SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

COIMBATORE INSTITUTE OF TECHNOLOGY

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1. INTRODUCTION

Coimbatore Institute of Technology (CIT), established in 1956 by Sri.V. Rangawamy Naidu has emerged as a premier educational institution in India, known for its excellence in engineering and technology education, impactful research contributions, and strong industry collaborations. This detailed executive summary highlights CIT's key achievements across various facets of its operations.

Academic Excellence

CIT, affiliated with Anna University, offers a wide array of undergraduate, postgraduate, and doctoral programs in engineering, technology, management, and applied sciences. Since 1987, the institute has held Autonomous status from UGC and is accredited by NBA and recognized by AICTE for its high educational standards. CIT's rigorous curriculum emphasizes industry-relevant knowledge and fosters innovation and research. With a distinguished faculty engaged in cutting-edge projects, the institute provides robust mentorship and practical learning experiences. CIT has actively participated in national initiatives like Technical Education Quality Improvement Programme (TEQIP), thereby improving the quality of technical education in India. Malaviya Mission Teacher Training Centre (MMTC) has supports research, industry collaboration and for organising pedagogy related training programs to improve skills of faculty members across the country.

Research and Innovation

Research is central to CIT's academic ethos, emphasizing interdisciplinary collaboration with industry, government, and international partners. The institute's research includes patents, publications in prestigious journals, and projects tackling significant societal challenges.

Industry Collaborations

CIT has strong industry ties, offering students internships, collaborative projects, and recruitment opportunities. Industry experts contribute to curriculum development; ensuring programs are relevant to meet industry standards.

Infrastructure and Facilities

CIT's expansive campus features modern infrastructure, including well-equipped laboratories, advanced computing facilities, extensive libraries, and recreational amenities. The environment supports academic excellence, extracurricular activities, and holistic student development.

Alumni Achievements

CIT takes pride in its extensive alumni network comprising accomplished professionals who have excelled in diverse fields globally. Alumni of CIT hold leadership positions in multinational corporations, government institutions, and academia. They actively engage with the institute through mentorship programs, guest lectures,

and industry interactions, contributing to the career development of current students.

Vision

The Institute strives to inculcate a sound knowledge in engineering along with realized social responsibilities to enable its students to combat the current and impending challenges faced by our country and to extend their expertise to the global arena.

The Coimbatore Institute of Technology (CIT) in India is known for its strong educational philosophy centered around several key principles:

1. **Excellence in Education:** CIT focuses on providing high-quality education that meets global standards. It aims to nurture students to become competent professionals in their chosen fields.

2. **Holistic Development:** The institute emphasizes holistic development by not only focusing on academic excellence but also on the overall personality development of its students. This includes fostering critical thinking, communication skills, and leadership qualities.

3. **Research and Innovation:** CIT promotes a culture of research and innovation. It encourages faculty and students to engage in cutting-edge research that contributes to the advancement of knowledge and addresses real-world problems.

4. **Industry Interaction:** Recognizing the importance of industry exposure, CIT facilitates regular interactions with industry experts, organizes industrial visits, and encourages internships to bridge the gap between academia and industry.

5. **Ethics and Values:** The institute places a strong emphasis on ethical behaviour, integrity, and values. It strives to instil these principles in its students to become responsible professionals and citizens.

6. **Social Responsibility:** CIT believes in giving back to society. It encourages students and faculty to participate in community service activities and initiatives that contribute to the welfare of society.

Overall, the educational philosophy of Coimbatore Institute of Technology is geared towards producing well-rounded individuals equipped with both technical knowledge and essential life skills, ready to make significant contributions to their professions and society at large.

Mission

The mission of CIT is to "impart high quality education and training to its students to make them World-class engineers with a foresight to the changes and problems, and pioneers to offer innovative solutions to benefit the nation and the world at large".

Quality Policy:

The Quality Policy of Coimbatore Institute of Technology (CIT) outlines their commitment to maintaining and

enhancing the quality of education and services provided. While specific details may vary over time, typically, the Quality Policy of CIT includes the following key aspects:

Commitment to Excellence: CIT is dedicated to achieving excellence in all its endeavours, including teaching, research, and service.

Continuous Improvement: The institute aims for continuous improvement in its processes, infrastructure, and educational programs to meet the evolving needs of students and stakeholders, by establishing centres of learning & excellence.

Compliance with Standards: CIT adheres to national and international standards in education and related services by implementing the standard, rules & regulations.

Student-Centric Approach: The institute prioritizes the interests and well-being of its students, aiming to provide them with a conducive learning environment and opportunities for personal and professional growth, making the students holistic in their life.

Stakeholder Engagement: CIT values the input and feedback of its stakeholders, including students, faculty, staff, alumni, and industry partners, to ensure that their expectations are met and exceeded.

Ethical Practices: The institute upholds ethical practices and integrity in all its activities, promoting a culture of honesty, transparency, and accountability.

Social Responsibility: CIT recognizes its role in contributing positively to society and endeavours to develop socially responsible professionals who can make meaningful contributions to the community.

Overall, the Quality Policy of Coimbatore Institute of Technology reflects its commitment to maintaining high standards of education, research, and service delivery while continuously striving for improvement and innovation and policy decisions proposed by the higher authorities involved in improvement of the quality of education across the country.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Academic Excellence:** CIT is renowned for its rigorous curriculum in engineering, technology, and applied sciences, integrating cutting-edge technologies like Industry 4.0, Artificial Intelligence, cyber security, 5G, and Big Data relevance to industry needs and boasts a Centre for Excellence.
- **Experienced Faculty:** The institute's highly qualified faculty engage in advanced research and development, elevating the quality of education and research outcomes. CIT, always upgrade its curriculum structure, laboratory equipment and research facilities catering to the industry needs and boasts a COE.
- **Industry Connections:** Strong partnerships with industry leaders provide students with top-tier internship and placement opportunities, enhancing their employability through practical skill development initiatives.
- **Infrastructure:** State-of-the-art facilities, including advanced laboratories, modern classrooms, and comprehensive resources like 3D printing and cyber security training clusters, support a conducive

learning environment SEM testing.

- **Accreditations and Recognitions:** Accredited by NBA and recognized by AICTE, CIT upholds high education standards validated through industry accreditations.
- **Strong Placements:** CIT's robust industry interactions, alumni network, and dedicated career support ensure consistently high placement records.
- **Support Services:** CIT offers holistic support services including academic advising, career counselling, and mental health support, ensuring students' comprehensive well-being.
- **Extracurricular Activities:** A variety of student clubs and societies cater to diverse interests, promoting well-rounded personal and professional development, extending helping hands to the surrounding villages.
- **Scholarships and Financial Aid:** CIT provides scholarships and financial aid to support meritorious and economically disadvantaged students, fostering accessibility to quality education.
- **Community Engagement:** Emphasizing social responsibility, CIT encourages student participation in community outreach programs for positive local impact.
- **Strong Alumni Network:** An active alumni network offers mentorship, networking opportunities, and industry connections, guiding students in their career paths.
- **Workshops and Seminars:** Regular industry-led workshops, seminars, and guest lectures keep students abreast of the latest advancements in their fields.
- **Flexible Learning Options:** CIT offers flexible learning pathways such as online courses, evening classes, and part-time programs, accommodating diverse learning needs and schedules.

Institutional Weakness

- **Limited Global Exposure:** While CIT has good industry connections locally, it has relatively limited international collaborations, which could enhance its global presence and student exchange opportunities. International linkages needed for mobility of faculty and students with higher ranking institutions, needs to be improved.
- **Entrepreneurship and Innovation:** One area of weakness for the institute is its support for entrepreneurship and innovation, which could benefit from more robust infrastructure and resources to effectively nurture student start-ups and foster a culture of practical learning and innovation.
- **Study abroad Programs:** The institute's weakness in providing comprehensive study abroad programs limits students' opportunities for international exposure and cultural exchange, potentially hindering their global perspective and career readiness in an increasingly interconnected world.
- **Resource Constraints:** Despite good infrastructure, there is a limitation in terms of funding for advanced research projects and technology upgrades.
- **Recruitment:** Constraints in regulation procedures for recruitment of faculty members.

Institutional Opportunity

- **Expansion of Research Initiatives**: Leveraging industry partnerships and seeking more government and private funding can boost research activities and outputs.
- **Global Collaborations**: Establishing more international partnerships can enhance academic exchange programs, research collaborations, and global recognition.
- **Technological Advancements**: Embracing new technologies in education and research can keep the institute at the forefront of innovation and development.
- **Value added courses**: CIT looks forward to introducing new professional programmes for value added

certificate courses.

- **Alumni Network**: Strengthening the alumni network can provide better mentorship, funding opportunities, and industry connections for current students.
- **Digital Facilities:** Creating more digital facilities in terms of e-books and e-learning applications.
- **Commercialization of patents:** To move forward for better commercialization of patents.

Institutional Challenge

- **Keeping Pace with Technological Changes**: Rapid advancements in technology require continuous updates to the curriculum and infrastructure to stay relevant.
- **Funding and Resources**: Securing sufficient funding for expansion, research, and technological upgrades remains a challenge.
- **Maintaining Quality with Growth**: As the institution grows, maintaining the same level of academic excellence and personalized attention to students can become challenging, with the additional new programs.
- **Social media presence:** The institute faces a challenge in enhancing its social media presence, which is currently underdeveloped and limits its ability to effectively engage with a wider audience, including prospective students, alumni, and industry partners.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Design and development of curriculum / syllabi is carried out by each department, in alignment with the Institute and Department Vision, Mission based on outcome based education (OBE). The academic programs offered by the Institution are planned to meet the global requirements.

Our graduates are enabled to take up highly-valuable and versatile roles as creative designers, innovators, entrepreneurs, and leaders of change (out-of-box thinking). The combined approaches equip our graduates with high-level strategic thinking, and enable them to translate problems and ideas to tangible, desirable solutions and problem solving skills.

CIT design its student induction program to help them accustom with the Institution rules and regulations. Department facility create awareness about the opportunities like placements and leading their career path towards higher studies. The induction program conducted during the beginning of the second year, supports the students in creating conducive environment to cope up with the department's core subjects.

- Establishment of laboratory in collaboration with Industry for state of the art Learning
- Interdisciplinary and professional core courses.
- Presentation of research / technical papers in conferences, symposiums, workshops and seminars.
- Industrial training / internship / mini project – the students are persuaded to do mini projects in individual subjects as well as in pre-final year, which is a mandatory course.
- Language laboratory taught in first and second year classes.
- Fast-track programme - to attend internship, in higher learning institutions, R&D establishments, international universities and multi-national companies.
- Nomination of members to statutory bodies – Scientists, experts from industry & academia, alumni and

faculty from nearby institutes.
- The students and members of faculty are motivated to submit research proposals to various funding agencies.

Suggestions offered by the stakeholders who are invited as members in various statutory bodies are in the program advisory board, board of studies parents interactions considered for the development of curriculum syllabi.

Teaching-learning and Evaluation

- Conduct of bridge courses – Induction programme for first year students in English, mathematics, physics, chemistry, fundamentals in engineering subjects, human values and interaction of alumni.
- Good faculty-student ratio.
- Student counseling system – Each student is assigned to the care of a faculty member called Tutor, who will be available for consultation and advice on all matters, academic and social. Tutor ward meetings (TWM) are held every week.
- E-learning – QEEE, NPTEL and MOOC – separate online interactive computing systems are available.
- The function of Autonomous management system – Scheduling of timetable, attendance posting and continuous assessment of students. The students can view all above records through their portal.

Research, Innovations and Extension

The institute has a well formulated research board with senior professors and experienced faculty members in various domains. All the departments are recognized as Research Centers by Anna University, Chennai. The management encourages faculty members to pursue Ph.D for their career growth and advancement. **191 research scholars** have successfully completed their Ph.D programme from the institute. The faculty members and students are also motivated to publish papers in journals.

Research centers possess necessary hardware and software facilities to support the faculty and student community. Conferences, symposiums, seminars and workshops are regularly organized every year to promote the research culture among the faculty and students.

The institute has Virtualization center of Excellence in collaboration with Novell, Open CL Technology, AMD and High Performance Computing with IBM. The institution has signed MoUs with academia, R&D establishments and industries for improving placement, and training. Students willing to actively participate in the social improvement activities enrol themselves in NSS, NCC, RSP and YRC. Through this they make changes in the nearby schools and villages. They do a lot of extension activities for the welfare of the society like organising blood donation camp and complete body check-up for the needy peoples.

Infrastructure and Learning Resources

The institute has an exclusive system to monitor and supervise the progress of the activities related to infrastructure and their maintenance. The institution has adequate facilities like classrooms, laboratories, computing equipments, facilities for sports, games and cultural activities and details of the same has been provided. The data requirements of budget allocated for infrastructure augmentation during the last five years

are also provided.

Library has a collection of rare books, manuscripts, special reports and knowledge resource in all required disciplines. Library has integrated library management system software facilitating search and accession to books. The average annual expenditure for purchase of books and journals are provided. Library has subscribed many online journals of open access available to reputed journals. Wi-Fi facilities are provided to all students, faculty members and staff inside the campus. The average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component as a percentage is provided.

Student Support and Progression

The college has an independent system for student support and mentoring. It concentrates on students' progression through various committees. The college has **structural characteristics** for the benefit of students such as good infrastructure with ample space, computer labs – with necessary software, Internet and Wi-Fi, cafeteria, laboratory facilities in all the departments with equipment's catering the requirements, gym, facilities for games and sports and library. Comparison with peer institutions shows that CIT is on par with top ranked institutions in terms of the quality of education provided, scope for opportunities and growth and development. CIT has been identified as **"role model"** Institute for effectively offering QEEE courses by IITM. In the last two years, 84 courses have been offered and participated in MOOC courses conducted by Microsoft, Edx.

Financial assistance is offered to the students with government and non-government scholarships. To improve the capabilities of the students in social activities, they are encouraged to contribute their ideas in institute magazines (Shristi, Ilamparavai and Department's technical magazines). The placement officer contacts the industries, and organizes campus interviews for the students. Senior students organize mock interviews and group discussion practices on their own to enhance their placement competencies. The students have good interaction with the alumni and make them involved in placement activities such as mock interview, pre-placement talks. Student's grievance redressal system includes committees like Examination & Disciplinary Committee, Appeals and Grievances Committee, Attendance Monitoring Committee and Ombudsman Committee.

