SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

PSG COLLEGE OF TECHNOLOGY

AVINASHI ROAD, PEELAMEDU
641004
www.psgtech.edu

SSR SUBMITTED DATE: 13-10-2018

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

PSG & Sons' Charities Trust was created in 1926. In the ninety years of its existence the Trust has been instrumental in making Coimbatore an education hub in India. Today, more that 30 institutions are under the umbrella of the Trust, transforming the lives of more than 30000 young Indians annually through education, health and community service.

PSG College of Technology (PSG Tech) is a flagship institution of the PSG & Sons' Charities, started in the year 1951. PSG Tech was started as one of the very early experiments on public-private partnership when the erstwhile Government of Madras provided funds for manpower while the PSG management provided infrastructure to generate engineers for a growing nation. With the beginning of 3 UG programs in 1951, PSG Tech has grown to the current level of 21 UG programs and 42 PG programs in engineering, technology, applied sciences and management.

Besides discipline and high academic standards, PSG Tech emphasizes working with industry and exposure of its students to contemporary industrial practices. The college is able to provide relevant training and exposure to its students so as to make them job ready from day one. Currently, PSG Tech takes in about 2200 students each year for its various UG, PG and research programs, and provide them with state of the art infrastructure and experienced teachers to develop them into productive professionals meeting the need of the market and the nation

Vision

PSG College of Technology aspires to be recognized as one of the leaders in engineering education, research and application of knowledge to benefit society.

Mission

To provide world-class engineering education, foster research & development, evolve innovative applications of technology, encourage entrepreneurship and ultimately mould young men and women capable of assuming leadership of the society for the betterment of the country.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Management: PSG Tech is managed by a governing council formed as per UGC norms for autonomous institution which is chaired by the managing trustee of PSG & Sons' Charities Trust. PSG Tech has been blessed with visionary leaders to help grow the organization to become one of the most sought after colleges for engineering education in the state of Tamil Nadu.

Autonomy: PSG Tech is one of the institutions in the country to be given academic autonomy by UGC, very early in 1978. This has permitted the college to keep the syllabi of the various subjects taught to be concurrent and shape the pedagogic process in anticipation of the growth in the field of knowledge

Industry interaction: Right from the beginning, the philosophy of the college has been to work with industry to help train engineers and solve problems faced by industry. The presence of an industrial unit near the campus facilitated this interaction. This led to the rapid industrialization of the city of Coimbatore.

Alumni: PSG Tech alumni are spread all over the world and there are more than twenty chapters in different cities in India, Canada, Australia, Singapore and the USA. The alumni interact with students and faculty members through sevarl activities including reunions and alumni congress held annually.

The collaborations with international universities and indian industries provide the students with opportunities for higher studies and placement.

Institutional Weakness

Affiliation: PSG Tech started as a private college with grants in aid from the Government of Madras to start a few programs. For the purposes of academic validation, it was affiliated to the University of Madras, the only state run university of the time. Over the years the university affiliating PSG Tech has changed, as per the policy of the state government from time to time. Thus, PSG Tech has been affiliated to University of Madras, Bharathiar University, Anna University, Anna University Coimbatore, and currently to Anna University, Chennai. The state government support has been limited and the growth of the college in the new direction has necessarily come in the form of self supported courses. The degree awarding authority and starting a new programme is not with the institution. This status will help institution to develop more innovative programmes and compete with the stand alone institutions like IITs and NITs.

Funding support: To improve research and development, the institution is not adequately funded with full time fellowships supported by MHRD or state government as in the premier institutions.

Institutional Opportunity

Coimbatore city is known for its vibrant business culture with varied products related to applications such as textiles, agriculture, automotive and defence.

Possibility of interdisciplinary research with sister Institutions: Because of the wide ranging involvement of the PSG group, opportunities to collaborate within the group exists with other sister institutions in areas like science, medicine, pharmacy, social sciences, etc. Thus, PSG Tech is in a unique position to take up activities in cross disciplinary areas to serve society better.

Institutional Challenge

Competition: Exponentially growing competition with large number of public funded institutions, universities

when applying for funded projects with DST, DBT etc.,

Infrastructure: With the growth of the city and the institution, PSG Tech is confounded with pressure to accommodate more students and shrinking public space – traffic congestion around campus and growth of the city in the nearby vicinity.

Rising cost of education: While there has been a general inflationary trend, the cost of education, even in government subsidized institutions has grown disproportionately. Both in public as well as private institutions the manpower cost has been one of the major drivers of cost. This calls for strategies for expanding other sources of revenues as well as reducing delivery costs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since inception, this institution is well known for Industry – Institute interaction which is being continued by way of industry internships/projects, large number of one credit courses offered by industry experts and compulsory summer training in industries.

Since becoming an autonomous institution in 1978, PSG Tech has been following the procedure suggested by the UGC for the planning of its academic curricular programs. The **Academic Council** of the college is the authority to approve course contents and syllabi to be followed by the various teaching faculty for the programs to be offered. The Council is chaired by the Principal, and its members include the chairs of the different academic Boards, senior academicians from reputed institutions, representatives from industry, members representing mid level faculty and students. Inputs to the Academic Council come from a **Standing Committee** of Chairs of academic Boards who receive suggestions for the various programs from the respective **Boards of Studies** for the programs. At the grass root level the curricular organization and contents are developed by the Boards of Studies whose membership includes experienced teachers, invited members from academia and industry, and chaired by the Head of the Department offering the program.

The various academic programs are planned in accordance with interactions with various stakeholders and kept in alignment with the Vision and Mission of the College. Stakeholder interactions have been formalized through deliberations of Program Advisory and Program Assessment Committees, with alumni, parents, peers in academia and industry, and guidance from national regulatory and advisory bodies, such as AICTE.

The philosophy of designing curricula is to update it with sufficient frequency to make it contemporaneous maintaining the depth of the fundamentals.

Teaching-learning and Evaluation

Many models of teaching are routinely employed, and this includes, but not limited to lectures, laboratories, tutorials, project work, industry visits and apprenticeships. These diverse pedagogic methods allow students to be exposed to the subjects of study in various formats, and thus reiterate the learning required to master the skills and knowledge relevant to their program of study.

With guidance from the approved syllabus, the faculty plans for the delivery by creating a Course Plan which generally also includes problem sets, assignments, self study and library time. Availability and use of various teaching tools, such as software and apps, help both the teacher and the students to engage productively with the subject content and a learning opportunity.

The college also offers opportunities for learning through special programs, lectures from renowned experts, short courses by industry experts or world authorities (for example, GIAN programs) and approved e-learning resources.

Students' learning is evaluated employing different assessment tools suited for the subject under study using both continuous and end of the semester examinations. Students are graded relative to their peers in the class, in a scale of 0-10, from the marks they have earned in the evaluation process. Minimum marks for passing a course is 50%. Students who have not earned passing marks are offered additional opportunities for them to prepare and earn at least 50% marks. The conduct of the examinations is administered through the office of the Controller of Examinations. With the availablity of large number of online courses through SWAYAM portal students and faculty members are motivated to learn latest developments in their area of interest. Through the modules available under the e-governance developed in-house, students can provide online feedback on teaching, faculty members can conduct online tests and administration can view the academic reports.

Research, Innovations and Extension

The availability of a large pool of experienced and talented senior faculty members engaged in advanced areas of research attracts many young aspirants to pursue doctoral studies. Currently there are more than 600 scholars registered for pursuing research degrees with Anna University, Chennai in the College. Besides the availability of mentors, the college has set up several state of the art research and analytical facilities in areas such as nanotechnology, welding, additive manufacturing, tool and die design, machine tools, composites and industrial textiles with support from government and private agencies to pursue advanced and relevant research in diverse areas.

To promote innovative thinking among students, the College has set up innovation laboratories in all departments. Further, "Innovation Practice" has been introduced as a core course in the latest academic regulation. This has provided a forum for the students and faculty to identify a unique problem in their field of study and suggest an innovative solution.

To promote entrepreneurship, the College set up a Science & Technology Entrepreneurial Park (PSG STEP) in 1999 with support from DST and Financial Institutions to promote technology based enterprises in the areas of mechanical devices, software, electronics, textile products and biotechnology. PSG STEP has been recognized as a nodal centre for several Government of India programs on identifying and assessing innovation ideas and supporting innovators to create enterprises. PSG STEP was recognized as the Best STEP in the country by Ministry of Science & Technology in 2003. More than 100 entrepreneurs have graduated from STEP already.

Establishment of Centers of Excellence caters to interdisciplinary research, Incubation / Innovation, resulting in products and training.

Infrastructure and Learning Resources

To function as an effective and lively educational institution many support services are required to be provided to its constituencies. It has been the feature of PSG Tech to provide wholesome and affordable services to students coming from all sections of society. Within the campus, besides classrooms and laboratories, the GRD Library houses one of the extensive collection of books and journals necessary for the various course it offers. Moreover, there are free / subsidized text book schemes available for students coming from economically weaker section of the society. Every year the library is updated with books and journals which address the latest developments in the relevant disciplines. This serves as an important resource for updating / introducing new courses to the students. The availability of a manufacturing company within the campus is another unique asset available to the students of the related disciplines.

At the non-curriculum aspect of infrastructure support, hostel facilities provide accommodation for almost 60% of the students. Since the campus is well within a growing city, only limited staff accommodation is provided. The College also boasts of a modern sports complex where various sports activities / competitions could be conducted. The College also provides subsidized food in its campus canteen.

Student Support and Progression

For each class a tutor is appointed who regularly meets with the students, either in groups or individually, to discuss and counsel them regarding both academic as well as non-academic matters related to the campus life. The tutors help their wards on study techniques, training opportunities, preparation for co-curricular events and other issues. The tutors also occasionally get in touch with the parents of some students when there is a need for communicating or discussing matters affecting the student academic performance.

The academic program offered at PSG Tech is designed to encourage and motivate all the students to be regular and consistent in their efforts towards learning. In addition to this, PSG Tech makes special provisions for both the above and below average students so that they may reap the benefits of the academic systems available in the College. There is a provision for quick learners for fast tracking their courses in advance so that they can complete all courses other than project work of the final semester ahead of time. This allows them to take up project work outside of the campus, usually in an industry. The College also offers special courses offered by industry experts or international scholars for credits to their academic program.

For slow learners the College organizes additional teaching sessions and support systems. Additional opportunities to take examinations (Redo examinations) are offered to help students to complete their academic requirements within stipulated time.

Governance, Leadership and Management

PSG Tech is guided by a Governing Council. The Council is chaired by the Managing Trustee of PSG & Sons' Charities, and the Principal is the Member Secretary of the Council. Its members include representatives of the Directorate of Technical Education - Govt. of Tamil Nadu, AICTE – Southern Regional Office, UGC, New Delhi, industry and faculty members. The Council advises on the policies and overall management of the College. The Principal provides administrative and academic leadership to the College, and he is supported by Deans on matters pertaining to various activities in the College. Various academic disciplines are handled by the concerned departments, and they are mainly responsible for the concerned academic programs offered by the College. Each department is headed by a Professor and supported by teaching, technical and administrative staff. Decentralized administration, complete autonomy to the departments in academics, transparency in

budget allocation are practiced in management of the institution.

