



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GLOBAL INSTITUTE OF ENGINEERING AND TECHNOLOGY

**BANGALORE CHENNAI HIGHWAY, MELVISHARAM
632509**

www.getedu.in

SSR SUBMITTED DATE: 29-05-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The GLOBAL INSTITUTE OF ENGINEERING AND TECHNOLOGY, the abode of the best Engineering education in the region, is a private engineering institute affiliated to Anna University, Chennai and was founded in the year 2009 under the auspices of the esteemed Rama Prasad Educational Trust. The college has grown over these years to greater strength and is registering laudable progress in its onward trajectory to the future providing the best engineering education to the aspiring students.

The GIET is located on the backdrop of captivating foliage sprawling over twenty acres of college campus with exquisitely constructed infrastructure.

The institution has an inspiring environment for the holistic development of the students for the intellectual, out-of-the-box thinking and also for imbibing moral principles and values necessary for their personality development, career advancement and to meet the social responsibilities.

The college, started with FOUR engineering branches at its emerging stage with an initial intake of 254 students, has added in a short span of time, another four branches including the globally sought after Artificial Intelligence and Data Science branch to make the total number of Engineering branches to EIGHT in the Undergraduate level and Four branches in the Post

Graduate level with a student strength of 1500.

The education at the GIET has been broadened further through our GLOBAL BUSINESS SCHOOL (GBS)

The approval of the AICTE and affiliation of the Anna University have been instrumental in our erstwhile development in the firmament of education and look forward to proving our mettle hereafter with the commitment from each and everyone concerned.

The GIET is determined to maintain excellence in every facet of education, training and research. The students who pass out from our institution have been taught to show compassion and humaneness to the society and brilliance and professionalism in their career.

Vision

To foster technical skills into budding technocrats and upgrade the rural youth develop technology by providing education of global standards and to uphold the social values and make the nation proud through globalization.

Mission

To dedicate and commit ourselves to achieve sustain and foster unmatched excellence in technical education by pursuing continuous development of infrastructure and enhancement in state of art equipments to provide our students a technologically up to date and intellectually inspiring environment of learning, research, creativity

innovation & professional activity and inculcate in them ethical and moral values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Institution has following Strength

- The dedication of management to excellence.
- Faculty with extensive training and experience.
- Staff and faculty members working well together.
- Value-added courses that enhanced the curriculum.
- An advanced infrastructure.
- Experienced and knowledgeable teachers and personnel.
- The caliber of the admitted students.
- Good workplace conditions, academic atmosphere, and culture all contribute to high levels of satisfaction among faculty and students
- Programs for training with an industry focus.
- Opportunities for pupils to participate in extracurricular and curriculum activities.
- Management is in favor of improving teacher credentials and encouraging sound teaching methods.
- The management and administrative policies and procedures are well-established and efficiently run
- Standard operating procedures, guidelines, and protocols exist.
- There are excellent on-campus job placements and comprehensive, well-organized career counseling services for students.
- Students receive prizes and awards for their merit-based accomplishments
- A mentor system that keeps track of students' attendance and exam results on a regular basis.
- Students provide the college good marks for reputation and prestige because of its comprehensive training program, holistic development, and academic performance and placements.
- All stakeholders can access the location of the institution.

Institutional Weakness

- A lack of space for research and development.
- Academic inflexibility.
- Limited government support as a result of independent funding
- Insufficient industrial consulting
- It is necessary to increase the exposure of foreign university partnership
- Departments that are not yet acknowledged as research hubs.

Institutional Opportunity

- Competing with the best Tamil Nadu colleges
- Obtaining financing from different organizations.
- Creating cooperative projects with businesses and research and development institutions.
- Pursuing autonomous status.

- Organizing campus drives with reputed companies
- Making the most of the location to network with research, industry, and postsecondary educational institutions for consulting, joint research and development projects, sponsored research, student internships, and other opportunities.
- Leverage its alumni network to advance the university.
- Greater financial opportunities for research.
- Raised programs such as the YRC, NGOs, and Yi YUVA club

Institutional Challenge

- Development of curricula.
- Rivalry with reputable institutions.
- Securing money for research.
- Bringing new technology into the laboratory.
- Drawing in elite students.
- Including former students
- Pupils with a rural upbringing
- The largest obstacle to students' improvement of their English proficiency for both Tamil and English medium

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Global Institute of Engineering and Technology demonstrates a well-structured curriculum that aligns with the objectives of the programs offered. It emphasizes interdisciplinary learning, industry relevance, and contemporary trends in engineering and technology.

Global Institute of Engineering and Technology offers academic flexibility through choice-based credit systems, elective courses, and opportunities for self-paced learning. The curriculum allows students to pursue their interests and tailor their educational experience.

Global Institute of Engineering and Technology fosters innovative teaching-learning practices, including project-based learning, experiential learning, and use of advanced technologies in education. These practices enhance student engagement, critical thinking, and problem-solving skills.

Global Institute of Engineering and Technology regularly updates and enriches its curriculum to adapt to changing industry requirements, technological advancements, and global trends. It incorporates feedback from stakeholders, including industry experts, alumni, and academia, to ensure curriculum relevance and effectiveness.

Global Institute of Engineering and Technology adopts an outcome-based education approach, focusing on defined learning outcomes, assessment methods, and continuous improvement processes. It evaluates students' attainment of desired competencies and skills through transparent assessment practices and feedback mechanisms.

Global Institute of Engineering and Technology has robust quality assurance mechanisms in place to monitor and evaluate the effectiveness of its curriculum. It conducts periodic reviews, internal audits, and feedback surveys to identify areas for improvement and enhance overall academic quality.

Overall, Criterion One highlights Global Institute of Engineering and Technology commitment to providing a holistic and dynamic learning experience that prepares students for the challenges and opportunities in the field of engineering and technology.

Teaching-learning and Evaluation

Our college has established clear and transparent admission procedures. These ensure a diverse student population, promoting inclusivity and accessibility. In our college, various support programs and bridge courses are offered to cater to the diverse academic backgrounds of students. Special attention is given to slow learners through remedial classes, while advanced learners are provided with additional challenges and opportunities.

The Global Institute of Engineering and Technology (GIT) employs a mix of traditional and modern teaching methods, incorporating ICT tools to enhance the learning experience. The focus of our college is on student-centric learning approaches, including participatory learning activities like group discussions, seminars, and projects. In our college, faculty members are recruited based on their qualifications and teaching capabilities. Continuous professional development programs, workshops, and seminars are conducted in our college to ensure faculty remain updated with the latest trends in education and technology.

In GIT, the evaluation process is robust, involving continuous internal assessments and end-semester examinations. There is an emphasis on transparency and fairness, with mechanisms for students to review their evaluated work and appeal if necessary. Regular assessments are conducted in our college to measure student performance against predefined learning outcomes. The data collected from these assessments are used to continuously improve the teaching-learning process.

GIT conducts regular surveys to gauge student satisfaction with various aspects of their education, including course content, teaching methods, and campus facilities. Feedback from these surveys is used to make necessary improvements. Our college focusing on an inclusive, effective, and continually improving teaching-learning process. Through transparent admissions, diverse support systems, a blend of teaching methods, quality faculty, robust evaluation, and continuous feedback mechanisms, the institute ensures a high standard of education and student satisfaction

Research, Innovations and Extension

The National Assessment and Accreditation Council (NAAC) evaluates higher education institutions in India based on several criteria, with Criterion 3 focusing on Research, Innovations, and Extensions. Below is a summary report of Criterion 3 for the Global Institute of Engineering and Technology.

NAAC Criterion 3: Research, Innovations, and Extensions

1. Promotion of Research and Facilities

- **Research Policy and Ecosystem:** The institute has a well-defined research policy to promote a culture of research and innovation. This includes encouraging faculty and students to engage in research activities.
- **Research Facilities:** The institute provides laboratories, library resources, and access to online journals and databases. It supports research activities by offering facilities like advanced computational tools and specialized equipment.

2. Innovation Ecosystem

- **Incubation Centres:** Establishment of incubation centres to nurture start-ups and innovation. These centres provide mentorship, workspace, and financial support.
- **Collaborations:** Strategic partnerships with industry, research organizations, and other academic institutions to foster innovation and collaborative research projects.

3. Research Publications and Awards

- **Publications:** Faculty and students regularly publish research papers in reputed national and international journals. The institute maintains a repository of these publications.
- **Awards and Recognition:** Recognition and awards for outstanding research contributions by faculty and students. The institute celebrates achievements through annual research awards.

4. Extension Activities and Institutional Social Responsibility (ISR)

- **Community Engagement:** Active involvement in community service and extension activities. Programs like NSS, NCC, and various outreach initiatives to address societal needs.
- **Environmental Sustainability:** Projects and activities aimed at promoting environmental sustainability and awareness among students and the community.

5. Collaboration and Linkages

- **MoUs and Linkages:** Memorandums of Understanding (MoUs) with national and international institutions for academic and research collaboration.

Infrastructure and Learning Resources

The Infrastructure and Learning Resources of Global Institute of Engineering and Technology were assessed under NAAC Criterion 4. The institution demonstrates a commendable commitment to providing state-of-the-art facilities to support the academic and research needs of its students and faculty. Our institute boasts modern infrastructure including well-equipped classrooms, laboratories, workshops, and seminar halls. These facilities are spacious and conducive to effective learning and research activities. Our institute's library is a hub of knowledge with a vast collection of books, journals, periodicals, and digital resources catering to various disciplines. It offers ample study space and access to online databases, enhancing the research capabilities of students and

faculty. Our Institute has invested significantly in Information and Communication Technology (ICT) infrastructure. The campus is equipped with high-speed internet connectivity, computer labs with latest software, and multimedia facilities, facilitating interactive learning and collaborative projects. Our institution recognizes the importance of holistic development and offers a range of sports and recreational facilities. Our Embracing eco-friendly practices in infrastructure development and maintenance can contribute to environmental sustainability. Incorporating renewable energy sources, waste management systems, and green building initiatives align with global sustainability goals. Our Global Institute of Engineering and Technology demonstrates a strong commitment to providing robust infrastructure and learning resources conducive to academic excellence and holistic development. By addressing the recommended areas for enhancement, the institution can further elevate its standards and continue to nurture a conducive learning environment for its stakeholders.

Student Support and Progression

Global institute of engineering and technology has a very good student support and progression. The management facilitates the scholarship and freeships provided by the government and non-government agencies to economically backward, PMSS and SC/ST students. The management also supports freeships to eligible students every year through Prasath Educational Trust.