Governance, Leadership and Management

Coimbatore Institute of Technology (CIT) exemplifies a strong governance framework that is both decentralized and inclusive, engaging various stakeholders in its operational and strategic activities. The governance structure at CIT is multi-layered, involving a Governing Council, an Academic Council, and several committees led by the Principal, Deans, Heads of Departments, and coordinators. These bodies work together to align CIT's strategic goals with its mission to produce world-class engineering graduates who can address global challenges with innovative solutions. The Governing Council is pivotal in fostering collaborations with academic partners, research organizations, and industry, ensuring CIT's objectives are met.

The institute's governance is characterized by its decentralized approach, where various committees oversee critical areas such as academic planning, admissions, infrastructure, and student affairs. Faculty members, along with statutory officers, play an active role in these committees, ensuring that decision-making is informed and practical. The involvement of non-teaching staff enhances the operational efficiency and cohesion within the institute. Regular review meetings are conducted to monitor governance practices, and recommendations from these reviews are considered by the Governing Council for implementation. This participative governance

model promotes a positive organizational culture and drives continuous improvement.

Financial management at CIT is handled with precision. The Principal submits budget proposals covering both recurring and non-recurring expenses to the management, which the Accounts Department monitors. Financial activities are audited both internally and externally, ensuring transparency and strict adherence to financial discipline. This rigorous auditing process prevents mismanagement and ensures that all transactions are authorized and properly documented.

CIT also boasts strong academic-industrial linkages and produces high-quality research, supported by a robust management structure. As a state government-aided institution, CIT adheres to the service rules and recruitment procedures established by the Department of Higher Education, Tamil Nadu. The institute mobilizes funds from various sources, including grants, fees, and alumni contributions, which are effectively managed by the finance committee and Principal.

In summary, CIT's governance and management strategies reflect a commitment to excellence, innovation, and continuous improvement. Through its well-structured framework, active stakeholder participation, and rigorous oversight, CIT maintains its reputation as a leading engineering institution, meeting global standards.

Institutional Values and Best Practices

The Institute implemented gender equity program, installation of waste management technology, planting and preserving trees and student counselling centres.

CIT is one of the reputed and prestigious educational institutions in India. The institute is situated in one of the arterial roads of Coimbatore and the facilities of our Institute are used by school children and walkers club members. The institution provides space to conduct various government/non-government competitive examinations. Various awareness programs are conducted for the students as well as local people. Facilities for differently abled people are also in respective places

.From the year of inception since 1956, the college has produced, a number of scientists, industrialists, entrepreneurs, government officials with high ranking and Army officers serving the country and excellent professors serving all over the world. The roots of the institutional values has spread all over the world.

Coimbatore Institute of Technology has reached its great height because of the academic freedom given to the students and the faculty members. CIT encourages collaborative research resulting in a number of publications in journals well reputed and patents. Students are encouraged to develop themselves into a good citizen of India by making them actively participate in any one of 16 clubs, which will bring out the hidden talents of the students making the students a complete man/ women when he/ she graduates from this great Institution.

Research promotion remains one of the most significant features by signing MoUs with International Universities, receiving National and International grants and guiding PhD scholars. The renowned Alumni of the institute are a legion which is the ample proof for the success of the Institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	COIMBATORE INSTITUTE OF TECHNOLOGY
Address	Aerodrome (Po) Avinashi Raod
City	Coimbatore
State	Tamil Nadu
Pin	641014
Website	www.cit.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A. Rajeswari	0422-2574071	9865907804	0422-2573187	principal@cit.edu.in
IQAC / CIQA coordinator	M. Mandhirasalam	0422-2574072	9842956585	0422-2573187	iqac@cit.edu.in

Status of the Institution	
Institution Status	Grant-in-aid and 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	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1956

Date of grant of 'Autonomy' to the College by UGC	08-07-1987

University to which the college is affiliated

State	University name	Document
Tamil Nadu	Anna University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	03-03-1956	View Document
12B of UGC	03-03-1956	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-06-2023	12	

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	ARIIA
Date of recognition	18-08-2020

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Aerodrome (Po) Avinashi Raod	Urban	68.42	91852.23

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,Civil Engineering	48	HSC	English	60	57
UG	BE,Mechanical Engineering,Mechanical Engineering	48	HSC	English	122	122
UG	BE,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	HSC	English	127	127
UG	BE,Electronics And Communication Engineering,Electronics and Communication Engineering	48	HSC	English	131	131
UG	BE,Computer Science Engineering,Computer Science and Engineering	48	HSC	English	132	132
UG	BTech,Chemical Engineering,Chemical Engineering	48	HSC	English	60	52
UG	BTech,Information Technology,Information Technology	48	HSC	English	62	62
UG	BTech,Artifi	48	HSC	English	60	60

	cial Intelligence And Data Science,Artificial Intelligence and Data Science					
PG	ME,Civil Engineering,Construction Management	24	BE or B.Tech	English	18	4
PG	ME,Civil Engineering,Environmental Engineering	24	BE or B.Tech	English	18	4
PG	ME,Civil Engineering,Structural Engineering	24	BE or B.Tech	English	18	5
PG	ME,Electrical And Electronics Engineering,Embedded and Real Time Systems	24	BE or B.Tech	English	18	5
PG	MSc,Computing,Software Systems	60	HSC	English	60	59
PG	MSc,Computing,Decision and Computing Sciences	60	HSC	English	60	54
PG	MSc,Computing,Artificial Intelligence and Machine Learning	60	HSC	English	60	57
PG	MSc,Computing,Data Science	60	HSC	English	60	57

PG	MCA,Computer Applications,Master of Computer Applications	24	BSc or BCA or BE or BTech	English	45	45
PG	MBA,Management Studies,Master of Business Administration	24	BSc or BCA or BE or BTech	English	60	60
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering,Civil Engineering	24	M.E. / M.Tech. / M.S. (By Research)	English	66	2
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering, Mechanical Engineering	24	M.E. / M.Tech. / M.S. (By Research)	English	62	2
Doctoral (Ph.D)	PhD or DPhil ,Electrical And Electronics Engineering,Electrical and Electronics Engineering	24	M.E. / M.Tech. / M.S. (By Research)	English	58	0
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Communication Engineering,Electronics and Communication Engineering	24	M.E. / M.Tech. / M.S. (By Research)	English	42	0
Doctoral (Ph.D)	PhD or DPhil ,Computer Science Engineering,Computer Science and Engineering	24	M.E. / M.Tech. / M.S. (By Research)	English	64	0

Doctoral (Ph.D)	PhD or DPhil ,Chemical Engineering,Chemical Engineering	24	M.E. / M.Tech. / M.S. (By Research)	English	38	0
Doctoral (Ph.D)	PhD or DPhil ,Information Technology,Information Technology	24	M.E. / M.Tech. / M.S. (By Research)	English	26	0
Doctoral (Ph.D)	PhD or DPhil ,Computing, Decision and Computing Sciences	24	M.E. / M.Tech. / M.S. (By Research)	English	20	0
Doctoral (Ph.D)	PhD or DPhil ,Computer Applications,Computer Applications	24	M.Sc. / M.S. (By Research) in the relevant branch of Science and Humanities /M.C.A/ M.A. (English/ Communication / Mass Communication/ Journalism/ Media Arts)	English	0	0
Doctoral (Ph.D)	PhD or DPhil ,Physics,Physics	24	M.Sc. / M.S. (By Research) in the relevant branch of Science and Humanities /M.C.A/ M.A. (English/ Communication / Mass Communication/ Journalism/ Media Arts)	English	52	1

Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	24	M.Sc. / M.S. (By Research) in the relevant branch of Science and Humanities /M.C.A/ M.A. (English/ Communication / Mass Communication/ Journalism/ Media Arts)	English	16	1
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,Mathematics	24	M.Sc. / M.S. (By Research) in the relevant branch of Science and Humanities /M.C.A/ M.A. (English/ Communication / Mass Communication/ Journalism/ Media Arts)	English	16	1
Doctoral (Ph.D)	PhD or DPhil ,Artificial Intelligence And Data Science,Artificial Intelligence and Data Science	24	M.Sc. / M.S. (By Research) in the relevant branch of Science and Humanities /M.C.A/ M.A. (English/ Communication / Mass Communication/ Journalism/ Media Arts)	English	8	0

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	12				19				81			
Recruited	6	2	0	8	7	9	0	16	35	12	0	47
Yet to Recruit	4				3				34			
Sanctioned by the Management/Society or Other Authorized Bodies	17				29				165			
Recruited	8	7	0	15	8	21	0	29	45	120	0	165
Yet to Recruit	2				0				0			

	Non-Teaching Staff			
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				155
Recruited	77	14	0	91
Yet to Recruit				64
Sanctioned by the Management/Society or Other Authorized Bodies				39
Recruited	23	16	0	39
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				103
Recruited	66	8	0	74
Yet to Recruit				29
Sanctioned by the Management/Society or Other Authorized Bodies				25
Recruited	18	7	0	25
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	14	9	0	14	27	0	53	68	0	185
M.Phil.	0	0	0	0	0	0	0	9	0	9
PG	0	0	0	1	3	0	26	56	0	86
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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	478	15	0	0	493
	Female	245	5	0	0	250
	Others	0	0	0	0	0
PG	Male	201	0	0	0	201
	Female	149	0	0	0	149
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	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	84	83	74	60
	Female	49	46	46	32
	Others	0	0	0	0
ST	Male	5	7	4	4
	Female	2	1	1	0
	Others	0	0	0	0
OBC	Male	553	514	525	501
	Female	324	339	305	186
	Others	0	0	0	0
General	Male	52	56	55	61
	Female	24	21	28	20
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1093	1067	1038	864

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Artificial Intelligence And Data Science	[View Document](#)
Chemical Engineering	[View Document](#)
Chemistry	[View Document](#)
Civil Engineering	[View Document](#)
Computer Applications	[View Document](#)
Computer Science Engineering	[View Document](#)
Computing	[View Document](#)
Electrical And Electronics Engineering	[View Document](#)
Electronics And Communication Engineering	[View Document](#)
Information Technology	[View Document](#)
Management Studies	[View Document](#)
Mathematics	[View Document](#)
Mechanical Engineering	[View Document](#)
Physics	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Coimbatore Institute of Technology, one of the premier Institution in India, offers quality education in Engineering, Technology, and Applied sciences relevant to the needs of the global society. It offers programmes not only in Engineering (Civil, Electrical and Electronics, Mechanical, Electronics & Communication, Computer Science & Engineering, Information Technology, Chemical, Artificial Intelligence, etc.) but also a range of M.Sc. five years Integrated programmes (viz., M.Sc. in Software Systems, Data Science, Decision and Computing Sciences, Artificial Intelligence and Machine Learning).Further Master's degrees in Business Administration, and Computer Applications are also offered by the Institution. The Institution affiliated to Anna University promotes and practices an interdisciplinary approach in its curriculum and syllabus. Students are offered the subject called Technical English which makes the students ability to use the sub-skills of language in creating the logical

	thinking, Industry needs. Working with a single discipline is no longer suitable as a greater number of engineering tasks/processes/research needs the involvement of multidisciplinary in the current scenario. In order to develop the all-round capacities of the students - intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the Institution is preparing to include multidisciplinary subjects as per the National Educational Policy 2020. As the Institution is preparing itself to have more of multi-disciplinary subjects, it tries to identify the programme learning outcomes along with courses and unit learning outcomes that define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal. Through the new Regulations 2023 of the institution, Minor Degrees with a Multidisciplinary / Interdisciplinary nature, Honors Degrees with Specialization and Interdisciplinary Courses have been introduced to suit the level of students from one discipline who are eager to have a taste of other disciplines. This is done by creating horizontal and vertical movements of courses. Also, a group of interdisciplinary courses is available as electives known as Open Electives which can be opted by any student irrespective of their specialization. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments and any NPTEL courses through SWAYAM.
2. Academic bank of credits (ABC):	Academic Bank of Credit proposed in NEP, which allows increasing the student freedom in enrolling for their courses, will act as reference check point for the faculty to verify the credit records earned by the student. Initiatives taken by institution are at the level of feasibility study to have a better understanding on ABC regulations, structuring the credit details as per the courses, clarity on evaluation and verification of credits, types of courses covered in ABC i.e., courses conducted in online and offline mode and also national schemes such as NPTEL, SWAYAM etc. Institution is reviewing the implementation challenges and how to help students learn the course of their choice and become "industry ready" graduates. Institution is reviewing the impact on ABC in the current system, still not registered.

Institution has signed MoU's with international universities for joint research, student exchange and faculty exchange for all these years. Each department offering BE/BTech programs are revising the curriculum as per international standards which allows the flexibility in credit transfer arrangements. Institution already offers elective courses where students choose which courses, they want to opt for, so the institution is able to adapt to the multiple entry, exists and collaborations with international institutions regarding the same. Institution is checking with the affiliated university (i.e., Anna University) on the possibilities of collaborating with foreign universities to offer joint programs, twinning programs, degree programs, credit transfer arrangements, which will provide access to high quality education for our students. It will allow the institution to maintain internationalization for the offered programs. Faculties follow the anna university regulations on designing the curriculum and assessments. The Institute offers a choice-based and flexible curriculum and syllabi, and students are given a wide range of courses as professional and open electives. One of the best practices of the Institute is that it offers B.E./B.Tech with Honors/Minor in Major/other areas of specialization to all undergraduate programmes. Under this category, students are encouraged to enroll in courses in areas other than their specialization and earn 18 additional credits to successfully become eligible for the award of Honors/Minor in addition to the regular Bachelor's Degree. The Institute accomplishes a well-rounded and integrated development in education by offering "Integrated programmes (M.Sc. 5 years)" in four domains - Software systems, Data Science, Decision and Computing sciences, Artificial Intelligence and machine learning for students to pursue holistic learning without the restrictions imposed by subject and/or level of learning boundaries. Faculties devise their specific strategies to deliver the curricula and have interactive pedagogical approaches. Specific strategies are as follows: 1. Acquiring continuous feedbacks and sustained attention 2. Allows more flexibility in usage of entire class, group and pair work where students discuss a shared task on the provided tutorial tasks and assessments. 3. Frequent and relevant use of learning materials beyond the textbooks. 4.

