan. After that, the CCM reviews the progress of each course with regard to the preparation of course materials for theory, Master Manual for labs and course plan in the Standard Approval Template.

Implementation

The Academic performance of the students are measured and monitored through Centralized Continuous Internal Assessment (CIA) is done through two Continuous Assessment Tests and Model examination. The Laboratory courses are evaluated for every experiment and through two Model Practical Examinations aligned with AC.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: 30

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

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: 52.19

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
624	658	541	694	608

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:

Response

The academic ambience provided in the college gives an abundant opportunity for the students to have healthy practices on cross cutting issues like Gender, Environmental sustainability, Human Values and Professional Ethics etc., which is inculcated in the curriculum prescribed by the Affiliating university. The list of courses offered by the Anna University is as follows:

S.no	Subject Code	Name Of The Subject
1	GE 8076	Professional Ethics in Engineering
2	GE 8071	Disaster Management
3	OBM 752	Hospital Management
4	PX 4005	Power Electronics for Renewable Energy Systems
5	MX3081	Introduction to Women and Gender Studies
6	EN 8591	Municipal Solid Waste Management
7	OAI 551	Environment and Agriculture
8	GE3451	Environment Science and Sustainability

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum as mentioned above. It also strengthens the issues by additional programs.

Environment and sustainability:

Being a green campus, the institution is improving energy efficiency by conserving the natural resources for creating healthy living and learning environment. Moreover, the curriculum of the affiliating university is well designed for transmitting knowledge on environmental protection and its sustainability for all UG engineering branches. The course Environmental Science sensitizes the students to have a holistic approach towards environment, eco system bio-diversity, environmental pollution and conservation of natural resources. The institution has taken the efforts to give awareness on environmental issues and its sustainability to society by conducting various camps like Road Side Cleaning, Plastic waste disposal, Tree Plantation and rallies like Corona awareness, Educational awareness organized by NSS and YRC.

Gender:

The institute has a substantial contribution towards gender equality. Through the Women Empowerment Cell, various webinars like Awareness Program for women and child development, Gender Equity in classroom, Health and Legal issues are conducted to update, motivate and create awareness among girls. Both boys and girls are counseled consistently regarding the behavioral attributes towards the other gender and society.Every year, Women’s day is celebrated to show the importance of women in the society. Feedback is collected from all women (both students and working women) to ensure the safety of women and if any grievance found, it will be given utmost importance and immediate remedial measures will be taken on any givencomplaint.

Professional Ethics and Human values:

With the view of inculcating the attribute of professional ethics among the engineering students, the affiliating university (Anna University) has prescribed Professional Ethics as an elective course. Apart from the curriculum, the institute significantly takes efforts to organize various activities like yoga,

meditation to promote human values and ethical values among the students. Anna University prescribes electives like Human Rights, Principle of Management, and Professional Communication in order to inculcate moral and social values. The various social activities organized by NSS and YRC like Blood donation camp, Dental camp, Flood Relief, adoption of village, Awareness on water resource safety, Rain water saving, Rallies for awareness on Traffic rules and safety also contribute to inculcate human values.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 58.52

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

Response: 625

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 49.48

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
281	268	227	169	287

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

2022-23	2021-22	2020-21	2019-20	2018-19
351	351	522	522	744

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

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

Response: 54.78

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
196	204	186	142	224

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
248	248	368	353	521

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
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)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

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

Response: 11.01

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:

The Institution practices outcome based education, in which, attainment of learning outcomes is critical, for the quality enhancement. As a result, various teaching pedagogies are adopted by the course instructors. These pedagogies are essentially student centric. Some of them include Experiential learning, Participative learning, Problem solving methodologies, Self-learning through MOOC and NPTEL courses.

Participative learning

Participative learning is an educational approach that emphasizes active engagement, collaborationand involvement of learners in the learning process. It focuses on creating an interactive and dynamic learning environment where students have the opportunity to contribute their ideas, experiencesand perspectives. PERIIT provides opportunities for thestudents to actively participate in various activities such as group discussions, problem-solving tasks, role-playing exercisesand collaborative projects. Instructors play a crucial role in facilitating participative learning experiences. They serve as guides, facilitatorsand mentors, providing support, guidanceand feedback to help students navigate their learning journey.

Experiential Learning

Students benefit from opportunities to engage with real-world scenarios, connecting them to practical applications beyond the classroom. Internships offer invaluable experiences, allowing students to develop interpersonal skills, understand industrial practices. Through laboratory work, industrial visits and field visits, students gain hands-on experience and practical knowledge. Group and industrial projects encourage students to analyze problems and devise effective solutions collaboratively. An annual Project Expo provides a platform for students to showcase their innovative projects, demonstrating their learning outcomes and accomplishments.

Problem Solving Methodology

Hackathons and Pitch Fests serve as real-time problem-solving platforms for the students, addressing societal challenges. Hackathons are organized toenhance coding skills and devising solutions for minor technical issues encountered by industries. Tutorial sessions are provided for Mathematics and other analytical courses to foster collaborative problem-solving among students. Additionally, students are encouraged to submit innovative assignments showcasing creative solutions to prevalent societal problems.

Interactive boards are available to visualize complex engineering concepts through interactive diagrams, simulations, and multimedia presentations. This visual approach helps students grasp abstract concepts more easily and allows for dynamic exploration of engineering principles in action. Platforms like Moodle, Blackboard, and Google Classroom are used to deliver course materials, assignments, quizzes and facilitate communication between instructors and students.Tools like Zoom, Microsoft Teams, and Google Meet enable virtual lectures, webinarsand collaborative discussions, especially useful for remote learning or guest lectures.Software such as MATLAB, ANSYSand SolidWorks allows students to simulate and analyze engineering concepts, designs, and systems, aiding in practical understanding and experimentation.Tools like Python, Java, MATLAB and Visual Studio provide environments for coding, debugging, and executing engineering-related algorithms and programs. Tools such as Microsoft PowerPoint, facilitate the creation of engaging presentations with multimedia elements like images, videos and animations to explain complex engineering concepts.Platforms like Quizizzand Google Forms enable instructors to create interactive quizzes, surveys, and assessments to gauge student understanding and progress.Platforms like NPTEL, SWAYAM and Coursera offer free or affordable online courses, lectures and educational materials on engineering subjects.

In addition to academic enrichment, ICT-enabled tools also provide avenues for students to participate in co-curricular activities. Online platforms for clubs, societiesand extracurricular programs enable students to explore their interests, develop leadership skillsand engage in creative endeavours outside of the classroom. Students have completed more than 1000 online courses every year and doing online

internships as a part of remote learning.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 94.95

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
97	107	123	136	190

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 26.61

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
31	40	36	29	29

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.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

The prescribed assessment procedure is:

S.NO	REGULATION	INTERNAL	EXTERNAL
1	2017	20%	80%
2	2021	40%	60%

Internal Assessment:

Theory Courses,

The examination cell centrally administers two internal assessment examinations and one model examination for each course. Faculty members meticulously craft two sets of question papers, labeled as SET “A” and "B", aligning with the university's prescribed pattern and cognitive levels, with corresponding course outcomes specified for each question. Following the tests, subject teachers promptly evaluate answer sheets within a 3-day timeframe, with evaluations subsequently reviewed by respective Heads of Departments. The Examination Cell then records the marks on the Anna University web portal, ensuring accuracy through counter signatures from the responsible faculty members during the verification process.

Practical Course

Students undergo assessment based on their performance during weekly experiments within the allocated hours. Prior to the University Practical Examinations, two Model practical exams are administered.

Group Project Work

During project work, students collaborate in groups of three to four individuals. They have the flexibility to

select a topic based on their interests and expertise level, or upon guidance from their supervisor. Throughout the semester, four reviews—Zero, First, Second, and Final—are conducted at intervals of 3-4 weeks. These reviews assess various key parameters, including project innovation, presentation abilities, communication effectiveness, technical proficiency, teamwork and project management skills.