Institutional Values and Best Practices

- PSG Tech values discipline as a core character of professional development, and tries to instill behaviors in its students which will be necessary for their professional development. There are several associations offered to all students which aid in character building. These associations offer opportunities for learning life skills outside of the academic setting, and include membership to professional societies, national / international organizations, local chapters, skill enhancement clubs. Start ups numbering approximately 200 have been supported under the Incubation program of PSG College of Technology. Through various programs organized by PSG CARE quality of faculty members is improved continuously.
- Provision for scholarships / rewards for deserving and well performing students and faculty members.
- Well planned and executed professional training by experts from the beginning leading to laudable career guidance in placement, entrepreneurship and higher education.
- Teachers are awarded international fellowship for advanced studies / research.

In summary, PSG Tech offers a comprehensive and wholesome educational program to its students to become professionally competent to contribute to the world at large.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PSG COLLEGE OF TECHNOLOGY
Address	Avinashi Road, Peelamedu
City	Coimbatore
State	Tamil Nadu
Pin	641004
Website	www.psgtech.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	K. Prakasan	0422-4344280	8681079961	0422-257383 3	hod.prod@psgtech. ac.in
Principal	R.Rudramoor thy	0422-4344777	9952756485	0422-259227 7	principal@psgtech. edu

Status of the Institution	
Institution Status	Grant-in-aid and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	26-08-1951

Date of grant of 'Autonomy' to the College by UGC	25-02-1978

University to which the college is affiliated

State	University name	Document
Tamil Nadu	Anna University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-02-1983	[View Document](#)
12B of UGC	02-02-1983	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	04-04-2018	12	

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NIRF Ministry of Human Resource Development
Date of recognition	03-04-2018

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Avinashi Road, Peelamedu	Urban	47.04	191341

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	48	Higher secondary	English	60	60
UG	BE,Biomedical Engineering	48	Higher secondary	English	60	60
UG	BE,Bio Technology	48	Higher secondary	English	60	60
UG	BE,Civil Engineering	48	Higher secondary	English	60	60
UG	BE,Computer Science And Engineering	48	Higher secondary	English	120	120
UG	BE,Electrical And Electronics Engineering	60	Higher secondary	English	60	57
UG	BE,Electrical And Electronics Engineering	48	Higher secondary	English	60	60
UG	BE,Electronics And Communication Engineering	48	Higher secondary	English	120	120
UG	BTech,Fashion Technology	48	Higher secondary	English	60	57
UG	BTech,Information Technology	48	Higher secondary	English	120	120
UG	BE,Instrumen	48	Higher	English	60	60

	tation And Control Engineering		secondary			
UG	BE,Mechanical Engineering	60	Higher secondary	English	60	58
UG	BE,Mechanical Engineering	48	Higher secondary	English	120	120
UG	BE,Metallurgical Engineering	48	Higher secondary	English	60	58
UG	BE,Production Engineering	48	Higher seconadary	English	60	58
UG	BE,Production Engineering	60	Higher secondary	English	60	57
UG	BE,Robotics And Automation	48	Higher secondary	English	60	60
UG	BTech,Textile Technology	42	Higher secondary	English	60	60
UG	BTech,Textile Technology	48	Higher secondary	English	60	10
UG	BSc,Applied Science	36	Higher secondary	English	60	52
UG	BSc,Applied Mathematics And Computational Sciences	36	Higher secondary	English	60	55
PG	ME,Automobile Engineering	24	BE or BTech	English	18	16
PG	Mtech,Bio Technology	24	BE or BTech	English	18	16

PG	ME,Civil Engineering	24	BE OR BTECH	English	18	18
PG	ME,Civil Engineering	24	BE or BTech	English	18	17
PG	ME,Civil Engineering	24	BE or BTech	English	18	0
PG	ME,Computer Science And Engineering	24	BE OR BTECH	English	18	11
PG	ME,Computer Science And Engineering	24	BE OR BTECH	English	18	15
PG	ME,Electrical And Electronics Engineering	36	BE OR BTECH	English	18	0
PG	ME,Electrical And Electronics Engineering	24	BE OR BTECH	English	18	15
PG	ME,Electrical And Electronics Engineering	24	BE OR BTECH	English	18	17
PG	ME,Electrical And Electronics Engineering	36	BE OR BTECH	English	18	0
PG	ME,Electrical And Electronics Engineering	24	BE OR BTECH	English	25	18
PG	ME,Electronics And Communication Engineering	24	BE OR BTECH	English	18	14
PG	ME,Electronics And Communication	24	BE OR BTECH	English	18	13

	Engineering					
PG	ME,Electronics And Communication Engineering	24	BE OR BTECH	English	18	17
PG	Mtech,Electronics And Communication Engineering	24	BE OR BTECH	English	18	14
PG	Mtech,Information Technology	24	BE OR BTECH	English	18	12
PG	ME,Information Technology	24	BE OR BTECH	English	18	10
PG	ME,Instumentation And Control Engineering	24	BE OR BTECH	English	18	13
PG	ME,Mechanical Engineering	24	BE OR BTECH	English	18	11
PG	ME,Mechanical Engineering	24	BE OR BTECH	English	18	17
PG	ME,Mechanical Engineering	24	BE OR BTECH	English	18	8
PG	ME,Mechanical Engineering	36	BE OR BTECH	English	18	0
PG	ME,Mechanical Engineering	24	BE OR BTECH	English	18	12
PG	ME,Mechanical Engineering	24	BE OR BTECH	English	18	15
PG	ME,Metallurgical	24	BE OR BTECH	English	18	10

	Engineering					
PG	ME,Metallurgical Engineering	36	BE OR BTECH	English	18	0
PG	ME,Production Engineering	24	BE OR BTECH	English	25	8
PG	ME,Production Engineering	24	BE OR BTECH	English	18	8
PG	ME,Production Engineering	36	BE OR BTECH	English	13	0
PG	ME,Production Engineering	24	BE OR BTECH	English	18	13
PG	Mtech,Textile Technology	24	BE OR BTECH	English	18	6
PG	Mtech,Textile Technology	36	BE OR BTECH	English	18	0
PG	MCA,Computer Applications	36	BSC	English	60	41
PG	MBA,Management Sciences	24	ANY DEGREE	English	180	180
PG	MBA,Management Sciences	36	ANY DEGREE	English	60	52
PG	MSc,Applied Mathematics And Computational Sciences	60	HIGHER SECONDARY	English	40	40
PG	MSc,Applied Mathematics And Computational	60	HIGHER SECONDARY	English	40	40

	Sciences					
PG	MSc,Applied Mathematics And Computational Sciences	24	BSC MATHEMATICS	English	24	24
PG	MSc,Applied Mathematics And Computational Sciences	60	HIGHER SECONDARY	English	40	40
PG	MSc,Apparel And Fashion Design	60	HIGHER SECONDARY	English	40	40
Doctoral (Ph.D)	PhD or DPhil,Automobile Engineering	72	ME OT MTECH	English	41	4
Doctoral (Ph.D)	PhD or DPhil,Bio Technology	72	ME OR MTECH	English	67	3
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering	72	ME OR MTECH	English	60	2
Doctoral (Ph.D)	PhD or DPhil,Computer Science And Engineering	72	ME OR MTECH	English	71	2
Doctoral (Ph.D)	PhD or DPhil,Electrical And Electronics Engineering	72	ME OR MTECH	English	121	2
Doctoral (Ph.D)	PhD or DPhil,Electronics And Communication Engineering	72	ME OR MTECH	English	186	4
Doctoral (Ph.D)	PhD or DPhil,Information Technology	72	ME OR MTECH	English	67	3
Doctoral	PhD or DPhil	72	ME OR	English	30	0

13-10-2018 01:01:27

(Ph.D)	l,Instumentat ion And Control Engineering		MTECH			
Doctoral (Ph.D)	PhD or DPhil,Mechanical Engineering	72	ME OR MTECH	English	164	5
Doctoral (Ph.D)	PhD or DPhil,Metallurgical Engineering	72	ME OR MTECH	English	39	6
Doctoral (Ph.D)	PhD or DPhil,Production Engineering	72	ME OR MTECH	English	97	7
Doctoral (Ph.D)	PhD or DPhil,Textile Technology	72	ME OR MTECH	English	92	1
Doctoral (Ph.D)	PhD or DPhil,Computer Applications	72	ME OR MTECH	English	32	0
Doctoral (Ph.D)	PhD or DPhil,Management Sciences	72	ANY PG DEGREE	English	77	1
Doctoral (Ph.D)	PhD or DPhil,Applied Mathematics And Computational Sciences	72	MSC OR MPHIL	English	85	0
Doctoral (Ph.D)	PhD or DPhil,Physics	72	MSC OR MPHIL	English	94	2
Doctoral (Ph.D)	PhD or DPhil,Chemistry	72	MSC OR MPHIL	English	70	0
Doctoral (Ph.D)	PhD or DPhil,Humanities	72	MSC OR MPHIL	English	19	0
Doctoral (Ph.D)	PhD or DPhil,Mathematics	72	MSC OR MPHIL	English	52	0

13-10-2018 01:01:27

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				16				49				80
Recruited	6	5	0	11	30	13	0	43	43	26	0	69
Yet to Recruit				5				6				11
Sanctioned by the Management/Society or Other Authorized Bodies				68				72				353
Recruited	42	25	0	67	37	30	0	67	171	166	0	337
Yet to Recruit				1				5				16

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				73
Recruited	12	5	0	17
Yet to Recruit				56
Sanctioned by the Management/Society or Other Authorized Bodies				113
Recruited	33	76	0	109
Yet to Recruit				4

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				127
Recruited	40	1	0	41
Yet to Recruit				86
Sanctioned by the Management/Society or Other Authorized Bodies				202
Recruited	141	61	0	202
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	1	0	0	0	0	0	0	0	0	1
Ph.D.	45	29	0	52	37	0	84	69	0	316
M.Phil.	0	0	0	0	0	0	9	22	0	31
PG	2	0	0	10	3	0	127	104	0	246

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	1	0	5

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
Doctoral (Ph.D)	Male	24	4	0	0	28
	Female	13	5	0	0	18
	Others	0	0	0	0	0
UG	Male	857	65	0	0	922
	Female	526	17	0	0	543
	Others	0	0	0	0	0
PG	Male	385	34	0	0	419
	Female	362	22	0	0	384
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	142	135	165	141
	Female	91	76	95	91
	Others	0	0	0	0
ST	Male	7	10	4	5
	Female	4	1	4	4
	Others	0	0	0	0
OBC	Male	995	929	975	1002
	Female	712	696	673	701
	Others	0	0	0	0
General	Male	195	229	201	206
	Female	122	95	150	150
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2268	2171	2267	2300