	Encourage the approach of open and closed questioning, expanding responses, encouraging student questioning 5. Deliver the lectures with more demonstration and explanation; it leads to drawing on sound pedagogical content knowledge
3. Skill development:	Institution has initiated a Career Guidance Cell (CGC) for offering various career guidance counselling and soft skills training for all UG/PG programs. As a part of CGC, to strengthen the vocational education, Continuous Learning Assessment Progression (CLAP) has been established in the institution to introduce more industry-oriented courses for bridging the gap between the industry and academia, and also to train the students as "skill-based learners". Institution has introduced interdisciplinary projects under the curriculum for all degree programs to nurture research at undergraduate level and expose the modern trends and skills in research and develop interdisciplinary approach and mind-set among students.The Institution has tied up with different companies for the placement training, industry training, and internship of the students. The institution is working closely with many industries on training programs for the students in which they are offering skill-based courses as one-credit courses in the curriculum. Institution has implemented the State Government based cutting edge technology program such as Industry 4.0, Artificial Intelligence, Big Data, AR/VR, Cloud Computing, etc., under Nan Mudhalvan and Nalaiya Thiran Schemes. The institution has a flexible Choice Based Credit System (CBCS) and Outcome Based Education (OBE) in its regulations. The institution offers various courses as part of ONE CREDIT course under different program of study which educate, sensitize and help develop a positive value-based mind-set and attitude amongst students. Institution offers a mandatory course "Human values and Professional Ethics", "Design thinking", "Community service and Engineering", "Hackathon" etc., for all UG programs. These courses are designed to inculcate in students the importance of life values, spirituality, ethics, yoga and procedures to manage stress. The courses allow imparting the knowledge of professional and life management skills. The Institution Career Guidance Cell is conducting several skill-based training activities every month for all UG students. The skill-

	based activities are categorized into a) non-conventional skill training b) technical and entrepreneurship skills training c) campus to corporate training d) soft skills training. Departments have introduced industry-based value-added courses as a part of curriculum to bridge the gaps between industry and academia.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Institution has a Science and Humanities department which offers courses for different engineering programs which deal with Languages, Culture, and Knowledge System amongst other topics. In addition to these departments, the Institution's faculty also have interest and undertake research in these areas to help students in developing an understanding about our traditional ethos. Developing curriculum which can be used in online or offline mode must allow for bilingual interaction, offering courses needed to promote Indian languages, arts, craft, culture and tourism literature, particularly teacher training programmes, would be an important step in integration of the Indian Knowledge system. Institution will introduce state of the art language laboratories to train the faculty to teach in regional language in addition to English language, in which students have better understanding of the fundamentals and concepts. Institution will support the faculties to attend training, faculty development programs, seminar, and workshop in regional language organized by State Government or Industries or National Language Initiative programs. Institution medium of instruction is English. In view of NEP, currently the institution has introduced the course "Heritage of Tamils" in first semester for BE/BTech programs as mandatory course. Institution supports faculties for educational visits across different states of the country in the curriculum to enhance the cultural awareness and appreciation of students. These initiatives would promote the study of Indian culture, history, scientific contributions, and traditions and also provide impetus to the tourism industry. The institution constantly encourages its faculty to hone their skills in these areas by attending FDP, seminars, and conferences and also by organizing these for the benefit of all faculties from different institutions across India. The institution is having 29 Clubs which organizes many events regularly in order to inculcate cultural and social

	values in the minds of students. Yoga classes and yoga awareness events are conducted in the institution campus regularly and this has been made as mandatory for 15 days Induction Program for I year students. Multicultural functions are organized to showcase the culture of Tamil, Kerala and other Parts of India.
5. Focus on Outcome based education (OBE):	Outcomes based education (OBE) is the highlighted trend these days in education area to the students in their professional career and lead them to greater. Institution has completely adopted the program learning outcome-based curriculum framework and has implemented it effectively in the program structure and curriculum approved by Anna University. Eight programmes are accredited by NBA thereby the Graduate Attributes (POs) as highlighted in 'Washington Accord' are taken care in the formation of curriculum. The Outcome Based Education (OBE) within the framework of Choice Based Credit System (CBCS) also renders all the flexibility in devising the curriculum and syllabus. The institution is practicing Outcome Based Education by defining appropriate Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) for all the programmes and courses offered. At the end of the course, mapping of the laid-out COs to POs/ PSOs are carried out and attainment of the POs/PSOs are meticulously evaluated through attainment of Course outcomes. Employability Enhancement Courses, Internship, Mini Project, Project Work, Industrial Training, Value-Added Courses through which student understands industrial requirements, emerging technologies to enhance their skills for industrial employability. These courses are part of the syllabus to make the education outcome based. Institution has established a robust and credible continuous evaluation and internal assessment system to constantly monitor the progress of all students including their attendance. Based on this assessment the faculty plan their intervention to help the slow learners to improve and adapt to the curriculum. Further, students' assessment is made through continuous internal assessments like periodical tests, assignments, seminars, peer team teaching, group discussions, and quizzes. To create a best teaching learning environment for students, the institution has

	implemented a blended teaching learning approach, this allows the faculty to constantly monitor whether the program learning outcomes and objectives are being achieved or not. Based on the outcomes, faculties can take necessary steps to ensure that every student gains the necessary expertise, knowledge skills and capabilities.
6. Distance education/online education:	Institution has already implemented a Learning Management System and Student Management System across all its UG/PG programs to ensure that our students are provided a completely online teaching learning environment. Our faculties can also deliver all their courses in online mode to students from outside the institution. The existing infrastructure in the institution will offer vocational courses through ODL mode in future. Institution is conducting its teaching-learning process in blended mode where the continuous monitoring and evaluation is performed to ensure that faculties can work timely intervention, so students can understand and remove their difficulties in a time bound manner. To support this, the institution has subscribed to Google Suite which includes all Google tools like Google Meet, Jam board, Google Classroom, Google calendar etc. Institution has also subscribed to the Microsoft team for an interactive online teaching learning process in addition to offline teaching and interaction. Institution has already adapted to the online teaching learning process by having well equipped technology infrastructure and software subscriptions. Learning management system, student management systems are the major systems to support the teaching and learning process in online and offline environment. Every semester, feedback on teaching methodologies adopted by faculty members from the students is collected through CIT-Feedback forms and analysed.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been set up in the institution and is functioning along with National Service Scheme (NSS). The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in

	elections.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The ELC has both faculty coordinator and student coordinators, appointed by the Head of the Institution. The ELC is functioning with the following Objectives. The principal is the Chairperson of the Club with NSS Program Officer as the Faculty Coordinator. Two students are also appointed as student coordinators for 100 student members. • To create awareness and interest among faculty and students through awareness activities and camps. • To educate the targeted populations about voter registration, electoral process and related matters. • To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. • To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. • 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 Left Behind'.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The following are the initiatives undertaken by the ELC of the institution. • Right to Vote - Pledge • Awareness in the institution among students and Faculty • Special Camp for Voters inclusion and correction • Special Camp for EVM and integrity of the electoral process • Participation in Parliamentary Election Duty • Promotion of Ethical Voting • Promotion of Voting among Senior Citizens.
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.	The institution has arranged facilities in the premises to conduct training programs to the students and faculty members by the District Election Officer. Students of the institution actively participate the Government programs in Electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible	The students above 18 years age are cultured to be the registered voter by way of awareness camps and pledge. Student members advice the junior students to register themselves as voters.

students as voters.	

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
4277	4195	4172	3928	3971

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

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
1033	1045	1032	975	1019

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

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
280	307	292	289	295

File Description	Document
Provide Links for any other relevant document	[View Document]
Institutional data in the prescribed format	[View Document]
Certified list of full time teachers	[View Document]

2.2

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

Response: 307

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
2221.61306	1944.77374	907.88000	1055.03000	1654.74

Other Upload Files	
1	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The institute has the systematic procedure for development, revision and implementation of curriculum of all the departments. The objective of each department is to provide an in-depth knowledge in the field of respective Engineering Department. Further each programme of the institute has formulated and its own Vision, Mission, Program outcomes, PSO's and Course outcome in accordance with the needs of the industries in and around the state as well as the opportunities and challenges faced by the country. Every single programme of CIT has designed its curriculum, so that the graduates becomes world class Engineers. The curriculum is designed carefully by addressing the recent technologies and the opportunities existing in regional and global level with all necessary fundamentals.

The factors considered for design of curriculum are: (i) Curriculum of various reputed Indian and International Institutions (ii) Curriculum based on the guidelines given by Anna University, Model curriculum prescribed by AICTE, UGC and other statutory bodies (iii) To comply with graduate attributes of the program, Program Educational Objectives (PEOs), Program Outcomes (POs) and Program Specific Outcomes (PSOs) (iv) Suggestions by academic experts, industry experts, employers, alumni and students, (v) Syllabi of various competitive exams like GATE, IES, etc,.

The Institute also pays close attention to the accomplishments of PEO, PO, and PSO for the various programmes that connect to the institution's vision and mission as well as those of the Department. The students are also encouraged to learn MOOC courses offered by NPTEL. Additionally, all students are required to complete an internship, which allows them to broaden their expertise in a variety of sectors. The Institute has developed outcome based curriculum for all the degrees. The Institution has identified POs,PSOs andCOs for all courses offered.

The framed curriculum is then presented to the Board of Studies (BOS). The Academic Council and Standing Committee will then review and approve the curriculum. Finally, a revised curriculum has been released in the form of book and provided to the students.

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

1.1.2

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

Response:

The institute provides a wide range of programs with a focus on skill development, entrepreneurship, and employability. This institution offers educational programs that are continually updated to reflect modern standards and are made to match the demands of the labor market. The main goal of the institution is to provide its students with relevant and useful knowledge that will enable them to launch successful businesses or jobs. Understanding that industries are dynamic and that the employment landscape is always evolving, the institution takes proactive steps to make sure that course syllabi are current and in line with the most recent developments in technology and industry trends.

A variety of disciplines are covered by the program options. Every curriculum is meticulously designed to achieve a balance between theoretical ideas and real-world applications, encouraging students to learn by doing and develop their problem-solving abilities. An important component of the institution's strategy is the inclusion of employability skills in the curriculum. Along with valuing academic achievement, they also place a strong emphasis on developing soft skills like critical thinking, effective communication, leadership, teamwork, and flexibility. The institute hopes to generate graduates who can enter the workforce with ease and contribute significantly to their professions by fostering these qualities. Moreover, the institution's ideology is fundamentally based on the emphasis on entrepreneurship. They push students to think creatively, come up with original concepts, and comprehend the complexities involved in launching and running a firm. Prospective business owners are given access to tools, mentorship, and chances to take part in a range of entrepreneurial competitions, events, and incubation.

The organization is quite proud of its commitment to skill development. Understanding the value of practical skills in today's world, the institution has worked with professionals in the field to provide specialized, skill-oriented courses that meet the needs of particular industries. This method not only increases students' employability but also creates a trained workforce that supports general economic growth. Through emphasizing hands-on learning, cultivating critical employability skills, and promoting entrepreneurship, the institution plays a pivotal role in molding the future workforce and advancing the socioeconomic development of the country.

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

1.2 Academic Flexibility

1.2.1

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

Response: 23.43

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

Response: 696

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

Response: 2971

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

In the curriculum of all departments, a variety of course types relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values are incorporated in order to create awareness on the cross-cutting issues related to gender, the environment and sustainability, human values, and professional ethics.

Certain courses focus on enhancing professional competencies, and others focus on general competencies such as social and ethical values, human values, environmental sensitivity and many more resulting in the holistic development of students. These courses are mandatory courses that the students must complete and enhance the skills related to human values and professional ethics.

The courses on Science of creativity and Professional Ethics, Environmental Science, Professional Ethics, Entrepreneurship Development, Business Ethics, Indian Ethos and Business Ethics imparts the

importance of Indian culture and the various ethics to be followed in the daily routine. It addresses the various cross-cutting issues related to professional ethics, Environment and sustainability, personality development, Indian ethos, loyalty, ethical values, and social responsibilities to develop leadership qualities, team spirit, managerial skills, attitude and ethics needed for successful career and entrepreneurship and to improve human values.

Students are made aware about issues relevant to Gender, Human Values and Professional Ethics through Induction Programme organized for all the students of UG programmes in the first semester. The student unions engage the students in various activities through expert lectures, Rotaract club activities, Road safety patrol and NSS programmes to enrich human values among the students.

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

1.3.2

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

Response: 241

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

1.3.3

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

Response: 100

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

Response: 18

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

Response: 18

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
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: 88.01

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

2023-24	2022-23	2021-22	2020-21	2019-20
1093	1067	1038	864	997

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

2023-24	2022-23	2021-22	2020-21	2019-20
1137	1119	1209	1113	1170

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

2.1.2

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

Response: 88.03

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

2023-24	2022-23	2021-22	2020-21	2019-20
1093	1067	1038	864	997

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

2023-24	2022-23	2021-22	2020-21	2019-20
1137	1119	1209	1112	1170

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

To support both advanced and slow learners, a comprehensive approach is implemented, involving

standardized assessments, individualized programs, and a variety of activities. All students take the AICTE SLA platform test or skills tests by third parties to gauge their competencies, which helps in categorizing them for tailored educational support. Psychometric tests are also conducted during the induction program to further understand student needs.

For theory subjects, 60% of student assessment is based on their performance in mid-semester and end-semester exams, while the remaining 40% is derived from activities such as quizzes, technical presentations, mini-projects and etc. Practical courses and project work undergo continuous evaluation, with clear guidelines on mark distribution. Industry-trained one-credit courses are also offered to enhance practical skills.

Internships are mandatory, with 15-day summer and winter internships providing industry exposure, which is assessed and reflected in the grade sheet. Participation in hackathons, co-curricular, extra-curricular, and sports activities is strongly encouraged, with due recognition provided. Students are also motivated to enroll in NASSCOM future skill courses, and a maximum of two NPTEL/SWAYAM courses can be taken in lieu of professional or open electives, with credits and grades transferred according to Anna University guidelines.