To ensure transparency

To ensure transparency the following steps are taken

- On the induction day, students receive an orientation regarding the assessment procedures for both internal and external evaluations.
- Faculty members responsible for the course provide a detailed explanation of the question paper format and mark distribution for each part.
- Prior to distributing answer scripts, students are given a comprehensive overview of the evaluation scheme for the specific course.
- Evaluated answer scripts are made available to students for addressing any doubts they may have, this has to be done within three days of receiving the Answer scripts.
- Students have access to their internal marks and attendance records via the Anna University web portal through their individual login credentials.

Examination related grievances.

- Students have the option to raise queries regarding the question paper and the evaluation of their answer scripts for the Continuous Assessment Test (CAT) to the exam cell, which will be addressed systematically within 3 days of receiving the complaint. The students can raise the complaint towards the subject faculty/ Class advisor/ Head of the Department/ The Principal at the extreme regarding the grievance.
    - Grievances related to the End Semester University exams include issues such as changes in the name or date of birth on the hall ticket, instances of questions being out of syllabus or discrepancies in question papers, and cases where students' results are withheld.
- Discrepancies in the end semester exams are handled by the Exam Cell, which subsequently informs the University for necessary remedial actions.
- Students can apply for revaluation if desired, and the photocopy of the answer script will be sent to the respective faculty member for verification within a month of application, determining whether the candidate is eligible for revaluation. After revaluation the revaluated results have been published within two months.
- Information regarding challenging the valuation is provided, where students can apply directly without requesting a photocopy of their answer script if they are confident in their performance.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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:

Program Outcomes are statements that describe what students are expected learn/gain in terms of expertise upon graduating from the program. The NBA has defined clearly the program outcomes (POs) for each discipline. There are twelve program outcomes for an engineering graduate that are inline with the graduate attributes as defined by the Washington Accord. The college has stated these POs verbatim in the website.

The Institution is affiliated to Anna University, Chennai and follows the curriculum, syllabi and the regulations of the University. The University has published the Course Outcomes (COs) and Program Educational Objectives for the benefit of all the affiliating Institutions. The faculty take them as guidance and further explore to enhance the COs and PEOs through discussions in the course committee meetings and Department Advisory Board (DAB) meetings. The faculty also develop the CO-PO matrices by analysing the correlation between them.

The COs, POs and PEOs are clearly stated by the Institution in its website for the dissemination of information to all stake holders. These statements communicate the core purpose and objectives of the program to all stakeholders, guiding decisions regarding curriculum development, teaching methods, assessments, and resource allocation. Publicly displaying these statements enhances transparency and builds trust by clearly articulating the program's intentions and commitments. They are also displayed in classrooms, laboratories, handbooks and common areas like hallways and student lounges for the benefit of the students and staff. They serve as constant reminders of the program's overarching goals to all stakeholders. Faculty members enlighten the students on the significance and impact of these statements at the beginning of each semester, ensuring students understand their importance to their educational journey. Faculty also explain the lesson plan for covering the entire courses indicating the time line for each course outcome. They include guest lectures, industrial visits and additional course contents over and above the syllabus to meet the curriculum gaps.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 ***Attainment of POs and COs are evaluated.*** **Explain with evidence in a maximum of 500 words**

Response:

The internal quality assurance process for evaluating Program Outcomes (POs) and Course Outcomes (COs) is a critical aspect of maintaining and improving educational standards. After the completion of every semester, the Internal Quality Assurance Cell (IQAC) conducts a review of course and program outcome attainment. The process is categorized into two key steps:

1. **Identifying courses that meet the desired threshold values.**
2. **Identifying courses that fail to meet the desired outcomes.**

Attainment Evaluation and Categorization

Once the outcome attainment for each course is analyzed, the IQAC determines whether the courses have met their predefined threshold values. For courses that have successfully attained the desired outcomes, further steps are taken to maintain progress. In such cases, the threshold values for the course are increased by an additional 5%, challenging students and faculty to achieve higher levels of learning in the next cycle. The IQAC also provides suggestions to faculty on how to meet the new threshold, and these are included in the course lesson plans to ensure continuous improvement.

Addressing Courses that Fail to Meet Outcomes

Courses that do not achieve the desired outcome are carefully analyzed to understand the reasons behind the shortfall. The IQAC frames a strategic plan to address these discrepancies by focusing on both teaching pedagogy and content delivery. To enhance learning, the faculty is encouraged to improve their teaching methods through strategies such as:

- **Incorporating tutorials and one-on-one teaching** to provide personalized learning support.
- **Improving content delivery** by using more effective instructional techniques and making course material more accessible and engaging.

Faculty Development and Industry Interaction

To strengthen the expertise of faculty members, the IQAC recommends participation in **Faculty Development Programs (FDPs)** and **certification courses** to ensure they are up to date with the latest advancements in their fields. Faculty members are also advised to interact with industry professionals through **Industry-Institution collaborations**, allowing them to gain deeper insights into practical applications of their subjects and integrate these learnings into their teaching.

These industry connections help faculty understand current trends and expectations, which enhances the relevance and impact of the education they deliver. Additionally, incorporating insights from industry interaction into lesson plans can better prepare students for real-world challenges.

Dynamic and Strategic Evolution of Attainment

The strategic evaluation of both PO and CO attainment is an ongoing process. Every year, the IQAC reviews the outcomes and dynamically updates the strategies based on the findings. This ensures that the institution continuously adapts to evolving educational needs and industry standards. Suggestions and action plans are customized for individual courses, with each subject being carefully reviewed for improvements in the following academic year.

The changes and improvements made as part of the IQAC’s strategy are monitored in the subsequent years to evaluate their effectiveness in improving outcome attainment. This continuous feedback loop ensures that the teaching-learning process is constantly evolving and aligned with the institution’s long-term goals for educational excellence.

In conclusion, the internal quality assurance process is a comprehensive system for evaluating and improving both program and course outcomes. By identifying courses that meet or fail to meet thresholds, implementing strategic changes, and fostering continuous faculty development and industry engagement, the IQAC ensures a dynamic and evolving approach to enhancing education quality year after year.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 81.69

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
158	246	414	306	335

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
191	288	427	310	570

File Description	Document
Institutional data in the prescribed format	View Document
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.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.07

File Description	Document
Upload database of all students on roll as per data template	View Document

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: 19.88

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
14.084	5.80	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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:

The Centre for Research and Development aims to cultivate a research-driven ethos and facilitate knowledge exchange among internal stakeholders. It serves as a catalyst for nurturing research and innovation skills among students, encouraging faculty members to publish articles in refereed journals and conferences. The institution supports faculty members by sponsoring registration fees for publication in reputed journals, motivating them to contribute further within their areas of expertise. Faculty members have showcased their research in conferences, Scopus and IEEE journals, with support extended towards pursuing research degrees. Established to systematically promote innovation culture across departments, the Centre empowers students to explore new ideas and innovations. National and international conferences are being organized every year.Workshops, seminars on research methodologies and awareness about Intellectual Property Rights are being conducted periodically. Guidance is provided to faculty members for obtaining patents through various programs. The institution has registered in the Kalam Program for IP Literacy and Awareness (KAPILA) scheme under AICTE. Initiatives are undertaken by the faculty members for applying through this scheme.

The Entrepreneurship Development Cell (EDC) organizes Entrepreneur Awareness camps and seminars, such as "Insights of Inspiring Young Women Entrepreneurs" and "Inspiring Individuals," to enlighten

students and enhance their entrepreneurship skills. The EDC promotes foster idea exploration and pre-incubation among both students and faculty members.Itactively promotes entrepreneurial activities in the technology sector and hosts “Pitch fests” to inspire and support aspiring entrepreneurs.

The institution facilitates knowledge sharing across various domains through internal project expos, encouraging students to showcase their research presentations. Events like Hackathons, Ideathons and “Pitchfests” foster a culture of innovation, encouraging students to think creatively.

PERI Institute of Technology has established Institutional Innovation Council (IIC) in the campus as per the norms of Innovation Cell, Ministry of Education, and Government of India on 28.09.2022. Itoffers organizations a unique opportunity to foster innovation, creativity, and collaboration within the institution. The IIC serves as a platform for promoting an innovation and entrepreneurship culture, driving positive change, and enhancing competitiveness in today's dynamic business environment. Aligned with the IIC calendar, the institution has organized 22 programs to foster innovation.