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Apparel And Fashion Design	[View Document](#)
Applied Mathematics And Computational Sciences	[View Document](#)
Applied Science	[View Document](#)
Automobile Engineering	[View Document](#)
Biomedical Engineering	[View Document](#)
Bio Technology	[View Document](#)
Chemistry	[View Document](#)
Civil Engineering	[View Document](#)
Computer Applications	[View Document](#)
Computer Science And Engineering	[View Document](#)
Electrical And Electronics Engineering	[View Document](#)
Electronics And Communication Engineering	[View Document](#)
Fashion Technology	[View Document](#)
Humanities	[View Document](#)
Information Technology	[View Document](#)
Instumentation And Control Engineering	[View Document](#)
Management Sciences	[View Document](#)
Mathematics	[View Document](#)
Mechanical Engineering	[View Document](#)
Metallurgical Engineering	[View Document](#)
Physics	[View Document](#)
Production Engineering	[View Document](#)
Robotics And Automation	[View Document](#)
Textile Technology	[View Document](#)

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
63	56	63	59	56

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8449	8529	8597	8748	8687

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2102	2215	2261	2376	2164

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16766	16758	17087	17636	17086

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
3004	2670	2384	2512	2279

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3087	2862	2728	2692	2579

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2017-18	2016-17	2015-16	2014-15	2013-14
603	559	536	541	537

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2017-18	2016-17	2015-16	2014-15	2013-14
615	615	615	611	646

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1802	1515	1366	946	87

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1660	1660	1784	1787	1450

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 189

Total number of computers in the campus for academic purpose

Response: 4831

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
8023.43	6187.45	4072.54	3111.65	3621.02

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

As a pioneer in engineering education in the country started in the year 1951, PSG College of Technology (PSGCT) has continuously refined its teaching- learning processes through several innovative methods evolved from the academic experience gained over 70 years of fruitful existence. In a vibrant, globally linked competitive economy, the changes that are needed in engineering education in alignment with the Vision and Mission of the college are comprehended by the top management team and implemented through Visions and Missions of various departments of the college. These get reflected in the curriculum devised by various departments considering inputs from several stake holders who are represented by Programme Advisory Committee (PADCO), Programme Assessment Committee (PASCO), Boards of Studies (BoS) of departments and inputs from question paper and answer paper audits conducted regularly. The curriculum is designed and implemented by the college within the framework of broadly defined norms provided by Anna University, Chennai, UGC and AICTE and Government of Tamil Nadu from time to time. The departments of the college define Programme Educational Objectives, Programme Outcomes, Programme Specific outcomes and relevant Course Outcomes after regular meetings of these committees.

Since inception, PSG College of Technology always envisaged an industrially and socially relevant curriculum and entrepreneurship. Subjects of study included basic sciences, humanities, management, professional core courses and electives. Industry training played a major role in molding engineers as Coimbatore is an industrial hub and PSG College of Technology has an in-house industrial unit. Being an autonomous institution, the college provided the best flexible curriculum that is possible at that point of technological developments. The syllabi of all the undergraduate programmes are revised once in 4 years and PG programmes are revised once in 3 years. Elective courses are introduced as and when there is a need identified. The college got certified by ISO in the year 1997 for the teaching learning and related processes. Further, the accreditation by National Board of Accreditation continues under Washington accord. College tries to smoothly transcend from a traditional mode of education to an outcome based education with continuous training of faculty members and supporting staff.

The latest regulations implemented for UG and PG programmes in the year 2015 under Choice Based Credit System as instructed by UGC and Anna University make learning student centric so that quick learners and slow learners can plan their academic road map.

The various governing bodies of the college namely, governing council, academic council, BoS, PADCO, PASCO keep a constant vigil on the academic processes and give directions for the academic excellence of the college. All the statutory bodies include eminent academicians, prominent alumni, current students, teachers from reputed universities and institutions, industrialists, senior officers of reputed/mult-national companies, entrepreneurs, nominees of state government, UGC and AICTE as per the norms of

regulatory bodies. With such a   synergic academic and administrative structure, a management team that is   progressive in thought and action, college aims at excellence and eminence in education.

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 63

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 63

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years	[View Document](#)

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 7.85

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
221	221	221	216	212

File Description	Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs

offered during last five years

Response: 18.37

1.2.1.1 How many new courses are introduced within the last five years

Response: 567

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 3087

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 63

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

- **Personality and Character Development**

Personality development is the development of the organized pattern of behaviors and attitudes that makes a person distinctive. Personality development occurs by the ongoing interaction of temperament, character, and environment.

15i305 Environmental Science And Engineering

The Environmental Science and Engineering course make students to study on many of the world's most pressing challenges. There is a worldwide concern with the availability of clean water. This course examines methods to purify and reuse water, as well as to reduce contamination of existing reserves. The focus of the course is on examining the impact of humans on our environment through resource exploitation, including over-consumption, land degradation, and pollution of water. The results of these efforts may offer solutions to water scarcity, soil contamination.

15z070 Economics For Engineers

In this course the students will study about concepts such as sustainable development, development of industries and how we can ensure that there is no stagnation of resources, technology improvement ways etc. and as an engineer they must know these concepts in order to make the best use of your skills that were taught them in the four years of their college.

This course aim at development and growth in a country and as an engineer the student plays a very important role in doing so. The machinery which the student make helps in ensuring that there is no waste of resources and also high production is ensured. Also, monetary related issues are also addressed in economics which play a vital role in the life of an individual.

15i017 Information Ethics

Information ethics focuses on the relationship between the creation, organization, dissemination, and use of information, and the ethical standards and moral codes governing human conduct in society".

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 84

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 84

File Description	Document
List of value added courses	[View Document](#)

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 8.43

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
637	1601	464	478	434

1.3.4 Percentage of students undertaking field projects / internships

Response: 11.75

1.3.4.1 Number of students undertaking field projects or internships

Response: 993

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.68

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
70	72	47	38	64

File Description	Document
Institutional data in prescribed format	[View Document]

2.1.2 Demand Ratio(Average of last five years)

Response: 0.47

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2406	2406	2406	2590	2102

File Description	Document
Demand Ratio (Average of Last five years)	[View Document]

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 70.42

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1121	1203	1194	1241	1098

File Description	Document
Average percentage of seats filled against seats reserved	

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The college conducts review of fundamentals of mathematics, physics and chemistry for the first year students at the beginning of programme and conducts tests and learning capability of students are assessed. The advance leaner are permitted to take additional open & professional elective courses from their second year of study. At the end of pre-final semester these students can complete all the theory courses and are permitted to take up one full semester internship at industry and they become industry ready and they take up industry placements and research & development jobs. Advance learners are also encouraged to take up summer internship at higher learning institutions, research organizations and leading industries in India and aboard. Further the advanced learners who are strong in English language are exempted from studying English course during their second semester of study and permitted to study a foreign language, which provides them very good opportunity to pursue their higher studies aboard.

The slow learners and the students who have done their school education in the regional language are given additional coaching in English language beyond class hours by the faculty members. Motivational talks by the eminent personalities and some of our successful alumni have been organized periodically. In order to avoid stage fear the students are also encouraged to present seminars in the presence of the faculty in the classes. Bridge courses are arranged for students in the first year for their smooth transitition from higher secondary education to professional education.

2.2.2 Student - Full time teacher ratio

Response: 14.01

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.53

2.2.3.1 Number of differently abled students on rolls

Response: 45

File Description	Document
Institutional data in prescribed format	

　　　　　　　　　　　13-10-2018 01:01:46

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

Response:

Curriculum design: Learning becomes enjoyable and effective when students actively involve in the process of learning. Design and implementation of curriculum is synchronized with this philosophy and provides ample scope for student centric learning. Relevant courses are introduced as and when the need is identified and students are exposed to the latest developments in that domain.

Choice based credit System: Choice based credit system is introduced from 2015 for all the progarmmes offered in the college and provides enough scope for learning in a flexible way. Depending on the abilities of students, they are permitted to accelerate the learning or proceed slowly. There are options for learning open elective courses and professional elective courses from other domains and undergoing employability enhancement courses. In addition, students can avail an opportunity to study abroad for one semester (based on the offers from universities and merit of the applicant) and transfer the credits.

Use of NPTEL in learning : With the advent of SWAYAM PORTAL students are motivated to choose courses of their interest. After the assessment by NPTEL, credits are transferred and is reflected in the grade sheet. This is done with proper screening of the courses and its relevance to the programme specific outcomes/programme outcomes abiding by the rules of UGC.

Learning Through Entrprenuership Cell : Students are exposed to entrepreneurship through PSG STEP and are motivated to work on small projects that train them in identifying societal issues , role of engineers in solving them and the opportunity for startups. They also learn the process of preparation of proposals, budget with broad understanding of costs involved.

Student centric methods for assessment: Various modes of assessment are practiced suitable for the learning methods adopted. They are traditional in some aspects and open in other cases. Mini-projects, innovations, use of working models and presentations are the new modes of assessment employed while assessing the learning outcomes of courses that have content which can be practically demonstrated. Industry visits and internships augment their learning. The entire education is supplemented with industry visits, internships and projects that attempt to solve problems relevant to industry.

Feed back Mechanism: Feedback from class committee meetings and from the tutors and senior faculty members adds to the participation of students in the process of learning. The meetings by the mentor(tutopr) the class committee are held regularly . Parents are updated on the attendance and the performance of the students.

Learning beyond class room: There are enough opportunities for all the students to develop their skills, knowledge and leadership qualities through participation in various conferences conducted at national and international level. Students are also encouraged to participate in various technical events conducted by student union, clubs and associations available in the institution. Students interact with alumni through alumni meet, e-mails and meeting them through technical association meetings. Students are motivated to make use of all these opportunities for acquiring life skills that are beyond syllabi.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 30.18

2.3.2.1 Number of teachers using ICT

Response: 182

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 44.01

2.3.3.1 Number of mentors

Response: 192

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

Academic calendar for each semester of every academic year for all classes are prepared well in advance. The academic calendar consists of reopening day, common tutorial dates, continuous assessment test dates, assignment presentation dates, end semester examination dates, vacation dates etc for each semester. The same is made available to the staff, students and parents through internet. The calendar of activities is centrally monitored by the Dean Academic and Controller of Examinations and it is ensured that the calendar of academic activities is strictly adhered. The dead line for correction of tutorial papers and continuous assessment test papers and entry of these marks in the web portal are strictly followed.

Further each faculty has to prepare a detailed course teaching plan with course objectives, course outcomes and programme outcomes. The students are given a copy of detailed course teaching plan by the course faculty within a week from the commencement of the classes. The same also has to be uploaded in the intranet by the faculty and the students can also view the same.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 89.55

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

---

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 43.49

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
298	267	232	217	198

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

---

2.4.3 Teaching experience per full time teacher in number of years

Response: 10.23

2.4.3.1 Total experience of full-time teachers

Response: 6170

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 12.61

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	39	11	9	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 7.72

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
65	50	41	41	42

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response: 11.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	13	12	10	10

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document

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

Response: 16.05

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

2017-18	2016-17	2015-16	2014-15	2013-14
3322	3673	3173	2762	733

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 12.58

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
429	353	280	294	272

File Description	Document
Any additional information	[View Document](#)

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Examination Procedures

1. Scrutiny of question papers before exams had improved the quality of question paper.
2. Post auditing by external experts about quality of Question paper, coverage of syllabus and valuation is educative to respective faculty.
3. Conduct of Special Supplementary examinations for immediate pass out candidates enables them to save one year in their life to go for higher studies / placement.
4. Earlier publication of results helped the students to join companies immediately / plan their next semester of study.
5. Submitting application for Revaluation and Retotalling through online reduced the physical inconvenience to students.
6. Withdrawal from writing an examination in a course helps exceptional students to retain classification.
7. Preparing scheme of valuation is aimed at maintaining uniform valuation of Answer papers in courses having 3 or more examiners for a common course.