All the students are encouraged to undertake multiple electives, with the choice of grade conversion left to the students. Advanced learners have a privilege to opt maximum of two self-study elective courses in their final semester, particularly if they have an internship offer. Recognition for advanced learners includes 40 different endowment awards and merit certificates presented during Alumni Day, Institute Day, and department association events. Leadership skills are fostered through portfolios in associations and clubs, with the chairperson and secretary of the student union selected from among the top-ranking prefinal-year students.

Financial support is available for patent publications, project development, student publications, and participation in competitions like Baja. Advanced learners are also encouraged to participate in immersion programs and abroad exchange opportunities.

To assist slow learners, a subject counselling hour is included in the timetable to help improve academic performance. Learning materials are uploaded to Google Classroom, and improvement tests are conducted to enhance internal marks. Bright students are identified to assist slow learners with laboratory work, projects, and theory courses. If a student drops a course, they must register for it at the next opportunity and meet the attendance requirements to be eligible for the end-semester examination.

For final-year students, supplementary exams are held to clear arrears, and they are encouraged to interact with second- and third-year students during association activities for academic discussions. Special provisions are made for students from government schools, with 7.5% of seats reserved under the government scheme, and accommodations are provided for differently-abled students, including options to extend program duration, withdraw from exams, and access scribe facilities.

Additionally, bridge courses for lateral entry students, spoken skill development through language labs, British English certification courses, and induction programs for first- and second-year students are organized to support academic and personal growth.

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

2.2.2

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

Response: 15.28

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institute's student-centric teaching and learning process has produced remarkable alumni achievements, driven by the VARK (Visual, Auditory, Reading/Writing, Kinesthetic) learning style. Faculty members, who continuously upskill, have undergone pedagogical training to adapt to the evolving educational landscape. Financial support is provided for faculty to attend international academic events, ensuring they stay updated on global trends. The curriculum is designed with a forward-looking approach, allowing students to choose up to two open electives.

Both undergraduate and postgraduate students, as well as research scholars, are involved in funded research and consultancy projects. Ph.D. scholars receive encouragement for intensive training at prestigious institutions, and some conduct research abroad through established MoUs. Faculty members are also supported in pursuing their doctoral programs through the QIP scheme.

To foster a well-rounded education, various learning methodologies are employed based on student-

faculty consensus:

1. Active Learning: Includes open book tests, practical classes, one-credit courses, and writing assignments.

2. Collaborative Learning: Involves team projects, quizzes, association activities, and students' union club events.

3. Inquiry-Based Learning: Features skill assessment tests, online courses, hackathons, and industrial standards education.

4. Problem-Based Learning: Focuses on hackathons, project reports, and technical report preparation.

5. Experiential Learning: Provides industrial visits, internships, and competition participation.

6. Spaced Learning: Uses mid-semester tests, unit tests, and continuous assessments.

7. Industry-Assisted Learning: Includes workshops and hackathons with hands-on experience.

The institute emphasizes holistic development through various participative learning activities, such as:

- TEQIP III Twinning Activity with MBM College of Engineering.

- CSR Activities involving student participation.

- Awareness Programs on competitive exams, cybersecurity, women empowerment, and anti-drug campaigns.

- Physical and Mental Wellness Programs and marathons for awareness campaigns.

The institute integrates ICT-enabled teaching alongside traditional methods, with smart classrooms, high-speed Wi-Fi, and simulation tools. Faculty are trained in ICT tools through initiatives like the TEQIP-III Faculty Development Programme and UKIERI-AICTE collaborations. The use of platforms like Google Classroom, MS Teams, and video conferencing tools further supports digital learning.

To enhance employability and self-learning, the institute offers:

- AUTOCAD Certification courses.

- Cybersecurity Centre of Excellence with placement-linked certifications.

- Teaching Learning Centre (TLC) recognized by MHRD.

- Vyugam Contest for aptitude, technical, and programming skills.

- Online Workshops and Mentoring with industry partners like TCS and CTS.

- Encouragement for Certifications on platforms like HackerEarth and HackerRank.

The library offers extensive e-resources, accessible through OPAC and smartphones, supporting continuous learning. The institute is also committed to environmental sustainability by minimizing paper usage through ICT resources and cloud storage.

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

2.3.2

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

Response:

Orientation Program Overview

The Institute organizes an annual orientation program for newly admitted first-year students during induction. This program involves key figures from the institution including the Management, Principal, Controller of Examinations, Heads of Departments (HODs), and faculty members teaching first-year classes.

Program Structure:

-Correspondent: Welcomes the newcomers, shares the Institute's mission, vision, and legacy, and extends best wishes.

-Principal: Outlines the academic and non-academic systems, practices, and the responsibilities of students and parents.

-Controller of Examination: Explains the assessment systems.

-Heads of Departments: Welcome students, provide information about their programs, facilities, and opportunities, and discuss practices and student responsibilities.

-First-Year Faculty Members: Discuss courses, teaching methodologies, and evaluation processes.

-Parents: A few parents share their expectations, express satisfaction with the institution, and their hopes for their wards.

The orientation program is followed by an Induction Programme conducted by respective departments

over two to three weeks. This program focuses on enhancing curricular, co-curricular, extra-curricular, and sports skills, and aims to create a welcoming campus atmosphere.

Tutor-Ward Mentoring System:

Each faculty member mentors a group of 20 to 30 students throughout their course. Senior tutors oversee groups of 60 to 120 students, and the Chairman Tutor is the Head of the Department. The mentoring includes:

-Frequency: One hour per week.

-Activities:

  - Assisting with adaptability and guidance on the academic system.

  - Building a bridge between teaching and learning.

  - Providing motivation and support in the learning process.

  - Discussing examination performance and communicating with parents about campus life.

  - Offering psychological support when needed.

  - Guiding on career opportunities, competitive exams, and personal development.

  - Improving students' performance and attendance.

  - Identifying interests and creating growth opportunities.

  - Encouraging participation in co-curricular and extracurricular activities.

Parent-Tutor-HOD Meetings:

These meetings involve open discussions on students' performance and needs, aiming to enhance the teaching-learning process. They provide impartial advice, promote decision-making aligned with students' goals, and develop supportive relationships between students, parents, and faculty. The goal is to create a positive environment and effectively utilize college infrastructure.

Mentoring Ratio (Latest Academic Year Data):

The ratio of students to mentors is 1:15

The mentoring system is designed to provide individual care, support academic performance, reduce dropout rates, and improve overall student engagement and success.

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

2.3.3

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

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

Response:

Preparation and Adherence to Academic Calendar and Teaching Plans

The institution meticulously prepares its academic calendar to ensure smooth functioning and effective teaching-learning processes. The academic calendar, including key dates such as the commencement of classes, last working day, internal test dates, holidays, and major activities, is disseminated through the institute's website, department circulars, and notice boards. Departments are responsible for marking specific departmental activities and tentative dates within this calendar.

Institutional Planning and Approval:

The academic schedule is planned by the institution's apex bodies, including the Governing Council, Academic Council, IQAC, AQAR, Board of Studies, Planning and Evaluation Committee, Finance Committee, and Library Committee. Curriculum planning is conducted in meetings convened by the Principal with all Heads of Departments (HoDs). The curriculum is revised every four years based on stakeholders' feedback, with the National Education Policy (NEP) and State Education Policy (SEP) considerations. New elective courses or experiments can be introduced within this period with proper approval.

Departmental Teaching Plans:

Before each semester, departments hold meetings to schedule teaching plans. Courses are allocated to faculty members based on subject proficiency, specialization, and previous performance. The course plans are reviewed by senior faculty to ensure quality and coherence. Faculty members prepare their teaching resources with the help of the institute's e-learning center.

Continuous Monitoring and Feedback:

The institution emphasizes continuous monitoring and feedback to enhance the teaching-learning process. This includes result analysis, class committee meetings, parent-faculty-student interactions, department advisory board meetings, alumni interactions, and employer feedback. These insights are taken into account when preparing lecture plans for the upcoming semester.

Scheduling and Resources:

The timetable for the upcoming semester is prepared and circulated well in advance, ensuring that it aligns with the academic calendar. Uniform durations are allotted for project work and elective courses across the institute to facilitate interdisciplinary projects and open electives. Laboratory technicians are tasked with maintaining equipment to ensure the effective use of lab resources.

Assessments and Audits:

Periodic assessments, such as tests, assignments, and tutorials, are conducted to evaluate students' learning progress. Interim feedback is collected to assess the effectiveness of the teaching-learning process, and any necessary corrective measures are communicated to faculty by Senior Tutors and HoDs. Guest lectures by industry experts and academicians are organized to provide practical insights into the courses.

Internal and External Audits:

To ensure the academic processes run smoothly, internal and external audits are conducted regularly. These audits help maintain high standards in the teaching-learning process and ensure adherence to the academic calendar and teaching plans.

This comprehensive approach ensures that the institution's academic operations are well-structured, flexible, and responsive to the needs of students and faculty alike.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
280	307	292	289	295

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

2.4.2

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

Response: 67.43

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

Response: 207

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

2.4.3

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

Response: 16.9

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

Response: 4733

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

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

Response: 79.66

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

Response: 235

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

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

Response: 47.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
34	61	63	52	26

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

2.5.2

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

Response: 5.69

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

2023-24	2022-23	2021-22	2020-21	2019-20
364	633	648	0	664

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

2023-24	2022-23	2021-22	2020-21	2019-20
8511	8322	8199	7770	7773

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

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

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

Response:

Examination Procedures and Practices

The institution has established rigorous and transparent examination procedures to ensure fair and credible assessments.

End Semester Examination: End semester examinations are conducted for 100 marks over 3 hours, with scores converted to 60 marks. Relative grading is applied if more than 30 students are registered. Question papers are set by internal or external examiners and scrutinized by a committee. Evaluations are performed by internal or external evaluators and validated by a chief examiner. External auditors also review the evaluated scripts to maintain transparency.

Practical Courses: Practical courses are evaluated continuously, with 60 marks allocated to two or three tests and 40 marks based on laboratory performance. The total of 100 marks is then graded, ensuring comprehensive assessment of both theoretical knowledge and practical skills.

Project Work and Viva Voce: Project work and viva voce are assessed through multiple reviews by a committee, with project guides evaluating performance. The final grade is determined by combined evaluations from internal and external examiners, ensuring balanced assessment of students' work.

Internships: Internships are evaluated by a three-member committee, and grades are awarded based on performance, contributing to students' overall academic records.

Transparency and Grievance Redressal: The institution emphasizes transparency by allowing students to review their evaluated answer scripts on a designated day. Students can request revaluation or retotalling if needed. Grievances are addressed promptly, with disciplinary actions following Anna University guidelines.

Supplementary Examinations: Supplementary examinations are offered to allow students to clear up to two courses, helping them stay on track with their academic goals.

Redo and Withdrawal Systems: The redo system permits students who fail to meet attendance requirements to drop a course and re-register in a subsequent semester. Withdrawal facilities enable students with valid reasons to withdraw from examinations, re-register in the following semester, and be considered as appearing for the first time.

Scribe Facility: The institution provides scribe facilities for students with vision or writing challenges, ensuring inclusivity in the examination process.

Credit Transfer and One Credit Courses: Credits for elective courses can be transferred through NPTEL/SWAYAM courses, offering flexibility. One credit courses are available from the 3rd to 6th semester as value-added courses.

IT Integration in Examination Processes: The Controller of Examinations uses IT to manage examination processes. This includes mark entry, grading, GPA and CGPA calculations, and result analysis. Examination fee payments and hall ticket generation are online. The institution successfully conducted online exams, including viva voce for UG, PG, and Ph.D. students, during the COVID-19 pandemic.

Continuous Internal Assessment (CIA): Two Continuous Internal Assessment Tests (CIA) are conducted each semester for 60 marks each. The remaining 40 marks are based on classroom activities such as assignments, unit tests, and seminars. MCQs are introduced across all courses to prepare students for competitive exams.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

To support both advanced and slow learners, a comprehensive approach is implemented, involving standardized assessments, individualized programs, and a variety of activities. All students take the AICTE SLA platform test or skills tests by third parties to gauge their competencies, which helps in categorizing them for tailored educational support. Psychometric tests are also conducted during the induction program to further understand student needs.

For theory subjects, 60% of student assessment is based on their performance in mid-semester and end-semester exams, while the remaining 40% is derived from activities such as quizzes, technical presentations, mini-projects and etc. Practical courses and project work undergo continuous evaluation, with clear guidelines on mark distribution. Industry-trained one-credit courses are also offered to enhance practical skills.

Internships are mandatory, with 15-day summer and winter internships providing industry exposure, which is assessed and reflected in the grade sheet. Participation in hackathons, co-curricular, extra-curricular, and sports activities is strongly encouraged, with due recognition provided. Students are also motivated to enroll in NASSCOM future skill courses, and a maximum of two NPTEL/SWAYAM courses can be taken in lieu of professional or open electives, with credits and grades transferred according to Anna University guidelines.

All the students are encouraged to undertake multiple electives, with the choice of grade conversion left to the students. Advanced learners have a privilege to opt maximum of two self-study elective courses in their final semester, particularly if they have an internship offer. Recognition for advanced learners includes 40 different endowment awards and merit certificates presented during Alumni Day, Institute Day, and department association events. Leadership skills are fostered through portfolios in associations and clubs, with the chairperson and secretary of the student union selected from among the top-ranking prefinal-year students.

Financial support is available for patent publications, project development, student publications, and participation in competitions like Baja. Advanced learners are also encouraged to participate in immersion programs and abroad exchange opportunities.

To assist slow learners, a subject counseling hour is included in the timetable to help improve academic performance. Learning materials are uploaded to Google Classroom, and improvement tests are conducted to enhance internal marks. Bright students are identified to assist slow learners with laboratory work, projects, and theory courses. If a student drops a course, they must register for it at the next opportunity and meet the attendance requirements to be eligible for the end-semester examination.

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

2.6.2

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

Response: 97.39

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

Response: 1006

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Coimbatore Institute of Technology (CIT) is committed to be a Research and Innovation Driven Institution. To attain this objective, it is utmost important to pursue basic, targeted and applied research in all domains / faculty of studies in a transparent, responsible and ethical manner. This policy provides a set of guidelines for conduct of research at all levels and is applicable to all full time, part time research scholars of the college under Anna University, Chennai.