Every year students were involved in placement and higher education trainings, entrepreneurship skill development, soft and life skill development, guidance and coaching to competitive exams like GATE, GRE, TOFEL and various civil service exams. The collage has a transparent mechanism to solve the student grievances.

The college encourage the various student participation activities like co-curricular and extracurricular activities for exhibiting the talents of the students apart from academic excellence. The college will conduct various technical symposiums every year. The college cultural events will be conducted every year and the winners will be awarded on Annual day. The sports events will be conducted every year by the physical education members and the winners will be awarded on Sports day. The college also encourages the students to actively involve in the Annual sports meet happening in zonal level tournaments conducted by the Anna University.

The college has a GIT Alumni Association Network registered under the Tamil Nadu Societies Registration Act, 1975 (Tamil Nadu Act 27 of 1975). Every year the Alumni meet is conducted along with the college management. The Alumni contribute for the guest lectures, Internships, and career development for their juniors.

The College has always encouraged the spirit of entrepreneurship development skill among students. Alumni Entrepreneurs will share their experiences with the students through the "Entrepreneurship Development Cell (EDC Cell)". Alumni actively contribute by helping the junior students in developing their innovative product ideas as a start-up companies.

Governance, Leadership and Management

Global Institute of Engineering and Technology exemplifies effective leadership that aligns with its vision and mission. The leadership is demonstrated through practices such as conducting governing council meeting, detailed list of committee members, decentralization and participative management. The strategic and perspective plans are implemented effectively. It identifies key areas of focus, such as academic excellence, research development, community engagement, and infrastructure improvement. Institutional bodies operate efficiently, as evidenced by well-defined policies, administrative setups, appointment and service rules, and procedures. Additionally, e-governance is successfully applied in the areas of administration, finance and accounts, student admission and support, and examinations by implementing ERP through SAARC MASTS TECH Pvt. Ltd which is demonstrated by Netcampus™ Modules to our college.

The institution ensures effective welfare measures and career development opportunities for both teaching and non-teaching staff. Over the past five years, a consistent percentage of teachers have received financial support to attend conferences, FDPs, workshops, and cover membership fees for professional bodies. The institution also conducts regular internal and external financial audits to maintain financial integrity and accountability.

The Internal Quality Assurance Cell (IQAC) directs on creating and maintaining a sustainability robust quality assurance system within the institution, focusing on continuous enhancement and maintaining high standards in academic, administrative, and research activities. This includes conducting regular IQAC meetings, feedback collection, analysis and implementation. The institution has regular academic audit and they have participated in NIRF. Quality audits such as ISO has been engaged in GIT. This leads to establishing and adhering to benchmarks in promoting comprehensive institutional growth and excellence.

Institutional Values and Best Practices

Global Institute of Engineering and Technology organizes various programmes/events regarding gender equity and ensures equal participation and representation of both men and women at all levels of academic and administrative pursuits.

The College ensures safety and security through round the clock vigilance of security persons and CCTV cameras systems and by its efficiently working Anti-Ragging Cell, Women's Empowerment Cell, Prevention of Sexual Harassment Cell and Student Grievance Redressal Cell. While the Prevention of Sexual Harassment Cell deals with issues relating to sexual assault and other related crimes against female students, the women empowerment Cell concentrates on several awareness programmes for female students like wellness and women's health care. The college conducts orientation programmes regularly. Most of the constituent units of the college have common room facility for girl students and women staff.

The college has facilities of alternate sources of energy and energy conservation measures like solar energy system, wheeling to the grid and LED bulbs / power efficient equipment. Water conservation facilities like rain water harvesting, bore well/open well recharge system, tanks and bunds, wastewater recycling, and maintenance of water bodies and distribution system are available.

The college restricted the entry of automobiles, banned the single use plastic and has good landscaping and pedestrian friendly pathways are being used. The college has been certified for green audit, energy audit, environmental audit and beyond the campus environmental promotion activities. The college has built congenial environment like ramps for easy access to classrooms, divyangjan friendly washroom, signage including tactile path, lights and display boards for divyangjan students.

The college regularly conducts the sensitization programmes for the students and employees regarding the constitutional obligations. National and international commemorative days, events and festivals are celebrated regularly.

The two best practices successfully implemented by the college include “Awards and Appreciations for Students” and “Rewards and Recognitions for Employees”. The performance of the college in one area distinctive to its priority and thrust includes “Mentor-Mentee Guidance System” under which the mentor is given necessary information regarding his/her mentees and is expected to offer guidance and counselling as and when required.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GLOBAL INSTITUTE OF ENGINEERING AND TECHNOLOGY
Address	Bangalore Chennai Highway, Melvisharam
City	Vellore
State	Tamil Nadu
Pin	632509
Website	www.getedu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V. Natarajan	04172-266060	9566666687	-	gitnaac@getedu.in
IQAC / CIQA coordinator	A. S. Vijay Vikram	04172-266050	7373652167	-	iqac@getedu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Tamil Nadu	Anna University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	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?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Bangalore Chennai Highway, Melvisharam	Rural	10.12	15805.21

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,Automobile Engineering,Automobile Engineering	48	XII Std	English	30	0
UG	BE,Civil Engineering,Civil Engineering	48	XII Std	English	30	0
UG	BE,Computer Science And Engineering,Computer Science And Engineering	48	XII Std	English	90	0
UG	BE,Electrical And Electronics Engineering,Electrical And Electronics Engineering	48	XII Std	English	30	0
UG	BE,Electronics And Communication Engineering,Electronics And Communication Engineering	48	XII Std	English	60	0
UG	BTech,Information Technology,Information Technology	48	XII Std	English	90	0
UG	BE,Mechanical Engineering,Mechanical	48	XII Std	English	30	0

	Engineering					
UG	BTech,Artificial Intelligence And Data Science,Artificial Intelligence and Data Science	48	XII Std		30	0
PG	ME,Civil Engineering,Structural Engineering	24	XII Std		24	0
PG	ME,Computer Science And Engineering,Computer Science And Engineering	24	XII Std		18	0
PG	ME,Electronics And Communication Engineering,Applied Electronics	24	XII Std		18	0
PG	ME,Mechanical Engineering,CAD CAM	24	XII Std		18	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	9				4				113			
Recruited	8	1	0	9	4	0	0	4	64	49	0	113
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				4				113			
Recruited	8	1	0	9	4	0	0	4	64	49	0	113
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				127
Recruited	78	49	0	127
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				127
Recruited	78	49	0	127
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	16	0	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	1	0	5	0	0	1	2	0	16
M.Phil.	0	0	0	0	0	0	6	2	0	8
PG	0	0	0	0	0	0	55	47	0	102
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	740	0	0	0	740
	Female	262	0	0	0	262
	Others	0	0	0	0	0
PG	Male	27	0	0	0	27
	Female	19	0	0	0	19
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	36	41	76	30	
	Female	12	20	22	5	
	Others	0	0	0	0	
ST	Male	1	1	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	176	181	154	94	
	Female	64	52	48	27	
	Others	0	0	0	0	
General	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Others	Male	2	1	1	2	
	Female	0	1	0	1	
	Others	0	0	0	0	
Total		291	297	301	159	

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>An academic and pedagogical approach known as "education with multidisciplinary components" aims to help students both inside and outside of the classroom develop multiple capacities in the intellectual, artistic, social, physical, emotional, and moral domains. It does this by integrating formal and informal learning opportunities, teaching, research, and community engagements, as well as by encouraging interdisciplinary and cross-disciplinary perspectives and academic practice. In accordance with Anna University policy. The programs are structured according to the Choice Based Credit System (CBCS), in which courses are given credits and classified as Core, Professional Elective, Open Elective, Skill-Based, or Value-Based. Similar to how students in EEE and ECE are encouraged to study computer science and medical electronics. Undergraduate (UG) and postgraduate (PG) programs incorporate experiential learning via projects, study tours, field trips, and internships. Furthermore, environmental research is a Multidisciplinary education is an academic and pedagogical strategy to foster multiple capacities. Furthermore, environmental studies—which emphasize eco-consciousness and value education—are a required course for all UG students. Regarding the duration and qualifications for program entry, the institution follows the rules established by the parent university. Pupils are urged to engage in multidisciplinary research in order to successfully solve current issues. Additionally, Non major elective courses are offered by each program, enabling students to study a variety of topics. The institution operates within the constraints set by the university, which include restrictions on repeat admissions and exits, as well as program norms and authorized offerings. This method guarantees a well-organized and thorough education in line with university requirements, promoting students' general development and preparing them to address modern issues using interdisciplinary approaches.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits (ABC), in accordance with National Education Policy 2020, has been designed to support students' academic mobility by allowing them to study at any Higher Education Institution in the nation and providing a suitable "credit transfer" mechanism from one program to</p>

	<p>another, ultimately leading to the attainment of a Degree, Diploma, PG-diploma, etc. As a non-autonomous institution, however, we adhere closely to the Anna University curriculum. For our pupils, there is no other means to get credits, thus there is no scope ABC.</p>
3. Skill development:	<p>The term "skill development" generally refers to the productive talents obtained through various educational and training programs, whether they are completed in formal, informal, non-formal, or on-the-job contexts. Developing one's skills can raise productivity, lower unemployment and underemployment, and raise living standards. It makes financial sense to assist individuals in upgrading and developing their skill set. Thus, as an engineering college, we promote and carry out skill-building initiatives year-round, including soft skill workshops, entrepreneurship programs, training in communication skills, project management courses, and technical workshops.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Under the direction of Anna University, our organization actively promotes and in-corporates regional arts, languages, and cultures into its operations. The institution has im-plemented required courses in Tamil Heritage (Sub Code GE 3152) in the first semester and Tamils and Technology (Sub Code GE 3252) in the second semester. Each course is worth one credit for all UG students. Students are provided standard text materials to supplement the lectures in the classroom. Thanks to the efforts of the Fine Arts Club, contests on current issues such as energy conservation, the environment, and Indian cultural and ethnic values are periodically held in Tamil, the area language.</p>
5. Focus on Outcome based education (OBE):	<p>The Institute began using outcome-based education (OBE) that year in order to im-plement an outcome-oriented teaching and learning process and provide education using a student-centric approach. For each UG and PG program, program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) have been developed. The Washington Accord-formulated graduate qualities that have been approved by the National Board of Accreditation are referred to as program outcomes (POs). Program Specific Outcomes (PSOs) are precisely outlined program outcomes that graduates</p>

	must possess by the pro-gram's conclusion. Stakeholders have received Program Outcomes (POs) and Program Spe-cific Outcomes (PSOs) for every UG and PG program.
6. Distance education/online education:	NIL

