



I-GAUGE



**Teaching and
Learning**



Faculty Quality



Employability



**Diversity and
Accessibility**



Facilities



Social Responsibility



**Governance
and Structure**



Arts and Culture



Entrepreneurship



Research



Innovation



Internationalisation



Academic Development

INSTITUTIONAL SCORECARD

**ST. PETER'S INSTITUTE OF HIGHER
EDUCATION AND RESEARCH**

Chennai, Tamil Nadu

2026-2028



I-GAUGE

INSTITUTIONAL SCORECARD

DIAMOND



I-GAUGE

INDIAN UNIVERSITY RATINGS



St. PETER'S

INSTITUTE OF HIGHER EDUCATION & RESEARCH

DEEMED TO BE UNIVERSITY U/S 3 OF THE UGC ACT 1956

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AICTE Approved and ISO 9001:2015 Certified

Chennai, Tamil Nadu

2026-2028

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INTRODUCTION

The Institutional Scorecard is an extensive representation of the results of the respective institution following the QS I-GAUGE audit. The audit has been customised to highlight the uniqueness of the Indian higher education system. The objective is to evaluate the performance of the institution across a wide range of criteria related to the system and structure of higher education in India and identify areas of excellence. The institution is awarded an overall rating badge and category-wise badges that reflect the audit outcomes.

The QS I-GAUGE rating system evaluates the institution's individual performance in different aspects that have been categorised as primary and secondary. Primary criteria include parameters that are expected to be significant to the functioning of every institution offering higher education in India. Secondary criteria include a range of parameters that provide an option for institutions to select indicators in the audit, with the exception of Research, which is mandatory for Universities.

Therefore, ratings are not dependent on the performance of other institutions. Rating outcomes relate to an individual institution's performance. On the other hand, a ranking system is an overall comparative analysis of all the higher education bodies within the country from all perspectives.

Further Assistance

In case of any further assistance needed to interpret the content of this report or any queries, please contact the QS I-GAUGE office. To report any anomalies detected in this report, please send an email to support@igauge.in.

QS I-GAUGE welcomes feedback and suggestions from our clients. Our objective is to constantly improve our services. Therefore, please feel free to communicate your suggestions.

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TEACHING & LEARNING

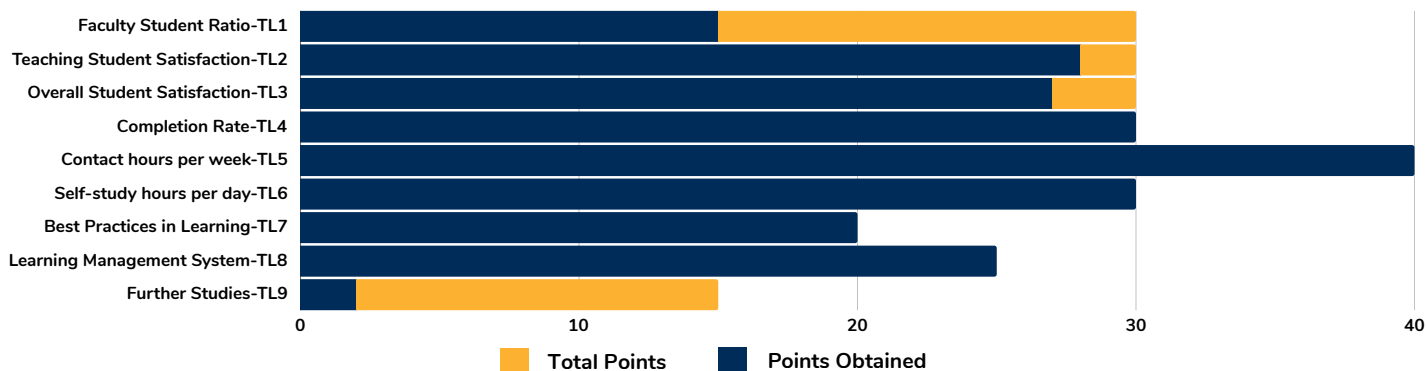
DIAMOND

217/250
Points

Classroom-based teaching and learning engagements form the core building blocks of an institution of higher learning. The indicators described below focus on these activities to measure institution's performance against fixed thresholds set for the institution.

Indicator	Points
TL1: Faculty Student Ratio Ratio of the number of teaching staff to that of students	(15/30)
TL2: Teaching Student Satisfaction Proportion of students expressing satisfaction with teaching in the institution	(28/30)
TL3: Overall Student Satisfaction Proportion of students satisfied with the institution	(27/30)
TL4: Completion Rate Proportion of students successfully graduated in the last convocation, as against the initial enrolment in the cohort	(30/30)
TL5: Contact Hours Per Week Student engagement on campus for mandatory teaching-learning activities, based on hours per week	(40/40)
TL6: Self-Study Hours Per Day Additional learning hours spent by students	(30/30)
TL7: Best Practices in Learning Provision for a mentor-mentee programme, and remedial support for learning	(20/20)
TL8: Learning Management System Availability and use of online learning management system	(25/25)
TL9: Further Studies Proportion of students going for further studies	(02/15)

Institution's Performance in Teaching & Learning

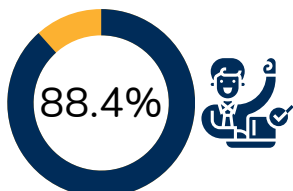
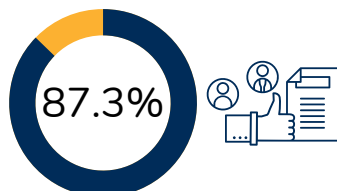




TEACHING & LEARNING

DIAMOND

Satisfaction Level in Teaching & Learning

Student Satisfaction
with TeachingOverall Student
Satisfaction

Faculty Student Ratio 1:20

Completion Rate

99.4%

Contact Hours/week

Self Study Hours/day 1

Institution's Teaching & Learning Activities

Best Practices

Not Opted



Interactive Teaching



Mentor-Mentee

Peer Group Learning/Remedial
Support

Learning Management System

Class Attendance

Reading Materials

Academic Calendar

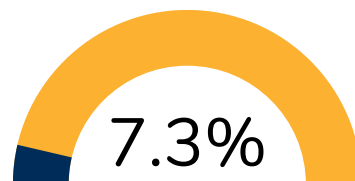
Lecture Notes

Exam Registration

Class Bulletin Boards

Course Syllabus

Further Studies



Performance Overview and Recommendations

SPIHER, Chennai, has shown outstanding performance in the Teaching and Learning criterion. The institution has secured full scores on the indicators: completion rate, contact hours per week, self-study hours per day, best practices in learning and learning management systems. The institution has a 99.44% completion rate, and students' academic engagement averages 33.10 hours per week. The institution provides 1 hour of on-campus self-study per day. The institution's best-practice initiatives, such as a mentor-mentee program and peer-group learning for students, are commendable. The faculty-student ratio is 1:20. Student satisfaction with Teaching and Overall student satisfaction are at 88.36% and 87.26%, respectively, with room for improvement. The institution is recommended to encourage students to pursue further studies to gain advanced knowledge and specialised skills.



FACULTY QUALITY

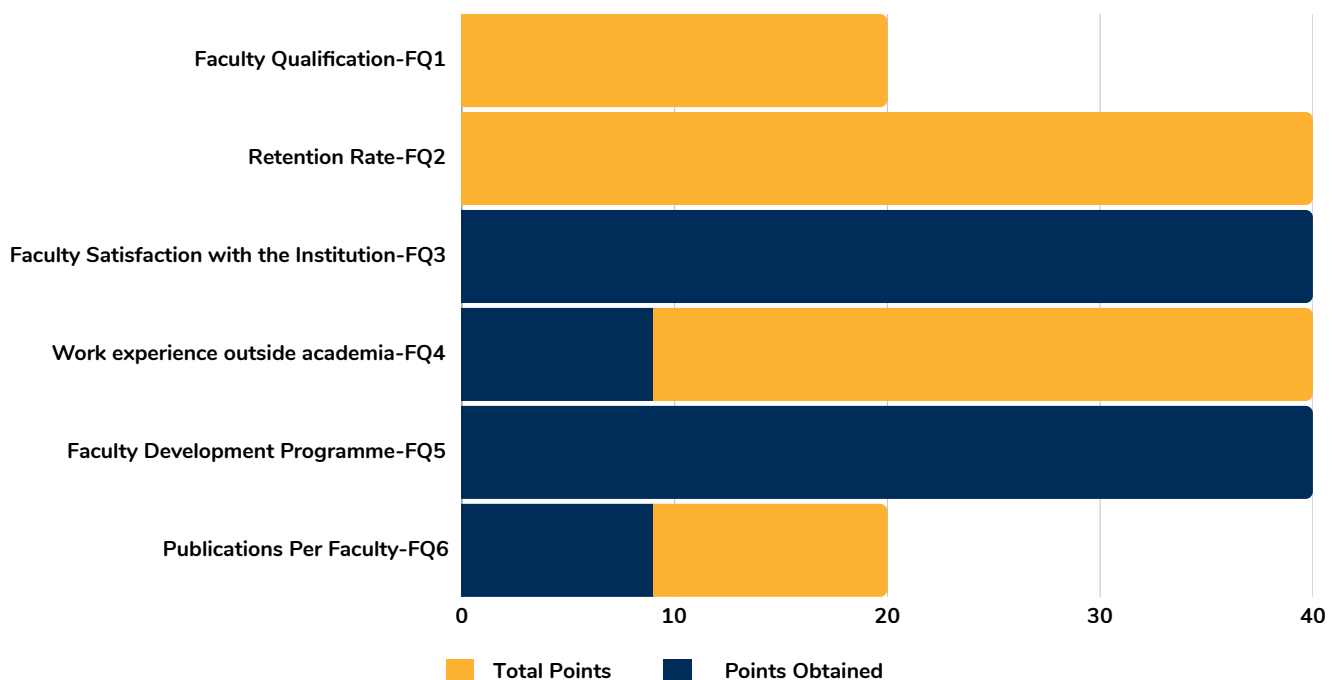
SILVER

98/200
Points

An institution's progress relies significantly on the competence and commitment of its teaching staff. The set of indicators described below attempt capturing this through quantified measurements.

Indicator	Points
FQ1: Faculty Qualification 100% Faculty with a recognised PhD or equivalent terminal degree, and Faculties with Intl. PhD	(00/20)
FQ2: Retention Rate Proportion of faculty working in the institution for over 3 years.	(00/40)
FQ3: Faculty Satisfaction with the Institution Proportion of faculty expressing satisfaction as an employee at the institution	(40/40)
FQ4: Work experience outside academia Proportion of faculty with at least two years long part-time or full-time experience in external non- academic organisation	(09/40)
FQ5: Faculty Development Programme Proportion of faculty with advanced training in pedagogy	(40/40)
FQ6: Publications Per Faculty Number of publications per faculty member on Scopus	(09/20)

Institution's Performance in Faculty Quality



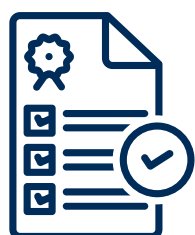


FACULTY QUALITY

SILVER

Faculty's Qualification

Colleges NA 100% Faculty with Master's or Post-Graduate degree Qualification



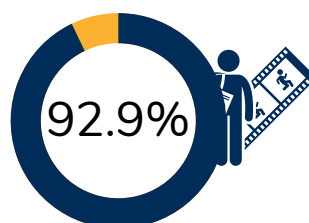
University ✗ 100% of faculty with PhD or equivalent terminal degree

Number of faculty with International PhD

01



Retention Rate



Faculty Satisfaction with Institution



Faculty Development Programme



Work Experience Outside Academia

Not Opted



External Exposure as Part of Academia

2.20

Publications Per Faculty

Performance Overview and Recommendations

SPIHER, Chennai, has shown moderate performance in the Faculty Quality criterion. The institution has achieved full scores in faculty satisfaction with the Institution and faculty development programs. The institution should encourage all faculty to pursue PhD degrees to enhance academic expertise and improve the overall quality of teaching and research. The institution is appreciated for recruiting faculty with international PhDs; however, it is recommended that the institution recruit more faculty with international PhD and work experience outside academia to enhance the real-time job readiness of student stakeholders. It is recommended that the institution take supportive measures to increase the number of research publications by its faculty stakeholders resulting from their research findings. These initiatives will foster a supportive and enriching work environment, enhancing the retention rate. The institution is appreciated for having a high level of satisfaction among faculty stakeholders.



EMPLOYABILITY

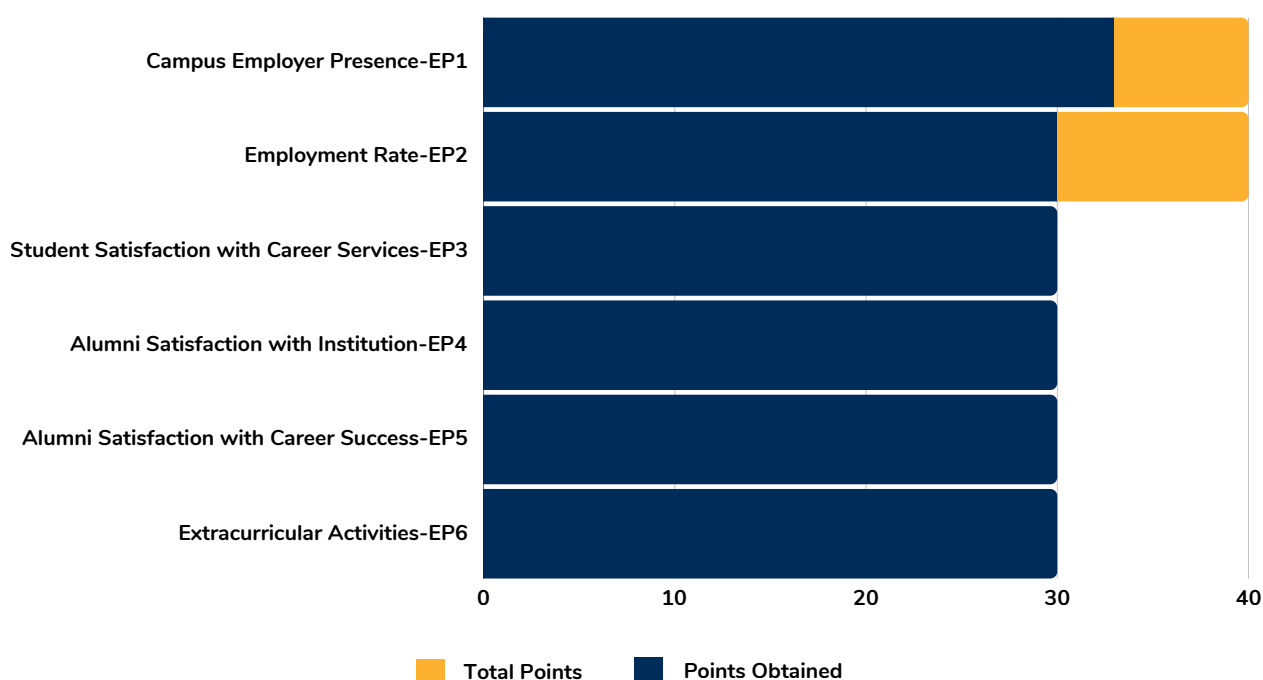
PLATINUM

183/200
Points

An institution of higher learning is identified not only by its academic engagements, but also its contribution to the job market.

Indicator	Points
EP1: Campus Employer Presence Companies that visited the campus within the last 12 months	(33/40)
EP2: Employment Rate Proportion of graduates who secured a job within a year	(30/40)
EP3: Student Satisfaction with Career Services Proportion of students satisfied with on-campus career guidance services	(30/30)
EP4: Alumni Satisfaction with Institution Proportion of alumni expressing satisfaction with the institute	(30/30)
EP5: Alumni Satisfaction with Career Success Proportion of alumni expressing satisfaction with their career	(30/30)
EP6: Extracurricular Activities Proportion of student-run societies or clubs on campus	(30/30)

Institution's Performance in Employability





EMPLOYABILITY

PLATINUM

Campus Employer Presence



76
Companies
visited the
campus

Career Counselling Services

Not Opted

Number of full-time/part-time career counsellors

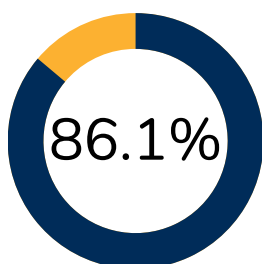
Presence of a Career Guidance Cell/Office

Number of interview/training/CV writing workshops

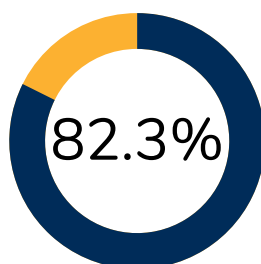
Facilitating online career portal with access to jobs

Campus Career Fair

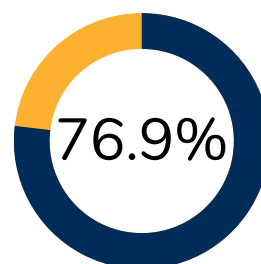
Satisfaction Level in Career Services



Student Satisfaction
with career services



Alumni Satisfaction
with the Institution



Alumni Satisfaction
with career success

80.36%



Employment Rate



Extracurricular Activities

Performance Overview and Recommendations

SPIHER, Chennai, has shown exceptional performance in the Employability criterion. The institution is recommended to document its record of employers visiting the campus annually for placement-related activities. Also, it is recommended that the university host a larger number of potential employers on its campus for placement-related activities. Student satisfaction with career services and alumni feedback on the quality of education are commendable, though there is room for further improvement. The institution's employment rate is 80.36%, and the university is recommended to take necessary action to improve it. The institution has demonstrated commendable student participation in extracurricular activities, exceeding the required threshold. This reflects strong student engagement beyond academics and is appreciated.



DIVERSITY & ACCESSIBILITY

SILVER

61/150
Points

Presence of inclusive and diverse cohorts fosters the growth of higher education institutions. The assessment parameter include faculty diversity which is measured based on their regional identity and participation in scholarly activities abroad. The diverse and rich experience of faculty enhances academic development in the institution.

Indicator

Points

DA1: Out of State Students

(03/25)

Proportion of students from States/ Union Territories other than that of the institution

DA2: International Diversity

(00/20)

Proportion of nationalities represented by the total number of students & faculty on campus

DA3: Diversity of students within state

(20/20)

Proportion of districts represented by the total number of students on campus

DA4: Expenditure on Scholarships and Bursaries

(00/15)

Proportion of revenue spent on funds for non-refundable student scholarships

DA5: Student Scholarships/Fee waiver

(07/10)

Proportion of students whose tuition fees is fully/partially covered by the institution in the form of scholarships/fee waiver

DA6: Differently Abled

(20/20)

Proportion of differently abled students on campus

DA7: Gender Ratio

(06/20)

Proportion of Student & Faculty Gender ratio on campus

DA8: Financial Equality

(05/10)

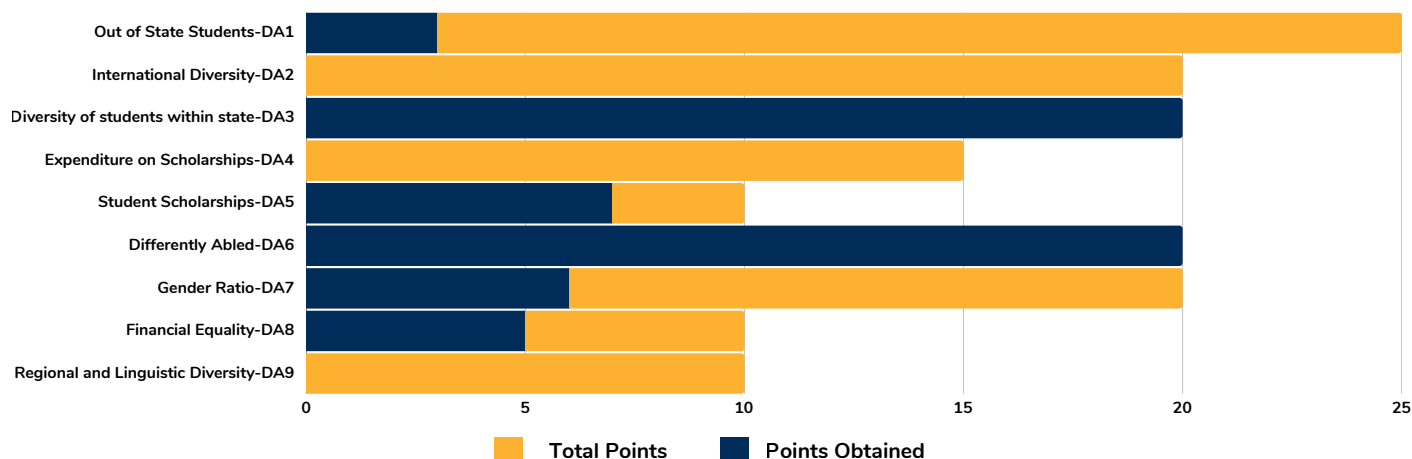
Contribution by the institution as financial support to its students in the form of scholarships

DA9: Regional and Linguistic Diversity of Faculty

(00/10)

Regional & Linguistic diversity - States & Union Territories represented and Distinct languages spoken on Campus

Institution's Performance in Diversity & Accessibility





DIVERSITY & ACCESSIBILITY

SILVER

Out of State Students



2.77%

International Diversity

Total number of nationalities represented
by students on campus

00

Total number of nationalities represented
by faculty on campus

00

Not Opted

National Diversity for students

Total number of
states/union territories
represented by
students

NA



Diversity of students within the State

Total number of
districts represented
by students

38

Expenditure on Scholarships
and BursariesStudent Scholarships/Fee
Waiver

Differently Abled

Differently abled students
Policy Accommodating the
Differently Abled Student

Gender Ratio

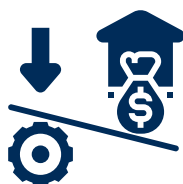
Female Student

20%

Female Faculty

67%

Financial Equality



Regional and Linguistic Diversity

Number of States Represented by Faculty

01

Number of Distinct Languages spoken by Faculty

05

Performance Overview and Recommendations

SPIHER, Chennai, has shown moderate performance in the Diversity & Accessibility criterion. Currently, 2.77% of the students are from outside the state, with room for improvement. The institution must take the necessary action to increase the number of international students and recruit international faculty to promote global diversity. The institution is recommended to increase monetary support for meritorious beneficiaries who are socio-economically challenged. The institution maintains a healthy gender ratio among faculty stakeholders; however, it should work toward achieving a more balanced gender ratio among student stakeholders as well. The institution should strive to enhance its stakeholders' regional representation and the diversity of spoken languages among faculty stakeholders. The institution has policies in place to support differently-abled individuals, ensuring their enrollment and continued retention.



FACILITIES

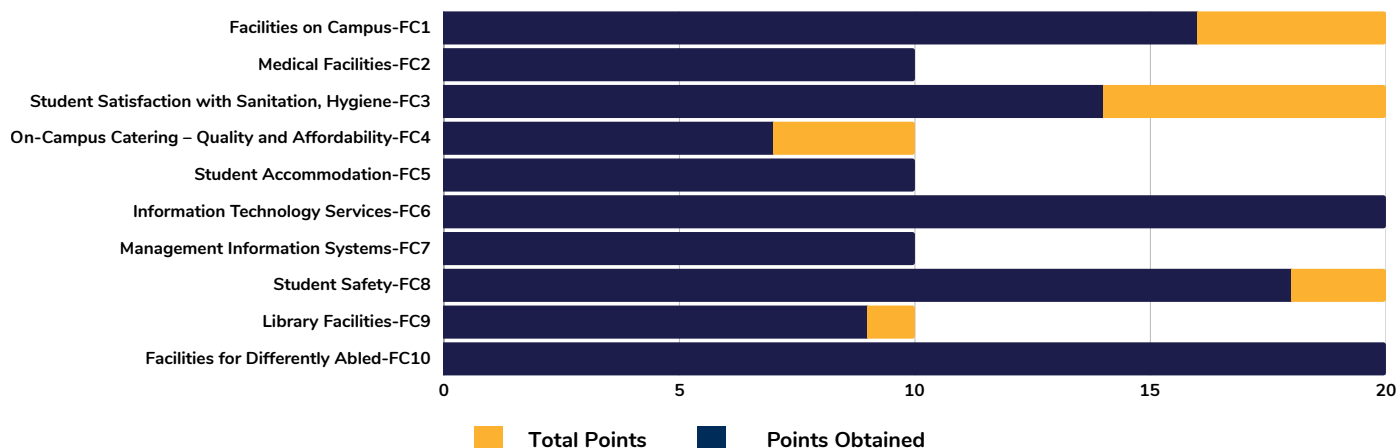
DIAMOND

134/150
Points

It is essential that an institution makes adequate infrastructural and functional provisions to aid the overall experience of students and faculty on the campus.

Indicator	Points
FC1: Facilities on Campus Availability of facilities on campus	(16/20)
FC2: Medical Facilities Access to a clinic or hospital and availability of medical staff	(10/10)
FC3: Student Satisfaction with Sanitation, Hygiene, and Infrastructure Proportion of student satisfaction with sanitation, hygiene, and infrastructure facilities on campus	(14/20)
FC4: On-Campus Catering – Quality and Affordability Proportion of student satisfaction with food quality and affordability of food prices on campus	(07/10)
FC5: Student Accommodation Provision of rooms or beds or rooms available on campus for student stay	(10/10)
FC6: Information Technology Services Availability and usability of WiFi on campus	(20/20)
FC7: Management Information Systems Availability and use of online systems for admission, fee-payment etc.	(10/10)
FC8: Student Safety Proportion of student responses indicating they feel safe and secure on campus without time and mobility constraints	(18/20)
FC9: Library Facilities Proportion of student and faculty responses indicating contentment with the library services	(09/10)
FC10: Facilities for Differently Abled Presence of infrastructure facilities for differently abled on campus	(20/20)

Institution's Performance in Facilities





FACILITIES

DIAMOND

Facilities on Campus

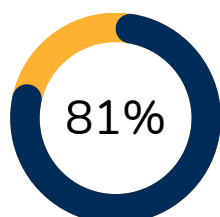
Swimming Pool	❌	Full-Time Sports Coach	✅
Fitness Gym	✅	Mess/Canteen	✅
Indoor Sporting	✅	Recreation Room/Safe Assembly Area	✅
Outdoor Sporting	✅	Faculty Accommodation	✅
Synthetic Track	❌	Bank/ATM	✅

Medical Facilities

✅	✅
Medical Centre & Staff	Ambulance

Satisfaction Level

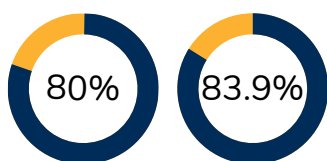
Sanitation, Hygiene and Infrastructure



Student Accommodation



Information Technology Services

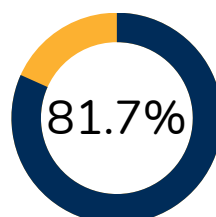


Student Faculty

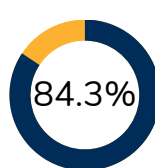
Management Information Systems



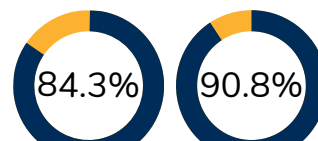
On-campus Catering Quality and Affordability



Student Safety



Library Facilities



Student Faculty

Facilities for Differently abled

Ramps	✅
Railings	✅
Special Toilets	✅
Visual-Aid Centre	✅
User -Friendly Lift	✅

Performance Overview and Recommendations

SPIHER, Chennai, has shown outstanding performance in the Facilities criterion. The institution offers a wide range of on-campus amenities, including a gym, indoor and outdoor sports facilities with dedicated coaches, a mess/canteen, a recreation room, an ATM, and a medical centre with an ambulance on campus. The presence of the anti-ragging and anti-sexual harassment committee is verified. The student and faculty satisfaction levels indicate scope for improvement, and the institution is encouraged to take appropriate and developmental measures. The institution also has online access with respect to student management system on the official website. The institution is appreciated for providing adequate beds/rooms on campus for students, ensuring suitable residential support and accommodation facilities. The institution has good facilities to accommodate differently abled students. The institution remains steadfast in ensuring the safety and well-being of its students on campus.



SOCIAL RESPONSIBILITY

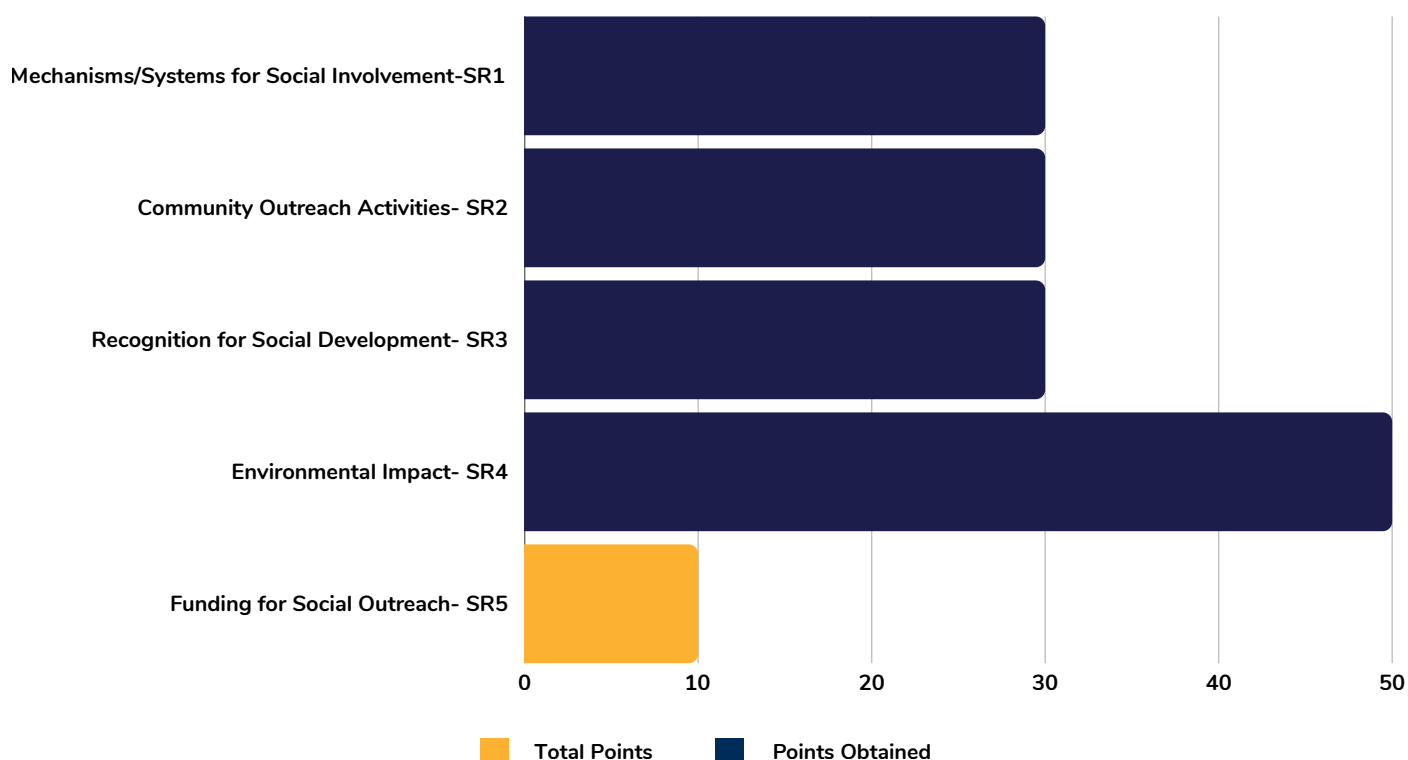
PLATINUM

140/150
Points

It is the responsibility of the institution to engage students in community development activities and contribute to sustainable development including health and welfare of the society.

Indicator	Points
SR1: Mechanisms/Systems for Social Involvement Students actively participating in NCC, NSS, Red Cross and Eco Club	(30/30)
SR2: Community Outreach Activities Participation in NCC, NSS activities, based on hours spent	(30/30)
SR3: Recognition for Social Development Accolades received for social work or developmental activities by the institution	(30/30)
SR4: Environmental Impact Presence of institutional policies for the protection of environment	(50/50)
SR5: Funding for Social Outreach Funding by the institution on community/charity work towards social responsibility	(00/10)

Institution's Performance in Social Responsibility





SOCIAL RESPONSIBILITY

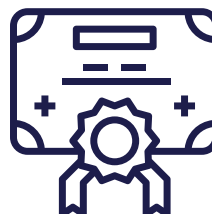
PLATINUM



Mechanisms for
Social Involvement



Community Outreach
Activities



Recognition for
Social Development



Funding for
Social outreach

Environmental Impact



Sustainable
Campus



Energy
Conservation



Water
Conservation



Eco
Transportation



Recycling of
Waste

Performance Overview and Recommendations

SPIHER, Chennai, has shown exceptional performance in the Social Responsibility criterion. The institution has demonstrated strong student involvement in social initiatives and extensive community outreach activities. It is also appreciated for its comprehensive environmental sustainability practices, supported by a valid Green Audit Certificate and established policies and practices for energy conservation, water conservation, eco-friendly transportation, and waste recycling. However, the allocation towards social outreach currently stands at 0.01% of institutional turnover, which is considerably below the prescribed threshold. The institution is recommended to increase its financial commitment towards structured social outreach initiatives to further strengthen their scale, continuity, and impact.



GOVERNANCE & STRUCTURE

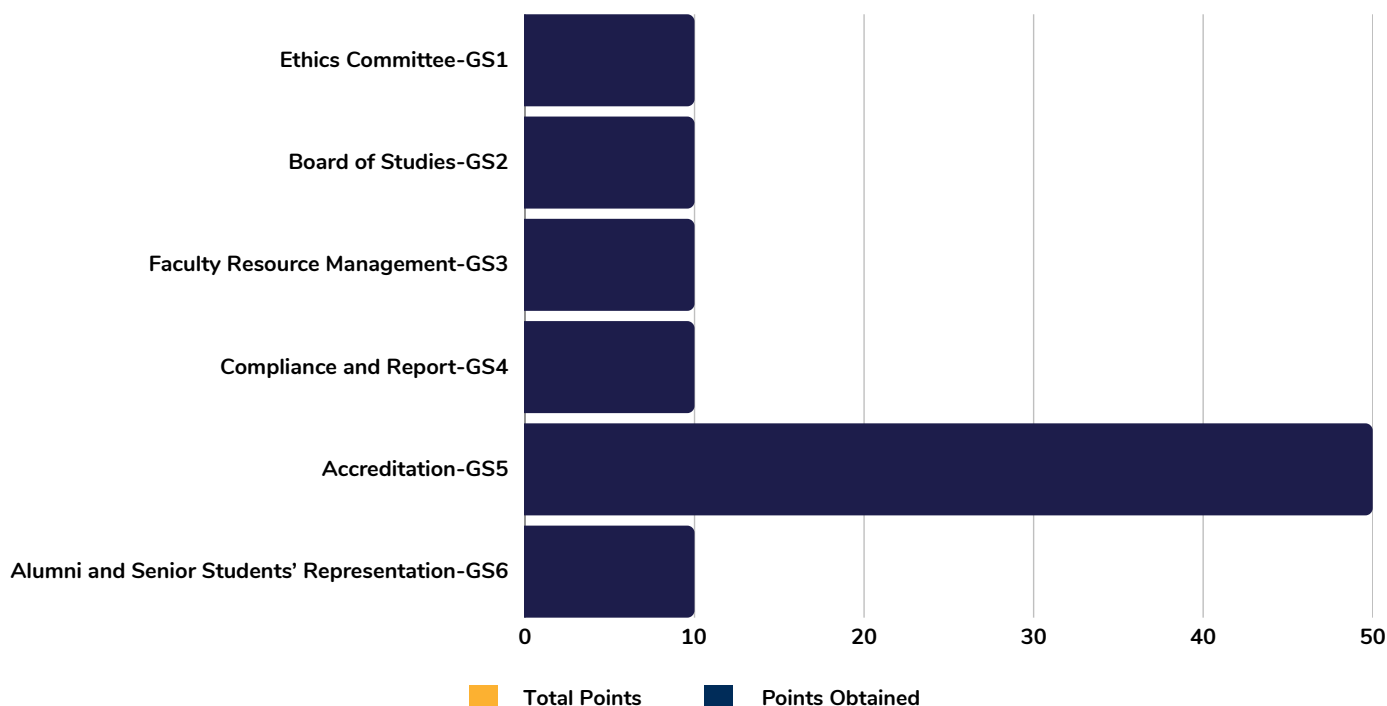
PLATINUM

100/100
Points

Governance & structure defines the rules and processes that are required for institutions to function effectively. This framework is important as it demonstrates a model that institutions should follow.

Indicator	Points
GS1: Ethics Committee To review research proposals, Ph.D. dissertations, innovations, ideas, and institutional publications	(10/10)
GS2: Board of Studies Presence of institutional board of studies and policies pertaining to curriculum development	(10/10)
GS3: Faculty Resource Management Policies pertaining to faculty resource	(10/10)
GS4: Compliance and Report Presence of institutional code of conduct policies with the institution development plan	(10/10)
GS5: Accreditation Accreditation received by the institution from National and/or international agencies	(50/50)
GS6: Alumni and Senior Students' Representation Participation of alumni & senior students as a part of institutional governance	(10/10)

Institution's Performance in Governance & Structure





GOVERNANCE & STRUCTURE

PLATINUM

Ethics Committee



Accreditation



Student Participation in Institutional Governance

Alumni 

Senior Student 



Board of Studies

Presence of Board of Studies 

Policy on Teaching Enhancement and Curriculum Development 

Policy on Faculty participation in the Board of Studies 



Faculty Resource Management

Faculty Recruitment 

Faculty Appraisal/Promotion 



Compliance and Report

Code of Conduct Policy 

Publication of Annual Report 

Performance Overview and Recommendations

SPIHER, Chennai, has shown exceptional performance in the Governance & Structure criterion. The institution has a well-established structure for academic and administrative governance. The institution is also appreciated for its active Board of Studies (BOS), which monitors curriculum development and teaching enhancement initiatives through the dedicated involvement of its faculty members. The institution is appreciated for its active ethics committee, which reviews research proposals, PhD dissertations, innovations, ideas, and institutional publications. A comprehensive code of conduct for students, faculty, and administrative staff is effectively implemented. The institution has a recent, active Institutional Development plan in action. The institution also holds an active NAAC accreditation. Furthermore, the involvement of senior students and alumni in academic meetings is recognised as a valuable practice that strengthens collaboration and fosters an inclusive learning environment.

ADVANCED CRITERIA

For an institution to aspire to being truly world-class, its mission and its impact must extend further than the basics. This selection of criteria looks at important factors that a institution with a solid foundation in the core criteria might target to advance to a higher level of performance and recognition.

We are aware of the fact that there are variations amongst the institutions across the country in many aspects and the parameters used in this section are instrumental in bringing out that difference at a micro level. A study like this is the key to the distinction of QS I-GAUGE from other co-existing rating systems. Here an institution gets to tailor its evaluation based on its specialities or fortes. Unlike many rating systems that apply the same criteria to all institutions, here the measurement index have been customized to meet the requirement and specifications of institutions operating in a diverse range of education. This way, art schools will not be measured for technology transfer and engineering colleges will not be measured on their contribution to the arts. Specialist institutions will be evaluated on the two advanced categories areas most relevant to them. Comprehensive universities will be evaluated on their two areas of greatest strength and the country's most ambitious institutions may choose to be evaluated in all categories, but only the top two areas will be taken into towards their overall QS I-GAUGE rating. The advanced categories include:



ARTS & CULTURE



INNOVATION



ENTREPRENEURSHIP



INTERNATIONALISATION



RESEARCH



ACADEMIC DEVELOPMENT

The highlighted categories are those included in the QS I-GAUGE evaluation for St. Peter's Institute of Higher Education and Research, Chennai, Tamil Nadu. A detailed explanation of the selected categories is provided on the subsequent pages. For details of what is featured in the other categories, please visit the QS I-GAUGE website (www.igauge.in) or contact your QS I-GAUGE analyst.



ENTREPRENEURSHIP

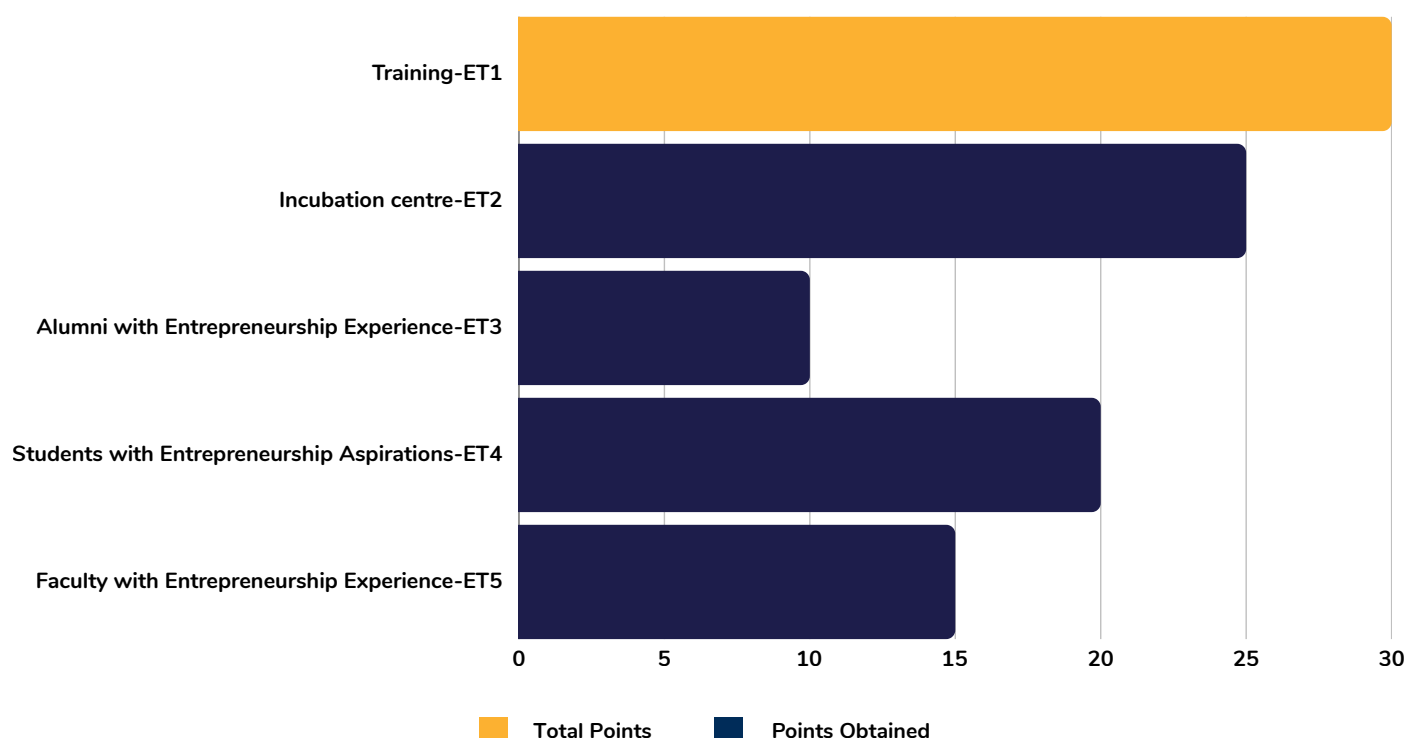
GOLD

70/100
Points

Higher education institutions not only create employable youth for the industry, but also shape new initiatives in business and development. The set of indicators in entrepreneurship measure the institution's efforts in this direction.

Indicator	Points
ET1: Training Provisions made by institution to train the students as entrepreneurs	(00/30)
ET2: Incubation centre Setting up of business incubation centre for promoting entrepreneurship idea/ventures	(25/25)
ET3: Alumni with Entrepreneurship Experience Recent graduates from the institution, who have their own start-ups	(10/10)
ET4: Students with Entrepreneurship Aspirations Current students, who aspire to become entrepreneurs	(20/20)
ET5: Faculty with Entrepreneurship Experience Faculty having their own start-ups	(15/15)

Institution's Performance in Entrepreneurship





ENTREPRENEURSHIP

GOLD

Training

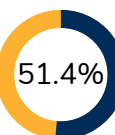


Students who Completed
Entrepreneurship Training
Course

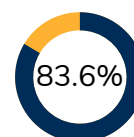
157

Entrepreneurship Experience

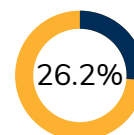
Alumni with
entrepreneurship
experience



Students with
Entrepreneurship
Aspirations



Faculty with
Entrepreneurship
Experience



Incubation centre



Business Incubation Centre



Seed funding for Incubation
centre



Business Ideas Incubated

5

Performance Overview and Recommendations

SPIHER, Chennai, has shown good performance in the Entrepreneurship advanced criterion. The institution has 51.39% of its alumni and 26.17% of its faculty with entrepreneurial experience, while 83.56% of its students have entrepreneurial aspirations, showcasing a strong entrepreneurial culture. The institution has an incubation centre that supports the development of innovative ideas from both direct and indirect stakeholders. The institution is recommended to train a larger number of student stakeholders through its strong entrepreneurial ecosystem with structured certification training programmes. The institution is appreciated for providing seed grants and encourages greater stakeholder participation in pursuing entrepreneurial initiatives.



RESEARCH

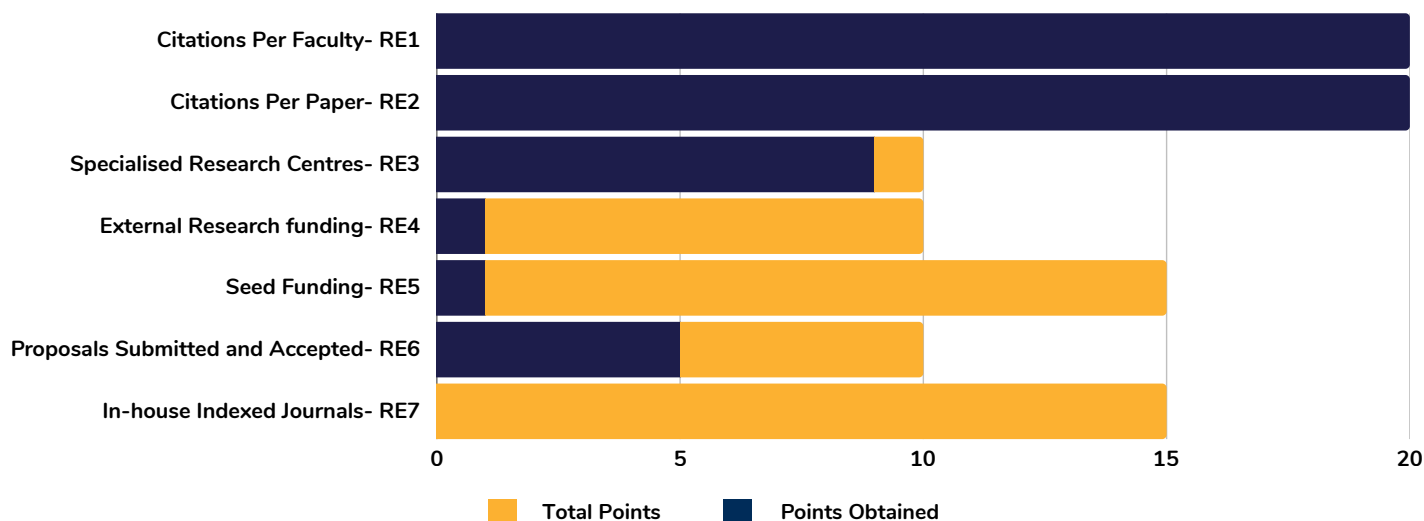
GOLD

56/100
Points

The core responsibility of a faculty is to synthesise existing knowledge, ask new questions, and contribute to the advancement of academics. Acknowledging this, the institution is assessed by the following set of indicators that identifies its strengths and areas of improvement in research activities.

Indicator	Points
RE1: Citations Per Faculty Number of citations per faculty member on Scopus	(20/20)
RE2: Citations Per Paper Research citations received by faculty for the works done during their tenure with the current institution	(20/20)
RE3: Specialised Research Centres Number of research centres undertaking research on-campus and international conferences organised, and research reports published by the research centres	(09/10)
RE4: External Research funding As a percentage of the institute's revenue	(01/10)
RE5: Seed Funding Attempts made by faculty to seek internal financial support for their projects	(01/15)
RE6: Proposals Submitted and Accepted Attempts made by faculty to seek external financial support for their projects and rate of acceptance of research proposals submitted by faculty	(05/10)
RE7: In-house Indexed Journals In-house peer reviewed indexed journals listed in Scopus®/UGC-CARE Journals	(00/15)

Institution's Performance in Research





RESEARCH

GOLD

Citations Per Faculty

16.67

External Research Funding



Citations Per Paper

7.59

Seed Funding



Specialised Research Centres



Research Centres

Conference organised &
Research reports published

Proposals Submitted and Accepted



In-house indexed Journals

Number of Research Funding
Proposals Submitted

3

In-house Peer Reviewed
JournalsNumber of Approved
and Active Research Funding

1

Constitution of Independent
EditorialPeriodicity of Journal
Publications

Performance Overview and Recommendations

SPIHER, Chennai, has shown good performance in the Research advanced criterion. The institution has a good number of citations per faculty member and per paper, with 479 publications receiving 3,634 citations, as indexed in Scopus between 2021 and 2025. The institution is appreciated for establishing research centres that actively publish their findings; however, not all research centres conduct international conferences. The institution is recommended to encourage research centres to organise international conferences and publish more reports to strengthen engagement with the international scientific community. It is also recommended to develop an appropriate action plan to establish an in-house peer-reviewed journal indexed in SCOPUS or an equivalent agency, with an independent editorial board and regular publication schedule. Further, the institution should provide more seed grants to support faculty research and facilitate access to large external research grants. These efforts will strengthen the institution's research capacity, global visibility, and overall academic reputation.

INDICATOR WISE OVERALL SUMMARY

INDICATOR	MAXIMUM POINTS	AWARDED POINTS	AWARDED BADGE
 Teaching and Learning	250	217	DIAMOND
 Faculty Quality	200	98	SILVER
 Employability	200	183	PLATINUM
 Diversity and Accessibility	150	61	SILVER
 Facilities	150	134	DIAMOND
 Social Responsibility	150	140	PLATINUM
 Governance and Structure	100	100	PLATINUM
 Arts and Culture	100	NOT OPTED	
 Entrepreneurship	100	70	GOLD
 Research	100	56	GOLD
 Innovation	100	NOT OPTED	
 Internationalisation	100	NOT OPTED	
 Academic Development	100	NOT OPTED	
OVERALL	1400	945	GOLD

CONCLUSION



St. Peter's Institute of Higher Education and Research, Chennai, Tamil Nadu, has exhibited good results in the University rating and earned a **DIAMOND** rating with a score of **1059** points.

The institution has shown exceptional performance in the following criteria:

- Employability
- Social Responsibility
- Governance and Structure

The institution has shown outstanding performance in the following criteria:

- Teaching and Learning
- Facilities

The institution has shown good performance in the following criteria:

- Entrepreneurship
- Research

The institution has shown moderate performance in the following criteria:

- Faculty Quality
- Diversity and Accessibility

The efforts of the institution's team in terms of data organisation are remarkable and played a crucial role in the successful completion of the rating.

Pathway to Excellence





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