Processes integrating IT

1. Importing of course master from Academic council data
2. Registration of students for Regular & Supplementary courses.
3. Calculation of exam fees and fee collection along with Tuition fees.
4. Entry of Question paper setter and Valuer by HoD
5. Preparation of CA test Time table
6. Semester examination QP setter and valuation entry by HoD
7. QP setting order sent by CoE
8. Preparation of examination Galley
9. Publication of Exam Time table
10. Exam Seating arrangement in web portal for student view
11. Semester Exam Invigilation duty assignment and order printing
12. Valuation order dispatched.
13. Valuation mark entry and printing of Hardcopy of mark sheet.
14. Generation of valuation claim bill
15. Result published in college website on the same day of Result Passing Board
16. Applying for Revaluation and Retotalling only through online
17. Revaluation result published in college website
18. Reports like

   - Course-wise pass percentage after moderation
   - Fail list (after moderation)
   - Moderation list after moderation
   - Consolidated Statement after moderation

   are printed for office use

19. Award list prepared and sent to University for issuing Provisional certificate and Degree certificate

20. Printing of Mark sheet, Consolidated Mark sheet for issuing to students

Continuous internal assessment system

1. The faculty assigned as assessment in-charge will be in-charge of entering all CA component marks of the respective students and the faculty assigned as attendance in-charge will be entering the attendance of each student for the course handled by him/her.
2. At the end of the semester the attendance earned by each student in each course is calculated by the system and the students having attendance less than the prescribed requirement are stopped from writing semester examination in that course.
3. At the end of the semester, the faculty will 'submit' the marks to the Principal in the system and a hard copy of marks awarded to each candidate in that course is sent to CoE office after the faculty and HoD signing and a soft copy so generated is transferred to result processing system for further processing.
4. A pattern for CA evaluation is defined by Academic Council and same is brought into the system by CoE office.
5. The CA marks earned by each student in each component can be viewed by them and by their parents by login in their ID in College website.

File Description	Document
Any additional information	[View Document](#)

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

All the departments of the college plan their curriculum and the communication of important elements (vision,mission,PEOs,POs, COs)to the teachers and students in the following manner.

The vision and mission of the Institution are explained to the stakeholders (Programme Advisory Committee - PADCO, Board of Studies - BOS) and the vision and mission of the department are formulated. Inputs are obtained through questionnaires, interviews, and meetings from the stakeholders such as students, faculty members, staff members, management, alumni, and industry executives. These are finally compiled and approved by the head of the department. Programme Educational Objectives (PEOs) are formulated visualizing the national and global scenarios consistent with the vision and mission of the Institution and the department.

The PEOs of the programme are reviewed regularly and checked with the vision and mission of the department for compatibility. This is done through department meetings, meetings of BOS and meetings of

Programme Advisory Committee. Exit survey of students is used to incorporate the changes, if any.

Programme outcomes as   instructed by National Board of Accreditation (NBA) is usedin the curriculum development and Programme specific outcomes are framed by the Programme Advisory committee.

The Vision   and Mission of the Department, PEOS, POs , their correlation,Programme outcomes, programme specific outcomes, the curriculum, and the course outcomes are displayed in the website of the department. The book in the printed form is distributed to the students when they are admitted to the college . The PEOs, POs and PSOs are printed and displayed in various laboratories and important places. The course outcomes are distributed to the students by the instructors for various courses   through the respective course plans.

The course outcomes are framed using a matrix that represents the relationship among courses of study and the POs/PSOs. The outline of the courses satisfy the norms of University Grants Commisison(UGC), Anna University -Chennai and All India Council for Technical Education.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The achievement of programme outcomes is calculated using two methods.

Using percentage of students scoring grades S, A, B and C.

In this method, the percentage of students who graduate within the stipulated time (ex. 4 years) scoring grades S, A, B and C in courses relevant to programme outcomes (PO) / programme specific outcomes (PSO) as in the programme articulation matrix are totaled and average of this sum is the achievement of programme outcome.

Using programme articulation matrix and the weightage associated with a course mapped to POs / PSOs.

In this method, weight in the articulation matrix is multiplied by percentage of students scoring grades S, A, B and C in courses of study relevant to that PO/PSO under consideration and the sum of these products is divided by the total weight of all the courses considered relevant to that PO.

Attainment of Course Outcomes (CO)

The evaluation of attainment of course outcome is carried out based on the performance of the students in

continuous assessment tests/assignments/mini-projects/tutorials/objective tests and final examinations.

All the questions used in assessments point to significant outcomes and the performance of students is a measure of the achievement of course outcomes. These outcomes are available in the course plans.

Laboratory classes also measure outcomes through the preparations of the students for demonstration and carrying out of experiments and reporting of significant findings.

Objective tests are conducted to improve the ability of students in quick recollection and application of formulae, judgement, numerical ability and other mental abilities.

Tutorials are planed and solved by the students with the support of faculty members.

Thus, internal assessments contribute to the evaluation of achievement of COs tested through various modes. Final examination, also measures the achievement of outcomes with more detailed questions that can be answered in a larger duration of time.

Measuring COs attained through Semester End Examinations (SEE)

(Target may be stated in terms of percentage of students getting equal or more than the target set by the Programme in SEE for each CO.)

The number of students graduating in the stipulated time is an indicator of the attainment of COs of various courses as COs are related to POs and POs reflect number of students graduating in the stipulated time. Attainment of CO is measured using the number of students (as a percentage) who score grade point > 7 in the Examinations in a given course and graduating in the stipulated time of study.

Measuring CO attainment through Cumulative Internal Examinations (CIE)

(Target may be stated in terms of percentage of students getting more than class average marks or set by the programme in each of the associated COs in the assessment instruments (midterm tests, assignments, mini projects, reports and presentations as mapped with the COs))

COs of a particular course are said to be attained through Cumulative Internal Examinations, if 50 % of the students score more than or equal to 50% of the maximum marks allotted to the internal assessment of that course.

2.6.3 Average pass percentage of Students

Response: 92.24

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 2092

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 2268

File Description	Document
List of programs and number of students passed and appeared in the final year examination	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
URL of Policy document on promotion of research uploaded on website	[View Document]

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 130.27

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
206.53568	291.13003	136.81210	8.39988	8.48832

File Description	Document
List of teachers receiving grant and details of grant received	[View Document]
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document]

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 24

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	4	4	4

File Description	Document
List of teachers and their international fellowship details	[View Document](#)
e-copies of the award letters of the teachers.	[View Document](#)

3.1.4 Institution has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research / Statistical Databases**

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

Response: 37.88

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
6.23729	12.06632	2.5	5.34	11.73952

File Description	Document
List of project and grant details	[View Document](#)

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 9

3.2.2.1 **Number of research centres recognised by University and National/ International Bodies**

Response: 9

File Description	Document
Names of research centres	[View Document](#)

3.2.3 Percentage of teachers recognised as research guides

Response: 33.16

3.2.3.1 **Number of teachers recognised as research guides**

Response: 197

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 594

File Description	Document
Details of teachers recognized as research guide	[View Document](#)

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.95

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

Response: 113

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

PSG College of Technology, in the year 1998, established PSG-Science & Technology Entrepreneurial Park (PSG-STEP) – the incubation centre of PSG Tech with the support from National Science & Technology Entrepreneurship Development Board (NSTEDB), Department of Science & Technology, Government of India.

The objective of the incubation centre is to promote technology based enterprises in the areas of software, electronic products, hi-tech mechanical products, and eco-friendly textile products & bio-technology, using the core strengths of PSG College of Technology and sister institutions.

PSG-STEP has created incubation centres in the areas of Information Technology, Electronics, Nanotechnology and Biotechnology with the support from various funding agencies. The total area earmarked for the incubation centre is about 100,000 sq.ft and more than 184 startups have been support under the incubation programme of PSG College of Technology.

To accelerate the startups, various funding support has been extended to innovators and startups. Innovation Fund to the student community, NIDHI-PRAYAS fund to the innovators to the tune of Rs.10.00 lakhs per innovation, Seed Fund Support to the tune of Rs.50.00 lakhs per startup, the fellowship support of Rs.30,000 per month for 1 year to the aspiring entrepreneurs through NIDHI-Entrepreneur-in-Residence (EIR) are the funding opportunities available to the innovation and startup community.

The external stakeholders of the startup ecosystem – investors, accelerators, corporate and industries who contribute in terms of funding, technology platform, mentoring, access to markets expects a pool of high tech startups from the incubation centre.

The NIDHI-Centre of Excellence (CoE) has been established by PSG-STEP in the areas of ICT and Electronics with the focus to support startups in the areas of Internet of Things, Automation, Medtech, Cleantech and Smart Textiles. The total area of about 50,000 sq.ft to support more than 100 startups over a period of 5 years under NIDHI-CoE. Four state-of-the-art centres viz., Embedded Development Centre, Internet of Things (IoT) Development Centre, PCB Manufacturing Facility, EMI/EMC Pre Validation Facility and Measuring & Testing Facility Centre will be established in the CoE.

PSG-STEP received the "Best Incubator Award" from Ministry of Science & Technology, Government of India.

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

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 25

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	5	6	5	3

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 181

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
57	45	27	22	30

File Description	Document
List of innovation and award details	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 219

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
61	44	41	35	38

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

3.4.3 Number of Patents published/awarded during the last five years

Response: 13

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	2	2	2

File Description	Document
List of patents and year it was awarded	[View Document](#)

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.73

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 341

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 197

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 2.16

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
147	299	307	235	214

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

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

Response: 0.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
89	114	101	79	56

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response:

File Description	Document
BiblioMetrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

index of the Institution

Response:

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

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 150.56

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
46.49840	17.93657	31.13012	22.30987	32.68075

File Description	Document
List of consultants and revenue generated by them	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 149.81

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
33.24416	26.85910	23.75000	40.79980	25.16000

File Description	Document
List of teacher consultants and revenue generated by them	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Extension activities in the neighborhood community are being undertaken by the following clubs and associations apart from NCC and NSS which are mandatory requirement of higher education.

1. N. C. C.
2. N. S. S.
3. CAP and Nature Club
4. English Literary Society
5. Entrepreneur Club
6. National Service Scheme
7. Tamil Mandram
8. Fine Arts Club
9. Youth Red Cross Society
10. Rotaract Club
11. Radio Hub

These clubs and associations often meet the members of the society through their scheduled programmes and impress them to be the responsible citizens that they want to see others in this world. Motto of the above clubs and associations are to induce a socially responsible character and personality with in students and to teach them the importance of nature in our day-to-day lives. Youth Red Cross Society through its blood wing arranges blood for need of people, scribe wing writes exam for visually challenged people, and clean and green wing cleans the environment and makes the environment conducive to nature lovers.