To fuel innovation, the institution has made projects compulsory for every semester from second year. Regardless of their level of study, every student is required to undertake a project each semester, resulting in approximately 150 projects per semester. The best projects are further developed into research publications and patents.

The Entrepreneurship Development Cell, Centre for Research and Development, Centre of Excellence for Robotics, IoT and Drones are functioning effectively. Renewable Energy Sources Laboratory and Advanced Construction Materials Laboratory play significant roles in guiding ideas towards success.

Additionally, the institution has been training the students through the Life Skills Department aimed at integrating leadership, employability and life skills along with the curriculum, preparing students for the industry.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: 67

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
31	25	5	1	5

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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: 0.07

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
09	06	04	5	0

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

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: 0.05

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
12	2	0	3	2

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

3.4 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:

The PERI Institute of Technology actively engages in a number of outreach and extension programs with students and faculty members to raise awareness about social issues. The institution has National Service Scheme (NSS), Youth Red Cross (YRC) and Entrepreneurship Development Cell (EDC) for inculcating ethical standards through the extension and outreach programs. Students and faculty members take part regularly in various activities in the neighborhood communities in association with government/non-government bodies, industries for the holistic development of the society.

Major activities done by the institution are listed below:

- NSS students from our institute conducted surveys in the nearby village to assess health and education issues faced by the community. Subsequently, Eye Care Camps and Blood Donation Camps were organized based on the survey findings.
- Since 2010, our institute has been providing free daily meals (Breakfast, Lunch, and Dinner) to Sujatha Differentially abled Welfare Charitable Trust, No-8/136 West-Mada Street, Mannivakkam, situated near our campus.
- The institute actively engages in various programs through NSS/YRC to fulfill its social responsibility in combating the spread of the coronavirus. These initiatives encompass the distribution of nilavembukasaiyam (herbal extract), raising awareness about COVID-19 prevention measures, and promoting the importance of wearing face masks. During these events, students utilize placards and slogans to educate rural populations about the disease's impact.
- The NSS unit of our institution collaborates with Dr. Agarwal’s Eye Care and Kalyani Hospital, Chennai, to organize an Eye Checkup Camp in Sallavakkam village. The ailments are diagnosed

for further treatment. Following the camp, NSS students accompany villagers requiring specialized care to the respective hospitals. Totally 90 persons were benefited through this camp.

- Through collaborative efforts with the Esha Foundation, NSS/YRC students from our institution planted over 500 saplings in our college campus and in surrounding villages namely Karasangal and Padappai, aiming to foster a sustainable environment for the community.
- Our institution has undertaken the responsibility of serving Padappai, Mannivakkam, Salavakkam, Aadhanur, and Karasangal villages under the Unnat Bharat Abhiyan (UBA), aiming to uplift the lives of the local residents.
- The YRC unit of our institute conducts awareness programs focused on the Swachh Bharat mission, encompassing activities such as environmental cleaning, hygiene promotion, anti-tobacco campaigns, plastic waste management initiatives, all aimed at promoting a healthier lifestyle.
- The YRC unit of our institute conducted an Election and Voters' awareness rally from Mannivakkam to Mudichur village, aiming to educate villagers about the election process and the usage of voting machines for the assembly election.
- At Padappai, the YRC unit organized a POCSO awareness program for school students, emphasizing the importance of understanding the special provisions of legislation and empowering them to safeguard their own safety.
- Career awareness sessions for school students and village girls, with the objective of promoting higher education.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response:

PERI Institute of Technology organized extension activities to arouse social consciousness of the students by providing them opportunities to work with and among the people. It also helps the students identify the needs and problems of the community and involve them in problem-solving. The students can utilize their knowledge in finding practical solutions to individual and community problems. PERIIT NSS and YRC units have received recognition and achievement for some remarkable contribution towards Society.

Our YRC unit diligently conducted a series of awareness programs at the government girls' higher secondary school in Padappai. These initiatives covered crucial topics career guidance, women's safety, and the POCSO Act, aiming to educate and empower the students with essential knowledge and skills. Following our efforts, we were honored to receive recognition from the Headmaster, who commended our YRC Unit as the best in service. This recognition is proof of the effectiveness of our efforts to raise awareness and create a more secure and knowledgeable environment for the students and faculty at the school.

PERIIT YRC took the initiative to organize a road safety awareness rally program, emphasizing the

importance of road safety measures. Our efforts were recognized and appreciated by the Inspector of Police, Law and Order, Tambaram Commissionerate. This acknowledgement highlights the importance of our efforts to increase community awareness and promote safety.

PERIIT NSS collaborated with the Government Medical College, Chengalpattu, to host a Blood Donation Camp, marking a significant day of altruism and community support. The event witnessed a remarkable donation of 87 units of blood in a single day, showcasing the generosity and compassion of participants. In recognition of this remarkable achievement, the medical officer presented PERIIT with a Certificate of Appreciation, commending the institute's dedication to saving lives through blood donation. This acknowledgment not only celebrates the collective effort of donors but also underscores the vital role of partnerships in promoting health and well-being within the community. It serves as a testament to PERIIT's commitment to humanitarian causes and inspires continued efforts to make a positive impact on society.

In conclusion, the collective efforts of PERIIT's YRC and NSS units have left an indelible mark on both the school community and the wider society. Through our dedication to awareness programs, road safety initiatives, and blood donation drives, we have demonstrated our commitment to making a positive impact. The recognition received serves as validation of our endeavors and inspires us to continue our mission of fostering a safer, more informed, and healthier community. Together, we will strive to uphold the values of altruism, compassion, and service, driving positive change for years to come.

File Description	Document
Upload Additional information	View Document

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: 42

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
18	14	7	1	2

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

3.5 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: 23

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

- **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:

PERIIT boasts outstanding infrastructure and an eco-friendly environment spread over 15.6 acres, fostering a conducive atmosphere for administration and a positive teaching-learning process. Each department is equipped with separate cabins for the Head of the Department and faculty members, along with ample classrooms and laboratories for student use. The college features 40 classrooms, 7 tutorial classrooms, all equipped with modern technology including LCD projectors and laptops to enhance the learning experience. Additionally, two SMART classrooms are furnished with digital boards, enabling interactive learning through the use of images, graphs, maps, flowcharts, and animated videos. For academic events, the institute provides two conference halls equipped with air conditioning, audiovisual aids, and internet connectivity. The Institute organises Conferences, Competitions and HR conclaves and Student meetings in these halls.

The institution is fully Wi-Fi enabled, ensuring seamless internet connectivity throughout the campus for both faculty and students. A total of 28 well-equipped laboratories and 2 workshops provide students with hands-on experience using state-of-the-art equipment, encouraging practical application of theoretical knowledge. The college offers two conference halls equipped with air conditioning, LCD projectors, internet connectivity, and public address systems.

Under the guidance of Research and Development Cell, our Institution has various Centre of Excellence like Drone Centre, Robotics Centre, IOT Laboratory, Renewable Energy Systems Laboratory and CAD laboratory facilities to provide the opportunities for in-depth understanding of relevant industry technologies.

The research lab is equipped with advanced facilities to support research activities, fostering innovation among students and staff. Separate hostel facilities are available for both male and female students, providing a conducive environment for study and collaboration. The boys hostel has 86 rooms and currently inhabited with 136 students with 3 students per room. The girls hostel has 24 rooms and currently inhabited with 88 students with 3 students per room.

In terms of extracurricular activities, the college organizes cultural events such as "PERI FIESTA" to showcase students' talents and promote cultural exchange. The Cultural Club actively organizes various activities including dance, music, debates, painting, and drawing. Sports facilities include grounds for cricket, basketball, volleyball, football, hockey, tennis, shuttle, kabaddi, and throwball, promoting both

mental and physical fitness among students. Indoor game facility with 470 square feet and Outdoor game facility with 130680 square feet.

To promote overall wellness, the college offers has a gymnasium, Yoga Meditation Centre, and organises regular yoga camps. Health check-up camps are also organized for the benefit of students and faculty members. Gymnasium facilities are provided for both girls and boys students in an area of 800 sq.ft.

Ensuring uninterrupted academic activities, the college is equipped with diesel generators providing a continuous power supply during power outages. Two generators one with 400 KW and another with 125 KW capacity.