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	It is a commendable move that the Global Institute of Engineering and Technology formed the Electoral Literacy Club. The establishment of this club by the college gives students a way to actively participate in the national election system, which in turn encourages civic participation and a sense of duty among the student population. The club's mission is to create informed and responsible citizens by increasing public knowledge of the election process and the significance of voting. Encouraging students to vote enhances the democratic fabric of the country and gives them a sense of empowerment. The club can significantly contribute to encouraging student participation and electoral literacy through a variety of programs and activities. Through fostering civic virtues and democratic engagement, the Electoral Literacy club at the Global Institute of Engineering and Technology can participate in events and initiatives that advance the larger objective of nation-building. It gives students the tools they need to actively advocate for a brighter future and engage as change agents.
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 College appoints the student coordinator and the faculty members who coordinate with them. The ELC also operates, and awareness workshops are held on a regular basis when new batches are admitted. The student coordinator for the academic year are Shanmuganathan Second Year (IT) Jagan Third Year (CSE) Karthick Final year (EEE) coordinating faculty Dr. Madhnan Raj - H&S HOD, Dr. Daphney Joann - HOD/IT and Mr. Prakasam.- HOD/Mechanical.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	At the Global Institute of Engineering and Technology, the political Literacy Club (ELC) is actively involving students and the general public in

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 political process. The club's numerous planned and carried out projects show a dedication to encouraging voter awareness and involvement among diverse societal groups. Reaching out to young people and teaching them the value of exercising their right to vote is an effective method to involve social workers in awareness initiatives for recently enrolled students. These influencers have the ability to use their platforms to spread important messages about civic engagement and civic duty. One workable way to make the registration process easier for qualified students is to run voter registration camps in association with the Ranipet Municipal Corporation. The club makes registration easier and more accessible for students who might otherwise encounter obstacles by bringing registration services right to campus. The club's dedication to inclusivity and accessibility in the electoral process is shown in the proposed Voter Awareness Camp, which aims to register voters nationwide, including senior citizens and people with disabilities. On January 25, 2024, we held a program called "Election - Celebration of 14th National Voters' Day" and a Voters' Pledge. On March 23, 2024, at approximately 5.30 am, we organized an intra-college awareness marathon called "VOTE DESH KE LIYE- MERA PEHLA VOTE" in the 5 km category at the GIT campus in Melvisharam. Additionally, on April 2, 2024, we created a "Pledge and campaign program" in collaboration with the commissioner of Melvisharam Municipality and other official members. Overall, the Global Institute of Engineering and Technology's Electoral Literacy Club's initiatives show a comprehensive strategy for encouraging electoral literacy and engagement while also meeting the requirements of many societal groups.

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.

We hosted an event titled "Election - Celebration of 14th National Voters' Day" and a Voters' Pledge on January 25, 2024. At the GIT campus in Melvisharam, on March 23, 2024, at around 5:30 a.m., we held an intra-college awareness marathon named "VOTE DESH KE LIYE- MERA PEHLA VOTE" in the 5 km category. Deputy Tahsildar, Sub Inspector, and Revenue Officer were there. Furthermore, we developed a "Pledge and campaign program" on April 2, 2024, working with the Melvisharam Municipality commissioner and other

	<p>official members. Through partnerships with groups that cater specifically to these communities, the club may make the most of its current networks and assets in order to empower and successfully involve these groups in the election process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>It is admirable that ELC has started a thorough voter registration campaign in collaboration with Ranipet Municipal Corporation. The institution is bolstering democracy by making sure that every voice is heard through active engagement in the political process. Encouraging students who are older than eighteen to register to vote every year not only encourages civic engagement but also gives people the ability to influence local and national policy. Every vote does have the power to change things, and programs like these are essential to building a knowledgeable and engaged people.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1058	959	870	1043	1222

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

2 Teachers

2.1

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

Response: 432

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
137	109	128	143	149

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
212.33	183.05	172.41	245.45	171.39

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Global Institute of Engineering and Technology (GIT), affiliated to Anna University has a structured approach to ensure effective delivery of curriculum for all programmes. The college abides by the instructions and streamlines communicated by the University from time to time. The process of teaching-learning starts with the curriculum planning & delivery.

Curriculum Planning:

- **Anna University provides the almanac according to which the college calendar is prepared by the Academic Council chaired by the Principal in consultation with the respective departments. Subsequently, each department prepares its academic calendar incorporating the academic activities for the year, which includes academic planning, curricular and extracurricular activities and an evaluation schedule.**
- **Before the start of the semester, the Curriculum Planning towards the preparation of instruction manuals and the development of teaching-learning materials is done.**

Subject Allocation

- **GIT has well-qualified faculty members with experience and expertise. The Head of the Department allocates courses to the faculty members matching their expertise, specialization and competency and they prepare lesson plans and course files. Awareness of the course schedule and course outcomes is created at the beginning of the semester. The class monitoring committee collects feedback from students on syllabus coverage and academic-related matters, which is verified by the course monitoring committee periodically.**
- **The Head of the Department monitors the academic activities regularly to ensure the execution of an effective teaching-learning process as per the academic calendar.**
- **Besides the traditional chalk-and-talk methods the teachers are encouraged to implement the curriculum through student-centric learning methods, like presentations, assignments, workshops, seminars, projects etc.**
- **The academic performance of the students is diligently monitored through Internal Assessment Tests (IAT) upon completion of a semester.**

Time Tables

- **Timetables, including those for the library and project hours, are prepared and displayed**

on all department notice boards and brought to the students' attention.

- For effective planning and delivery of courses, class-wise timetables are prepared and the faculty members do have creative deliberations on their execution.

Course Delivery:

- The faculty members deliver the course content through activity-based learning, e-learning like DELNET/NPTEL, laboratory sessions, projects, tech symposiums, and seminars to enhance the concepts of engineering knowledge. Social activities and extracurricular activities are conducted at the department level for the overall development of the students. Industrial visits and guest lectures are arranged to bridge the curricular gap.

Continuous Internal & External Evaluations:

- The evaluation of students' performance is based on internal assignments and activities, and technical competitions at the intra-department level. The external assessments include internship programmes, Industrial Projects and Field Visits per semester. Inter-college symposiums are organized every year to enable budding engineers to share their knowledge with their counterparts.
- The Record of internal and external assessment is maintained for continuous follow-up and improvement of the students.

Feedback:

- Based on the internal and external stakeholder's feedback, remedial actions are planned for further improvement in the teaching-learning process.

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

1.2 Academic Flexibility

1.2.1

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

Response: 187

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

1.2.2

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

Response: 65.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
630	606	601	696	840

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Response:

As affiliated with Anna University, Chennai, the college has adopted the university's curriculum. The college puts in its best efforts to integrate crosscutting issues relevant to gender, professional ethics, moral values, environment, equality, sustainability, human rights etc. into the curriculum prescribed by Anna University.

Gender Equality:

Gender Equality is basically a Human Right. Societies that value men and women equally are safer and healthier. Gender equality is not just a woman's issue, it impacts many facets of the society. These and other core values of the issue are brought into the students' knowledge through various programmes.

Upholding the value of gender equality, the institute ensures equal participation of both genders in every activity at the college. The college has a Women's Empowerment Cell that organizes programmes on self-awareness, self-development, health & hygiene, self-defence, women's entrepreneurship etc. for women empowerment. The institution has an active anti-ragging cell. The anti-ragging committee meets to redress the issues that arise. In promoting supportive guidance to students, the institute extends personal and academic counselling as well.

Environmental Awareness & Sustainability

In order to address environmental issues and to keep our nature healthy, our economies productive and vibrant, environmental awareness is to be instilled in our students during their educational period. The university includes it in the early period of their college education. The faculty members accordingly extend their awareness of the environment and sustainability and their applications in a variety of fields to the students.

The institution ensures the involvement of students in different activities like the green campus, the importance of hygiene in one's life and in society at large, and the hazardous effects of plastic waste in the surroundings to inculcate environmental awareness in students. The irreversible peril of misusing the land which results in heavy landslides and loss of lives and the present catastrophic global warming etc., are taught to students to evoke interest and involvement in today's environmental issues.

Human rights:

Human rights are inherent to all human beings and regardless of any personal status of individuals. Our institution ensures that no violation of human rights takes place. We organize awareness events and motivate everyone to make proper use of their basic rights and everyone is advised to desist from activities of human rights violation.

Professional Ethics and Moral Values:

Professional ethics provides rules on one's behaviour to another person and it is taught as part of the students' curriculum. Professional ethics covers a lot of professions like Engineering that require ethical principles. The confidence in the students to cope up with different situations is built up through interpersonal discussions and interactions. The college imparts guidance on teamwork, leadership, inculcating moral and social values etc., to the students. Moral values help the youth develop a pleasant

personality combined with a strong character. National and international days of importance like Independence Day, Republic Day, Gandhi Jayanthi, Teacher's Day, International Yoga Day, World Environment Day, etc., are observed in our college to ingrain the national values in students.

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

1.3.2

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

Response: 38.09

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

Response: 403

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

1.4 Feedback System

1.4.1

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

Response: 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: 42.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
291	266	154	194	237

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
468	438	534	624	654

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 58.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
281	259	154	175	223

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

2022-23	2021-22	2020-21	2019-20	2018-19
323	302	368	430	452

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 7.72

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Global Institute of Engineering and Technology (GIT) offers students an efficient environment to cultivate the most recent abilities, knowledge, attitudes, and values necessary to mould their behaviour in the right direction. Every department runs cutting-edge programs that foster students' creativity, give them a platform to develop their problem-solving abilities, and guarantee interactive learning. Every year, the institute hosts a technical fair where students present their creative creations that demonstrate what they have learned. Students are also encouraged to compete at the national and intercollegiate levels. The Institute concentrates on student-centred strategies for improving students' capacity for life-time learning. By using the student-centric strategies listed below, faculty members try to make the learning process more participatory.

EXPERIENTIAL LEARNING:

Students "learn by doing" and "learning by reflecting" through the process of experiential learning, which is an active learning approach. Hands-on laboratory experiments, internships, field exercises, and undergraduate research performances are a few examples of experiential learning activities. Programs for experiential learning that are carefully designed, overseen, and evaluated can encourage scholarly investigation by fostering multidisciplinary learning, civic involvement, career growth, cultural awareness, leadership, and other intellectual and professional abilities.