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 11

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	2	2	2

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 75

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	18	12	10	21

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 5.54

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non- Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year- wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
937	530	353	245	305

File Description	Document
Report of the event	
Average percentage of students participating in extension activities with Government or NGO etc	

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 14.2

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
17	14	16	8	16

File Description	Document
Number of Collaborative activities for research, faculty etc	
Copies of collaboration	

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 1999

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
679	474	313	362	171

13-10-2018 01:01:58

File Description	Document
Details of linkages with institutions/industries for internship	

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 72

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
23	17	12	13	7

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

PSG College of Technology has constantly embraced and adopted the latest technology paradigms in the EduTech space to improve teaching-learning.

Every department is given equal importance to power them with following minimum yet adequate facilities:

1. Computing facilities comprising Servers, Desktops, Printers and Scanners
2. Internet and LAN facilities to all systems
3. Individual desktop computer with internet facilities to all faculties
4. Sufficient number of laboratories with hardware and software facilities depending upon their curriculum
5. Video conferencing and Skype facilities to have discussion with leading industry professionals and academic scholars to tap the knowledge and reach of PSG that is spread across the world

A total of around 5000 systems are available for around 8500 students.

To ensure there is a tangible result and outcome from the facilities provided to each department, most of the departments have established their own unique Centre of Excellence (CoE) laboratories. This initiative has constantly met its primary objectives of fine-tuning core skills of faculties and their students through hands-on professional approaches on par with industry standards with the use of the latest state of art technology.

The Institution has an in-house software development cell which provides internship to students. Through this internship, students are exposed to professional practices in Software development as well as deep insights into building real life projects.

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

The Department of Physical Education covers an area of five acres located near the hostel premises. The department has an infrastructure for all the indoor and outdoor games. The department is headed by a Physical Director, assisted by two Assistant Physical Directors and one Physical Training Instructor along

with three markers as supporting staff. The activities are held throughout the year, every day, from 6.30 am to 6.30 pm.

The department has sufficient facilities for both indoor and outdoor games for the students to practice and to conduct Intra-Collegiate, Inter-Collegiate tournaments, Intramural Sports and Coaching Camps. The infrastructure includes one Foot ball field, one Hockey field, two Handball courts, two clay courts and one synthetic court for Tennis, five Volleyball courts, one Throwball court, two Ball Badminton courts, two Sepaktakraw courts, two Tennikoit courts, one Kho-Kho court, three Cricket pitches for net practice and one well-maintained pitch for matchesWe also have indoor Basketball stadium with two courts, out of which one court is with wooden surface and the other court is with synthetic surface. Basketball courts are equipped with movable posts with fibre glass boards and permanent electronic score boards. We also have three indoor badminton courts. There are two games halls with each measuring 80' x 40'. One of the games halls has the provision for playing Table Tennis and Chess. A well furnished gym is attached with both the games halls.

The physical education classes have been made compulsory for the first year students as a part of "Personality and Character Development Course". Students take part in the Inter-collegiate, Inter-University and various other local tournaments and have won many laurels. To encourage and recognize the students who attain individual honours such as representing university, district, state and country, they are honoured with the Star Sports Person Award during the Annual Sports Day. We also organise many university inter collegiate tournaments as well as all india level tournaments which inspires the students to take up sports in a big way.

CULTURAL ACTIVITIES

There are 24 clubs running under Students Union of our college**.** Each Club has Faculty Advisor/s. Secretary and executive members from students are selected every year to run the Clubs with the guidance and support of the concerned Faculty Advisor. Extra-curricular activities and cultural activities are organised by these clubs. Assembly halls, Conference Halls, Quadrangle and many others halls are available for the conduct of the programme.

Personality and Character Development programmes exclusively for first years are organised by Clubs. **Intrams**, the intra collegiate cultural activities is organised by students union every year in the odd semester. **Kriya**, the intercollegiate grand gala event of the college is organised by students union in the even semester where thousands of participants from our college and other colleges participate.

Independence day, Republic day and Teachers' Day are celebrated in a grand manner with speeches and cultural activities. During the **Tech Day** the students are rewarded for their excellency and it is followed by **Social Day** along with tech Music.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 33.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 63

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 49.07

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3898.38	4317.56	1904.36	1279.65	1416.60

File Description	Document
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

PSG Integrated Library Management System (PSG-ILMS) 5.0 is fully automated with the configuration of Microsoft Framework 1.1. Web OPAC is functioning with the configuration of Microsoft Framework 4.5. Advancement of Information technology shifts the In-house library management software from SYBASE to Windows 8 platform for the ease library operations. This In-house ILMS have the modules for Acquisition, Circulation, OPAC, E-Gate, Serial Control and Reports. Students can search the resources through OPAC campus wide access. It allows the users to search the Main library collections, Department library collections as well as the E-Resource Collections. All types of E-Resources links are integrated in the OPAC Homepage which facilitates the users to access through IP from their desktop itself. Integration of Library management Software developed in the following frameworks.

2000	2004	2006	2010	2015
SYBASE	Microsoft Framework 1.1	Microsoft Framework 2.0	Microsoft Framework 3.5	Microsoft Framework 4.5

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

Main library is having the collection of 1,169 rare books in the past five years range from 2013-2018 from various publishers like CRC Press, Cambridge, Springer, John Wiley, McGraw Hill, Pan Stanford, Elsevier, Oxford, World Scientific, ASM international and Intech etc., This library also holds 32140 back volumes from 1930 onwards. Addition of rare collection of books to the main library from 2013-2018 is as follows.

Year	2013-14	2014-15	2015-16	2016-17	2017-18	
No. of rare books	301	246	343	89	190	

File Description	Document
Any additional information	[View Document](#)

4.2.3 Does the institution have the following

  1. e-journals
  2. e-ShodhSindhu
  3. Shodhganga Membership
  4. e-books
  5. Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 95.01

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
114.13461	82.10076	102.95865	86.57813	89.29078

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.38

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 849

File Description	Document
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

In the last several years, laptop users, mobile users, devices (projectors, scanners, printers, cameras, etc.) have increased manifold. To meet these ever increasing network requirements without compromising on quality and performance, entire campus is Wi-Fi enabled with high speed internet connection to allow the students and faculty to access the internet at any place round the clock in the college and hostel premises.

An improved Wi-Fi network facility within the campus has made following possible:

1. Faculty taking up assessment and enter assignment marks through their mobiles
2. Students leveraging World Wide Web for exploration, project/Seminar preparation, assignment submission round the clock
3. IP based camera throughout the campus and hostels maintaining safe and secure environment as well as ensuring discipline

Computing and communication resources are continuously upgraded with the latest state of the art technologies to facilitate the students and staff to learn and update their technical skills.

Wi-Fi facility is continuously upgraded from the year 2013 until now.

1. 16 access points with 8 port switches **in 2013**
2. 50 Access points with Wireless controller, Indoor and outdoor access points including L3 distribution switches by end of **2017**

While Wi-Fi facility has brought in more users on to the network, widespread technology adoption has further increased the load on the network. We have always stayed ahead in terms of Internet Bandwidth to cater to the needs of all stakeholders.

1. 48Mbps in 2013
2. 215Mbps in 2016
3. 280Mbps in 2017
4. 1230 Mbps in 2018

Following strong network backbone is behind the success and streamlining of our campus' IT Infrastructure.

1. Cisco 4415 router, Cisco 2110 power firewall, Sophos 1000 ING UTM device, Distributed switch 3650 L3 Switch (2 X 10G ports)

Addition information

The following covers the infrastructural and IT based services. Each facility is created and maintained by having a **separate website:**

4.3.2 Student - Computer ratio

Response: 1.75

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
8023.43	6187.45	4072.54	3111.65	3621.02

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Policy Detail& Maintenance System for Class Rooms:

Each department has provided the required class rooms, drawing halls and Laboratories with facilities for best learning and teaching process. Seminar rooms are provided with Smart AV system with internet facilities for video streaming and conference discussions. 50 Smart Class rooms are provided with AV system, video streaming, and internet facilities.

In Each block information centre with necessary facilities and man power is provided for assisting the need raised by students and faculty members for smooth conducting of classes.

maintenance.psgtech online portal is created and all maintenance related queries and problems are effectively solved in a quick time using this portal for better classroom infrastructure.

Separate maintenance team for Electrical, Networking, and building will take care of all kind of maintenance effectively.

Information centre will provide necessary Projectors and supporting system to the class rooms based on the request from faculty and students

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 20.67

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1859	2041	1767	1503	1710

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.57

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
107	20	41	45	29

5.1.3 Number of capability enhancement and development schemes –

1. **Guidance for competitive examinations**
2. **Career Counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**

7.Yoga and Meditation

8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 0.13

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

2017-18	2016-17	2015-16	2014-15	2013-14
17	37	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	[View Document]

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	[View Document]

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 58.25

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1133	1296	1378	1434	1245

File Description	Document
Self attested list of students placed	[View Document]
Details of student placement during the last five years	[View Document]

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 4.09

5.2.2.1 Number of outgoing students progressing to higher education

Response: 86

File Description	Document
Details of student progression to higher education	

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
162	200	210	214	80

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
162	200	210	214	80

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	

5.3 Student Participation and Activities

5.3.1 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) during the last five years

Response: 630

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

2017-18	2016-17	2015-16	2014-15	2013-14
93	145	131	103	158

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	**View Document**

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

Response:

Students' Union, PSG College of Technology is a large wing which provides various platforms for the students to enhance their potentialities and develop their leadership qualities. It comprises of Dean, Associate Deans, Faculty Advisors, Office Bearers, Executive Committee and all our students. There are 36 Associations and 22 Clubs running under Students Union. Apart from Association and Clubs, our NSS, NCC and Physical Education play vital role under students union in enhancing the personality traits of our students. A separate Constitution is framed for students union.

The objectives of our students union

The Students Union shall strive:

1. To provide opportunities for the development of technical, leadership and soft skills and knowledge through the various affiliated Associations.
2. To promote social, cultural and literacy activities through the various affiliated Clubs.
3. To organize such other activities as the Council (vide 5) may decide from time to time

The Associations under students union :

There are 36 Associations running under Students Union. Each Association has a Faculty Advisor. Secretary and executive members from students are selected every year to run the Associations with the guidance and support of the concerned Faculty Advisor. Workshops, Seminars, Interactions with expertise and various activities are organised by Associations.

The Clubs under Students Union :

There are 22 clubs under students union. Each Club has Faculty Advisor/s. Secretary and executive members from students are selected every year to run the Clubs with the guidance and support of the concerned Faculty Advisor. Extra-curricular activities are organised by these clubs which in no doubt a great forum for students to develop their personality traits. Seminars, workshops, interactions with

expertise are also organised by clubs.

Personality and Character Development programmes exclusively for first years are organised by Clubs/NSS/NCC/Physical Education. It is compulsory for the students to register their names under any club/NCC/NSS/Sports during their first year and attendance is mandatory, and when they fail to get 80% of attendance, have to re-attend the classes during the second year.

Every Semester Students Union conducts a **Governing Council Meeting** in order to serve the needs of the students. The Union, highly democratic, finds solutions for the problems of the students. The class representatives, Secretaries of various clubs, associations, NCC and NSS attend the meetings and discuss about any issue, problem or any other need for the students welfare.

Intrams, the intra collegiate cultural activities is organised by students union every year in the odd semester. All clubs and associations conduct events and competitions for the students.