Overall, PERIIT prioritizes holistic development by offering a comprehensive educational experience encompassing academics, culture, sports, and wellness initiatives.

The institution has CCTV surveillance system for the entire campus to ensure the safety measures.

RO Mineral Water facility available Availability of transport Separate Parking facility for Faculties and Students. A Transport facility with 14 buses with parking area in 36095 square feet.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 16.86

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
244.76	160.67	142.83	427.48	315.23

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

4.2 Library as a Learning Resource

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

Response:

The Peri Institute of Technology boasts a state-of-the-art central library, managed through the iGURU software version 9.4 obtained from PERI Software Solutions. This automated system facilitates book transactions, including issues, returns, and renewals, all documented both digitally and in registers. With a digitalized setup and Wi-Fi connectivity, the library provides access to a vast array of online resources, serving the teaching and learning community. Faculty members and students enjoy unrestricted access to the library's facilities, which are available at all times.

Library personnel oversee inventory management, ensuring the organization, maintenance, and regular updates of the database. Additionally, appointed library assistants aid learners in navigating online databases, utilizing specialized search tools, and locating research materials. The library undergoes daily cleaning and maintenance, with stock verification conducted annually.

The Central Library houses an extensive collection of textbooks, reference materials, e-books, journals, magazines, e-journals, project reports, tutorials, and NPTEL video lessons pertaining to engineering and allied subjects. Students frequently refer previous semester question papers from Anna University to prepare for their examinations The library's layout features separate aisles for different categories, facilitating easy access and navigation.

Ample reading and reference space accommodates up to 100 students simultaneously, providing a conducive environment for peaceful learning. The digital library area is equipped with personal computers, enabling students to watch MOOC and NPTEL videos, aiding in academic preparation, GATE exams, and other competitive examinations.

The library operates on an open-access system, allowing students to select books directly from the shelves. Additionally, the library is a member of DELNET and subscribes to 819 e-Journals through Shodhsindhu, providing students with open access to valuable resources. Students can utilize the reprographics facility available in the library. The institute invests over 1 lakh per year in books and journals procurement.

Our Institute is being a member of National Digital Library of India provides additional resources to the students.

Library usage rules and regulations are

Rules & Regulations

1. Strict silence should be observed within the library. The member must show his/her identity card when demanded by the library staff.
2. Keep Mobile Phone in silent mode.
3. Writing or underlining in the books, periodicals, etc. is not allowed.
4. The students are not allowed to bring their personal belongings or books into the library.
5. Students are also requested to note that they are entitled to 3 Library Cards (U. G. students) and 5 Library cards (P. G. students) .
6. No reference books will be issued to any student.
7. In case of books marked, disfigured, damaged or lost it will have to be replaced by the borrower.
8. If library rules are not observed, the facilities of the same may be withdrawn from the student for a specific period of time.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection ***Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words***

Response:

PERI Institute of Technology takes significant efforts to expand the campus's IT infrastructure in order to arm students with cutting-edge tools that will enable them to advance as technologists in the future. Moreover, the plans for infrastructural development are given top priority as the College realizes the correlation between adequate infrastructure and effective teaching – learning. The IT facilities in the campus include Smart classrooms, high-speed internet access, Wi-Fi facilities, LCD projectors, desktop computers with scanners and printers. The institution ensures essential periodic maintenance & updating of the college network. At the beginning of every academic year the existing infrastructure is renovated from the suggestions collected from Labs-in-charge, lab technicians and system administrator after reviewing lab requirements, working condition of the existing equipments. The labs are getting new infrastructure by replacing the outdated hardware in accordance with the budget requests given by the departments. The institution is completely enabled with Wi-Fi facility and internet speed is 100 Mbps. A dedicated team of system administrators is formed to ensure the IT and related needs of the campus such as Software Development, Hardware and Networking maintenance. Antivirus software K7 is installed to protect all

computers from malwares and viruses. The maintenance support team raises complaints through WhatsApp group and it will be rectified.

Computer systems & Printers

Computers are updated with higher configuration as required for the curriculum, advanced learning and career development. The computer systems are upgraded periodically. There are 380 computers available in computer laboratories, HoD'S cabin and departments. Laser printers are also available in computer laboratories, HoD'S cabin and departments.

Smart classrooms

Two Smart board classrooms have an in-built android OS with 8 GB RAM and 500 GB hard disk. They are equipped with CPU and LAN connections to foster interesting learning process and the students will be able to retain the information for longer periods.

Wi-Fi

The institution is completely enabled with Wi-Fi with the internet speed of 300 Mbps across the campus. A number of 200 users can access the internet facility in laboratory and Library

Projectors

The classrooms are facilitated with LCD facilities with LAN connections to engage classroom delivery and foster futuristic learning.

Campus Networking

1. An extensive fiber optic network is established inside the campus replacing copper medium.
2. The present campus network backbone is laid up to 1 km using three manageable switches.
3. There are nearly 400 number of computers connected to this network.
4. Campus networking with fiber has several distinct advantages over non-fiber applications such as:

    Networks can be extended longer distances

    Larger amounts of data can be sent due to increased bandwidth

    No environmental disturbances

    Immunity to EMI/RFI, lightning strikes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 2.51

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

Response: 425

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

4.4 Maintenance of Campus Infrastructure

4.4.1 ***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***

Response: 23.47

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
458.85	372	214.21	498.24	254.36

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 82.67

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
879	811	1027	1122	1111

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

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)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 45.46

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
795	1135	660	67	65

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 62.54

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
100	178	181	119	352

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
158	246	414	306	363

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)	View Document
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)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 1.97

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
6	1	3	1	0

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

5.3 Student Participation and Activities

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

during the last five years

Response: 38

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
13	12	2	5	6

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

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: 16.8

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
62	15	02	01	04

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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 Institute established Alumni cell in 2015 to maintain a mutual affinity between institute and alumni. The alumni association is registered in May 2022 with register no. S249/2022 dated 13.05.2020 under the Tamil Nadu Societies Registration Act, 1975.The Association consists of President, Vice-president, Secretary, Joint-Secretary and Executive Committee members as office bearers.

The association aims to bridge the institution and the alumni by organizing regular meets and encourages alumni to contribute to the growth of the institution. Alumni contribution happens in various financial and non-financial forms. Their contribution is more than one lakh towards the welfare of the current students such as contribution for the toppers, for prizing the sports events, purchasing sports items and so on. Their other support services such as seminars, guest lectures are rendered through Alumni Connect and Alumni Meet regularly.

The Alumni Cell was established in 2015 to foster a strong relationship between the institute and its alumni. The association was officially registered in May 2022 under the Tamil Nadu Societies Registration Act, 1975. The association is led by office bearers, including the President, Vice-President, Secretary, Joint-Secretary, and Executive Committee members. The main objective is to encourage alumni to actively participate in institute events, initiatives, and activities, and to have all graduates join the association.

The alumni association connects graduates with companies and fosters the development of an extensive alumni network. Every year, an annual alumni gathering is organized, supported by the institute and sponsored by the association. Alumni from various batches are invited to share their thoughts, insights, and recommendations about the course curriculum and the professional world, providing valuable input for students and faculty. This event allows alumni to reconnect with their peers and relive cherished memories of their time at the institute.

The first alumni meet was held on August 1, 2015, where alumni provided insightful suggestions and feedback. More recently, the alumni meet held on March 17, 2023, saw over 200 alumni attend and share their experiences, advice, and mentorship with current students, especially aspiring engineers. Alumni also offered career guidance and reflected on their own professional journeys.

The Alumni Association plays a significant role in bridging the gap between the institute and its alumni. Through initiatives like "Alumni Connect," departments invite alumni as resource persons for seminars, webinars, and workshops on topics like entrepreneurship, data science, business development, and software development. These interactions not only help current students understand the outside world but also promote entrepreneurship and innovation within the student community.