- Laboratory sessions cover material beyond what is covered in the syllabus.
- In Summer Internship, students work in companies and receive practical training.
- Courses on latest technologies with NPTEL, Edureka, Udemy, Coursera etc.
- Industrial visits to give them hands-on-learning opportunities while they're at the company.
- Involvement in mock competitions, like hackathons, where they gain experience developing a real-world model.

PARTICIPATORY LEARNING

In this type of learning, students participate in various activities such as seminar, group discussion, wall papers, projects, and the skill based add on courses. Students are encouraged to participate in activities where they can use their specialized technical or management skills.

- Students are encouraged to organize National level technical symposium.
- In addition to academics, students are made to be socially responsible citizens. Our college encourages Blood donation camps, formed Entrepreneur Cell, Women Empowerment activities etc.,
- Annual cultural program – This is organized every year for the students of the college to give a vent to their creativity.
- Seminar Presentation – Students develop technical skills while presenting papers in seminars.
- Presentation and publishing of papers in conferences and journals - The objective is to give them exposure to learn and imbibe new skills.

PROBLEM-SOLVING METHODS:

Departments help students learn and develop their capacity for addressing problems. The University encourages students to enroll in MOOC courses, holds a variety of intra and inter-collegiate technical

ests, as well as other competitions, and hosts expert presentations on a variety of topics in order to achieve this. Among them are:

- Summer training with project development
- Regular Assignments based on problems
- Mini Project development
- Case studies Discussion
- Class presentations
- Participation in Inter-college events

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
137	109	128	143	149

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

2.4.2

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

Response: 10.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	11	13	17	9

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

The College has an Examination Cell headed by a Professor (Examination Cell Co-ordinator) to supervise the conduct of all internal and external examinations. The Examination Cell Co-ordinator is assisted by a team consisting of a faculty member (Exam Cell in charge) and supporting staff members from each department.

The Exam Cell circulates the internal assessment timetable, and invigilation duties, collects two sets of question papers from the course handling faculty member (with verification and approval), and prepares student seating plans and their proper dissemination.

Students' evaluation is based on their Internal Assessment Tests (IAT) performances.

Adaptation to the Outcome Based Education (OBE) Framework: The exam question papers are structured according to the requirements of the OBE (Bloom's Taxonomy). These questions are mapped to the corresponding Course Outcomes (COs). Answer scripts are assessed by the faculty, reviewed by the senior faculty/HOD at random, and distributed to students within two days of the exam. Faculty

members enter the marks into the ERP portal, which the head/advisor verifies after analysing the results. Consolidated mark statements of the class are displayed on the respective class bulletin board.

As per the University schedule the internal marks for all courses are calculated and entered into the Anna University Portal for the students to view using their login credentials.

Anna University Regulation 2017

The internal evaluation plan (R2017) for theory courses is as follows:

Internal Assessment Test (IAT)	Portions / Evaluation Process / Maximum Marks
IAT- I	Unit-1 & 2 Internal evaluation 60 marks and converted to 100 marks
IAT- II	Unit- 2 & 3 Internal evaluation 60 marks and converted to 100 marks
IAT- III / Model	Unit- 4 & 5 Internal evaluation 80 marks and converted to 100 marks
All 5 Units carry weightage of 40 marks each	

The scored IAT mark out of 100 is converted to a scale of 20 marks. Similarly, the external evaluation of theory courses conducted by Anna University is scaled down to 80 marks. The final mark of a student is the sum of these two scaled-down to 100 marks.

Students' performance in a practical course is evaluated based on their participation in practical sessions and performance in practical examinations.

Anna University Regulation 2021

The internal evaluation plan (R2021) for theory courses is same as R2017.

The IAT marks out of 100 is converted to a scale of 40 marks. Similarly, the external evaluation of theory courses conducted by Anna University is scaled down to 60 marks. The final mark obtained by a student is the sum of these two scaled-down to 100 marks.

Students' performance in a practical course is evaluated based on their participation in practical sessions and performance in practical examinations.

In both R2017 and R2021 Regulations

The student's performance in project work is evaluated through reviews (Zeroth Review, Review-I,II & III). In the zeroth review, the feasibility and execution of the identified project are finalized and approved by the Project Co-ordinator. The subsequent reviews will have an equal weightage of 5 marks each.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program Outcomes (POs) and Course Outcomes (COs) in Institutional Education

In today's educational landscape, institutions are continually evolving to ensure the efficacy and relevance of their academic programs. One such evolution is the adoption of Outcome Based Education (OBE), a student-centric approach aimed at enhancing the quality and accountability of education. In this framework, Programme Outcomes (POs) and Course Outcomes (COs) play pivotal roles, delineating the overarching goals of programs and the specific learning objectives of individual courses, respectively.

Embracing Outcome Based Education (OBE)

Transitioning to Outcome Based Education (OBE) underscores the institution's commitment to fostering a holistic learning environment. Through extensive consultations with faculty members and stakeholders, the goals of OBE have been meticulously delineated, ensuring alignment with the evolving needs of society and industry.

Defining Programme Outcomes (POs)

Program Outcomes (POs) encapsulate the graduate attributes envisioned by the institution and its affiliated University. These POs serve as benchmarks for assessing the overall effectiveness of academic programs, reflecting the essential skills, and knowledge are expected to possess upon completion of their studies.

Formulating Course Outcomes (COs)

Course Outcomes (COs) represent the wholesome learning objectives embedded within each course. Crafted by course co-ordinators in collaboration with subject faculty experts, COs delineate the specific knowledge, skills, and behavior students should acquire and demonstrate by the course's conclusion. Drawing from Bloom's Taxonomy, COs encompass a spectrum of cognitive levels, ensuring a comprehensive learning experience.

Alignment and Dissemination

The correlation between Courses, COs, POs, and Programme Specific Outcomes (PSOs) is meticulously mapped through correlation matrices, facilitating a seamless alignment between curriculum constituents. These matrices, delineating the correlation levels as high, medium, and low, serve as guiding frameworks for curriculum development and assessment practices.

Ensuring Awareness and Accessibility

POs and COs are not mere documents but living frameworks ingrained within the institutional fabric. They are prominently displayed in departmental spaces, and disseminated through various channels such as College website, course materials, and faculty interactions. Students are equipped with detailed syllabi outlining COs, fostering transparency and clarity regarding learning expectations.

Assessment and Evaluation

The attainment of POs and COs is rigorously evaluated through a multifaceted approach encompassing internal and external assessments. Faculty members employ diverse assessment methods aligned with COs, ensuring a comprehensive evaluation of student learning outcomes. Periodic reviews, conducted at departmental and institutional levels, serve as mechanisms for continuous improvement and refinement of educational practices.

Conclusion

Institutional commitment to Outcome Based Education (OBE) underscores a paradigm shift toward a student-centric learning prototype. By delineating Programme Outcomes (POs) and Course Outcomes (COs) and rigorously evaluating their attainment, institutions ensure the holistic development and preparedness of their graduates for real-world challenges. This transparent and accountable approach not only enhances the quality of education but also fosters a culture of continuous improvement and innovation within the academic community.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The department may use one or more methods to identify, gather, and compile data in order to assess the accomplishment of Course Outcomes (COs) as part of the Outcome Based Education (OBE) program. The method for determining the course outcomes' attainment makes use of a number of tools and techniques. These techniques fall into two categories: indirect techniques and direct techniques.

Direct approaches use a student's performance on tests, assignments, internal assessments, semester exams, seminars, lab assignments, practicals, mini-projects, and other assessments to show what they know and can do. These methods offer an overview of what students are capable of knowing and/or performing, as well as strong evidence of their learning. Indirect techniques for reflecting on students'

learning, by stakeholders feedback.

Evaluations are used in both types of assessments to measure ideas or thoughts about a graduate's knowledge. By using the same evaluation for all assessments, consistency is preserved and student progress is methodically monitored. Four steps are involved in achieving different results, including COs, POs, PSOs, and PEOs: planning, implementation, evaluation, and action taken.

During the Planning phase, objectives are specified and correlations between COs and POs are formed. These correlations are usually graded from 1 to 3, with 1 representing low, 2 representing moderate and 3 representing high levels. For each Course CO and PO, including elective subjects, a mapping matrix is created. These course outcomes are met via the alignment of lesson plans, assignments, examinations, and internal evaluations.

To determine the degree of course outcome attainment, faculty members use a variety of tools during Implementation, including internal assessments, practical work, and projects. Furthermore, surveys distributed to different stakeholders serve as indirect tools for evaluating the attainment of POs, PSOs, and PEOs. Student progress can be tracked and efforts for educational improvement are informed by the analysis of these surveys.

Analyzing all outcomes attained is part of the evaluation process, which identifies the course delivery's advantages and disadvantages. The identified areas which need improvement, individual student evaluations are carried out, and relevant action is taken. If differences from planned outcomes are noticed, remedial action is started during the action taken stage. This could entail giving remedial lectures to slow learners, giving each student individual attention in theory and practical classes, and continuous monitoring on their progress until the intended results are reached.

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

2.6.3

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

Response: 63.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
152	188	222	98	234

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
219	214	263	325	397

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Global Institute of Engineering and Technology (GIT) has established a research environment for innovation, knowledge creation, knowledge transfer, and the skill development among the students and faculty members. It focuses on production and transmission of knowledge through well-established infrastructure, the developed research ecosystem that aims at fostering research and innovation. The programs related to Research and Development (R&D), Intellectual Property Rights (IPR) and Entrepreneurship are conducted to create the awareness among the students and faculty members.

RESEARCH AND DEVELOPMENT CELL

Since the Inception, Global Institute of Engineering and Technology has taken continuous efforts to encourage the Faculty and Students to enhance their Skills through Research and Development Cell by way of participating in Conferences, Seminars, Workshops, Project Expos etc.

VISION:

"Global Excellence in Innovation and Discovery: A Beacon of Research and Development at GIT"

MISSION:

GIT's Research and Development (R&D) Cell is entirely dedicated to promoting knowledge, promoting innovation, and contributing to social progress via cutting-edge research and development initiatives. Our objective is to foster an effective research ecosystem that motivates faculties and students to pursue important initiatives, co-operate with industries, and develop solutions to challenging global issues.

OBJECTIVES OF R&D CELL

- To create awareness among the Faculty and Students
- To provide a platform for sharing available research facilities.
- To motivate faculty and students to present/publish Research papers in reputed national & international journals.
- Conducting various Faculty Development Programs, Workshops, Conferences and Seminars etc.,

R&D COMMITTEE MEMBERS

Sl.NO	Name	Designation	Position
1	Dr. V. Natarajan	Principal	Chairman
2	Dr. S. Sengottaiyan	Professor	Member Secretary
3	Mr. R. Prakasam	Assistant Professor	Member
4	Dr. A. S. Vijay Vikram	Associate Professor	Member
5	Dr. D. Udhayasuriya Rajkumar	Associate Professor	Member
6	Dr. J.Daphney Joann	Assistant Professor	Member
7	Dr. Madhan Raj	Associate Professor	Member
8	Dr. S. Chandru	Assistant Professor	Member

CENTRES OF EXCELLENCE

The Global Institute of Engineering and Technology has established Centers of Excellence to promote research projects, Incubation, and Innovation.