The college provides generous seed funding to young faculty members to establish laboratories and do their research work effectively. The college also encourages national / International grant to facility and students by providing and funding in the form registration fees, travel grant in the state of the art technologies. The college also facilitates generous funding to startups and provide platform for entrepreneurship eco system to the student community.

Research Council has been established at institute level to create a forum to discuss emerging research trends in various domains of engineering, promote interdisciplinary research and innovation eco system and to realize sustainable development goals and in the process, find solutions for societal problems.

The constitution of research council is Dean- Research, Dean – Examinations, Dean - Student Affairs

and Heads of Departments of all departments

The Research Council meets twice a year to discuss the research plans of individual departments and to update the institution's research facilities. The institute follows Anna University's research promotion policy and code of ethics and our Institution Research Promotion Policy as below.

Research Promotion Policy

Coimbatore Institute of Technology strives to be one among the renowned engineering colleges in India. This document provides information on the institute research policy and research promotional activities of CIT.

Coimbatore Institute of Technology is committed to the pursuit of excellence in research and development. The institute aims to promote research culture and environment by promoting interdisciplinary collaborative research across the spectrum of Civil Engineering, Mechanical Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering, Computer Science and Engineering, Chemical Engineering, Information technology, Artificial and Data Science, Mathematics, Physics and Chemistry, Humanities, Computing ad Management Studies.

RESEARCH PROMOTION SUPPORT SCHEMES

1. State of art research facilities and infrastructure.
2. Seed money grant for faculty members to facilitate inter, multi and trans disciplinary research.
3. Seed Money Grant to encourage students to carry out innovative interdisciplinary projects and promote innovative ecosystem.
4. Financial assistance to faculty members/ students/ research scholars to publish papers in journals of international repute, file patents and transfer technologies to relevant industries.
5. Research fellowship for Full Time Ph.D students.
6. Financial assistance to conduct international/ national conferences/ workshops/ seminars.
7. Incentives and awards for achievement in research publications/ awarded patents.
8. Remuneration to the faculty members based on the revenue generated after the completion of every consultancy work.
9. Research board to continuously monitor the research outputs for ensuring quality.

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

3.1.2

The institution provides seed money to its teachers for research

Response: 64.39

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

2023-24	2022-23	2021-22	2020-21	2019-20
43.64981	0	0	11.05	9.686

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

3.1.3

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

Response: 6.84

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

Response: 21

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

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 484.72501

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

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

Response: 0.18

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

Response: 55

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

3.2.3

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

Response: 30

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

Response: 84

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

Business Incubation Centre of Coimbatore Institute of Technology is sponsored under incubation scheme of Ministry of Micro, Small & Medium Enterprises in the year 2015. This centre nurtures knowledge based innovative ideas from entrepreneurs and professionals. These ideas are promoted and developed in this incubation centre with the help of industry and academic mentors.

Objectives of this centre are:

- To increase technology based entrepreneurs in the region of Coimbatore
- To support individual innovators and existing SMEs who seeks nurturing for business development.

To promote networking and forging of linkages with other constituents of the innovation chain for commercialization of their developments.

INSTITUTION INNOVATION COUNCIL: (IIC)

Ministry of Human Resource Development (MHRD), Govt. of India has established 'MHRD's Innovation Cell (MIC)' to systematically foster the culture of Innovation among all Higher Education Institutions (HEIs). The primary mandate of MIC is to encourage, inspire and nurture young students by supporting them to work with new ideas while they are in formative years. MIC has envisioned creation of Institution's Innovation Council (IICs) across selected HEIs. A network of these IICs will be established

to promote innovation in the Institution through multitudinous modes leading to an innovation promotion eco-system in these campuses.

The mission of Institution Innovation Council of Coimbatore Institute of Technology is to develop an ecosystem at the institute which will inspire and motivate the students and support them to work with new ideas which will lead to the development of innovative products.

The vision of the Institution Innovation Council is to have an education system in the institution which will develop an entrepreneurship culture in the minds of the students and faculty.

In ATAL ranking of Institutions on Innovation Achievements (ARIIA) – 2020 – Coimbatore Institute of Technology was Ranked Third in category of Government and Government Aided Institutes and Colleges

The Institution Innovation Council was established in our Institute during 2018 and is working towards the motive of creating awareness among students and faculty about innovation and startup and catering to their needs to develop prototype working models and innovative commercial products. Seminars, workshops and talk by entrepreneurs related to idea generation, innovation and entrepreneurship were organized regularly. This has led to the establishment of few startups by our students with the help of mentoring by our faculty members.

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

3.4 Research Publications and Awards

3.4.1

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

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

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

Response: A. All of the above

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

3.4.2

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

Response: 3.37

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

Response: 283

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

3.4.3

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

Response: 3.94

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

Response: 1210

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

3.4.4

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

Response: 0.74

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

Response: 227

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

3.4.5

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

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6

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

Response: 0

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1

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

Response: 379.61

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

2023-24	2022-23	2021-22	2020-21	2019-20
252.23797	45.49208	40.09188	19.15753	22.62768

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	[View Document](#)
Letter from the beneficiary of the consultancy along with details of the consultancy fee	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
CA certified copy of statement of accounts as attested by head of the institution	[View Document](#)
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

3.6 Extension Activities

3.6.1

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

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

Response:

Due to participation in extension activities the students established individual social responsibility to hardness positive attitudes and values towards work, life, culture, studies, community and environment.it aims at enabling our student/volunteers to develop social responsibility and learning by doing service attitude is essential for any professional to flourish in his/her job.Extension activities help people in different ways it develops and strengthens people and institutions to achieve their objectives it develops leadership and acquaints the policy makers with local and global conditions it helps them develop plans and coordinate activities keeping in view the latest technologies suited to it.Our extension activities has multiple dimensions such as National Service Scheme, Red Ribbon Club, NCC, Road Safety Club, Unnat Bharat Abiyan, Swachh Bharath Abiyan etc.The professional as well as life skill development of engineering graduates is balanced through extension activities. Students go the adopted villages to involve themselves in the field work thereby knowing the real conditions of the villagers.

NATIONAL SERVICE SCHEME (NSS)

The national service scheme unit of the institute has been functioning since 1977-78 there are four NSS

unit functioning in the institute with 100 volunteers in each unit. They undertake community and rural development activities in and around pachapalayam,poorandampalayam,Molapalayam and urumandan gounden pudur - the adopted villages of the institute.these units concentrate on adult education programme,health and hygiene campaigns etc .in addition to regular activities ,summer camps are also conducted.

YOUTH RED CROSS -YRC

The Youth Red Cross unit of the institute has been functioning from the academic year 2003-2004.

The YRC movement is based on the following three principles .

- Protection of health and life
- Service to the sick and suffering
- Promotion of national and international friendship to develop the mental and moral capacities of the youth .

NATIONAL CADET CORP (NCC)

Participation in NCC is on voluntary basis. Once a student join NCC,he must continue to be on the roll for a minimum period of 3 years. The institute has an army technical wing.

A signal platoon attached to the 2(TN) composite Technical company named 2/2 signal platoon with an allotted strength of 62 cadets is functioning in the institute . Training is imparted to the cadets for a period of three years.

During the first year ,the cadets are taught basic military subjects like drill (with and without arms), Weapon's Training,Map Reading,Field Training,Civil Organisation of armed forces,etc.During the second and third year, the cadets are trained in the technical subjects like R.T.Procedure,Wireless equipment,Line Equipment,Construction and maintenance of line, charging set,Organisation of LBde and Div,Sigs ,etc.

Clubs/Associations

The inherent talents of the students in various extra-curricular activities are brought out by way of their participation in the following clubs of the institute.

- Mumthamizh mandram & Ilam paravai
- Dramatics club
- Quiz club
- Space club
- NSS

- Kalam knowledge club
- Swachh bharath mission
- Music club '
- Karate club
- Film club
- YHAI
- Women Empowerment cell
- Entrepreneurship development cell
- Literary club& Srishti
- Rotract club
- Photographic club
- Sports club
- YRC
- Nature club
- Arts club
- NCC
- RSP

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

3.6.2

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

Response: 211

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

2023-24	2022-23	2021-22	2020-21	2019-20
51	43	26	27	64

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

3.7 Collaboration

3.7.1

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

Response: 69

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

Coimbatore Institute of Technology (CIT) boasts well-furnished, spacious, and well-ventilated classrooms that prioritize proper visibility and audibility, meeting all required norms. These classrooms are equipped with adequate furniture, blackboards, projectors, fans, lights, and reliable power backup. The institution also maintains laboratories with ample and well-maintained equipment for conducting experiments, incorporating necessary safety measures displayed strategically within the labs. For academic engagements, CIT features six seminar halls and twelve smart classrooms across its academic blocks, including the Main Building, Library, and IT areas. Additionally, the auditorium boasts a 1200-person capacity and features amenities such as water dispensers, doctors on call, and ample ventilation with ceiling fans. Perfect for events requiring spacious, comfortable accommodations with essential services readily accessible. Our campus is equipped with state-of-the-art smart classrooms, integrating cutting-edge technology for enhanced learning experiences. Each room features interactive displays, multimedia connectivity, and collaborative environment. Ideal for innovative teaching methods and student engagement in the digital age.These facilities cater to seminars, conferences, guest lectures, and workshops for both students and faculty. Each seminar hall offers sufficient seating capacity and is equipped with LCD projectors, whiteboards, raised platforms, and a public address system with internet connectivity. In line with modern educational needs, CIT has established the E-Learning Centre with approval from the All India Council for Technical Education (AICTE) under the E-Learning Centre for Technical Education (ELCTE) Scheme, receiving Rs. 4,8.81Lakhs in December 2016. Furthermore, CIT has been recognized as a Teaching Learning Centre (TLC) under the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) scheme by the Ministry of Human Resource Development (MHRD). The TLC aims to achieve academic excellence by imparting effective teaching-learning techniques to faculty members of technical institutions. CIT's library primary objective is to provide comprehensive information services and access to both print and e-resources, supporting the scholarly and informational needs of the institute community. Moreover, CIT offers essential amenities such as transport services covering various parts of the city, a healthcare center providing first aid and emergency medical services through a tie-up with a nearby hospital, and a hygienically prepared and subsidized canteen with ample seating capacity for students and staff. Encouraging extracurricular activities, CIT hosts numerous cultural celebrations and departmental events, bolstered by 32 student clubs that cater to a range of interests, from arts and film-making to literary pursuits and public speaking. Discover tranquility and creativity at our yoga center, where serene spaces inspire mindfulness and holistic well-being.The institute also provides extensive sports facilities,

including a 400-meter running track, playgrounds for hockey, football, and cricket, tennis and volleyball courts, a basketball court, and separate fully-equipped gymnasiums for both boys and girls. These facilities are meticulously maintained by qualified staff from the Physical Education department, ensuring a conducive environment for sports and physical fitness activities. In essence, Coimbatore Institute of Technology combines state-of-the-art infrastructure with comprehensive academic and extracurricular facilities, fostering an enriching educational experience for its students and faculty alike.

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

4.1.2

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

Response: 33.7

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

2023-24	2022-23	2021-22	2020-21	2019-20
1087.57266	313.11832	233.03	383.94	605.77

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Introduction

The department of library of Coimbatore Institute of Technology (CIT) provides information services and access to print and e-resources to support the scholarly and informational needs of the institute community ie. students, faculty members and research scholars. The fully automated and RFID integrated open access library is well equipped print and e-resources. All the sections of the library including Text books, Book Bank books, Reference books, Periodicals (National and International), Back Volumes, Non-books (CD/DVD/Cassettes), Digital library cum e-learning centre (accessing subscribed and open access e-resources) and Reprography (copying, scanning and printing) provide required services to the users.

Integrated Library Management System (ILMS)

The library systems and services at CIT are comprehensively automated through AutoLib Integrated Library Management Software (ILMS), a web-based Library Automation Software. It integrates various functionalities such as e-Gate register, circulation services, Online Public Access Catalog (OPAC), Web OPAC and Mobile App. RFID technology is employed throughout the library, enhancing the efficiency of operations. A dedicated 'Mobile App' developed for library services allows access to account details, search functionalities, updates on new arrivals, and access to e-resources and question banks. The library provides both Wi-Fi and internet facilities, bolstering its digital library capabilities.

E-Resources

The library offers access to a wide array of e-resources and e-journals including IEEE (ASPP) with 205 journals, Elsevier-Science Direct (Engineering + Computer Science) featuring 275 journals, EBSCO database with 1064 journals and Springer with 449 journals. As a member of eSS (e-ShodhSindhu), CIT leverages AICTE funding to access e-resources, including the College component of N-LIST e-journals and e-books. Moreover, CIT benefits from Shodhganga Membership through its affiliation with Anna University, Chennai, and facilitating access to the repository of electronic theses and dissertations. The library also provides access to over one lakh e-books and 5,000 plus e-journals through memberships in DELNET (Developing Library Network), New Delhi, N-LIST (National Library and Information services Infrastructure for Scholarly Content) and National Digital Library of India (NDLI). Its subscription to EBSCO's Business Source Elite database with access to 1,064 journals enriches research capabilities. Through membership in UGC's Indian Access Management Federation (INFED), CIT ensures remote access to all subscribed and AICTE-sponsored e-journals, e-books, and databases for students, research scholars, and faculty members alike. The library is also a part of IRINS (Indian Research Information Network) by integrating the VIDWAN profiles of all the faculty members of the institute in a single platform for wider connectivity and collaboration.

Optimal Usage

Students and faculty can explore the library's in person, online and remote access to e-resources.

Orientation sessions have been conducted every year to the fresher to familiarize them with library system, services and e-resources. Personalized guidance by library staff to the users further enhances the usage of resources.

Conclusion

In summary, CIT library exemplifies modernization in educational resource management, offering advanced technological solutions that cater to the academic and research needs of its diverse community. With extensive digital and physical resources, robust automation, and strategic partnerships, the library stands as a cornerstone of scholarly excellence within the institution.