Alumni contribute both financially and non-financially to the growth of the institution. Financial contributions exceed one lakh, supporting student welfare through prizes for academic excellence and sports events. Non-financial contributions come in the form of guest lectures, seminars, and career guidance provided regularly through Alumni Connect and the Alumni Meet. This engagement strengthens the institution-alumni bond, driving the growth and success of the institute and its students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Institutional governance and leadership are in accordance with the vision and mission

The academic activities of the institution are governed by Governing Council comprising of members in accordance with the guidelines of UGC and AICTE. The administrative activities are led by the Management including Chairman and Chief Operating Officer. The governing body discusses and make decisions related to framework of academic activities of the institution, major academic reforms to be carried out and guiding roadmap for the institution to progress towards achieving the vision of the institution. The policies made by the governing council are implemented by Principal and Internal Quality Assurance Cell (IQAC) of the institution. Short term and long term perspective plan are developed and executed towards accomplishing the mission of the institution.

Decentralization and participation in the institutional governance

Decentralization of powers for decision making in academic activities is in practice under three levels. **Governing level members** includes the Chairman, Chief Operating Officer, Governing Council and Principal managing the overall activities of the institution. They are responsible for the development of policies, guidelines, strategies and framework for the improvement of quality of the institution. **Operational level members** includes the Vice Principal, Heads of the Departments, Physical Education Director, Heads of academic support systems like IQAC, R&D, Placement develop plans and procedures for the implementation of policies made my top-level managers. They are responsible to plan, analyze, monitor, verify and improve the plans implemented under various departments of the institution. **Implementation level members** includes faculty members, non-teaching staff and supporting staff who execute all the activities of the institution. They are responsible for effective implementation of the plans made by the middle-level managers formulated towards achieving the goals of top-level managers. All the administrative and academic activities are carried out with the participation of faculty members at various levels under structured governance having well-defined roles and responsibilities. Decisions are taken with the participation of stakeholders at all levels through discussions in the class committee meetings, department meetings, meetings of supporting bodies, HODs meetings with Principal, HoDs and Principal meeting with Management and Governing Council meetings.

Short term and Long term Institutional Perspective Plan

Short term perspective plan for every 3 years and Long term perspective plan for every 15 years are formulated by the guidance of Governing council towards achieving the vision and mission of the institution. The IQAC carries out all the actions in implementing the perspective plans from preparing strategies, framing guidelines, processes development to feedback generation and auditing of the implemented plan. The supporting bodies of academic activities including Research and Development

Cell, Examination Cell, Entrepreneurship Development Cell, Placement Cell, Centre for Training and Employability Enhancement, Life-skill department, Grievance Redressal Cell, Internal Compliance Committee, Institution Innovation Council, etc., will function under the guidelines of IQAC for the implementation of these perspective plans.

NEP Implementation

The institution has initiated efforts towards sensitizing and implementing NEP recommendations by fostering multi-disciplinary learning environment, research and innovation ecosystem, skill enhancement and holistic development of students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Institutional Perspective plan

The institution always strives to successfully implement the institutional perspective plan in alignment with our vision and mission. The well defined strategic framework for the short term and long term plans are formulated and approved by the Governing Council. All the initiatives made in every aspect of academic operations are executed in integration with the institutional perspective plan. The institutional academic and administrative bodies work cohesively towards accomplishing the short term and long term plans within the specified time.

Administrative Setup

The organizational setup of PERI Institute of Technology is governed by the Chairman and Governing Council.

- Academic operations at the institutional level are managed by Principal and Vice Principal. Academic activities at department level are managed by Head of the Department, Teaching faculties and Non-teaching staff.
- Administrative operations are managed by Principal, Chief Operating Officer and HR Manager.
- Financial operations are managed by Chairman, Chief Operating Officer, Principal and Accounts Manager.
- Statutory bodies including Grievance Redressal Committee, Internal Compliance Committee, Anti

Ragging Committee are managed by the members as per the guidelines and headed by Principal.

- Academic support systems like Internal Quality Assurance Cell, Research and Development Cell, Placement Cell, Examination Cell, Centre for Training and Employability Enhancement, Institution Innovation Council, Industry Institute interaction Cell, Entrepreneurship Development Cell are managed by respective Coordinators.
- Student support systems like NSS, YRC, Cultural and Sports are managed by respective Coordinators.
- Infrastructure support systems headed by the Chief Operating Officer are managed by In-charges of Maintenance, Transport, Canteen, Hostel, Technical Support and Security.

Thus, the institution has a structured framework for administrative activities, well defined policies for human resources management, standard procedures for academic functions, rules and regulations for the academic support systems and well-defined roles and responsivities for all the stakeholders of institution from top level management to the low level employees.

Institution Policies, Service rules and procedures

The institution has well defined, transparent and approved policies with standard operating procedures for all the academic and administrative operations of the institution, providing a solid foundation for all the institutional activities. All the institutional policies are framed to align with our institutional goals and regulatory requirements. Orientation program is arranged for the newly recruited faculty to sensitize the service rules are procedures of the institution. An employee handbook with the details of various institution policies are made available in the institution website and shared with the stakeholders to ensure transparency, uniformity and effective implementation.

The following officially approved policies and are in effect at the institution:

- HR Policy - Service Rules and Procedures
- Recruitment and Relieving Policy
- Appraisal and Increment Policy
- Remuneration and Incentive Policy
- Employees Welfare Policy
- E-Governance Policy
- Admission Policy
- Scholarship Policy
- Mentoring Policy
- Placement Policy
- Library Policy
- Maintenance Policy
- Campus Environment Policy

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

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	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Performance appraisal system

The performance of an employee in the aspects of academics, self development, additional responsibilities and research are assessed periodically based on the Appraisal & Increment Policy and Remuneration & Incentive Policy of the institution. The performance of an employee is assessed by the following parameters:

- Self-Appraisal

- Head of the Department Feedback
- Principal/Vice Principal Feedback
- IQAC Feedback (including Student Feedback)
- HR Feedback

The following welfare schemes are provided for all the **Teaching faculty** members:

- Incentives for Journal publications, Conference publications, Text book and book chapter publications, Patent publications, as per the remuneration and incentive policy.
- Remuneration for participating in Conferences, Workshops, Faculty Development Programs, Seminars, Technical events, as per the remuneration and incentive policy.
- Sponsorships for NPTEL courses, Professional memberships, as per the remuneration and incentive policy.
- Cash award for producing 100% results in End semester university examination.
- Support of pursuing Higher education and Research in terms of on-duty, utilization of institution laboratory facilities.
- On-Duty for valuation, examination invigilation, laboratory examiner, squad duty, admission duty, etc.,
- Employees Provident Fund and Employees State Insurance schemes.
- Utilize the institution transport facility without any charges or deductions in salary.
- Breakfast and lunch in institution mess at subsidized rates.
- Utilize the institution hostel facility (both food and accommodation) without any charges or deductions in salary.
- Transport, Food and Accommodation expenses made by teaching faculty during any official duty will be fully reimbursed.
- Performance of teaching faculty members will be recognized and encouraged by giving awards of excellence during Faculty fest.
- Marriage Leave and Gift will be provided for teaching faculty. Female teaching faculty members can avail Maternity leave as per the leave policy.

The following welfare schemes are provided for all the **Non-Teaching staff** members:

- Employees Provident Fund and Employees State Insurance schemes are available for non-teaching staff.
- Utilize the institution transport facility without any charges or deductions in salary.
- Utilize the institution hostel facility (both food and accommodation) without any charges or deductions in salary.
- Lunch in institution mess without any charges or deductions in salary.
- Transport, Food and Accommodation expenses made by non-teaching staff during any official duty will be fully reimbursed.
- Performance of non-teaching staff will be recognized and encouraged by giving awards of excellence during Faculty fest.
- Marriage Leave and Gift will be provided for non-teaching staff. Female non-teaching staff can avail Maternity leave as per the leave policy.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 0

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
0	0	0	0	0

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

6.3.3 ***Percentage of 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: 56.28

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
54	69	73	84	92

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
6	6	8	9	12

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

6.4 Financial Management and Resource Mobilization

6.4.1 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 mobilization and optimal utilization of resources and funds

Annual Planning and Budgeting process is followed for planning and utilization of the resources and funds. Official order from the management will be released intimating the submission of budget proposal for the upcoming academic year. The budget proposal for the academic activities of every department will be prepared by the Heads of each department and submitted to the Principal. The summary of the budget for academic activities will be consolidated and submitted by the Principal for further discussion and approval in the Governing council meeting. The budget proposal for the administrative activities are prepared by the Chief Operating Officer and will be submitted for further discussion and approval in the Governing council meeting. The amount of fund under different heads including amount

committed, available, utilized and pending for various academic and administrative activities will be available in PERI iguru HoD module and SEFC portal. The summary of the expenses made will be available online for ease of planning and utilization of the funds.