ENTREPRENEURSHIP DEVELOPMENT CELL (EDC)

Entrepreneurship Development Cell at Global Institute of Engineering and Technology (GIT) believes that entrepreneurship is not just about starting companies, but a pathway towards India's socio-economic development. Our vision is to make students and faculty 'entrepreneurial' in every work that they do. We hope to enable them to solve global challenges, as we see students as the greatest capital and intend to nurture them and provide them with opportunities for excellence.

INSTITUTION'S INNOVATION COUNCIL (IIC)

In the year 2018, the Ministry of Education(MoE), Government of India through MoE's Innovation cell (MIC) launched the **Institution's Innovation Council (IIC) program** in collaboration with AICTE for Higher Education Institutions (HEIs) across the country to systematically foster culture of Innovation and Start-up eco system in educational institution. Institution's Innovation Council was formed on 29.04.2023 at Global Institute of Engineering and Technology (GIT).

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

3.2.2

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

Response: 54

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	4	11	13

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	10	18	14	30

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

3.3.2

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

Response: 0.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	01	06	00

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

3.4 Extension Activities

3.4.1

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

Response:

The Extension Activities Cell (EAC) of the Global Institute of Engineering and Technology (GIT) plays a pivotal role in fostering social consciousness and holistic development among students. Through a variety of initiatives and programs, the EAC not only enhances the academic experience but also instills a sense of responsibility towards the society.

Here are how its activities impact the students:

Community Engagement:

The EAC organizes various community service programs, including volunteering at local NGOs, organizing health camps, and participating in environmental conservation projects. These experiences expose students to the realities of marginalized communities, fostering empathy and understanding of social issues.

Skill Development:

Beyond academic excellence, the EAC provides platform for students to develop practical skills such as leadership, communication, and teamwork. Through organizing events, managing projects, and coordinating with stakeholders, students gain invaluable hands-on-experience that prepares them for real-world challenges.

Cultural Sensitivity:

Cultural exchange programs and celebrations organized by the EAC promote diversity and inclusivity within the campus. Students get the opportunity to interact with peers from different backgrounds, fostering cross-cultural understanding and respect.

Awareness Campaigns:

The EAC conducts awareness campaigns on pressing social issues such as gender equality, mental health, and sustainable development. Through workshops, seminars, and interactive sessions, students are sensitized to these issues and empowered to become agents of change in their communities.

Environmental Conservation:

Recognizing the importance of environmental sustainability, the EAC organizes tree planting drives, waste management initiatives, and awareness campaigns on climate change. By actively participating in these activities, students develop a sense of environmental responsibility and become advocates for sustainable living.

Personal Growth:

Through participation in EAC activities, students undergo personal growth and self-discovery. They learn to step out of their comfort zones, overcome challenges, and develop resilience. These experiences contribute to their overall development as responsible and empathetic individuals.

Networking and Collaboration:

The EAC facilitates networking opportunities with alumni, industry experts, and social activists, enabling students to build valuable connections and learn from experienced professionals. Collaborative projects and partnerships further enhance students' learning experiences and broaden their perspectives.

Social Impact Projects:

The EAC encourages students to initiate and lead social impact projects that address specific community needs. Whether it is providing education to underprivileged children, improving sanitation facilities in rural areas, or promoting digital literacy, these projects empower students to make a tangible difference in society.

Civic Responsibility:

Through voter awareness campaigns, blood donation drives, and disaster relief efforts, the EAC fosters a sense of civic responsibility among students. By actively engaging in civic activities, students learn the importance of contributing to the welfare of society and become responsible citizens.

In conclusion, the Extension Activities Cell of the GIT plays a vital role by providing opportunities for community engagement, skill development, awareness building, and also equips the students with skills needed to become socially responsible leaders.

File Description	Document
Upload Additional information	View Document

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

The Global Institute of Engineering and Technology (GIT) has distinguished itself through its extensive and impactful extension activities, which have been recognized by various government and non-government bodies. These recognitions highlight GIT's commitment to community service, social responsibility, and sustainable development. Among the notable organizations that have acknowledged GIT's contributions are NATPU, Thendral Movement, Worth Trust, The Hope House, and the Solai Program.

NATPU

NATPU, a prominent social welfare organization, has awarded GIT for its dedicated efforts in community outreach and development. GIT's initiatives under NATPU's recognition include various educational and health camps, rural development projects, and environmental conservation activities. The students and faculty have actively participated in these programs, demonstrating a strong commitment to societal upliftment.

THENDRAL MOVEMENT

The Thendral Movement, known for its focus on youth empowerment and social justice, has honored GIT for its innovative programs aimed at enhancing the skills and employability of young people in rural areas. GIT's extension activities under the aegis of the Thendral Movement include vocational training workshops, career counseling sessions, and entrepreneurship development programs. These initiatives have not only improved the livelihood opportunities for the rural youth but also contributed to the overall socio-economic development of the regions involved.

WORTH TRUST

Worth Trust, an organization dedicated to the empowerment of differently-abled individuals, has recognized GIT for its inclusive extension activities. GIT's collaboration with Worth Trust has led to the establishment of various training centers and workshops designed to equip differently-abled individuals with marketable skills. This recognition from Worth Trust signifies GIT's commitment to inclusivity and its proactive role in promoting equal opportunities for all members of society.

THE HOPE HOUSE

The Hope House, an NGO focused on child welfare and education, has acknowledged GIT for its exceptional contributions to child development programs. GIT has partnered with The Hope House to conduct educational camps. These efforts have ensured access to quality education and holistic development for many children.

SOLAI PROGRAM

The Solai Program, an initiative aimed at sustainable agricultural development, has commended GIT for its extension activities that promote sustainable environmental conservation. GIT's involvement in the Solai Program includes conducting workshops on Soil health management, and water conservation techniques.

CONCLUSION

The awards and recognitions received by the Global Institute of Engineering and Technology from prestigious organizations such as NATPU, Thendral Movement, Worth Trust, The Hope House, and the Solai Program, are a testament to the institute's unwavering commitment to extension activities. These accolades highlight GIT's significant contributions to community service, youth and child development, inclusivity, and sustainable development. The institute's proactive engagement in these areas continues to make a profound impact on society, fostering growth and development across various segments of the population.

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

3.4.3

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

Response: 47

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	0	8	12

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

3.5 Collaboration**3.5.1**

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

Response: 22

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Global Institute of Engineering and Technology is situated on a lush green 10.12 acre campus alongside the Bangalore-Chennai High Way. The campus facilitates all essential facilities as per AICTE and Anna University norms for effective teaching and learning processes. In addition to the state-of-the-art building infrastructures, special attention is always devoted to maintaining an eco-friendly, plastic-free, hygienic green campus. Flowering plants, shrubs, vines and the pavements fringed with trimmed hedges add beauty to the campus where the students, the faculty members and the staff make the teaching-learning process a pleasant activity. The main focus has been on creating a conducive learning environment that would mould the students into capable, confident and responsible engineering graduates, the country is looking for.

Laboratories:

All laboratories are adequately furnished with the latest items of equipment. These laboratories capacitate the students on the latest research and advancements. The computing facility consists of licensed software (system software and applications software). The computing facilities of the college cater to the needs of faculty members and students to foster an effective Teaching Learning Process. All laboratories have been set up as per the guidelines of AICTE. Professional personnel are always available to give support to students in projects and a secure environment for research is one of the privileges enjoyed by our students.

ICT Enabled Classrooms and Seminar Halls:

The Classrooms, Laboratories and Seminar Halls are adequate and well-equipped with computing systems and Internet facilities providing a good learning ambience to students. The college has adequate furniture and fittings with blackboard, fans and lights, Interactive panels, Power backup and LAN / Wi-Fi connectivity. Every Department is having LCD Projector, Four Seminar halls are equipped with Smart board with interactive panels, two auditoriums, one air-conditioned smart room with the latest digital board and one conference room equipped with ICT facilities. The available physical infrastructure is excellently utilized beyond regular college hours, to conduct short-term certificate courses, co-curricular activities/extracurricular activities, parent-teacher meetings, campus recruitments/training classes, Guest

Lectures, seminars, symposiums, etc.,

Library:

The library is located on the first floor with a total covered area of 550 Square Metres housing 18,785 books. Students and faculty members are given access to the e-resources. The digital library is equipped with personal computers which are connected with Wi-Fi and LAN for fast and seamless access to the Internet for streaming NPTEL lectures and using e-Resources for the benefit of its users.

Sports and Cultural Events:

Participating in Sports is essential for preserving one's personality and maintaining good health. The college has ground facilities for playing cricket, badminton, football, kabaadi, handball, volley ball and also track and field facilities for running, long jump and high jump.

Cultural Activities:

Throughout the year various cultural events and debates are held to support student's extracurricular activities.

Yoga Centre and Gymnasium:

Awareness on Yoga and Gymnasium has been created and its practice has been included in the student induction Programme. In addition to this, Yoga day is celebrated every year in the institute.

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

4.1.2

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

Response: 5.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.9	24.8	0.07	12.3	5.2

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

ILMS-Library Automation

Global Institute of Engineering and Technology is fully automated using Koha Open Source Integrated Library Management System (ILMS) version 18.05. Koha suite is a client- server application, which contains modules like the User Login, Circulation, Cataloging, Patrons, Serials, Acquisitions, Advance Search, Reports, Tools, Koha Administration and Online Public Access Catalogue (OPAC) for library maintenance. The user login module enables the registration of library users and records the amount of the time spent in the library. Using this module a monthly report can be generated on the usage of various users making use of the library. Koha provides the Admin the right of control on all users. The Librarian Desk module records the working days of the library and other important features which include the due notification of user for the scheduled date on return of books.

Koha Software

Koha is the first free software library automation package. In use worldwide, its development is steered by a growing community of users collaborating to achieve their technology goals. Koha's feature set continues to evolve and expand to meet the needs of its user base. Koha is a true enterprise-class ILS with comprehensive functionality including basic and advanced options. Koha includes modules for acquisition, circulation, cataloging, serials management, authorities, flexible reporting, label printing. Multi-format notices, offline circulation when Internet access is not available, and much more. Koha will work for consortia of all sizes, multi-branch, and single-branch libraries.