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

4.2.2

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

Response: 1.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
30.77761	28.41690	24.88000	24.82000	21.26000

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

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The College has prioritized the establishment of a robust, expeditious campus-wide network that seamlessly connects all department and their systems. This network operates within a fully distributed computing environment, utilizing clusters of workstations and PCs to provide users with immediate access to computing resources, services, software, and applications tailored to the specific teaching and learning needs of each department. This infrastructure emphasizes the institution's commitment to enhancing educational delivery through advanced technological support. In terms of connectivity, the college boasts multiple internet facilities to cater to its diverse needs. It has secured two leased lines: one from Skylink providing 200Mbps and another from Airtel at 200Mbps. The campus is equipped with WiFi access points strategically placed in key locations such as the canteen, library, seminar halls, and placement cell, facilitating ubiquitous access across the campus premises. At the heart of maintaining and managing this vast network is the ITRM Cell, serving as the centralized hub for computer and network upkeep. This vital facility provides a suite of essential services to the college community. Notably, it oversees centralized internet access, employing a captive portal system that authenticates users- faculty, staff and students with individual login credentials. Furthermore, a local web server hosted within the ITRM cell operates a captive welcome page, serving as a central hub for disseminating campus- related information, including events and announcements. Beyond managing user access and information dissemination, the ITRM Cell plays a pivotal role in maintaining the operational integrity of the college's computing infrastructure. It handles diverse responsibility ranging from computer hardware troubleshooting to the implementation, configuration, and ongoing maintenance of Local Area Network services, encompassing both internet and WiFi connectivity. The backbone of this network itself features a robust architecture comprising a 1 Gbps fiber optic backbone, a gigabit routing switch, and a hierarchical three-tier structure incorporating core, distribution, and edge switches. At the departmental and building levels, the network is fortified with manageable switches capable of layer 3 switching, bolstered by UTP CAT 6 cabling to support high-performance data transformation. This comprehensive setup not only guarantees seamless internet connectivity but also provides a stable and efficient platform for the college community to engage with digital resources and educational tools. Hardware-wise, the network infrastructure is fortified with industry-leading components including Cisco L3 and L2 manageable switches, a Sophos UTM (Unified Threat Management) network security appliance. Ensure continuous protection for our systems with our antivirus and firewall renewal services. Regularly updated to combat evolving threats, our solutions provide peace of mind against cyberattacks. Safeguard your data and operations effectively with scheduled renewals, ensuring uninterrupted security for your digital assets.

HP WiFi controllers, access points from HP, IBM Tower Server X3100 M4, IBM Server Blades, and Lenovo Rack Servers. These devices collectively enhance network performance, reliability, and security,

ensuring that the college remains at the forefront of technological integration in education, In summary, the college's commitment to fostering an advanced technological ecosystem is evident through its comprehensive network infrastructure and centralized support mechanisms provided by ITRM cell..

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

4.3.2

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

Response: 1.74

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

Response: 2462

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](#)

4.3.3

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

Response:

- The All India Council for Technical Education (AICTE) allocated Rs. 48.81 Lakhs in December 2016 to establish an E-Learning Centre at Coimbatore Institute of Technology under the E-Learning Centre for Technical Education (ELCTE) Scheme. The primary objective was to leverage electronic media, information, and communication technologies to enhance teaching and learning processes in education. To achieve this goal, Coimbatore Institute of Technology (CIT) initiated a series of Faculty Development Programmes (FDPs) aimed at E-Content Development through its CIT E-Learning Centre. Recognizing its capability, CIT was designated as one of the

National Resource Centres (NRCs) by the Ministry of Human Resource Development (MHRD), Government of India, in May 2018. This prestigious designation empowered CIT to spearhead the development of the Annual Orientation Programme for Higher Education Faculty on the SWAYAM online portal. CIT's E-Learning Centre was specifically tasked with creating E-Learning materials focusing on 'Structural Engineering'. The establishment of this centre has significantly facilitated the production of high-quality online educational resources for the SWAYAM platform. Faculty members, particularly those in their first year, have actively engaged in developing E-Content across various subjects through the dedicated facilities provided by the centre. The learning materials generated within CIT's E-Learning Centre, including E-Content and Video Lectures, are readily shared with students, thereby enriching their educational experience and fostering improved learning outcomes. The centre's facilities include state-of-the-art equipment such as a 1080p, 60 FPS camera, a 4K Interactive Display, a 13" Wacom Interactive Pen Display, LED TVs, a lectern for presentations, wireless microphones and speakers, professional studio headphones, an audio interface digital mixer, an Audio/Video HD Switcher, and a high-configuration PC equipped with video and audio editing software. These resources enable the creation of engaging and effective E-Learning materials tailored to meet the diverse educational needs of students and faculty. The overarching goals of CIT's E-Learning Centre encompass the preparation of comprehensive teaching and learning materials (E-Content) to enhance educational delivery. Moreover, the centre is committed to developing extensive E-Resources for Engineering and Science subjects, thereby contributing significantly to the advancement of technical education in India. Through initiatives like Massive Open Online Courses (MOOCs) on the SWAYAM platform, CIT aims to provide accessible and quality educational content in the discipline of Structural Engineering to a broad spectrum of higher education teachers nationwide. In conclusion, the establishment of the E-Learning Centre at Coimbatore Institute of Technology marks a pivotal advancement in leveraging technology for educational excellence. With robust infrastructure and dedicated faculty involvement, the centre continues to play a crucial role in pioneering E-Learning initiatives, creating impactful educational resources, and nurturing a dynamic learning environment conducive to innovation and academic growth in technical education.

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 44.43

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

2023-24	2022-23	2021-22	2020-21	2019-20
501.0433948	1421.81957	490.74	334.79	710.10

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

4.4.2

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

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

Response:

Coimbatore Institute of Technology (CIT) spans 68.4 acres of serene landscape, meticulously designed with over 5.5 lakh sq.ft. of built-up area to blend functionality with aesthetic appeal. Bitumen roads connect academic and hostel blocks, ensuring convenient campus-wide access. Drainage systems and underground electrical cables maintain safety and visual appeal, complemented by extensive green landscaping and a rainwater harvesting system for sustainable water management. The institute prioritizes safety and operational efficiency across all facilities. Earth Leakage Circuit Breakers (ELCBs) safeguard laboratories, classrooms, hostels, and amenities from electrical hazards. Qualified technicians are stationed in labs, rigorously trained to manage emergencies like personal or fire accidents, ensuring a secure academic environment.

Maintenance procedures are streamlined through a dedicated request form available on the website. Lifts, Water Doctor, and fire safety equipment undergo regular servicing via annual maintenance contracts, guaranteeing their optimal functionality. Adequate vehicle parking facilities enhance convenience and safety for students, faculty, and visitors alike. CIT's commitment to safety extends to its personnel. Technicians and support staff receive ongoing training to promote a culture of safety and efficiency. Infrastructure upkeep is overseen by dedicated staff, guided by experienced faculty members, estate

officers, maintenance engineers, and supervisors. This collaborative effort ensures seamless campus operations and efficient facility management.

The campus is characterized by stone buildings adorned with wall-hugging creepers, integrating natural elements into architectural design. The institute's emphasis on sustainability is evident through its rainwater harvesting capabilities and extensive green cover, fostering a tranquil learning environment conducive to academic and personal growth. In summary, Coimbatore Institute of Technology excels not only in academic excellence but also in maintaining a harmonious and well-managed campus environment. Through meticulous planning, sustainable practices, and stringent safety measures, CIT creates an inviting atmosphere where students and faculty thrive. The institute's ongoing infrastructure development and maintenance efforts underscore its commitment to providing a world-class educational knowledge amidst picturesque surroundings.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 40.94

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

2023-24	2022-23	2021-22	2020-21	2019-20
1592	1542	1839	2007	1430

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

5.1.2

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

Response:

Over the last five years, the institution has demonstrated a proactive commitment to nurturing the career development of its students through a comprehensive array of guidance and counseling initiatives. These efforts have been multifaceted, addressing both competitive examinations and overall career trajectories,

ensuring that students are well-prepared for their professional futures.

In 2019, the Entrepreneurship Development Cell (EDC) established an incubation cell to support startups, marking a significant milestone by incubating its first startup, Slipper Shots, with support from TEQIP. This achievement was complemented by the institution receiving the prestigious Platinum Award from the Human Resource Association India and the HR-Distinction Award. Additionally, an HR meet facilitated the recruitment of final-year students by the Isha Foundation. The EDC further organized a boot camp focusing on innovation and leadership, featuring prominent industry guests, which provided students with valuable insights and inspiration.

In 2019-2020, the placement training program continued to emphasize improving students' English proficiency and soft skills, crucial for their employability. Students also engaged in ice breakers, book reviews, spoken and grammar sessions and extempore speaking, all aimed at enhancing their communication skills.

In 2020, the EDC supported the startup Earthwork, which developed an innovative modular groundnut picker and thresher machine. In recognition of individual excellence, Dr. R. Maheshvari received the award for Women HR Professional of the Year. The EDC's participation in the World Marketing Summit India 2020 and organization of various workshops and events, including a presentation by Dr. Bharath Ramakrishnan underscored its ongoing commitment to entrepreneurial and professional development.

The 2020-2021 placement training program maintained its focus on motivation, self-confidence, and SCOT analysis. The program also introduced mock press sessions, role plays, group discussions, and English conversation exercises, alongside training in personality development, email writing, public speaking, and interview techniques, further preparing students for the job market.

In 2021, the EDC supported a new startup, Ironmen Technologies, and organized the "Hola Editors!" video presentation to encourage innovation and creativity among students. A Memorandum of Understanding (MoU) with MSME-TDC was signed, leading to 284 students completing a certified Yellow Belt program. The EDC also generated significant facilitation charges, highlighting its role in supporting entrepreneurial ventures.

In 2022, the EDC organized a virtual workshop on data center thermal management and the CIT-Industry Alumni Conclave. The EDC also facilitated inplant training opportunities for civil engineering students and secured a substantial alumni contribution to support placement training.

The Career Guidance and Counseling Cell (CGC) has been instrumental in supporting students preparing for competitive exams like GATE, UPSC, TOEFL, GRE, and IELTS. Through seminars, webinars, and contests, the CGC has ensured that students receive comprehensive support for their career aspirations.

For 2023-2024, the EDC and CGC cells have organized a series of engaging events. EDC highlights include interactive sessions like "Revival" with Mr. Tharun Kailash, "Wall Street Unleashed," and the "Global Investors Meet." The CGC Cell focuses on creativity and innovation through activities like the Seed Ball Festival, hackathons, and ideathons, aiming to foster entrepreneurship, technical skills, and creative thinking among participants.

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: 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 monitoring the activities and number of grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 73.79

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

2023-24	2022-23	2021-22	2020-21	2019-20
694	821	919	741	591

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

5.2.2

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

graduated students during the last five years

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

Response: 3.02

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

2023-24	2022-23	2021-22	2020-21	2019-20
50	24	28	32	20

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

5.3 Student Participation and Activities

5.3.1

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

Response: 129

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	47	4	27	36

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

5.3.2

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

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

Response:

Every year, the inauguration function of the student union is conducted, with all second, third, and final year B.E./B.Tech and M.Sc students participating in the CIT auditorium. Final year and pre-final year students are nominated for positions such as Student Union chairman, secretary, joint secretary, and secretaries of various clubs.

The students are also part of the Class Committee, which meets regularly in the department. Their primary role is to voice class concerns, suggestions, and feedback regarding class matters. The Student Class Committee representatives ensure effective communication between the committee members and the class, promoting class identity and spirit. They assist in planning and executing department association activities for student welfare.

The Department Student Placement Coordinators work with college placement officers to arrange campus placement activities and recruitments. A newly added Women Empowerment Club organizes events aimed at helping women discover their potential and instilling ethics and values for holistic excellence. One such event is the FOOTBALL TRAINING PROGRAM "BE FIT WITH A KICK" during Women's Week, which encourages girls to play football with basic training provided by a coach, supported by the sports club. Refreshments are provided, and the girls enjoy learning football with various training strategies.

Class Committees: All programs have class committees for each course, comprising student members representing both meritorious and weaker students, along with a senior faculty member nominated by the Head of the Department, other than the course teacher. These committees provide feedback on all aspects of the program and courses. Meetings are held regularly, at least twice each semester.

Cultural and Sports Committees: Students have strong representation in all cultural/extracurricular clubs and sports committees, helping organize and manage events. Annual student magazines—SHRISHTI, TECHWIZE, and ILLAM PARAVAI—showcase student talents and are released yearly. Students actively

participate in club activities such as the space club, literacy club, Tamil Mantram, sports club, and the Entrepreneurship Development Cell. They also register with the ISTE students chapter and participate in events like Hackathon, Electra, Nakshatra, Unnat Bharat Abhiyan, and Marathon at CIT.

Hostel Administration: Students support the administration and management of hostel affairs. Each hostel has a Mess Committee and an Anti-ragging Committee. Students manage the cooperative mess and organize extracurricular events and competitions throughout the year.

Organization of Special Events: Students organize and celebrate National Teachers Day, Hostel Day, departmental symposiums, and intra-collegiate cultural fests annually. They are also part of the Anti-ragging Committee, with senior students serving as counselors.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 62.53

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

2023-24	2022-23	2021-22	2020-21	2019-20
12.89149	23.49735	13.46895	4.93518	7.73804

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

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

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

Response:

The Institute maintains a registered Alumni portal to foster a close relationship between former students and current ones. The alumni hav helped financially for the updation of laboratories and also offer financial aid to deserving students. Alumni are also a part of BoS committee and Program Advisory Committee.Project Contest/Frequent lectures/interactions between alumni and students are organized through the Department association. Alumni are invited as resource persons at various events, guest lectures, one credit courses , webinars and panel discussions.They provide inputs and share their experiences regarding skills, recent technologies & trends in the corporate world, application of knowledge and corporate working culture. Alumni are working in organizations at various capacities.

They keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains. Alumni come to campus as recruiters for their companies.They also act as members of Board of Studies-Computing as Industry Expert/Alumni. We have a tradition of inviting alumni for Alumni meet.In this meet, the alumni get a chance to reconnect with their old friends.This is the best platform for networking and sharing new trends and current happenings in the corporate world. These inputs are helpful to academicians for molding the aspiring students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Sustained Institutional Growth:

Coimbatore Institute of Technology (CIT) was established in 1956 by Shri V. Rangaswamy Naidu, with support from trust members Shri Radhakrishnan and Shri P. R. Ramakrishnan. The institute was founded to provide high-quality education on par with international standards, addressing India's growing demand for technical education during a period of foundational industrial and agricultural development.