Internal Audits:

The Accounts department under the Chief Operating Officer and the nominees of PERI Educational and Charitable trust are instrumental in setting up the financial systems and periodical internal audit of accounts. The scope of the internal audit has encompassed various compliances to regularize the accounting activities and to obtain confirmation for the credit balances, to collect documentary evidences in respect of payments, compliances of TDS and statutory formalities and reconciliation of unit wise balances and bank reconciliations. Invoice of expenses, cash vouchers, approvals and authorization for expenses, statutory deductions, fees pay-in slips, statements of sundry creditors, payroll statements, ledgers are audited in the internal audit. Internal audit report covering all perspectives of the audit is prepared. The consolidation of the findings of the institutions with Trust office has been completed and the annual returns have been submitted to Income Tax authorities and to the statutory auditor.

External Audits:

External Audit is conducted by the statutory auditors after 30th June of the subsequent year. The consolidated reports are submitted to the management. The annual returns have been submitted to the Income Tax Authorities, Registrar of societies of Tamil Nadu and to the other relevant authorities concerned.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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:

The **Internal Quality Assurance Cell (IQAC)** of PERI Institute of Technology plays a pivotal role in shaping and executing strategies that align with the institution's vision and meet global industrial demands. Guided by the Governing Council and the institute’s yearly strategic plan, IQAC is responsible for framing, implementing, evaluating, and improving quality assurance strategies. Its key focus areas include ensuring academic excellence, facilitating continuous improvement, and adhering to accreditation standards.

IQAC develops policies that are closely aligned with national and international quality assurance frameworks. These policies are implemented across various institutional processes and are continuously reviewed and improved based on observations and evaluations. The cell ensures that every policy is regularly assessed, and when necessary, it updates or introduces new versions to enhance educational outcomes. This adaptive approach guarantees that the institution remains dynamic in its pursuit of quality improvement.

A significant role of IQAC is training faculty in **Outcome-Based Education (OBE)**, ensuring the effective execution of lesson plans, and meeting accreditation requirements. IQAC frames the **academic calendar**, provides sample lesson plans, and guides faculty in their implementation. It also organizes **class committee meetings** to gather direct feedback from students, ensuring that teaching-learning practices are constantly refined. Additionally, online feedback is collected at both mid-semester and end-semester stages, ensuring a comprehensive review of the quality of content delivery.

IQAC conducts **academic audits twice per semester** to assess content preparedness and delivery. The first audit focuses on ensuring that faculty are well-prepared, while the second audit, held at the end of the semester, evaluates the effectiveness of content delivery. These audits ensure that educational content is consistently delivered with high standards, contributing to improved student learning outcomes.

The cell also reviews **outcome attainment** at the course and program levels. It identifies areas for improvement and suggests new threshold values for learning outcomes, aiming for continuous improvement. Through these efforts, IQAC enhances the quality and consistency of content delivery, which is crucial for achieving educational objectives.

Furthermore, IQAC plays an active role in organizing **Faculty Development Programs (FDPs)** on a wide range of topics, including outcome-based education, innovative teaching methodologies, online pedagogy, accreditation policies, and the **National Education Policy**. These FDPs help faculty stay updated with the latest trends and best practices in higher education. Experts from other universities and institutions are often invited to contribute their insights, helping the institution benchmark its methodologies and practices against global standards.

To track its progress, IQAC maintains records of **incremental improvements** in every initiative it undertakes. This systematic documentation of progress ensures that every positive change is acknowledged and further enhanced. The cell’s continuous efforts in refining processes and outcomes contribute significantly to the overall quality enhancement of the institution.

In conclusion, the **Internal Quality Assurance Cell (IQAC)** at PERI Institute of Technology plays a vital role in institutionalizing quality assurance strategies and processes. Through its periodic reviews of the teaching-learning process, operational methodologies, and learning outcomes, IQAC ensures that the institution remains committed to excellence.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. ***Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words***

Response:

PERI IT works to advance equality of opportunity and treatment for all men and women employed by and enrolled in the College. The college strives to create an atmosphere where women are treated equally and seen as a valuable resource for the organization.

Women Empowerment Cell of PERI Institute of Technology is established in the year 2017 with the motto of "**Dignity, Respect and Equality for Every Woman**". It plays a vital role for the promotion of gender equity and gender sensitization among the PERIANS. The Women Empowerment Cell organized awareness programs on Gender equity, Webinars on Medical Counselling, Moral counseling, Women's Rights, and Women's day celebrations. These initiatives aim to raise awareness about sexual harassment, prevent such occurrences, instill courage to address and effectively manage related issues. Resource persons invited for these events comprise psychologists, doctors, social workers, entrepreneurs, college professors, and members of the police department.

The College has established Women Armor Club – Sthree Shakthi for female faculty, staff, and girl students in the year 2020 to raise awareness of issues affecting women and make the campus a safe place for them. The cell stands for facilitating women safety and protection through organizing self-defense training and awareness programs on defensive mechanism and of their legal rights and protection.

Gender sensitivity ensures that women and men enjoy the same status and have an equal opportunity to exercise their human rights and realize their full potential, especially young women. To promote the gender sensitivity, Women Armor Club is open to female faculty, professional staff and girl students. Several programmes under gender sensitization were conducted on various topics such as Personal hygiene and Women's day which create awareness and aims at changing behavior of students by enabling their comfort in the study spot, work place and also ensuring professional growth. A team of faculty is available for mentoring the students with depression, psychological problems and even gender related issues.

Counselling can offer students a space to talk and think about problems and difficulties, and many find it helpful.Counseling is not about giving advice, but can help the faculty to understand the difficulties of students. Faculty can help students to make decisions and changes that may work better. Separate common room, separate mess halls are available for female students. Personalized counselling is provided with the help of Psychiatrist for the specific needs and problems of the girl students.

Girls and boys participate in various co-curricular activities such as paper presentations, organization of contests, group discussions and technical quiz programmes. Both boys and girls are made members of various clubs associated with academic, co-curricular and extracurricular activities. Every occasion, particularly Women's Day celebrations throughout the year, reverberates with the significance of women. Various cultural and intellectual competitions are organized to showcase the distinctive talents of participants, emphasizing the importance of women in every aspect of society. All facilities are provided in

the campus to ensure that both the genders are able to utilize all the infrastructure and opportunities for their development.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: A. 4 or All of the above

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

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	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4 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:

The institute provides an ecosystem and enabling atmosphere for the coexistence of people from diverse cultures, regions, linguistic, and other socioeconomic diversities in order to foster diversity among the faculties and students.

Inclusion begins right from the admission process where students across all the districts of the state take admissions. Once a student gets admitted he/she will be provided equally with all the resources for bringing harmony. The institute ensures that the stakeholders value all cultures and diversities and empower these groups to contribute for establishing an inclusive environment. Organizing Republic day, Women's day, Science day, Engineer's day, Independence Day, Teachers day, Pongal Celebration, Christmas, etc. promotes nationalism and patriotism among the students and staff community.

The staff and students belong to different communities like Hindus, Muslims, and Christians etc. being their mother tongues different like Tamil, Telugu, Malayalam and Hindi etc. The institution has very effective approach to maintain tolerance and harmony even though they belong to different communities and with different culture by organizing the events which bring the harmony and integrity and provides an opportunity to learn about the cultural variations and diversities in the college and society.

To promote communal value, the college organizes events, rallies and camps by NSS and YRC like blood donation, eye care, medical care, tree plantation and motivational program for the government school students, career guidance etc., and also college Women Empowerment Cell organizes Women's day for all sects of girls. The faculty has arranged numerous co-curricular activities aimed at promoting the fundamental duties and rights of Indian citizens.