Catalogue

Catalogue module is used for retrospective conversion of library resources. The Strong features of

catalogue module are:

- Allows user generated customized reports
- Facilitates authority database of person's name
- Corporate body, subject headings and series name
- Master database of publishers

Subscription to e-resource

The college library has various institutional memberships for e-resources and e-journals. The institution has a membership for NPTEL active local chapter and digital library with 50 mbps leased line connected to computer in the library. Direct access to online paid DELNET e-journals. Faculty publications and student publications are accessible in the library. The library has NPTEL video courses, SWAYAM program and other e-learning resources initiated by the Government of India.

Usage of Library

We can generate and print more numbers of reports like book issued and return reports categorized by accession number, author, subject, department, publisher and title. Monthly reports and yearly report facility are also available in the library management system. The module records an average of 250 users per day.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

System Resources

Global Institute of Engineering and Technology provides excellent IT facilities to the students and the faculty. The available computer systems with LAN connection are 347. The highly configured computer with 16 GB RAM and 500 GB HDD is accessible. There are two servers maintained in the server room for providing network connectivity in the campus. The College has employed a full time IT consultant

for maintenance and support of the ICT infrastructure. LAN and Network connections are effectively monitored by the IT consultant. The institution provides access to desktop systems to both the faculty and the students which allows them to make use of computer aid for academic projects, practical sessions and learning.

Wi-Fi and Internet

Internet facility is supplied through with the bandwidth of 300 Mbps. The entire campus including hostel block has various Wi-Fi access points to gain educational resources through internet. The Internet service from various networks is available to the students in the campus and they are provided with sufficient data.

E-Services

ERP is effectively used as a Learning Management System by the faculty and the students for learning process. Attendance is properly maintained in ERP. For all the faculty members and the students, a unique mail id is created in the college domain. The college website provides all the essential information for the stakeholders and updates in technology is shared by the faculty in the website. To organize Webinars and alumni talk series in collaborative and comprehensive manner, telecommunication Apps like Google Meet, Zoom and MS teams are utilized.

Software Tools

The desktop runs on the windows 7 and windows 10 operating systems. Office automation packages like MS Office and Antivirus have been purchased by the college and updated regularly. The college provides all standard econometrics, statistical, computational and scientific typesetting packages such as Lab view, Auto CAD, Turbo-C++, Oracle/my SQL, MATLAB, Xilinx, TANNER, Etap, Ansys which are either open access or licensed software. College is completely equipped with surveillance cameras for effective monitoring and security purpose.

Updating the IT facilities

Based on the gradual increase in the intake of the students, the number of systems in all the laboratories is updated. As per the AICTE norms, the student to computer ratio is maintained as 3:1. To carry out research and project activities, highly configured systems are maintained. Based on the requirements, necessary software and hardware devices, computer systems and its peripheral devices have been purchased. To nurture the students, learn the advanced technologies, the students are permitted to utilize the systems with internet facility in college central library.

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

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 3.05**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 347

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 83.1**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
169.57	146.47	160.04	201.53	140.65

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 70.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
754	743	702	718	734

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

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

5.1.3

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

Response: 69.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
679	623	627	732	901

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 41.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	113	116	176	84

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

2022-23	2021-22	2020-21	2019-20	2018-19
219	214	263	325	397

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

5.2.2

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

Response: 0.24

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 17

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

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

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 30.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	0	20	32

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

5.4 Alumni Engagement

5.4.1

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

Response:

Response:

The Global Institute of Engineering and Technology Alumni Association Network (GITAAN) was registered under the Tamil Nadu Societies Registration Act, 1975(Tamil Nadu Act 27 of 1975) in the year 2019 vide Sl.No. SRG/Ranipet/20/2019 with the Office of the Registrar of Societies, Ranipet, Tamil Nadu.

The college fosters a close rapport with its alumni and it brings in turn a very advantageous link with industries and doyens in the society.

The GITAAN is a platform through which the alumni get in touch with their alma mater, where they grew up and flew off from. The interaction through the alumni is aimed at bridging the gap between the college and career, reconnecting, reminiscing, revisiting the rich memories, strengthening the bond, and savoring the rich experiences gained over the years.

Objectives of GITAAN:

- Ø To widen the placement opportunities for our students.
- Ø To provide an interface through which the alumni of the institute can keep in touch with the institute, faculty members, staff and students.
- Ø To enable the alumni to take part in the activities that will be instrumental to the improvement of the institute.
- Ø To promote the exchange of skills and experiences.
- Ø To promote social and cultural activities.
- Ø To institute prizes and scholarships for meritorious students of the institute.
- Ø To render financial aid to needy students.

Ø To help the alumni chalk out solutions to the technical problems in their professional arenas.

Various contributions by the alumni are listed as under:

Guest Lectures and Career Counseling:

GITAAN encourages alumni to provide technical lectures to update the students with the latest technological trends. Alumni are invited to share their experiences to motivate and groom them holistically. The Alumni Association provides an avenue for sharing their intellectual, career and professional experience with the teachers and the students.

GITAAN schedules career guidance sessions for the students by scheduling convenient dates and time in consultation with the GITAAN Secretary, Department Coordinators and the HOD. GITAAN promotes alumni to institute awards for students which are given away during the Annual Day and Annual Cultural Fest.

Internships and Projects:

GITAAN takes up initiatives like providing internships, and projects.

Alumni are encouraged to visit the college for campus placements, provide project assistance, encourage employee referrals to our students and facilitate industrial visits. These all together help increase the employability of the students in their dream careers.

Curriculum Enrichment:

Alumni are actively contributing to the curricular gap identification and development of course and value-added course modules.

As a Recruiter:

Many alumni already carved a niche for themselves in reputed industries. They identified the availability of positions in their organizations for our students and many eligible students were recruited accordingly.

Entrepreneurship Assistance

The College has always promoted the spirit of entrepreneurship among students. Alumni Entrepreneurs have extended a helping hand to the students through the "Entrepreneurship Development Cell" through which the alumni have assisted in setting up their start-up ventures.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Global Institute of Engineering and Technology (GIT) stands as a beacon of efficient governance and responsible decision-making, firmly rooted in principles of transparency, accountability, and continuous improvement. At its core, GIT is committed to overseeing operations in a manner that fosters effective decision-making processes, ensures accountability at every level, and upholds responsible management practices.

GIT's governance model is designed to facilitate thoughtful and strategic planning, enabling the institution to evolve and enhance its institutional framework, academic programs, and physical infrastructure continually. Emphasizing stakeholder involvement, the governance structure decentralizes decision-making authority while maintaining transparency in all processes. This approach not only promotes accountability but also encourages transformative changes aligned with the institution's overarching quality policy.

Central to GIT's ethos is its unwavering dedication to academic excellence, reflected in its meticulously structured hierarchy. The Principal, entrusted with the day-to-day operations, leads a team of department heads overseeing individual academic departments. Meanwhile, faculty members are tasked with providing high-quality academic instruction, while non-teaching staff fulfill administrative and technical roles. Key personnel such as the librarian, Physical Director, and Placement Officer report directly to the Principal, underlining their pivotal contributions to specific areas crucial for the institution's success.

GIT's perspective plans serve as a roadmap for achieving its educational objectives, outlining a series of initiatives aimed at fostering innovation, holistic student development, academic proficiency, and social responsibility. These plans are not mere aspirations but actionable strategies derived directly from the institution's vision and mission, demonstrating its unwavering commitment to excellence.

In line with its commitment to quality, GIT has developed comprehensive policies covering various aspects of governance, leadership, and management. Crafted through a democratic and transparent process, these policies serve as guiding principles, ensuring alignment with the institution's vision and mission.

Recognizing the pivotal role of teachers in translating vision into reality, GIT actively involves them in decision-making bodies. From the Principal to Department Heads and various committees, faculty members play a crucial role in shaping the institution's direction. This collective leadership approach fosters effective decision-making and contributes significantly to GIT's ongoing growth and development.

A myriad of committees, including IQAC, IPR, Training and Placement Cell, and others, play instrumental roles in advancing GIT's objectives. Whether promoting academic excellence, facilitating student welfare, fostering research endeavors, or organizing institutional events, each committee's contribution is indispensable to GIT's overall success.

In essence, GIT embodies a commitment to excellence in all facets of its operations, driven by a governance model that values transparency, accountability, and collaboration. Through strategic planning, inclusive decision-making processes, and adherence to quality standards, GIT continues to set benchmarks for educational institutions worldwide.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The functioning of institutional bodies is essential to the success and sustainability of any organization, particularly educational institutions. Effective and efficient governance is reflected through well-defined policies, robust administrative setups, clear appointment and service rules, systematic procedures, and the deployment of strategic or development plans.

Institutional policies form the backbone of an organization, guiding its operations and decision-making processes. Effective policies are characterized by clarity and comprehensiveness, regular updates and stakeholder involvement.

An efficient administrative setup is vital for smooth operations. Key elements include organization structure which clearly defines the roles and responsibilities of departments for academics, finance, human resources and student services.

Transparent and fair appointment and service rules are essential for maintaining a motivated and professional workforce. This involves recruitment procedures, service rules and professional development. Standard Operating Procedures ensure consistency and efficiency in operations.

The institution has effectively deployed its strategic/perspective plan, which is meticulously designed to enhance academic and research development, extra-curricular activities, sports, culture, and infrastructural facilities. This plan is a cornerstone for moving the institution towards a more promising

future as an educational and research entity. The strategic planning process is ongoing and involves careful planning, implementation, outcome assessment, and iterative revision, based on results and lessons learned.

The Internal Quality Assurance Cell (IQAC) spearheads the preparation of the perspective plan. IQAC ensures comprehensive stakeholder engagement by obtaining inputs from the:

- **Management:** Ensures alignment with institutional policies and strategic vision.
- **Principal:** Provides leadership and operational insights.
- **Faculty and Administrative Staff:** Contributes academic and administrative expertise.
- **Students and Parents:** Offers valuable feedback on educational quality and student needs.

The **Key Considerations** are:

- **Stakeholder Expectations:** Incorporates diverse perspectives to ensure the plan, addresses the needs and expectations of all parties involved.
- **Management Policies:** Aligns with overarching institutional policies and governance frameworks.
- **Vision, Mission, and Quality Policy:** Ensures that the strategic goals are aligned with the institution's core values and long-term objectives.