In post-independence India, there were only a few Indian Institutes of Technology (IITs) to meet the increasing need for technical education. CIT was created to bridge this gap, aligning with India's First Five-Year Plan (1951-1956), which emphasized agriculture and industrialization. The trust members recognized the vital role of education in national progress and envisioned CIT as an institution that would not only educate engineers but also contribute to India's socio-economic development.

CIT's establishment coincided with India's Second Five-Year Plan (1956-1961), which focused on rapid industrialization and public sector development, based on the Mahalanobis model. This period marked a significant shift towards heavy industries, and CIT played a crucial role in producing skilled engineers in Civil, Mechanical, Electrical, and Electronics and Communication Engineering. Over the decades, CIT graduates have contributed significantly to the nation's industrial growth, reinforcing the institute's impact on national development.

From the beginning, CIT prioritized quality by importing advanced equipment and attracting international professors to elevate academic standards. The institute expanded its academic offerings, introducing diverse undergraduate programs and expanding into postgraduate and Ph.D. fields. This expansion fueled significant research and development, leading to numerous journal publications and patents. CIT effectively utilized funds from initiatives like the Technical Education Quality Improvement Programme (TEQIP) to enhance faculty skills, conduct systematic teacher training under the Pandit Madan Mohan Malviya National Mission (PMMM), and promote innovative teaching practices.

Decentralization:

CIT's sustained success is underpinned by its strong governance structure, rooted in democratic principles. The institute operates through a decentralized governance model that includes various bodies such as the management, academic council, standing committees, and boards of studies. These bodies are led by the Principal, Deans, and Department Heads, who collaborate to achieve CIT's vision and mission. This participative approach empowers department heads and faculty to implement action plans, monitor

outcomes, and ensure alignment with the institution's objectives.

CIT's governance structure is further strengthened by the active involvement of the Governing Council, which fosters collaborations with academic partners, research institutions, and industries. This collaborative culture, combined with regular review meetings and a focus on continuous improvement, ensures that CIT remains at the forefront of engineering education in India.

Short-Term Institutional Perspective Plans:

1. Encourage interdepartmental research activities.
2. Improve teaching quality.
3. Increase job opportunities for students by introducing NEP.
4. Promote participation in sports activities.
5. Introduce the state language by incorporating Technical Tamil.

Long-Term Institutional Perspective Plans:

1. Generate more funds for research and innovative projects.
2. Create world-class labs with industry collaboration for product development and patents.
3. Foster entrepreneurship.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The following Strategy is developed to deploy the short term and long term plan of the Institution namely:

1. To impart High quality education- Upgrade labs, workshops, and library resources, Audit curriculum effectiveness regularly, promote innovative teaching, learning, and ICT integration, Ensure quality through annual assessments and stakeholder feedback.
2. Internships and Industry connect projects in industry-Career Guidance Cell, IIC establishes a link between institute and industry, by creating internships for students.
3. Encourage entrepreneur- Increase alumni involvement in workshops, startups, and

entrepreneurship. Enhance career guidance, internships, and student exchanges.

4. Initiate quality research- Boost sponsored research, publications, and commercialization of research, Sign MoUs for joint research and internships, Simplify rules, policies, budgeting, and financial auditing processes.

5. Inter department projects in multidiscipline. Establish an Interdisciplinary Research Centre and strengthen consultancy.   .

Above all the governance monitors the strategic plan implementation effectively.

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

The institutional perspective plan is deployed by initiating and executing the following activities.

1. Under QEEE set up by the Department of Higher Education, MHRD, Government of India, a number of our CIT students and faculty enrolled and upgraded their technical knowledge in various subjects.

2. SIH brings in students from various departments to solve problem statements posted.

3. Students undergo 4 weeks internship in various industries and evaluated

4. Projects developed by the students as a product is well appreciated and given funding

5. Number of young faculty doing research are given seed money, thereby upgrading their quality of research.

CIT Policy:

The Institute prides itself on strong academic-industrial partnerships and high-quality research and consultancy. CIT, managed by a distinguished lineage for over 50 years, holds national acclaim. Its qualified faculty and visionary leadership continually elevate education quality and global standing.

Administrative Setup:

The institution's governance is supported by a clear organizational framework, strategic planning, and dynamic leadership with decentralized administration. The functioning through various hierarchies is detailed in the organogram (see attached file).

Appointment, Service Rules & Procedures: As a state government-aided institution, CIT adheres to the recruitment and promotion guidelines set by the Department of Higher Education, Government of Tamil Nadu.

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

6.2.2

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

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
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:

CIT effectively implements the welfare schemes for both the teaching and Non-teaching faculty

members. In view of motivating the faculty members, Academic Performance Indicator (API) is measured for all the faculty member every year and those who secure good performance are awarded with certificate and cash prize. This activity has motivated the faculty members and an overall progressive growth for the institution has been observed. The college makes arrangements for availing all the government schemes such as Gratuity, Pension, Commutation of Pension, Earned Leave encashment, Maternity Leave, Medical Facility, Leave on Overseas Project or Conference, Health Fund Scheme, Permission to attend FDP such as Orientation programmes and Refresher courses, short term courses, etc. for the career development and progression of the teaching as well as non-teaching staff.

- Study leaves for PhD, higher education and training programmes

- Immediate increments after earning Ph.D. Degree.

- Summer and winter vacation for staff

- Special leaves for marriage

- Centralized reprography facility for Teaching & Non-Teaching staff.

- Centralized canteen facility for Teaching & Non-Teaching staff

- Wi-Fi campus for Teaching, Non-Teaching staff and Students

- Indoor games facility for the staff to relax and to refresh physically and mentally

- Dispensary with medical facilities

- The women employees are extended the maternity leave as per the service rules of the institution.

- Free health check-up camps are organized by NSS, YRC and other clubs.

- Reimbursement of NPTEL registration fees.

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

6.3.2

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

Response: 32.74

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**

2023-24	2022-23	2021-22	2020-21	2019-20
248	111	17	20	83

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 51.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
207	94	122	93	233

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

Mobilization of Funds: CIT mobilises funds as per the policy and procedure enacted by the Management. The process is monitored by the finance committee under the Principal. The College receives funds from the following sources.

- Salary grants for aided teaching and non-teaching staff

- Management Grants

- Fees collected from the students of both aided and self-financed streams

- Project funds received from funding agencies

- Contribution made by the alumni and philanthropists

- Government Scholarships

- Funds from Non-governmental bodies for extension activities

- Consultancy activities

Utilization of Resources:

- Disbursal of staff salary

- Infrastructure augmentation such as construction and renovation of classrooms, installation of solar panels, waste management units, plantation of trees, laying of paver blocks, roads.

- Hostel maintenance & Library resources

- ERP and ICT improvement

- Software and equipment purchase

- Organizing Seminars/Endowments lectures, conferences, workshops, training

- programmes

- Career development programmes, faculty empowerment programmes to staff

- Seed money grants for promoting research

- Endowment scholarships to empower and encourage the most deserving students.

- Sports and cultural events

- Observing the days of national significance

- Welfare measures to teaching and non-teaching staff

- Relief measures during the period of disaster

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

6.4.2

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

Response: 43.23

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

2023-24	2022-23	2021-22	2020-21	2019-20
19.35	1.225	0.797	1.86	20

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The principal submits a proposal on budget allocation to the management.

- College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non – recurring expenses like lab equipment, furniture and other development expenses.

- The expenses will be monitored by the accounts department as per the budget allocated by the management.

- The depreciation costs of various things purchased in the preceding years are also worked out.

All vouchers are audited by an internal financial committee on half yearly basis. The expenses incurred are thoroughly checked by verifying the bills and vouchers. The accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are

duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

Use of ICT tools in Teaching-Learning: CIT has adopted the ICT tools in classroom teaching and laboratory practices. IQAC advises the administration to develop ICT infrastructure by purchasing ICT tools, high speed internet-facility with wi-fi, etc. The periodical meeting of IQAC advises to conduct programmes through e-learning for the ease of learners. E-learning centre and TLC has conducted programmes viz. e-workshops, e-seminars, etc.

Feedback system: Each department of the institution is collecting feedback from the academic and industrial experts, parents, faculty, students, alumni and the resource persons who participate in any events/forums through online. The manual collection has now been brought to online system as advised by IQAC. The IQAC/HoDs consolidates the received feedbacks, scrutinized, analysed and utilized for quality improvements in curriculum revision, infrastructural and research developments, etc. Hence, this feedback system would help the institution to develop in all aspects of growth and excellence.

Academic Performance Appraisal: In view of motivating the faculty members, Academic Performance Indicator (API) is measured for all the faculty member every year and those who secure good performance are awarded with certificate and cash prize. This activity has motivated the faculty members and an overall progressive growth for the institution has been observed.

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

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

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

Response:

Continuous monitoring and assessment: The outcomes of teaching-learning are monitored through continuous assessment tests which examines the learner's competency and comprehensive skills at regular intervals. The outcomes are assessed by the review meeting, parent-teacher meeting, and feedback forms. Result analysis meetings are conducted regularly to evaluate the performance of the students in the examinations. The consolidated mark statements are prepared by the class tutors and the performance review meeting is held. The problems and difficulties of the students in each subject, facilities required, strategies for improvement and practical solutions are discussed.

Course files and academic audit: Course files of every courses are prepared that are used to strategize the plan of teaching-learning for each topics in the course. The teacher ensures the pre-requisite, teaching plan, teaching pedagogies, handouts, tutorial materials, content beyond syllabus, model question papers, etc. Mapping of the course outcome is done along with the program outcomes and specific outcomes. Meetings with class committee members are held periodically to identify the difficulties of teaching-learning process and to rectify. Internal Academic Audits are conducted periodically by Internal Academic Audit team to ensure the smooth functioning of the system.

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

6.5.3

Institution has adopted the following for Quality assurance*:

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

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Preamble: Equity provides accessible and inclusive sustainable development benefits and opportunities for disadvantaged groups. Equity allows all faculty, non teaching staff, and students to exercise their rights. Equity protects faculty, non teaching staff, and students regardless of caste, creed, religion, language, race, gender, or disability. Offering chances to all helps poor groups flourish and shift toward inclusive development. The institute gives teachers, non-teaching staff, and students equitable chances, with a focus on socially and economically disadvantaged groups like PWD, SC/ST, rural girls', and female faculty and staff.

• **EOC (Equal Opportunity Cell):**

The institute has rigorous anti-discrimination policies to safeguard staff and students from gender, sexual orientation, and other prejudice. The Institute recently created the Equal Opportunities Cell and appointed a college Associate Professor as an anti-discrimination officer in compliance with UGC standards.

• Student Admission: As Per Tamil Nadu Govt. Rules.

• **Key Activities:**

Over the past five years, the institute has implemented these significant gender equity activities:

Women Empowerment Cell

The Women Empowerment Cell (WEC) at CIT aims to help women realize their potential and introduce ethics and values in their pursuit of greatness. The CIT- WEC promotes gender equality in the college's culture. It promotes a gender-responsive, inclusive workforce. It holds workshops, seminars, and symposiums to promote virtue and righteousness. The CIT- WEC has run 64 programs from 2018 to 2023.

Scholarships:

The institute offers scholarships to deserving students from low-income groups. Every year, institution alumni give merit-based scholarships to students.

Other facilities:

The institute maintains a SC/ST cell to defend staff, non-teaching, and SC/ST students. SC/ST meritorious students receive scholarships. Government Quota students receive tuition and hostel fee waivers. Book banks are available for SC/ST students in the institute library. PWD students have lifts, ramps, and special-need restrooms on campus and in the dorms.

Rural girls' students
A mentoring program helps rural and out-of-state female students at the institute. We offer remedial classes for slow learners to boost their understanding. All students receive career help from the institute's Career Guidance Cell (CGC). CGC activities and workshops aid rural students. The institute offers 31 curricular, co-curricular, and extracurricular clubs. Several clubs have over 50% female members.

- **Appointments:** Government/Institute rules govern faculty and non-teaching staff appointments.

  • Equitable appointment of teaching and non-teaching staff.

  To ensure non-discrimination and gender equality, the institute employs women in all senior positions, including principal, heads of departments, and exam controllers. There are 160 female teachers (60.15%) in the institute at present.

The Institute has also ensured gender equality and non-discrimination in the appointment of non-teaching staff in both the aided and unaidedstream.At present, more than 60% are women in all departments, including the Controller of Examinations division

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

7.1.2

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

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities.	[View Document](#)
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

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

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

Response:

Effective waste management in institutions is crucial for environmental responsibility and resource conservation, which are as follows:

Solid waste management: The institute educates students and staff on proper waste management practices through lectures, notice board advertisements, and the display of slogan boards on campus. Housekeeping personnel collect daily garbage and transfer it to authorized individuals connected to the municipal drainage mains. We periodically collect and sell waste materials such as plastic and papers to scrap vendors. Solid waste management offers solutions for recycling items that do not belong to garbage or trash. Waste management should become an essential part of our lives, as it plays an integral role in environmental protection and maintaining our health. The population is growing daily, leading to an endless production of waste. Unaware of its dangerous effects, we either dump all the waste in a place where there are no proper disposal methods or burn it away, which releases harmful pollutants into the air. We must properly manage all waste from homes, industries, and factories to prevent various environmental problems and health issues. This is why we need effective ways to collect, segregate, transport, and dispose of waste materials.

Liquid Waste Management: The waste chemicals mixed with water from the laboratory pass through concealed pipe lines into soak pits, and recycled water is used for tree watering or non-potable usage. The common drainage system dilutes the liquids by mixing them with the liquid wastes from the washroom and toilet. Liquid waste management is a method to prevent the discharge of pollutants into watercourses through the collection and proper disposal of hazardous liquid material. Safe disposal or management of solid and liquid waste is an integral component of "sustainable sanitation." Prevent or reduce environmental pollution. Keep rural villages, towns, and cities very clean and aesthetic. It is crucial to safeguard human health from various diseases related to solid and liquid waste.