PERIIT takes pride in the fact that apart from preparing a sound academic foundation of the student

community; the college constantly works upon to develop them as better citizens of the country. We gave Professional Ethics and Human Values where the students are exposed to the values, duties and responsibilities as a citizen. Apart from this, the institute sensitizes the human values and feeling of oneness among the student and staff community by organizing various activities like Election awareness rally, Corona Awareness rally, blood donation camp, health and education camp, Tree plantation camps etc.,. Our college organized a Yoga program, emphasizing the physical and mental benefits that contribute to keeping our bodies active and energetic, suitable for individuals of all age groups.

Career guidance programs are held for students from schools, with approximately 3000 higher secondary school students in the Chennai and other districts having attended. The interactive sessions serve to motivate young minds to pursue careers aligned with their interests.

The institute has adopted five villages in and around Mannivakkam under UBA. Through NSS & YRC various events like Temple cleaning, survey camp, road side cleaning and plastic waste disposal camp are conducted in the villages in order to sensitize the students concerning the duties and responsibilities of the citizen. During times of COVID-19 and flooding, essential relief funds and materials are supplied to support those in need.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 2:

Enhancing Education: iGURU's Consistency and Performance Boost

Objectives:

1. **Enhanced Academic Performance:** Monitoring performance metrics allows educators to identify struggling students early, provide timely interventions and prevent academic setbacks.
2. **Attendance Tracking**: Attendance monitoring through iGURU helps to ensure that students are regularly participating in classes and accessing course materials. Improved attendance can lead to better learning outcomes and a more cohesive classroom environment.
3. **Continuous Improvement**: Analyzing feedback from students and mentors enables continuous improvement of teaching methods, course materials, and overall educational experiences.
4. **Mentorship and Support**: iGURU can facilitate mentorship programs by connecting students with faculty mentors or peer mentors.

5. **Data-Driven Decision-Making**: Student performance data collected through iGURU can inform data-driven decision-making at institutional levels.

Context:

Any expanding higher education institution dedicated to delivering quality education undoubtedly seeks a campus monitoring software that aligns with its strategic objectives. The internally developed **"iGURU"** software aims to enhance academic achievements and optimize administrative operations. By customizing the software meticulously, it addresses the varied requirements of faculty, staff and students, empowering them to perform their roles with efficiency.

Tracking academic performance and monitoring student attendance facilitate early identification of performance deficiencies, enabling timely interventions for improvement. An idealized software solution can play a significant role in supporting faculty and students in the teaching-learning process, aiding in the prompt identification of issues and the implementation of corrective measures during the initial stages.

Embracing experiential learning is essential for progress and development. A sophisticated software tool designed to meticulously document the day-to-day activities within the institution, coupled with the ability to monitor the academic performance of individual students, emerges as a crucial catalyst for driving decision-making processes and strategic improvements in the days ahead.

The Practice :

The iGURU software, available on both Android and desktop platforms, serves as a comprehensive tool for managing various aspects of academic administration and student engagement. Under the guidance of the Head of the Department, courses are assigned and timetables are created seamlessly within the system. Faculty members contribute by uploading lesson plans and key notes, fostering a collaborative environment for educational resources.

One of the notable features of iGURU is its capability to streamline attendance management. Through the app, attendance is taken during class, with absentees and latecomers promptly marked. The system ensures accountability by recording attendance throughout the day and enabling mentors to reach out to parents regarding absenteeism. This not only helps maintain discipline but also facilitates communication between the institute and parents, fostering a supportive educational ecosystem.

Daily assessments are seamlessly integrated into the platform, with test questions assigned and marks recorded promptly. Students who require additional support are identified, and they attend supplementary classes, with their attendance duly noted. Faculty members input basic student details and provide personalized mentoring reports, while grievances are efficiently noted for resolution.

Moreover, iGURU serves as a centralized repository for academic data, including CAT exam marks, end-semester exam results, and performance in co-curricular and extra-curricular activities. This comprehensive data archive enables thorough analysis of student performance over multiple semesters, empowering academic staff to make informed decisions.

The intuitive interface of iGURU includes interactive dashboards that provide real-time insights into various activities. The attendance dashboard allows the Head of the Department to monitor student attendance and identify any irregularities efficiently. Automated daily dashboards utilize color-coding

techniques to track the progress of tasks such as test assignments, corrective actions and enhancing operational efficiency.

For higher-level oversight, a special dashboard is tailored for the Head of the Institution, enabling comprehensive monitoring of daily activities and fee remittance of students. This proactive approach facilitates consistent progress and timely interventions when necessary.

On the student front, the iGURU platform extends its functionality through a dedicated app. Students can monitor their attendance, access academic materials, and provide feedback, empowering them to take ownership of their learning journey and track their performance effectively.

In conclusion, iGURU stands as a sophisticated educational management solution, facilitating seamless administration, fostering communication, and empowering both faculty and students to excel in their respective roles within the academic ecosystem.

Evidence of success:

I**mproved Attendance Management:** iGURU's automated attendance system led to a significant improvement in attendance tracking. This ensured accurate records and encouraged punctuality among students.

Sustained Academic Progress: The consistent use of iGURU facilitated a steady academic trajectory for students. Regular assessments, timely feedback and additional support for underperformers contributed to sustained progress.

Increased Parental Confidence: Parents became more satisfied with the transparency and accessibility of their child's academic track record through iGURU. Regular communication about attendance, performance and grievances fostered trust and satisfaction.

Informed Decision-Making: Academic staff could make more effective decisions based on the comprehensive data provided by iGURU. Insights from attendance reports, test results, and feedback enabled timely interventions and tailored support for students.

Elevated Academic Quality: The utilization of iGURU led to improvements in the quality of academic activities. Faculty members could easily share resources, track student progress, and provide personalized mentoring, enhancing the overall learning experience.

Enhanced Student Performance: With the support of iGURU's features, students experienced overall improvement in their academic performance.

Problems encountered

Training the newly onboarded faculty to embrace the system proved challenging. Initially, transitioning to paperless workflows presented difficulties. Additionally, accessing iGURU remotely posed a significant challenge for faculty members.

Resources Required

iGURU software features a dedicated back-end support and development unit. To manage extensive data, a separate server is essential for storage. Training of new faculty on the features of iGURU is essential and systematically done through induction programs and Faculty Development Program.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

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:

PERI Education has been organizing job fairs for over a decade, playing a key role in helping people in Tamil Nadu find employment. These job fairs have not only provided job opportunities but also contributed significantly to the socio-economic development of individuals and communities. Here's a look at the history and impact of these job fairs, year by year.

2014: In 2014, PERI Education held its first job fair, which became India's largest at that time. It attracted 40000 participants and resulted in 1890 job offers. This event set a new standard in the Indian job market and showed the need for such large-scale employment events. The success of this fair highlighted the growing demand for skilled workers and the critical role that educational institutions can play in bridging the gap between job seekers and employers.

2015: Building on the success of the first fair, the 2015 job fair introduced online screening to match candidates with job profiles more effectively. This fair had 12,000 participants and led to over 1,000 job offers. The focus was on creating a more tailored experience for job seekers and employers. By leveraging technology, PERI Education was able to streamline the hiring process, making it more efficient and effective for all parties involved.

2016: The 2016 job fair continued to grow in popularity and success. With 10,636 participants, the fair resulted in 1,732 job offers. PERI Education's dedication to improving the job matching process was evident in the event's smooth organization and positive outcomes. This fair emphasized the importance of industry-specific skills and training, showcasing PERI's commitment to aligning its educational programs with the needs of the job market.

2017: The 2017 job fair was the most successful yet, with 12,450 participants and 2,127 job offers. The high level of interest from industries showed the fair's growing importance as a key event for employment opportunities in Tamil Nadu. The participation of numerous leading companies highlighted PERI's strong industrial connectivity and its ability to attract top employers looking for skilled and capable candidates.

2020: After a brief hiatus, the job fair returned in 2020 with 37 companies participating. Despite the challenges posed by the COVID-19 pandemic, the fair saw 17,222 participants and made 1,911 job offers, demonstrating its resilience and adaptability. This fair underscored the critical role of job fairs in providing stability and opportunities during uncertain times, helping individuals and families navigate the economic impact of the pandemic.