By effectively deploying its strategic/perspective plan, the institution demonstrates a robust commitment to continuous improvement and excellence in all areas. The inclusive approach of involving all stakeholders and the proactive role of IQAC in quality assurance and strategic planning ensures that the institution not only meets current educational standards but also positions itself for future growth and success.

The effectiveness and efficiency of institutional bodies are evident through the establishment and execution of comprehensive policies, robust administrative setups, transparent appointment and service rules, systematic procedures, and strategic planning. By focusing on these elements, institutions can ensure to operate smoothly, adapt to changes effectively, and achieve their long-term goals.

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

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts

3.Student Admission and Support**4.Examination****Response:** A. All of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

The institution generally prioritizes the well-being of its staff members, providing various welfare initiatives for both teaching and non-teaching personnel. The college acknowledges and appreciates the significant contributions made by its employees towards the growth and advancement of the institution.

Moreover, the college provides an array of leave privileges for all its staff, encompassing casual leave (CL), and medical leave, for both teaching and non-teaching staff members. Throughout an academic year, employees have the flexibility to avail themselves of up to 12 casual and on-duty (OD) to participate in seminars, symposiums, and workshops hosted by other renowned institutions. This reflects the institution's dedication to supporting professional growth and personal growth.

The Welfare schemes provided to both Teaching and Non-teaching Staff encompass several benefits:

- A well-furnished cafeteria provides a comfortable space for dining and relaxation to both teaching and non-teaching staff members.
- Fee concessions for the dependent children of employees within the institution.
- Comprehensive leave facilities covering absence.
- Active encouragement and support for career advancement programs.
- Reimbursement of registration fees incurred for participation in seminars, workshops, and conferences.

- Granting On-Duty (OD) facilities to teaching staff attending seminars, workshops, and conferences.
- A recreation center offering amenities such as yoga, gym, and various indoor and outdoor games.
- Transportation services accessible to all teaching and non-teaching staff.
- Accommodation options in the hostel available for staff members based on their requests.

Teaching Staff

Teaching staff members benefit from a range of professional development initiatives, including periodic Faculty Development Programs aims at enhancing their proficiency and performance. They are actively encouraged to engage in online courses, pursue doctorates, attend conferences, seminars and workshops fostering continuous learning. Recognizing and appreciating staff with full attendance, notable research, and academic achievements is a priority, often accompanied by appropriate recognition. Financial support is extended to teachers engaging in academic activities outside the college. The institution provides well-equipped infrastructure for both teaching and non-teaching staff, Desktops for Heads of Departments (HODs) to ensure timely submission and record-keeping of academic reports. Faculty members benefit from ICT facilities, promoting a paperless administration approach. The library is equipped with internet access to facilitate research endeavors.

Non Teaching Staff

Regular training programs are organized to enhance technical and academic skills among non-teaching staff. Educational loans, travel allowances, and provisions for salary advances are made available to support staff members. Non Teaching staff receive an annual bonus, recognizing and rewarding their contributions. Common Welfare Staff, including probationers and permanent staff, are eligible for various monetary benefits such as Provident Fund (PF) and Gratuity. Faculty members are covered under a group medical insurance policy, ensuring their health coverage. Non-teaching staff members are entitled to avail casual leave and maternity leave as per the established policy. The management expresses appreciation by wishing each employee on significant occasions such as Independence Day, Founder's Day, and Women's Day.

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

6.3.2

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

Response: 59.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
84	76	80	82	75

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

6.3.3

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

Response: 67.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	98	109	112	68

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Global Institute of Engineering and Technology, under the Prasad Educational Trust, is a self-financing private institution that runs on the funds raised through the collection of fees from students. It has a well-defined financial policy that ensures optimal use of funds for academic and administrative purposes. The institution carries out financial planning well in advance to facilitate efficient budgeting. Periodic reviews are conducted by the Principal, the Management representative, and the accounting department, which includes all of the institution's academic and administrative divisions. The Institution's self-sufficient operating income comes from tuition fees. In the event of a cash crunch, management helps by supplying the necessary funding. The management assists by providing the necessary funding for building renovations and expansions. The heads of academic departments and administrative sections participate in financial planning, completing it well in advance of the academic year and including appropriate budgeting. The management carefully examines expenditure plans and budgets in order to conduct a quarterly examination of all financial operations. The money is used and managed efficiently through centralized purchasing.

S. Ramalingam, FCA Chartered Accountant, has been serving as our Statutory Auditor for the last 15 years. The independent auditors have been appointed by Global Institute of Engineering and Technology and Prasad Educational Trust to conduct the audit of the financial statements, including the balance sheet and income and expenditure accounts. They have continuously monitored the accounts but have not pointed out any weaknesses in the internal control system. The statutory auditor's reports are available for the last 15 years.

Accounting Self Study Report of Global Institute of Engineering and Technology states that the

Institution has kept proper books of accounts and that the financial statements fairly represent the principles of the Income and Expenditure Account and the Balance Sheet.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Response:

In 2023, the institutio established the IQAC Cell. This Cell's primary goal is to ensure internal quality in all institute operations, including those related to academics, finance, administration, and other related fields.

Several optimal methodologies implemented prior to the Cell's establishment include:

- Monitoring of students attendance
- Proctor teams
- Groups for Peer Learning
- Corrective guidance and encouragement for studies and
- Periodic Audit Accounts

In line with the previous guidelines, the following actions have been undertaken subsequent to the establishment of the IQAC Cell:

- Participated in the NIRF Ranking procedure.
- Industrial and Institute Collaboration
- The Institution's Innovation Council (IIC) was established to enhance the development of innovation and entrepreneurship.

Feedback collection from stakeholders, Analysis, and action-taken reports are prepared every year to enrich the quality of the teaching-learning process.

The following techniques are used by the IQAC to guarantee the teaching-learning process and its

results.

- Regular IQAC meetings
- Feedback at the end of semester
- Semester-end Student Survey
- Meeting of the Class Committee

Example 1: Feedback Mechanism

To guarantee that the teaching-learning and assessment procedures are carried out correctly, a useful feedback mechanism is developed. The heads of departments, class advisors, Vice-Principal, and Principal all keep an eye on the teaching-learning process.

One of the best methods for improving quality is providing feedback. It constantly provides us with the chance to learn how other people see us. Every semester, our University holds a structured feedback session in which input is gathered from faculty, employers, parents, students, and other internal and external stakeholders. The departments will review the feedback and take appropriate action.

Example 2: Collaborative activities

The college's mission Working together with business and industry shortens the gap between job and educational prospects. This is the clearly defined relationship that leads to higher student outcome benefits. For the young, aspiring engineers to keep up with their aspirations, significant training is necessary for knowledge production and technology advancement. These contributions take the form of Memorandums of Understanding (MoUs) that are signed by key industries, academic institutions, and leading businesses to provide students joint training programs in pertinent disciplines. Every year, GIT improves the partnership, and industry training helps with student placements.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
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:

Introduction about Gender Equality in our Institution:

Gender equity is when everyone has equal rights, opportunities, and responsibilities to expose themselves in this society. It is one of the responsibilities of an educational institution to impart awareness of gender equity to its staff and students.

Our institution carries out this with trustworthiness and provides equal priority to the students. Equal participation of all students without any gender inequality is ensured by the college during all celebrations like Pongal, Christmas, Sports Day, and all national and international significant days.

International Yoga Day:

The college observes International Yoga Day every year in June. The importance of yoga and how it helps accomplish the union of the mind and body are taught with an awareness of moral principles and ethics, rooted deeply in the Indian set of beliefs and practices.

Independence Day is celebrated every year on the 15th of August with patriotic fervor.

Pongal and Christmas Celebration

Pongal is one of India's largest harvest festivals, known as the "Thanksgiving" festival of the Tamil community. It is celebrated to thank the Sun God and Lord Indra for assisting farmers in growing higher-yielding crops. Christmas is the season of joy, exchanging holiday greetings, gift-giving, and families getting united.

National Mathematics Day:

National Mathematics Day is observed on December 22nd each year to commemorate the birth anniversary of the great Indian mathematician Srinivasa Ramanujan. National Mathematics Day is celebrated to spread awareness about the importance of mathematics and the contributions made by Srinivasa Ramanujan in the field of mathematics.

Mathematics Day is a special occasion where we celebrate the beauty, importance, and fun of mathematics.

Sports Day:

Every year, we conduct sports day for both boys and girls to showcase their talents. The sports day turns out to be an unforgettable event as it creates feelings of oneness and togetherness among the students. Our students are awarded medals and certificates in appreciation of their talents.

Such talented students in sports are elevated to the zonal and district levels.

International Women's Day:

International Women's Day is celebrated, aiming at women's social, economic, political, and legal self-reliance, awareness, and decision-making.

We have a separate counseling cell for students to provide needed guidance. To ensure the safety and security of the students, we have constituted the Prevention of Sexual Harassment Cell (PoSH), Sports Club, and Women Empowerment Cell, and for security, we have installed CCTV cameras in our campus.

While the Prevention of Sexual Harassment Cell (PoSH) deals with issues relating to sexual assault and other related crimes against girl students, the Women's Empowerment Cell concentrates on several awareness programs for girl students, like wellness and women's health care.

Each class has class representatives from both genders who can appraise the teachers, aspects concerned about the issues within the classrooms. The faculty members and others responsible take immediate and effective steps to resolve such issues.

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

7.1.2**The Institution has facilities and initiatives for**

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

With regards to diversity, India has an irrefutable place among all the countries in the world. Students are to be well informed of these diversities, customs, cultures, festivals, celebrations, and the significance of important national and international days.

Our college organizes several events and festivals with the utmost interest in kindling socio-cultural awareness, whereby tolerance and harmony towards cultural, regional, linguistic, and communal socio-economic diversity and sensitization of students and staff are enhanced. This certainly inculcates the involvement of students, which further leads them to be responsible citizens.

Pongal and Deepavali Celebration

Pongal is one of the India's largest harvest festivals, known as the "Thanksgiving" festival of the Tamil community. It is celebrated to thank the Sun God and Lord Indra for assisting farmers in growing higher-yielding crops. Deepavali is a festival of lamps that symbolizes prosperity based on the belief that light removes all darkness from our lives.

International Yoga Day

The college observes International Yoga Day every year in June. The importance of yoga and how it helps to accomplish the union of the mind and body are taught with an awareness of moral principles and ethics, rooted deeply in the Indian set of beliefs and practices.

Christmas Celebration

The GIT celebrates Christmas Day every year with fervor. The program begins with cake cutting, Christmas songs, decorating the Christmas tree, and creating the 'Christmas Crib' with infant Jesus inside. This international festival propagates love, peace, and harmony throughout the world.