Kriya, the intercollegiate grand gala event of the college is organised by students union in the even semester. Thousands of participants from other college participate in this event.

Apart from these main events the **Independence day, Republic day** are celebrated in a grand manner.

During the **Tech Day** the students are rewarded for their excellence and the Tech day is enjoyed by the students as their **Social Day**.

Structure of PSG College of Technology students union is given in additional information.

File Description	Document
Any additional information	[View Document](#)

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 90.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
90	91	91	92	88

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

PSG Tech Alumni Association through its full fledged office at Coimbatore and through its chapters spread over the country and abroad has been systemically carrying out the task of bringing together the alumni and establishing their continuous rapport with the institution. The founder Principal of the PSG Tech Prof. G. R. Damodaran took special care to enhance the reputation of PSG Tech Alumni Association. With the strong support by the PSG Management and the continuous involvement of the Principal and the faculty of PSG Tech, the alumni association is carrying out various activities throughout the year. These activities aim at not only bringing the members to a close family atmosphere but also carrying out various service activities.

Every year the PSG Tech Alumni Association organizes events like Alumni Day, Young Alumni Meet, Technical Meetings, Entrepreneurship development programmes and product exhibitions. The Association has been conducting a state level talent test called GRD Talent test for the 9th and 10th standard school students for the past 32 years. The association provides financial support(Rs.20, 00,000) to needy and deserving students (app. 90 students) through various endowments. It conducts a state level GRD Inter Collegiate Tamil Debate to the college students for past 15 years. It's operating Alumni – instituted awards to be given for students of academic excellence.

Best Project Awards for all the final year programmes of PSG CT will be awarded every year (61 awards). Rs.1, 00,000/- will be provided for the Math Olympiad prize winners every year. Rs.1, 20,000/- will be provided for the Best Project Plan of PSG CT Students every year. Dr.K.V.Endowment Award (Rs.50,000) of Excellence in Engineering Graphics is provided for the PSG CT Mechanical Students every year.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: ? 15 Lakhs

File Description	Document
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 39

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	8	8	11	7

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Vision

PSG College of Technology aspires to be recognized as one of the leaders in engineering education, research and application of knowledge to benefit society

Mission

To provide world-class engineering education, foster research & development, evolve innovative applications of technology, encourage entrepreneurship and ultimately mould young men and women capable of assuming leadership of the society for the betterment of the country

QUALITY POLICY

We at PSG College of Technology endevour to achieve customer satisfaction by providing Quality Education through Faculty Development, Update of Facilities and Continual Improvement.

The governance of the PSG College of Technology is vested with the following bodies which include participation from all walks of life in general and more participation from teaching community. Major academic decisions are taken in the following academic bodies which include faculty from various departments.

Governing Council

Our Managing Trustee is the Chairman of the Governing Council which includes members from all affiliating bodies of central and state apart from teachers and educationalists. The Governing Council is the highest policy making body in the matters of academic and administrative importance.

Academic Council

Principal is the Chairman of the academic council which is comprising of all HoDs experts from various fields like medicine, law and commerce and three nominees from University besides. The chairman nominates one faculty number from the institution on rotation.

Standing Committee

Principal is the chairman of the standing committee which is comprising of all HoDs. Important decisions on academic matters are taken during deliberations and the some serve as input to academic council.

Board of Studies

Each department is having board of studies and HoD concerned is the chairperson. All faculty members with 2 years of experience are the members of the board. University nominee and industry experts are the other members invited.

Administration Structure

The Managing Trustee of PSG Sons' and Charities Trust is the chairman of the Governing Council of PSG College of Technology and Principal is the secretary. Principal is entrusted with the responsibility of smooth and effective functioning of institution.

As a decentralization measure of general administrative responsibilities, new portfolios are created at different time intervals and Deans are appointed for the same. Heads of Departments are responsible for the academic and administrative matters of the departs with one or more programmes. Programme Coordinators are empowered to strengthen each programme of study and support the HoDs in providing outcome based education. Overall quality is managed through ISO system with Internal Quality Assurance Cell (IQAC) and Internal Quality Circle (IQC).

f) Status of the Institution

Tamil Nadu State Govt. Aided (Partly)

- Functions under Department of Technical Education
- Autonomous from 1978
- Affiliated to Anna University (Tamil Nadu State Government)
- Accreditation Since 1997 (2 documents)

File Description	Document
Any additional information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

From inception, college functions through delegation of powers. The head of the institution (The Principal) in consultation with the Managing Trustee of PSG & Sons' charities who is Chairmen of Governing Council and after the approval of Governing Council plans the activities for the year and a few more years(like a short term plan of 3-4 years) . Through very clear deliberations with Heads of Departments the action plan is prepared which is transferred to the departments for implementation supported with adequate finance and infrastructure . All the developments of the college are achieved in this mode.

Initiating new programmes, start of new research centers, introduction of academic reforms(CBCS, RELATIVE GRADING), implementation of ISO system and e-governance and submission of SAR for several accreditation processes are a few such endeavours.

While introducing CBCS in the curriculum, several meetings were held with heads of the departments, programme coordinators and regulatory bodies. A good number of interactive meetings were held among several functional heads (Computer center, Controller of examinations, Deans and BOS members) to arrive at a possible framework to implement CBCS in the year 2015 for all UG and PG programmes offered by the college. Though some refinements are needed in CBCS implementation, the first attempt was successful without any major hurdle. The progress is monitored and corrective actions will be made based on the feedback from students, employers, parents and other quality assurance processes.

This success is attributed to the participative management that is practised in the college and in the academic administration of the departments which empowers faculty members to understand the objectives clearly and execute the tasks towards the realisation of desirable outcomes.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Strategic Plan seeks to leverage the strengths that PSG College of Technology has developed over the decades and to build upon them and acquire or develop new strengths. In particular, the Strategic Plan proposes to nurture the large groups of faculty working on transformational technologies that have the potential to address the societal challenges faced in India today—specifically in areas such as water, energy, healthcare, education, housing and waste management etc..

Strategic Plan identifies the following broad targets:

- Become a leading technological university, ranked in the global top 100 in all disciplines
- Become known globally for transformational technologies that impact lives of people
- Incubate successful start-ups creating innovative products and business models using the knowledge and technologies developed by the Institute
- Provide an invigorating work environment for faculty and staff
- Be a model university campus in terms of sustainability, usage of energy and water and recycling of materials
- Be an institute that is sought for international collaborations leading to exchange of students and faculty and joint degree programmes
- Intensify the involvement of alumni in all aspects of the Institute's development—interacting with students, mentoring incubatees, contributing resources towards enhancing the facilities and quality of education, collaborating with faculty members in research and development.

The team consisting of Principal, Deans, Heads of Departments and Programme Coordinators was the prime body that develops drives and deploys the policy. To facilitate better planning and implementation, an **Internal Quality Circle (IQC)** is formulated with Senior Administrative Officers and Teachers. The IQC meets periodically to discuss and proposes plans/measures for strengthening the following aspects:

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Innovations and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Institutional Values and Best Practices

The conclusions arrived at IQC meeting is taken to Quality Policy Forum (QPF) where each proposed measure is carefully reviewed and policies are formulated. The policies are approved by the Internal Quality Assurance Cell (IQAC) which then uses ISO as a tool to develop the action plan for the policy framed, implement and monitor the same. The feedback is communicated back to the IQC to ensure the closed loop functioning

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Governing Council: All the statutory bodies of the college are constituted following UGC guidelines. The Governing Council with the managing trustee as the Chairman and other members frames directive principles and policies, amend and approve policies from time to time, and approve budgets.

The Principal of the College assisted by several **Deans and Heads of the departments** carries out the policies of the governing council. Faculty members of the departments work in consonance with the HOD.

Academic council approves the curriculum for various programmes offered with flexibility to make the course the most relevant through **Boards of Studies.**

The Planning and Evaluation Committee suggest various plans for development of the Institution, measures necessary to improve and maintain high standards of teaching and other progressive measures to the management.

The Finance Committee: All proposals relating to creation of posts, sanction of capital expenditure, annual accounts, financial estimates and audit reports are presented to the Finance Committee for advice. The recommendations of Finance committee will be submitted to the governing council for approval.

There are other committees formed to look after the activities that smoothens the day to day functioning of the college.

EXAMINATION CELL & SYSTEM : The college has a well equipped examination cell with a good level of automation and staff, headed by the full time Controller of Examinations supported by the Deputy Controller.

Defined service rules, procedures, recruitment and promotional policies

The list of published rules, policies and procedures, year of publication and awareness among the employees/students are available on the Institutional website.

For Government Aided Courses:

As and when vacancy arises, with the approval of Director of Technical Education (DTE), the Professional & Executive Employment Office, Chennai (for teaching post) / District Employment Exchange, Coimbatore (for non-teaching post) is contacted to sponsor candidates with the qualification prescribed by AICTE / Government of Tamilnadu for the concerned post. After obtaining approval from Employment Office, an open advertisement in English dailies, on all-India basis, calling for applications is released.

A Staff Selection Committee is constituted for selection of candidates with the Chairman, Governing Council, Nominee of Governing Council, DTE, Two Subject Experts sponsored by AICTE, SC/ST Nominee, Principal & concerned HODs as members to interview the candidates and make its recommendations. The entire proceedings are placed before the following Governing Council meeting of the Institution for approval and ratification. After the approval from DTE office, the appointment letters are issued to the candidates. Similar procedures are adopted for promotions also.

For **self-supporting courses**, an open advertisement is issued in dailies calling for applications from suitable candidates. The selection procedures and qualifications prescribed are the same as followed for aided courses. The appointment orders are released after getting approval from the Chairman, Governing Council.

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Implementation of CBCS

The choice based credit system (CBCS) was introduced based the decision taken in the HoDs meeting as a part of strategic planning for the institution. It was discussed in detail and the following advantages are identified if this system is introduced:

1. A student will get a chance to learn more number of courses than the usually prescribed minimum number of courses to complete the programme
2. A student can take double the time to complete the programme if he is a slow learner
3. A student can do a minor specialization in areas other than his major branch of specialization with additional courses as electives

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Faculty members with post graduate qualification are urged to pursue Ph.D and are given financial support wherever possible.

Faculty members are encouraged to organize and attend national and international conferences/workshops/seminars.

Faculty are motivated to contribute for improvement in teaching, training and learning facilities by establishing new laboratories and strengthening library by online journals and e-resources.

Faculty members are empowered to create new courses and opportunities are provided to introduce them twice in a year through Board of Studies.

Faculty members are allowed to network with similar group through Professional bodies. Active Memberships in professional bodies is given due recognition.

Faculty members are permitted to pursue research in their area of interest. The institute provides funds as seed money to the faculty for their research activities. Also, every faculty member is encouraged to undertake consultancy work in their area of expertise.

Faculty contribution with regard to paper publication, book publication, project received, research accomplishment, obtaining of patents etc are duly recognized and honored.

Non-teaching staff are encouraged to acquire additional skills and qualifications.