Waste Recycling System: Recycling is the process of converting waste materials into new materials and objects. This concept often includes the recovery of energy from waste materials. The recyclability of a material depends on its ability to reacquire the properties it had in its original state. Recycling is a key component of modern waste reduction and is the third component of the "Reduce, Reuse, and Recycle" waste hierarchy. It promotes environmental sustainability by removing raw material input and redirecting waste output in the economic system. Recyclable materials include many kinds of glass, paper, cardboard, metal, plastic, tires, textiles, batteries, and electronics. Composting and other reuse of food and garden waste is also a form of recycling. We either deliver materials for recycling to a household recycling center or pick them up from curbside bins, then sort, clean, and reprocess them into new materials for manufacturing new products.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

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

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles,

Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The institution holds the implementation of green concepts on campus in high esteem. It believes in combining education with environmentally friendly practices to promote imperishable development. The infrastructure and capabilities available on campus are the very best. The campus extends into a spacious, noise-free, clean, green zone with a serene atmosphere perfectly suited for technical education. It is a self-contained campus, comprising everything that students on campus would ever require. Though implementing green initiatives is challenging and requires determination and a long-term commitment, institutions are taking steps in the right direction, which are as follows: Restricted Entry of Automobiles

Vehicle access restrictions:

All forms of vehicles are not permitted on campus, according to the college rules and regulations. Vehicle travel through the academic section of the college campus beyond the parking lot is prohibited, and admittance is completely restricted.

Use of bicycles and battery-powered vehicles:

Many Students and Staff are using bicycles on the campus.The institute has one 10-seater EV vehicle that moves continuously inside the campus for the use of PWD students.

Pedestrian Friendly Pathways

The college campus provides vehicle parking spaces at its main entrance. With some exceptions, the campus is vehicle-free, so students and staff feel comfortable walking through the pedestrian-friendly pathways. The campus maintenance committee properly maintains the internal roads lined with trees and solar lights.

Landscaping With Trees and Plants

The college's landscaping is worth seeing and reflects an aesthetic sense. The institute has a canopy of trees and plants to make the environment pollution-free and safeguard the health of all the inmates. The lawns and trees provide shade and a beautiful ambiance. Trained gardeners and supervisors take utmost care to develop and maintain green landscaping. The construction, maintenance, and beautification committee constituted in the college looks after the development and maintenance of the greenery on campus.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

7.1.7

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

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

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**

- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

a) The institution has a disability-friendly and barrier-free environment, which includes ramps and lifts for easy access to classrooms.

b) The institution features centres equipped with disabled-friendly washroom signage, such as tactile path lights, display boards, and signposts.

c) assistive technology and facilities for persons with disabilities: accessible websites, screen-reading software, mechanized equipment, etc.

d) Provision for inquiry and information: human assistance, a reader, a scribe, soft copies of reading materials, and screen reading, etc.,

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

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

Institute organizes and conducts several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The Institute's students & staff jointly celebrate the cultural and regional festivals, like Women's Day, Yoga Day, teacher's day and orientation Programs, teacher's day, orientation and Induction program &Youth Day.

The mission of the institute is not only to impart engineering education but also to give back responsible

citizens to the society. The Service clubs of students Union have rightfully understood this fact and have organized various events which mostly included Camps, Awareness programmes, Conferences & Rallies that impart knowledge of various social issues to the general mass.

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

7.1.9

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

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

Response:

Institution takes pride in the fact that in addition to preparing a sound academic foundation of the student community; the college constantly works upon to develop the individuals as better citizens of the country.

In this regard, apart from imparting professional education, inculcates a feeling of togetherness among the student community through various practices and programs. Various faculties have consistently organized activities to not only initiate but also motivate students to adopt various practices that promote the "Unity in Diversity" of our motherland.

Every year Republic Day is Celebrated on 26th Jan by organizing activities highlighting the importance of the Indian Constitution. Similarly, Independence Day is also celebrated every year to highlight the struggle of freedom and importance of the Indian constitution.

NSS and YRC activities of our institution has an affinity for Philanthropic initiatives which include donation of time or resources to government, charities and organizations at local, national levels to help victims during natural disasters.

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

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Title of the Practice: Green and Eco-Friendly Environment Campus

Objectives of the Practice

The objective is to create an eco-friendlier campus that benefits the environment, the campus community, and society. The campus focuses on reducing resource consumption (e.g., water, energy), minimizing waste, and promoting sustainable practices. This fosters environmental responsibility within the campus, preparing future generations to be environmental stewards, and contributes to combating climate change, conserving biodiversity, and creating a healthier planet.

The Context

Implementing eco-friendly practices on campus faces challenges, primarily budgetary constraints for installing LED lighting, solar panels, and rainwater harvesting systems. The existing infrastructure also poses difficulties, as retrofitting older buildings for energy efficiency is complex and costly. These challenges are mitigated by strong management support and consultation with sustainability experts to develop creative financial solutions and effective retrofitting strategies. Another challenge is changing the behavior of students and faculty regarding environmental matters. The institution addresses this by promoting environmental awareness campaigns, making the implementation and enforcement of these practices more effective.

The Practice

Since 1956, the institution has continuously taken steps toward creating an eco-friendlier campus through a multi-pronged approach:

- **Campus Water Conservation**: Installation of low-flow faucets, rainwater harvesting systems, and educational initiatives on water conservation.

- **Energy Efficiency**: Solar panels, LED lighting, energy-efficient appliances, and responsible electronics usage are promoted through awareness campaigns.

- **Green Infrastructure**: Planting native species, creating pollinator gardens, and designing landscapes that minimize water needs.

- **Sustainable Transportation**: Encouraging walking, cycling, and electric vehicle infrastructure.

- **Recycle Programs**: Conducting robust recycling programs for paper, plastic, and other materials.

The institution fosters a culture of a green campus by promoting behavioral change through awareness campaigns and competitions, integrating environmental and sustainability courses into the curriculum, and engaging in community outreach programs like "Seed Ball" initiatives. This comprehensive

approach, supported by creative financial solutions and strong administrative backing, is key to the success of the campus's green initiatives.

Evidence of Success

The eco-friendly initiatives have resulted in tangible benefits, including:

- **Reduced Resource Consumption**: Significant drops in water and electricity usage through rainwater harvesting, solar panel installations, and energy-efficient lighting.

- **Improved Air Quality**: Planting trees and promoting green spaces have improved air quality on campus.

- **Enhanced Student Engagement**: Increased participation in green clubs and projects, reflecting the institution's commitment to sustainability.

Problems Encountered and Resources Required

Challenges in implementing the sustainability program include:

- **Financial Constraints**: Upfront costs for infrastructure upgrades. Solutions include exploring government grants and administrative support.

- **Infrastructure Constraints**: Retrofitting older buildings is complex and costly. The institution consulted with sustainability experts to develop a plan.

- **Behavioral Change Constraints**: Lack of awareness among students and faculty regarding reusability and recycling. The institution promotes consistent use of reusables and participation in campaigns.

The formation of a green committee and green ecosystem policies, along with events like ideathons and hackathons, have sparked student interest in environmental issues, leading to increased participation in green clubs and projects.

Title of the Practice: RFID Integrated Library Automation System

Objectives of the Practice

The implementation of the "AutoLib" library automation system aims to create a more efficient and user-centered library experience for students and faculty. The system streamlines library processes, supports self-service options, and empowers users to manage resources easily. It also facilitates data-driven decision-making to optimize resource allocation and service offerings, ultimately leading to a more effective and user-friendly library environment.

The Context

Challenges in implementing the automated library system include:

- **Technical Infrastructure**: Ensuring reliable internet connectivity and adequate access to computers.

- **Data Migration**: Transitioning existing library data into the new system requires careful planning.

- **Interoperability**: Integrating the library system with existing systems is technically complex.

These challenges were overcome with strong financial support from management and the expertise of experienced technical staff, ensuring a smooth implementation.

The Practice

The campus library automation system, built on AutoLib, exemplifies best practices by automating core functions like book circulation, acquisitions, and cataloging. The system supports user-centric features like mobile OPAC access and self-service options, empowering students and faculty to manage their accounts efficiently. Automated reminders enhance user convenience in borrowing and returning books.

Noteworthy features include:

- **Enhancing User Experience**: The system emphasizes self-service options and a mobile-friendly interface, catering to tech-savvy students.

- **Data-driven Decision Support**: The system analyzes usage patterns to inform collection development and service improvements.

- **Integration Management**: The system links library resources with the learning management system, fostering a cohesive learning environment.

The automated library system offers a promising model by leveraging its unique features to create a more efficient and user-friendly library experience.

Evidence of Success

The benefits of implementing the AutoLib system include:

- **Increased Circulation Rates**: Higher book borrowing rates indicate an effective, user-friendly system.

- **Improved Student Satisfaction**: Positive feedback from students and faculty regarding the ease of use and effectiveness of the system.

- **Decreased Wait Times**: Streamlined workflows through automation have led to faster service at borrowing and return stations.

- **Data-driven Decision Development**: The system uses data to optimize resource allocation and improve library services.

Problems Encountered and Resources Required

Challenges include:

- **Technical Challenges**: Ensuring reliable internet infrastructure, user adoption of new technologies, and data migration from existing systems.

- **Budget Limitations**: Constraints on software licenses, hardware upgrades, and yearly maintenance.

Solutions involve technical expertise, regular training and support for students and faculty, and financial support from management for software licenses, hardware upgrades, and maintenance.

After implementing this "best practice" of library automation, the campus has created a more user-friendly and efficient learning environment, empowering students and faculty to achieve their academic goals.

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:

Empowering Faculty Members to Enhance the Teaching Learning Process

The cornerstone of any education system is its teachers, and the quality of education is both determined and dependent on the quality of its teachers. In higher education, faculty development is central to promoting academic excellence and innovation. Faculty who engage in professional development benefit from increased vitality, staying informed about developments in various fields, and contributing to the effective use of emerging technologies. This establishes a firm foundation for the overall development of high-quality programs and curricular enhancements.

CIT has a proven track record of focusing on the development of its faculty members by sponsoring them to attend Faculty Development Programs (FDPs) at premier institutions like IITs and IIMs and by organizing training programs within the campus to upskill them.

Quality Improvement Programme (QIP)

In 1970, the Government of India launched the Quality Improvement Programme (QIP) with the objective of upgrading the expertise and capabilities of faculty members in degree-level institutions across the country. Coimbatore Institute of Technology (CIT) is one of the AICTE-QIP institutes and offers Ph.D. programs in various engineering disciplines. It also sponsors short-term courses for faculty members of AICTE institutions. Over the last five years, CIT has conducted nearly 71 one- or two-week programs and Short-Term Training Programs (STTPs) in various engineering domains under the aegis of QIP.

Technical Education Quality Improvement Programme (TEQIP III)

TEQIP-III aims to improve the quality of engineering education in India by providing financial and academic support to institutions. It seeks to enhance research and development initiatives in technical education. CIT was identified for support under TEQIP III and successfully carried out mentorship for MBM Engineering College, Jodhpur, Rajasthan.

Teaching Learning Centre (TLC)

The Ministry of Human Resource Development (MHRD) identified CIT to establish a Teaching Learning Centre (TLC) under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) scheme in December 2017. The vision of CIT-TLC is to achieve academic excellence by imparting teaching-learning techniques to faculty members of technical institutions. CIT-TLC focuses on academics, research, and management as its core areas. The functions of CIT-TLC include:

- Preparing teaching materials such as handbooks, reference books, and e-content.
- Developing and sharing various assessment and evaluation schemes.
- Creating subject-specific curriculum frameworks.
- Organizing workshops, FDPs, and seminars on pedagogy and discipline-specific topics.
- Providing guidance and support for research studies.
- Publishing articles related to teaching-learning and domain-specific research topics.

Since its inception in 2018, CIT-TLC has served the training needs of approximately 12,358 teachers, research scholars, and students across India.

Center of Excellence in Cyber Security (CoE – CS)

As a new milestone, CIT-TLC has initiated a vertical in cyber security, establishing a "Center of Excellence" (CoE) in Cyber Security with the support of TATA Consultancy Services (TCS) and SkillsDA, Chennai, in collaboration with ISAC. The center features a 2000-square-foot building with training rooms, a conference room, and a simulator for experiential learning. The CoE in Cyber Security aims to act as a facilitator for capacity building and developing cyber security experts in the region.

Objectives of the CoE in Cyber Security

The CoE in Cyber Security caters to various needs based on the requirements of individuals, institutions, and organizations, including:

- Training & Assessment

- Consulting
- Incident Response
- Forensics Investigation
- Threat Modelling
- Red Teaming

TCS has partnered with CIT-COE in Cyber Security to provide job opportunities to students undergoing training at the center. So far, the center has conducted training programs on identity access management, threat management, vulnerability management, and SOC, placing many students at TCS and other tech companies.

Malaviya National Mission on Teacher Training Centre (MMTTC)

The Ministry of Education (MoE) has upgraded the TLC at CIT to a Malaviya Mission Teacher Training Centre (MMTTC). This upgrade aligns with the objectives of the National Education Policy (NEP) 2020, aiming to build competencies for improved teaching, learning, and research. Under this scheme, CIT-TLC received a grant of ?1.1 crore to provide high-impact short-term training programs to engineering college teachers. CIT is the only government-aided institution to receive this benefit, reflecting its commitment to upskilling and reskilling faculty to meet evolving industry demands.

Vision of Malaviya National Mission on Teacher Training Programme

The mission aims to expose faculty to Indian values, update their knowledge and skills, and align teaching, learning, and research with societal needs, as outlined in NEP 2020. CIT has conducted 11 NEP orientation and sensitization programs, benefiting 1,058 individuals. Additionally, CIT is planning and will complete other programs, such as short-term training programs and faculty identification programs, by the end of FY 2024–25.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Global Recognition and Rankings

CIT consistently achieves high rankings in national and international assessments of engineering education and research. Recognized in the National Institutional Ranking Framework (NIRF), CIT maintains its position within the 101-150 band for engineering institutions, reflecting its commitment to academic excellence. The institute has also excelled in the ATAL Ranking of Institutions on Innovation Achievements (ARIIA) 2020, underscoring its dedication to fostering innovation and entrepreneurship among students and faculty.

Concluding Remarks :

Looking ahead, CIT aims to expand its academic offerings, enhance research capabilities, and strengthen global partnerships to overcome the challenges faced by the country. The institute plans to upgrade infrastructure, create more number of centre of excellence laboratories, R&D centres, including laboratories and technology-enabled classrooms, to support innovative teaching methodologies and research advancements. CIT remains focused on fostering a culture of innovation, entrepreneurship, and lifelong learning among its stakeholders.