Independence Day

Independence Day is celebrated every year on the 15th of August with patriotic fervor. The great patriots and humane leaders who paved the way for future generations to walk ahead are remembered with reverence on these days. International commemorative days like Mother Earth Day, Water Day, Women's Day, and Environment Day create unison of mind and coordination among students.

- The students are informed of the importance of blood donation for saving the lives of fellow humans and encouraged to take part in activities that instill in their growing minds the lessons for eradicating the social taboo of caste and creed.
- Women's Day: As an initiative for women's empowerment and gender equality, it is celebrated to instill confidence among female students. Reputed personalities are invited to preside over the Women's Day celebration and asked to give a motivational speech to the female students. This kind of celebration has a great impact on the students and paves the way for creating communal harmony.

The outcome of these celebrations is to create a feeling of oneness, tolerance, and harmony towards

cultural, regional, linguistic, and communal unity. The students from other states who prefer our college genuinely contribute towards the enhancement of socio-economic and cultural harmony, thereby ensuring national integration as well.

The students of the Global Institute of Engineering and Technology step into society as well-educated and socially responsible citizens.

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

7.2 Best Practices

7.2.1

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

Response:

7.2.1 BEST PRACTICE - I

Title of the Practice

Awards and Appreciations for Students

Objectives of the Practice:

- To recognize and appreciate the students on the basis of academic results.
- To appreciate and encourage students for better attendance.
- To encourage and continuously motivate students leadership skills and social work.
- To recognize the students for their extracurricular and co-curricular achievements.

The context

Motivation is required for human resources to make them perform better. Students are recognized and appreciated for their consolidated cent percent attendance percentage in a semester, Internal Test Toppers, University examination rank holders of our college, sports and social responsibilities besides their academic performance.

The Practice

1. Cent Percent Attendance

In practice, the Class in charges and corresponding departmental Heads consolidate the students class attendance every month and also consolidate attendance percentage for the whole semester. Students who have secured cent percent are recognized and appreciated as the "**Best Student of the Year**".

2. Best Internal Test Toppers

The institution periodically assesses the performance of students through Internal Assessment Tests. Based on the student's performance, departmental Heads identify the deserving student who is recognized and appreciated as the "**Best Internal Test Topper**".

3. GITian's TOPPERS in University Examinations

The departmental heads periodically prepare the performance of all students in University Semester examinations, based on the CGPA performance and identify First, second and third rank students. Those students are recognized and appreciated as the "**GITian's Toppers in University Examinations**".

4. Overall University Examination Rank Holders

The Anna University announces the performance of end semester University examinations, In which rank holders of our college, are recognized and appreciated as the "**Rank Holders of University Examinations**".

5. Social Responsibilities

The college is continuously committed to working towards a plastic-free campus. Staff and students are advised to avoid use of plastics. If each of us plant one plant, the air pollution may be minimized and thereby many dangerous illnesses can be kept at bay.

6. Sports day

The college Sports club organizes Sports Meet in the last week of February, where several indoor and outdoor intra-collegiate sports competitions are organized. The winning teams and individuals are appreciated and awarded with certificates for their achievements.

Evidence of Success:

Our college selects the best student of the year in accordance with their performance on various parameters and confers him/her. as "**Best Student of the Year**". Thereby 100% attendance gets enhanced.

Problems Encountered and Resources Required

- **Addiction:** Students become addicted to the classroom rewards. Without them, the students won't follow directions or show the correct behaviors.
- **Race against the clock:** Students start to focus on hurrying to finish their task to gain a reward.

The students won't even value the task anymore but the thing that comes after it.

- **Lack of learning:** Understanding different learning styles, Lack of effective communication.
- **Lesson Plan:** Pressure from college administrators creating & engaging lesson plans that fit the curriculum.
- **Time Management:** Behavior and classroom management. Time-consuming administrative work.

7.2.1 BEST PRACTICE - II

Title of the Practice

Rewards and Recognitions for Employees

Objectives of the Practice:

- To motivate the staff members for better performance in academics, research and non-academic fields and also appreciate and encourage staff for better research, leadership skills
- To recognize and appreciate the teaching skills of the staff on the basis of academic results in university examinations and student feedback.
- To recognize the teaching and Non teaching staff for their institutional growth achievements.

The Context

Employee recognition is the timely, informal or formal acknowledgment of a person's behavior, effort, result that supports the organization's goals and values, and exceeds their superior's normal expectations. So Staff are recognized and motivated on a continuous basis.

The Practice:

In practice our college has started conferring monetary Rewards and Recognitions for Employees - teaching staff and Non teaching staff based on their performance.

1. Vibrant Leader Award

In educational institutions the primary role is to guide and lead students in the right direction. In practice, our college has started conferring monetary Rewards and Recognitions to deserving faculty for "**Vibrant Leader Award**" in guiding students and faculty, which is identified by the College Management.

2. Subject Excellence Award

In practice our college has started conferring monetary Rewards and Recognitions for "**Subject Excellence Award**" for teaching faculties, and are given appreciation letters. Rewards like Gold Coin are also given away for category whose Academic Performance Indicator (API) exceeds 80% in end semester University examinations.

3. Best Non-Teaching Award

Non-teaching staff being supportive and co-operative with other staff members also fulfilling responsibilities by meeting the required standards for every assigned task, are appreciated for their work on the basis of their appraisals. In practice our college gives rewards and certificates every year on the occasion of Teacher's Day and Fresher's Day.

4. Scholar GITian's Award

Faculty Members, who completed Doctorate in their respective discipline (Ph.D) were recognized and honored on Teachers Day. The Scholar GITian's award is a renowned honor presented to persons who have made substantial research contributions to their profession.

Evidence of Success:

The teaching staff are recognized for their prowess in teaching, research and academic results. Our college has started conferring monetary rewards to the staff in accordance with their Academic Performance Indicators (API).

Problems Encountered and Resources Required

- **Race against the clock:** Staff start to focus on hurrying to finish their task to gain a reward.
- **Increased Pressure:** If you praise the students too much, they will feel horrible whenever they can't live up to your expectations.
- **Time Management:** Time-consuming administrative work.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Mentor-Mentee Guidance System

Objectives

The essential component for a successful career of Mentor-Mentee Guidance System - Common objectives for management teams to improve and develop the operations of an organization are listed below:

- To maintain proper academic and attendance records of students.
- To monitor dropout rates and to motivate the mentees to continue studies to minimize dropout rates.
- To promote mentoring relationships between senior and junior students, build relationship of natural trust and respect with the mentee.
- To expose students to the role models so as to learn through the former's success
- To enhance students academic performance and regularity in attendance and motivation to learn from.
- Motivate the mentee students to prepare themselves to meet the industry requirements.
- To provide support to the mentee in devising action plan considering his/her goal and capabilities.
- To encourage advanced learners to reach their full potential. Also inspire and motivate for higher studies and competitive examinations
- Mentors guide mentees to choose the right career path for jobs, higher studies, Entrepreneurship, etc.
- To enhance students' educational, social and personal growth through learning from the experience of the mentors
- To guide and help individuals to develop their own vision and goal for the future.
- To enhance mentees' feelings of safety and belonging in the institute.

Context:

Mentoring in education involves pairing young people like juniors with an older peer or adult volunteer seniors, who act as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Since the majority of the students are not mature enough to take their own decision in the vast changing scenario of technology and their family and educational background, the mentorship activity of the institution guides and counsels the students in academic, non-academic matters including personal domain to achieve their best in life. This practice has been initiated to address these issues. Mentoring provides them with the support they need to go forward in their academic journey, giving them the motivation they need to reach their full potential.

Mentor-Mentee Program is an essential component for a successful career as it bridges the gap between the faculties and students. Mentoring provides students emotional and instrumental support, guidance, encouragement and better environment in the college. A mentor plays a vital role in nurturing students and has a positive impact on students' persistence and academic achievement. A mentee can approach his / her mentor for both educational and personal guidance. It is conducted to help the students to strengthen their varied capabilities and to build an interpersonal relationship between the faculties and students.

The Practice:

In this Institution many students are from economically weaker section of society, mostly from rural areas lacking proper academic background and facing financial constraints. Mentoring system is thus an essential feature to render equitable service to the students coming from different background. So every year the students studying in first year and second year are grouped. In each group according to their

department choice they are divided into around 7-10, students in a group depending on the students strength. Each group is assigned one **mentor** studying in third year or final year, where he /she is responsible for collecting academic performance. The mentor is given necessary information regarding his/her mentees and is expected to offer guidance and counseling as and when required.

Our college has the practice of allotting around 10 **mentees** for one **mentor**. In each mentees group around 10 junior students studying in first year are assigned under the care of one senior student studying in third year. Similarly, students studying in second year are assigned under the care of one senior student studying in final year who make themselves available for consultation and advice on all matters of academic and social nature.

Mentors meet their mentees at least thrice (Introductory, first & second meet) in a semester in the college premises. Mentors meet their mentees after completion of internal assessments I, II and model examinations, before attending the University examinations. Mentors meet their mentees mostly on Saturdays. The allotted Mentor is always available for consultation and advice on matters, academic and personal.

The mentor monitors the progress of the allotted mentees. In particular, the mentoring system aims at addressing deficiencies in attitudes, habits, and knowledge of the students regarding study and learning. There are many other supporting activities which have been introduced for better co-ordination of lectures, tutorials and practical classes. At the end of every semester the students are prepared mentally to face University exams. The formal interactions revolve around cleanliness, personal hygiene, dress code, ID card, punctuality, attendance, examination preparation, and code of conduct. Discussion of individual problems faced on and off the campus are resolved. Instructions to accord more importance to moral and ethical values. In isolated cases, parents are called for special meetings with the Principal on the suggestion of the mentor. Special coaching classes are arranged by the mentors in association with the respective subject teachers for better understanding of difficult topics.

An effective and successful mentoring program depends crucially on the pro-active participation of the individual department and the mentor-mentee. Both the department and the mentors should periodically review the mentee's career objectives and interests and adjust the mentoring strategy accordingly. These adjustments may expand the mentoring network, or engaging different support resources.

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

5. CONCLUSION

Additional Information :

- Promote gender parity.
- Offering opportunities to female faculty members
- Ensure that girls are placed appropriately and equally.

Concluding Remarks :

Global Institute of Engineering and Technology was established in 2009 and is a private engineering institute associated with Anna University in Chennai. It is the home of the top engineering education in the region. We have been helping parents and students in rural areas strengthen their way of life since 2009. We have modernized our establishment to raise the bar for the geographical area.