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

Response: 13.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
93	71	81	68	50

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 10.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	16	7	9	19

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 59.34

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
156	399	326	348	399

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Every year all teachers have to submit a comprehensive self assessment report through their Head of the department to the Principal. The report includes their contribution to teaching, learning, evaluation related activities, co-curricular, extension, profession related activities, research, publications and academic contributions. They are evaluated by a committee of senior faculty. In addition, at the end of every semester feed back from the students are also obtained with regard to course delivery by the teacher concerned. If necessary, corrective actions are taken by the HoD concerned. These reports are used as additional documents during the career advancement interview of the teacher. Students also provide their exit feed back about the teachers at the end of their programme.

All supporting staff submit their annual performance appraisal report at the end of the academic year. The report includes their responsibilities, duties performed during the year and participation in training programmes during the year. The report also includes assessment by the HoD concerned under various parameters with regard to the working of the staff during the year Also, HoD's feed back is obtained for the non teaching staff before the staff is put on probation after completion of initial temporary appointment period and also before confirmation after completion of probationary period. In addition, if necessary, HoD can provide performance feed back about their staff at any time to the Principal for necessary action.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal & External financial audit

State government grant : Audit is conducted annually by the office of the State government Local Fund Audit and the consolidated report is submitted to the Directorate of Technical Education, Chennai, for further action. In case of discrepencies pointed out by the audit team, remarks from the college are sought out and if found satisfactory, the issue is closed. If not found satisfactory, suitable corrective action recommended by the DoTE is informed to the college for closure of the issue.

Central government grant: Audit is conducted by the Chartered Accountant appointed by the college and relevant Utilisation certificate signed by the Chartered Accountant and the principal is sent to the sanctioning authority. Subsequently, audit is also carried out by the Accountant General's office for final approval.

Management Grant : Concurrent Audit is conducted by the audit team of the accounts department of the PSG Trust. Annual audit is conducted by the Chartered Accountant appointed by the Management and the report is submitted to the Managing Trustee for further action.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 24.49

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
4.74600	4.28200	7.03070	2.37620	6.05600

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Students fee

It's the most important part of our income. We need to ensure all the seats are filled to maximize the income through this source. The admissions to our programmes depend on the placement after completing this programme. We take maximum care to design the curriculum with inputs from the industry and also revise it periodically every four years for undergraduate and three years for post graduate programmes. Teachers are well trained to make the students learn with specific outcomes that will create the necessary skills to get a job. Also we have in operation an exclusive placement office to coordinate and train the students for campus placement.

Sponsored research projects

In order to modernize our labs with new equipments and also to create new facilities for research, our faculty regularly apply for projects to the funding agencies. We also have many centres for industrial research partly supported by industry. Most of our new equipments are purchased through funded projects.

Consultancy and testing revenue

Faculty members are also actively involved in consultancy and testing activities which is another source of income to the college. We have many industry customers who use our faculty service to solve their industrial problems and train their work force.

Nonformal and continuing education

We regularly conduct programmes to engineers on various new topics and our lab facilities are used to train them in new technologies. We also design specific programmes on the request of industry and our faculty go to the company and teach them the new developments in their field of Engineering and Technology.

Management Contribution

PSG College of Technology is one of the many institutions under PSG and Sons' Charities Trust. The trust usually funds for the infrastructure development regularly on our request.

Alumni contribution

Many of our Alumni, working all over the world, contribute for the scholarships to the present students. They create endowments through our Alumni Association and provide scholarships on regular basis. They also support many Alumni activities organized inside the campus throughout the year.

Tamil Nadu State Government Grant:

Few programmes of the college are state government supported and 90% of the staff salary of these programmes is given by the Tamil Nadu State Government. The remaining 10% of the salary and full salary of the staff for the self supporting programmes is given by the management. Other overheads are taken care by the management.

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

Response:

The dynamic environment has necessitated the institution to establish and institutionalize a quality assurance system with a view to plan, implement and monitor the strategies/activities to drive the institution towards continuous improvement in academic and administrative matters. The flow of activities normally initiated to ensure continuous improvement in academic and administrative matters can be well understood from the following chart.

Internal Quality Circle

(meets minimum monthly once)

- Receiving data from various sources and Identifying areas for improvement.
- Suggesting recommendations/strategies to the QPF.

Quality Policy Forum

(meets monthly once)

- Receiving recommendations/suggestions from IQC.
- Deliberating and approving the recommendations/ suggestions and forwarding the same to the IQAC for implementation and monitoring.

Also, analyzing the feedback responses from the students and other stakeholders and recommending corrective actions required, if any, to the IQAC.

Internal Quality Assurance Cell

(meets once in every quarter)

- Planning and implementing the recommendations/suggestions forwarded by the QPF.
- Auditing the same to assess its impact in the academic and administrative matters through ISO.
- Developing quality benchmarks.
- Promoting workshops/seminars on quality related themes through Educational Technology Centre.

Preparation of Annual Quality Assurance Report (AQAR) to be submitted to NAAC.

The IQC at its meeting held on 24.10.2017 provided the list of best practices and areas for improvement as input to the Quality Policy Forum. The QPF at its meeting held on 25.10.2017 deliberated on the above input and finally arrived at two best practices namely (1) One credit courses and (2) Green Initiatives and usage of renewable every.

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

Response:

The institution reviews its teaching learning process, structures and methodologies of operation and learning outcomes at periodic intervals through IQAC setup as per norms.

Quality Policy Forum (QPF) comprising Deans and Heads of Departments as members meet regularly to review the outcomes of teaching learning process. The recommendations of the department level committees PASCO(Programme Analysis Committee) and PADCO (Programme Advisory Committee) are reviewed by QPF and forwarded to Boards of Studies and Academic Council for implementing changes in the curriculum and scheme of subjects of study. Planning and executing various academic activities is also the responsibility of this forum.

The Programme Analysis Committee for each programme consists of the faculty members of that programme, Programme Co-ordinator and the Head of the Department. This committee discusses the pass percentage and attainment of course outcomes against defined targets. The committee reviews the feedback received form academic audit of question papers and answer scripts conducted by external experts. The level of Blooms Taxanomy applied in assessing learning is also discussed. The committee identifies the scope for improvements and introduce necessary actions for the same.

The Programme Advisory Committee analyses the achievements of Programme Outcomes(POs) and Programme Specific Outcomes (PSOs) against defined targets. The data on placement in campus, pursuance of higher studies, successful candidates in competitive examinations, achievement of special recognitions, start ups and internship are used for discussions. The necessary improvements in attainment of POs/PSOs through the conduct of value added courses , one credit and open electives as applicable are suggested by this committee.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 13.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	14	7	11	19

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	<u>View Document</u>
Details of Quality assurance initiatives of the institution	<u>View Document</u>

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

Several improvements are made in various domains of administration and academic processes.

Implementation of IT enabled services in monitoring attendance, transfer of salaries, checking of leave of employees and successful completion of all academic processes related to students are carried out in phases in the last decade. However, the important initiatives incrementally implemented that are critical in improving academic standards are as follows.

- **Relative Grading (2009)**

Relative grading is implemented under 2009 regulations for PG programmes and under 2012 regulations for all UG programmes. This is an accepted model now and the normalization provides the stakeholders with the central tendency and dispersion of the data used for assessment.

- **Outcome basedmodelfor curriculum development (2013)**

In the process of accreditation by NBA, the model of outcome based education is assimilated and the efforts are being made for developing a curriculum that completely satisfies Programme Outcomes and Programme Specific Outcomes. Through successive accreditations of NBA (since 1997), improvements are made continuously towards outcome based education.

- **Decentralization of academicmonitoring of the programmes (2014)**

Improvement at programme level is possible when the programmes are monitored from the achievement of the programme outcomes as specified. With this background, Programme Coordinators were identified to support the Head of the Department in executing academic activites effectively. They facilitate various stakeholders to decide the curriculum, plans the meetings, and implements their innovation with a core team of faculty members identified for the programme under the supervision of Head of the Department.

- **Research Boards and Research Council (initiated in the year 2014/2015)**

The growth of the institution depends on its ability to attract human talent towards quality research. This inevitably led to the formation of Research Boards at the department level and Research Council at the institution level. Research activities, organizing conferences, availability of scholars to pursue research, facilities needed, efforts to mobilize funds for research and number of quality publications are planned and reviewed periodically

- **Improving the research content ofPG programmesandresearch capabilities (2013)**

Research can be sustained if there is continuous supply of talent towards PG programmes. The focused research facilities and dedicated laboratories for PG programmes were identified and established while the curriculum underwent changes in 2013 for PG programmes. The addition of facilities and manpower continues to meet the achievement of programme outcomes.

- **Choice Based Credit System (CBCS)(2015)**

Choice Based Credit System was introduced in the curriculum for all programmes offered with special emphasis on open electives (3) and professional electives (6). Fast track option and slow learning options were also included to help the students to phase their learning and completion of the programme with minimum and maximum duration as per the guidelines of the university. Options for redo and dropping of electives were also introduced as choice for the students.

- **Audit courses (2018)**

Two audit courses were introduced in the PG schemes for improving the capabilities in writing technical papers in English and understanding the systematic approaches needed while undertaking research.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 45

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	12	11	13	0

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

Institution Shows Gender Sensitivity in Providing facilities as

Safety and Security: The college has enough number of security staff (men and women) who provides a safe working environment to the ladies inside the college. The laboratories and most of the campus area are under the surveillance of CCTV /camera to monitor the movement of vehicles and people. Security men keep vigilance during day and nigh to ensure the safety of the staff and students working inside the laboratories.

Counselling: The Women in Development Council organizes many activities for lady staff and students which include counseling by the Doctors of PSG Institute of Medical Sciences and Research(PSGIMSR). Physical Education Trainers (Women) are available to motivate the ladies (staff and students) to participate in sports activites without compromising the academic activities.

Common Room: Ladies common room is available in the campus with facilities for reading and dining attached with rest rooms. Separate ladies hostel is available with all facilities including internet. Lady wardens and staff are available to take care of the requirements and comfortable stay of girl students in the campus. Sufficient flexibility is provided for the girl students to meet parents/guardians and also to travel to the nearby places in the evening ensuring their timely return to the hostels.

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 72.99

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 2372602

7.1.3.2 Total annual power requirement (in KWH)

Response: 3250444

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<u>View Document</u>
Any additional information	<u>View Document</u>

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 24.23

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 55

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 227

File Description	Document
Details of lighting power requirements met through LED bulbs	<u>View Document</u>

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Waste recycling (solid/liquid waste management, e-waste management)

- Compost: 18,000 kg/month. Compost pit with window method is used.

- Landfill: 32,000 kg/month, partly used for in-house track and road formation in addition to basement filling for new buildings
- Dump in a distant place: 2000 kg/month, sold through proper vendor for recycling
- Hazardous waste disposal: used oils, electric wires, batteries, plastic bottles are sent to recycling process through certified vendors
- E-waste: Computers and other electronic wastes are disposed through certified vendors.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The six numbers of 6 inch bore-well was made up to 110 m depth at valley points inside the campus since they get the highest amount of rainwater runoff, and hence are ideal locations for recharge wells inside the campus. A percolation pit, is made with perforated concrete slabs, through which the rainwater enters in to the bore-well. It is filled with concrete jalli and sand to remove larger debris and silt. Filtered water is collected through 4 inch perforated pipe and directly mixed with underground water table, bore-well is made up to good water table. Each bore-well is planned to cover 2-hectare area, the capacity is designed to handle 7 MLD. After three to four recycling the concrete slab in the percolation pit is usually removed to clear the debris.

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Green practices

- At PSG College of Technology:

Sanctioned Electricity demand : 1100kVA

Installed capacity of Renewable Energy

     Solar PV : 800 kWp (Grid-tie Inverters)

     Wind   : 750 kW

Average Energy Consumptions/month: 2,52,720 units

(Solar PV=29%, Wind=36%, EB Grid=35%).

PSG College of Technology meets 65% of its energy requirement through Green Energy.

At PSG College of Technology Hostels:

Sanctioned Electricity demand : 650 kVA

Installed capacity of Renewable Energy

Solar PV : 40 kWp (Grid-tie Inverters)

Wind   : 750 kW

Average Energy Consumptions/month: 2,25,000 units

(Solar PV=2%, Wind=36%, EB Grid=62%).

PSG College of Technology meets 38% of its energy requirement through Green Energy.

Sewage Treatment Plant (STP) with a capacity of 1,00,00,000 litres/annum is installed and the same is used for gardening through STP sprinkler system. 19% of water requirement is met through recycled STP water.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 2.83

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
160.40250	42.36798	252.40675	96.23214	78.87281

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

    1.Physical facilities

2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 63

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	5	7	10	20

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 108

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	25	33	32	8

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document]

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document]

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document]

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document]

13-10-2018 01:02:09

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 17

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	4	6	3

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Teachers' day – 5th of September

College celebrates the birth day of Dr. Sarvepalli Radhakrishnan, the great philosopher, teacher and the statesman of the highest order with due grandeur on September 5th of every year. The teachers of the college are hounoured and those who retired from their services are also invited to participate in the celebrations. The best teacher award is conferred on meritorious teachers recommended by a committee constituted by the management. Special lectures by eminent speakers are arranged that will remind all of responsibilities of teachers in mentoring a healthy society with values. Students' union actively participates in the teacher's day celebrations.

15th September- Engineer's Day

Engineer's Day, the birth day of Sir Mokshagundam Vishweshvaraya is celebrated under the aegis of Institution of Engineers (Coimbatore local chapter) in which students, faculty members and practising engineers participate . The meeting will include special lectures by eminent industrialists on the latest

themes for economic development through high quality engineering education. In addition, meritorious engineers are conferred with Outstanding Engineer Award for the Year for their significant contributions and achievements.

2nd October- Birth day of Mahatma Gandhiji

College celebrates Gandhi Jayanthi and organizes several events in line with the national agenda. These include programmes for children, initiation of NSS activities, NSS camps in villages , cleaning campaigns and conduct of several awareness programmes.

22nd of December , the birth day of the mathematics genius Sri.Srinivasa Ramanujan

Ramanujan Association of Mathematics of PSG College of Technology enlivens the contributions of the Mathematics Legend Sri.Srinivasa Ramanujan on 22nd of December every year, the birth day of the mathematics genius by conducting various events that matches the thoughts of the legendary mathematicians. The event includes Paper Presentation, Math Modelling and Math Olympiad. The objective of these events is to persuade students to assimilate the various mathematical principles and try to provide a meaningful manifestation. Every year around 350 students participate in these events and a few of them wins the prizes.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

All the funds of the college received through tution fee, grants from government agencies and alumni are subjected to audits by internal and external authorities. The money collected from any stake holder is immediately acknowledged with proper receipts. All the financial transactions are carried out through DBT which are PAN/AADDHAAR linked. The funds received for projects from funding agencies are supported by audited statements , utilisation certificates and technical reports .

Students are provided with academic regulations that will provide them with clarity on attendance requirements, number of credits needed for completion of the programme, opportunities for improving performance, revaluation of answer scripts and flexibility in curriculum. The college calendar supports their academic planning. The question papers and answer papers are also audited by external experts to check for absence errors in examination procedures/evaluation.

Administration provides transparency in rules of employment, promotion, increments and retirement through a separate section who takes care of human resources. These rules are in line with the rules of the state government as the college is an aided institution by the Govt. of Tamil Nadu. However, the employees of self-financing courses are administered by regulations that are different from that of govt employees.

The promotion , award of increments, and support needed to travel abroad are provided by the college are provided by the college after appropriate interviews, verification of credentials and merit in a transparent manner.These norms are communicated well to all employees through circulars and

invitations.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. Title of the Practice

One Credit Courses

2. Objectives of the Practice

The objective of bringing in the one credit courses is to bridge the gap existing between the content in the curriculum and industrial practices. The intended outcomes are

1. Value addition to the core courses.
2. Exposing to students to trends and technologies adopted in industries
3. Improving the quality of student projects and placement openings.

3. The Context

The change in technology happens at a faster rate and makes the existing technology/ methodology obsolete within a shorter span of time. The curriculum structure is revised only at specified intervals. As a measure to make students learn current technologies adopted by industries, one credit courses are planned and conducted using the expertise of an industrial personnel.

4. The Practice

The expectations of an industry with regard to student`s knowledge/exposure on a particular topic/approach that are not addressed in detail in the curriculum are identified, expert from the industry is invited to share his/her domain expertise with the students. A mutually agreeable syllabus that could be covered in a duration of 15 hours is framed. The framed syllabus is referred to the Board of Studies where it is carefully reviewed, modified, if needed, and taken to the Academic Council for approval.

With approved syllabus as the course content and industry expert as the course handling faculty, one credit courses is opened for the students. The course is scheduled during weekends without disturbing the regular academic work. The eligible students are allowed to register for the course. At the end of the course the students are given an assignment/mini-project based on the concepts taught. Also the students have to take up an examination for two hours. Both the assignment/mini-project and course end examinations are evaluated and the result is declared.

The student, who successfully completes three one credit courses, is given a provision to skip studying an elective course in the programme of study. The student also has a choice of doing selective one credit course and add value to the core courses with additional credits to the total credits earned.

One faculty member from the related department of the college gets associated with the course and gathers knowledge through the deliberations with the expert. With the knowledge gained, the faculty member can propose projects or develop course content that could be included in the next successive regulation.

5. Evidence of Success

Total number of students benefitted: 8327

Total number of faculty trained: 173

Total no. of students who skipped studying elective course: 1237.

This helped the students to take up internship at industries/research labs.

No. of students benefitted across departments as shown in additional information.

6. Problems Encountered and Resources Required

Fixing convenient dates for conduct of the course and examination between the busy academic schedule of the students and packed schedule of the industry expert is a difficult task.

Best Practices - II

1. Title of the Practice

Green initiatives and usage of renewable energy

2. Objectives of the Practice

The objectives and the corresponding intended outcomes of Green initiatives and usage of renewable energy are

1. Expansion of the installation and usage of renewable power sources and minimize the power consumption from the grid.
2. Recycle of used water and hence reduce the requirement of fresh water.
3. Employ battery operated vehicles for material movement and avoid emission of carbon dioxide.
4. Effective usage of installed biogas facility and minimize the effort of solid waste management.

3. The Context

The conventional fuels are fast depleting and the world have started moving to alternate power sources. With availability in abundance and non-polluting nature, solar and wind sources are the preferred choice among alternate sources. So, the institution has ventured in to the area of power generation using these sources and has been consistently attempting to expand the same.

Also, considering the drastic decrease in ground water level in the recent past, measures are devised to minimize the demand for water. The Sewage Treatment Plant is setup to recycling of used water. The number of rain water harvest points is increased.

4. The Practice

A solar PV of 800 kWp and 40kWp is installed at PSG College of Technology and PSG College of Technology hostels respectively. About 29% of energy demand at PSG College of Technology is met through solar power and solar power contributes to 2% of total power consumed at PSG Tech hostels. In addition to this, PSG also has a windmill with a capacity of 75kW which contributes to 36% of average energy consumed in the entire campus.

Sewage Treatment Plant (STP) with a capacity of 1,00,00,000 litres/annum is installed and the same is used for gardening through STP sprinkler system. The biogas facility is another eco-friendly initiative that is being effectively utilized. A battery operated vehicle is used for material movement within the campus.

5. Evidence of Success

- At PSG College of Technology:

Sanctioned Electricity demand: 1100kVA

Average Energy Consumptions/month: 2,52,720 units

(Solar PV=29%, Wind=36%, EB Grid=35%).

PSG College of Technology meets 65% of its energy requirement through Green Energy.

At PSG College of Technology Hostels:

Sanctioned Electricity demand: 650 kVA

Average Energy Consumptions/month: 2,25,000 units

(Solar PV=2%, Wind=36%, EB Grid=62%).

PSG College of Technology hostel meets 38% of its energy requirement through Green Energy.

The on-line display of power generated through solar PVs in the campus is displayed in the canteen creates an awareness and motivates the students to know the facts and technologies used in detail. The smart grid lab facility at the Electrical and Electronics Engineering department allows them to monitor power consumption at various nodal points within the campus. Research in the domain of power optimization and control of renewable energy generation is actively taken up by the research scholars.

- 19% of water requirement is met through recycled STP water.

6. Problems Encountered and Resources Required

Solar power produced in the campus is not connected to grid. During peak load conditions, the power produced is effectively used. But, in the current scenario, during off load conditions, the power production has no use. This could be overcome with the commissioning of suitable energy storage systems.

File Description	Document
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

PSG College of Technology is an institute that coexists with industry right from its inception. A commercial company manufacturing pumps, motors and machine tools work within the same campus. A modern foundry with 600 tons capacity per month is also connected to the college. Students are permitted to visit these companies anytime to learn the industrial engineering practices.

During its 60 years of existence, PSG College of Technology has made deep forays into the advancing world. It has shaped the minds of the future people with elan. The institute has groomed an effective human resource for Indian/foreign industry and government administrative services. The success of industry focused education given at PSG can be witnessed through the contribution of PSG alumnus in the industrial development, IT industry, management education.

Entrepreneurship is another major focus at PSG Tech. Our alumni are successful in creating enterprises in various fields of Engineering. HCL, PRICOL and more than 500 small and medium companies were established in Coimbatore and all over India by our alumni.

5. CONCLUSION

Additional Information :

P S G college of technology seeded education in the country with a few undergraduate programmes in engineering has blossomed itself as a pioneer in providing high quality education in various disciplines of engineering, science, management and computational sciences leading to the award of BE/B.TECH, ME/M.TECH, MCA, MBA and MSc degress. The college is also a center for research leading to the award of Ph.D. by Anna University , Chennai. The expansion of the institution in several dimensions of academic and industrial context is organic and phenomenal that is evident from the NIRF rankings and the infrastructure created with the support of various government agencies to pursue reserach. The college aspires to achieve excellence in the field of education and research that is relevant to the societal needs by continuous improvement and transforming human resources into entrepreneurial assets.

Concluding Remarks :

A governing model of public-private partnership in engineering education can lead to high levels of performance and growth with social responsibility is evident from the trajectory traversed by PSG College of technology in its evolution. It may be noted that this model is attempted immediately after independence of India .The college has withstood the tests of time and proved to be value adding to the professional community and the society. Various departments of the state and central government, the PSG family and alumnii continue to nourish the institution and it stands as a pioneer in creating entrepreneurs whose contributions are significant in the industrial development of the state and the nation.