2022: The 2022 job fair had 41 companies participating and attracted 7,134 participants. This event led to 1,144 job offers, reflecting a steady demand for employment opportunities and the effectiveness of the job fair format. The fair's success illustrated the ongoing need for direct engagement between employers and job seekers.

2023: In 2023, 32 companies participated in the job fair, which had 5,230 participants and resulted in 1,176 job offers. The fair continued to be a vital platform for connecting job seekers with employers. It also highlighted PERI's commitment to fostering strong relationships with industries, ensuring that students and job seekers had access to the best opportunities available.

2024: The most recent job fair in 2024 saw 6,254 participants and 1490 job offers from 32 companies. Despite the increasing shift towards digital and virtual job fairs, the traditional format remained popular and effective. This fair reinforced the importance of personal interactions in the hiring process, leading to more meaningful employment relationships.

The PERI Job Fairs have seen a steady increase in the job offers. This improvement is a testament to our growing expertise in matching the right candidates with the right job descriptions. By continually refining our screening processes and understanding industry needs, we have enhanced our ability to identify the best candidates for each role. This focus on precision and quality ensures that both job seekers and employers find the perfect match, leading to higher job offer rates and more successful employment outcomes.

Cumulative Impact: Over the years, PERI Job Fairs have collectively attracted 1,76,047participants and facilitated 12380 job offers, involving 271 companies. These fairs have not only provided jobs but have also contributed to the socio-economic growth of individuals and their families.

Social and Individual Impact: The impact of the PERI Job Fair extends beyond mere employment statistics. These fairs have played a pivotal role in transforming the lives of individuals and their familiesPERI is not just facilitating employment but also contributing to the socio-economic upliftment of the community. The job fair helps individuals secure stable and rewarding careers, which in turn brings financial stability and improved quality of life. This ripple effect strengthens the social fabric of Tamil Nadu, fostering a more prosperous and resilient community.

Building Industrial Connectivity: PERI Education's strong industrial connectivity is a key factor in the success of its job fairs. By maintaining close relationships with leading companies, PERI ensures that its job fairs attract top employers who are actively looking for skilled candidates. This connectivity allows PERI to stay updated on industry trends and requirements, enabling the institution to prepare students for

the job market.

Conclusion: PERI Education's job fairs have made a substantial impact on employment in Tamil Nadu. By providing a reliable platform for job seekers and employers to connect, these fairs have helped countless individuals find stable employment and improved life. As PERI continues to innovate and adapt, its job fairs will remain a crucial part of the employment ecosystem in the region. Through these efforts, PERI Education not only supports individual career growth but also contributes to the broader socio-economic development of Tamil Nadu.

In conclusion, the success of PERI Education's job fairs transcends mere crowd counts, underscoring the paramount importance of their meticulous shortlisting process. Over the years, these fairs have been instrumental in connecting job seekers with employers, not merely through sheer numbers but through precision and quality in candidate selection. By consistently refining their screening processes and aligning them with industry needs, PERI has facilitated meaningful employment outcomes for thousands in Tamil Nadu. Beyond statistics, these fairs have catalyzed transformative changes in individuals' lives, fostering socio-economic upliftment and strengthening the community fabric. With a steadfast commitment to innovation and adaptation, PERI's job fairs will continue to serve as indispensable pillars of the region's employment ecosystem, driving both individual career growth and broader socio-economic development.

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

5. CONCLUSION

Additional Information :

PERIIT is deeply committed to strengthening its Internal Quality Assurance Cell (IQAC) and enhancing its overall quality framework. The institution actively implements a range of IQAC initiatives, diligently monitoring academic and research activities to promote continuous improvement and excellence across all domains. This proactive approach ensures that PERIIT maintains high educational standards, fostering a culture of innovation and quality enhancement.

A significant focus of the institution is on improving the employability of students, particularly those from rural backgrounds. By offering specialized training and skill development programs, PERIIT has achieved remarkable success in securing placements for these students in multinational companies. This accomplishment underscores the institution's dedication to empowering rural youth, helping them bridge the gap between their education and career opportunities in the global job market.

In pursuit of a corruption-free society, PERIIT launched the PERI People Service Scheme (PPSS). This initiative provides free training, including boarding, for selected students aiming to secure public sector jobs. The scheme not only helps students pursue a career in public service but also instills a strong sense of civic duty and integrity, aligning with the institute's vision of nurturing ethical and responsible leaders for the future.

PERIIT also prioritizes social outreach through its extensive career awareness programs, having reached over 1,000 rural schools across Tamil Nadu. By offering guidance and support to students in underserved areas, the institution inspires young minds to dream big and pursue meaningful career paths, thus contributing to the upliftment of rural communities.

Despite being located in the bustling industrial and commercial area of Chennai, PERIIT prides itself on maintaining a clean and green campus, providing a peaceful and conducive environment for learning and personal growth.

Additionally, PERIIT organizes an annual “PERI Tech Expo” to encourage technical innovation among school students. The event offers a substantial prize of ?1,00,000, motivating young talents to explore and showcase their technical skills. Furthermore, the institution offers full educational scholarships to students who have tragically lost a parent during their studies, ensuring that their education continues uninterrupted.

In conclusion, PERIIT’s comprehensive initiatives in quality education, employability, social responsibility, and technical innovation make it a transformative institution, dedicated to the holistic development of its students and society at large.

Concluding Remarks :

In today's world, the quality of higher education plays a critical role in shaping employment opportunities for a nation's citizens and driving its economic growth. Established in 2010 by the PERI Educational and Charitable Trust, PERI Institute of Technology is committed to providing high-quality technical education. With a strong focus on maintaining a well-defined quality framework, the institute adheres to its vision and mission of delivering academic excellence.

To ensure that we meet global standards, PERI IT continuously strives to achieve national and international accreditation through esteemed bodies such as NAAC and NBA. We actively participate in NIRF rankings and work toward improving all key quality parameters. Our institution is dedicated to offering students an enriching educational experience, with cutting-edge facilities and innovative teaching practices that equip them with the skills and knowledge needed to succeed in today’s competitive world.

To foster academic and holistic development, platforms like IQAC, CTEE, CHS, and EDC will be established to support both academic and extracurricular growth. These initiatives aim to enhance the overall educational environment, with continuous improvements planned over a five-year period. Additionally, we will implement transparent and accountable governance practices using the iGuru LMS, ensuring greater efficiency and responsibility in administrative processes.

Quality improvement is central to our mission, with regular internal audits, feedback sessions, and quality enhancement initiatives driven by IQAC. Our focus on accreditation underscores our commitment to maintaining high standards, systematically preparing for NAAC and NBA accreditation to bolster institutional credibility and attract top-tier students.

In the realm of research, PERI IT will establish dedicated research centers and provide funding to encourage faculty and student publications. This initiative aims to elevate research output and position the institution as a leading research hub. Additionally, we are prioritizing global engagement through exchange programs and international collaborations.

In conclusion, PERI Institute of Technology is dedicated to continuous growth and excellence in education, research, governance, and global engagement. Through these efforts, we aspire to provide transformative education that not only prepares students for future challenges but also contributes to the nation's development.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.2.1</td><td>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)

Answer before DVV Verification :
Answer After DVV Verification :30
Remark : DVV has considered the supporting document and made changes accordingly and has excluded courses in regular curriculum.</td></tr>
<tr><td>1.2.2</td><td>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

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
Answer before DVV Verification:<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>733</td><td>721</td><td>643</td><td>802</td><td>1204</td></tr></table>Answer After DVV Verification :<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>624</td><td>658</td><td>541</td><td>694</td><td>608</td></tr></table>Remark : DVV has considered the supporting document and made changes accordingly</td></tr>
<tr><td>1.4.1</td><td>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

Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies
Remark : DVV has considered the supporting document and made changes accordingly</td></tr>
<tr><td>3.3.1</td><td>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</td></tr>
</table>

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
189	53	26	65	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	06	04	5	0

Remark : DVV has considered the supporting document and made changes accordingly

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
18	20	6	16	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	2	0	3	2

Remark : DVV has considered the supporting document and made changes accordingly

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	69	73	84	92

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly and made

	output as 0 as no teachers has been provided with the financial assistance of 2000 or more.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations