



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **SHRI SHANKARACHARYA INSTITUTE OF PROFESSIONAL MANAGEMENT AND TECHNOLOGY**

VILLAGE-MUJGAHAN, PO-SEJBAHAR, OLD DHAMTARI ROAD, RAIPUR (C.G.)

492015

[www.ssipmt.com](http://www.ssipmt.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2020**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Shri Shankaracharya Institute of Professional Management and Technology (SSIPMT) Raipur is a young and fast growing engineering and management Institute of eminence and has become an insignia amongst the Technical institutions in the state of Chhattisgarh. The institute was established on 8 August 2008 and is approved by All India Council of Technical Education (AICTE), New Delhi and is affiliated to Chhattisgarh Swami Vivekananda Technical University (CSVТУ) Bhilai. SSIPMT runs under the aegis of Shri Gangajali Education Society (SGES), Bhilai (Registration No: 2005, Dated 18.05.1994) constituted under the provision of Statute 28, framed under M.P. Vishwavidhyalaya Adhiniyam 1973 and the AICTE Act. The institute is spread over lush green and pollution-free environs of capital of the state and offers a unique atmosphere of educational excellence.

SSIPMT, an NBA Accredited institute (Two programs), has been ranked as “Best Technical Campus in Chhattisgarh” at the ‘Think India Education Summit 2015 Chhattisgarh.’ The CSR-GHRDC Engineering College 2012 has rated SSIPMT Raipur as the “Most Potential Engineering College.” Our quality is also endorsed by the prestigious 5S Certification by JUSE, Japan and ISO certification.

SSIPMT is imparting well-coordinated, multi-disciplinary, quality technical and management education with special emphasis on practical education and strives to shape industry-ready professionals and entrepreneurs of high academic standards, by instilling in its students the right blend of technological expertise and professional acumen together with possessing good character to serve humanity and society at large. Within a short span of time SSIPMT Raipur has been able to trounce almost all its contemporaries by delivering best University results since inception and holds an exceptional placement track record. All this has been achieved through implementation of strategic key practices such as establishment of Toastmasters International Club, developing an ecosystem that encourages, inspires and nurtures innovation and creativity in young students which helped to achieve recognition at national and state level hackathons. To bridge the industry academia gap several MoUs with esteemed organizations such as Intel, Tessolve Semiconductor, Blueberry Semiconductor, IESA, Automation Anywhere University, Jaiswal Neco, Kalpataru Power Transmission, 36 Inc. in a nut shell SSIPMT is committed to paint a new India.

### Vision

**"To be a premier technical institute in the country that imparts innovation-driven education to nurture value-based competent future professionals"**

Shri Shankaracharya Institute of Professional Management and Technology (SSIPMT) Raipur has made optimum endeavors to take engineering education to greater heights as one of the pioneering institutes in the country and it will continue to make efforts towards achieving its vision.

In its journey towards excellence, SSIPMT has continued to grow multi-dimensionally. It has made many meaningful innovations in academics, and operations within a short span of time. In academics, a paradigm shift from ‘paathshaala to prayogshaala’ has become the hallmark of the institute. Together with academic excellence, SSIPMT has actively collaborated with the industry to ensure alignment. The institute has

established Centers of Excellence (CoE) in association with industry and trade bodies to enable innovation at the institute. Additionally, to enable value based leadership at SSIPMT, it has created an ecosystem that connects students and faculty with the society so as to give back to the society at large.

Internships, placements, industrial visits, lectures, workshops, FDPs, and hackathons are a regular feature of the institute. They enable the vision into reality.

## **Mission**

Apropos of the vision of the institute, the mission statements have been articulated as

**“The institute will focus on producing competent future professionals by:**

- 1. Partnering and collaborating with industry and government in producing new knowledge and addressing socially relevant problems.**
- 2. Creating infrastructure and good practices that foster innovation-based education.**
- 3. Providing experiences that lead students becoming good engineers.”**

The mission statement serves as the light house for all the stakeholders and presents a roadmap of specific actions. Deriving from the mission statement 1, SSIPMT has been able to sign up MoUs with industry and has actively collaborated with the industry to align with their requirements and thereby making students industry-ready. It has adopted a systematic approach to encourage its students to take up socially relevant problems and find solutions by applying engineering skills.

Working on the mission statement 2, the institute has created a conducive environment that presents the students with a right balance of theory and practice, and has thus instilled a multi-disciplinary, competitive and exploratory mindset in them.

The mission statement 3 contributes by directing the institute to offer its students pathways for 360 degree development by integrating technical /and life skills, offer internship opportunities in companies, and thus equip them to become potential engineers, eventually culminating in placements in leading MNCs to pursue a successful career as successful engineers.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

The strategic planning process of SSIPMT begins with SWOC analysis with high rigor and vigour.

- The institute practices OBE, Student -Centric approach and ICT enabled Teaching-Learning process to meet needs of the millennials with effective Mentoring System providing constant guidance to students and feedback to parents.
- Bridging the industry-academia gap by entering into MoU with prestigious entities such as Intel, Tessolve Semiconductor, Blueberry Semiconductor, Automation Anywhere University.
- Laying of performance measures for students and faculty well in advance with persistent encouragement and full-fledged support from the Management.

- Consistent Outstanding University Results and Excellent Placements.
- Dedicated, well-qualified, competent and multidisciplinary faculty, with Ph.D. while others have rich industrial and research experience go on enriching the teaching-learning processes and provide innovative and multidimensional perspective.
- Faculty members consistently participate in International and National Conferences, Workshops and Seminars and also have extensive publications in SCI and Scopus Indexed Journals and book chapters.
- Beyond syllabus, activities are carried out for all round development of students with the setting up of Centres of Excellence, Chartering of Toastmasters International Club, Membership of Professional Bodies like ISTE, IETE, IEEE, IESA QCFI and CSI.
- Sprawling Campus in a serene environment, Conducive Ecosystem and State-of-the-Art Infrastructure with well-equipped labs with latest instruments, tools and equipment with paperless working through efficient Enterprise Resource Planning (ERP) System.
- Well-stocked and spacious Central Library with more than 23709 books, 30 magazines, 13 newspapers and subscription to 275 Elsevier e-Journals, 21856 e-books, 4605 ProQuest Management collection and 104 journals in print form.
- Projects from DST and CGCOST received and completed successfully, and 23 Collaborative Research Projects received from CSVTU under TEQIP III.
- Establishment of Entrepreneur Development Cell (EDC) to foster the spirit of innovation and entrepreneurship and enhancing the scope for holistic development of students through co-curricular and extra-curricular activities including literary, sports, cultural and Tech Fests.
- Involving Alumni in an array of activities.
- Formation of Cells and Committees such as Placement Assistance Cell for conducting various activities.
- Establishment of National Service Scheme, National Cadet Corps ( Girl's Wing), Unnat Bharat Abhiyan (UBA) and Swachh Bharat Abhiyan for strong focus on community outreach.

### **Institutional Weakness**

- Lack of student and faculty exchange programs with International Universities.
- Many students weak in mathematics owing to the inadequacy of basic concepts imparted in schools.
- Large number of students hail from rural areas having dominant vernacular influence resulting in inferior English language skills.
- Fewer State/ Central Government funded projects.
- Inability to influence industry stalwarts to spare enough productive time with students of the institute
- Lack of financial assistance from government agencies.
- Inability to influence State Government to mobilise internship opportunities for the students in the local industries.
- Lack of industry and/ or government sponsor R&D infrastructure facility.
- Fewer consultancy projects from industry.
- Fee fixation done by the State Government is an impediment for engineering students.
- Owing to the geographical disadvantage of being in a newly formed state, opportunities for overall growth of students are meager as compared to other states.
- Limited placement opportunities for students of Mechanical and Civil Engineering.
- Number of patents from students and faculty members are too limited.
- All faculty members are not Ph.D.
- All branches are not NBA accredited.
- Unable to attract companies offering packages of more than 20 LPA for freshers.
- Lack of public conveyance at the institute before 6 AM and after 9 PM.

## **Institutional Opportunity**

- The rich experience of working with local/ national entities through existing MoUs, poses excellent opportunity for meaningful International collaborations.
- The flexibility to tweak curriculum somewhat provides for introduction of experiential learning as and when required.
- The performance measures employed by the institute have led to consistent University results.
- Results and placements pave way for better admission statistics.
- Dedicated and learned faculty has led to effective attainment of Outcome Based Education.
- The institute is poised to become a well-known institute in Central India.
- Encouraging support from the Management helps to improve performance index of the faculty, staff and students.
- The EDC in the institute is poised to offer campus companies and thus open new entrepreneurship frontiers for the students.
- Owing to working closely with the community, through NSS, the institute will be able to improve the quality of lives of people through introduction of technology and dissemination of knowledge.
- The CoEs in the institute provides a platform to the students and faculty to apply their knowledge in resolving the challenges faced by industry and society through innovations.
- As our alumni climbs up the corporate ladder, more internship and placement opportunities will come in.

## **Institutional Challenge**

- Lesser number of students opting for mathematics in schools, leading to lesser number of enrolments.
- Owing to affiliation, we have limited avenues for introduction of adequate electives to meet the industry expectations.
- Lack of preparedness of the university to offer research center/s to the institute.
- Time constraints in imparting additional skills to the students.
- Students are at times unable to cope up with the fast changing pace of the industry.
- Non accredited branches may face paucity of admissions.
- Mushrooming of private universities in the state poses a challenge in itself.
- The exodus of students from the State has led to few students aspiring for engineering education in Chhattisgarh.
- Absence of IT industry in the state also poses a challenge with respect to internships/ placements in the vicinity.
- Absence of big private players in the non-IT industry leads to negligible internships/ placements opportunities for students.
- Burgeoning programs related to various other subjects is leading to dearth of enrolment in engineering.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Shri Shankaracharya Institute of Professional Management and Technology (SSIPMT), Raipur is affiliated to Chhattisgarh Swami Vivekanand Technical University (CSVТУ), Bilai and follows the program wise

curriculum as prescribed by CSVTU. While the University sets forth session-wise academic calendar, the institute meticulously blends and creates a calendar of its own that incorporates a host of co-curricular and extra-curricular activities. In addition to management and senior faculty members of the institute, industry experts are also consulted while devising the calendar. With a planned program every session, the institute holds class tests, guest lectures, and workshops to prepare students for praiseworthy performance. Remedial and tutorial classes are conducted to give extra attention and academic help to the students that require support to improve their performance.

A high level of emphasis is placed on the quality of minor/ major projects developed by the students. In order to substantiate the theory prescribed in the curriculum, subject matter experts from the industry are invited to offer customized practical training for the students. Bridge courses and electives are carefully chosen and introduced with the objective of bridging the gap between theory and practice.

To inculcate value based leadership in the students, subjects like, environment and sustainability, and professional ethics are incorporated in the curriculum. Students are constantly motivated to go for internships/ live projects/ field trips, to understand how the industry works and apply some of the skills to solve socially relevant problems.

Students and faculty are encouraged to complete certifications from NPTEL to enhance their skills and knowledge. They are inspired to collaborate and write research papers. This helps them to develop academic depth in the subjects. Such practices have resulted in desired curriculum enrichment.

The delivery of curriculum is periodically reviewed to identify gaps. The feedback is taken from the students, while the implied feedback is derived from the outcomes such as academic performance, quality of projects made, and placement statistics. Structured feedback on curriculum is collected from various stakeholders. Feedback collected is analyzed and action taken report is prepared for review. It ensures continuous alignment of program and course objectives with the curriculum delivery.

### **Teaching-learning and Evaluation**

The greatest asset of our institute is the method of Teaching-Learning, which is learner-centric. A holistic environment is maintained for the physical and mental development of students, hailing from diverse backgrounds and abilities. An appropriate assessment of the mix of a class is done at the beginning by taking into consideration past academic performances, language proficiencies, gender, physical disabilities, etc. so as to adopt the best approach of teaching and learning practices. Educational tours, Industrial visits, Seminars, Bridge Courses, Special Classes for enhancing Communication Skills and Personality, Written English Tests, Pre-Placement Training, Internships, Group Discussions, Workshops and Guest Lectures by experts from academia and industry etc. are conducted to inculcate and invoke critical thinking in students and to upgrade their technical skills. Experiential and Participative Learning are the main focus in the teaching- learning process.

Alongside the prescribed curriculum of CSVTU, our rigorous academic delivery plan integrated with ICT-enabled teaching-learning process encourages innovative thinking, problem-solving capabilities and research orientation among students and faculty. Students are acquainted with the Program Outcomes and Course Outcomes. Each year, admission statistics are reviewed to identify patterns and it has been observed that while most other institutes in the city have faced a tremendous drop in enrolments, SSIPMT Raipur has clearly maintained sustainable enrolment levels.

The institute has qualified and experienced faculty members as per norms. Faculty members are encouraged to improve their qualifications and to participate in research activities. The institute trains and equips its faculty on a regular basis, through Faculty Development Programs (FDPs), workshops, orientation programs, and refresher courses for updating their technical knowledge. The quality of the teaching of faculty is improved based on feedback report of the students.

Continuous Internal Evaluation (CIE) is carried out periodically through class tests and other internal skill development activities. Complete transparency is ensured in internal assessment of students' performance throughout session. Institute also adopts innovative methods to upgrade the students. The library at the college is well equipped with books, journals, and e-resources for teaching, learning, and research.

Thus the institutite adopts every method to motivate students so that they progress in life and career.

### **Research, Innovations and Extension**

The institute is actively engaged in making adequate resources available, encouraging active research involvement of teachers and students. This progressive college is styled to bring out the latent talents of students and inculcate in them the spirit of research and innovation for life-long learning. The institute encourages faculty to pursue Ph.D. in respective subjects by extending all possible cooperation and also extending special leaves. The faculty members are encouraged to organize and participate in international conferences, seminars, and workshops, undertake research and consultancy work, take up projects and publish research papers in reputed SCI and Scopus indexed national and international journals. Most of the faculty members are ratified by CSVTU.

R&D is the top priority of the institute. To give impetus to R&D, Centers of Excellence are established in almost all branches of Engineering, resulting in product developments, patents, collaborations and publications. Linkages through MOUs with industries and Professional Bodies viz QCFI, IESA, etc. have given a boost to research activities. Institute is also a remote center for IIT Bombay. Final year projects aims at providing students an opportunity to apply the knowledge in solving real life problems.

In order to sensitize students towards community issues, gender disparities, social inequity, etc. and to inculcate ethical values and commitment towards society, National Service Scheme (NSS) unit has been formed in the institute. Under NSS Wing, a nearby village has been adopted, where a variety of meaningful activities are organized at regular intervals. An NCC Girls' Wing is also operational in the institute. The institute also actively promotes campaigns such as Swachh Bharat Abhiyan, Unnat Bharat Abhiyan, and awareness programs for community services and addressing societal issues in the neighborhood community.

Research Projects have been sanctioned to many faculty members, which has resulted in fetching grants. Two projects have been received from DST and CGCOST respectively, which are successfully accomplished and 23 Collaborative Research Projects have been received from CSVTU under TEQIP-III. Research orientations through International Conferences, Workshops, Seminars, and Guest Lectures are conducted periodically. Establishment of Entrepreneur Development Cell (EDC) has fostered the spirit of innovation and entrepreneurship amongst the students and faculty.

## **Infrastructure and Learning Resources**

Institute has state-of-the-art infrastructural facilities to support teaching-learning, research and administrative services as per the AICTE norms. The institute has a sprawling campus in a serene environment and state-of-the-art infrastructure with well-equipped labs and latest equipment. The adequate facilities for extra-curricular activities like indoor and outdoor games, well-equipped gymnasium, basketball, lawn tennis and badminton court, cricket and football ground and yoga facilities help students remain healthy and fit. Year-round cultural and literary activities, Toastmasters Meets and Tech Fests prove a boon to the students for all-round development.

Well-stocked and spacious Central Library equipped with Integrated Library Management System Software and has more than 23709 books, 30 magazines, 13 newspapers and subscription to 275 e-journals, 21856 e-books, 4605 ProQuest Management collection and 104 journals in print form. The library has various sections (issue and reference), along with digital library and reading room facility. A facility for e-content development is available. To make the major/minor project reports, research papers and Ph.D. thesis, authentic and reliable. The library has plagiarism software named URKUND. All students and faculty are members of the National Digital Library.

The Institute has provided staff rooms, separate common rooms for boys and girls, sheds for vehicle parking, safe drinking water facility, a well-furnished canteen, ATM facility, and on the campus medical center and 24\*7 ambulance facilities. Entire institute is under surveillance of CCTV cameras along with security personnel. Faculty and students have got MOOC certification.

The institute has provided hostel facilities for boys and girls separately with transportation facilities for students and staff. Paperless working through an efficient Enterprise Resource Planning System has been adopted.

The institute has well-equipped computer labs having 644 computers for students with LAN and Wi-Fi facilities and licensed software as per curriculum requirements. Institute has a Language Lab for improving communication skills of students through i-Tell software. Installation of Solar Panels on the college terrace for the harvesting of solar energy.

The institute has central maintenance cell with systematic procedure for maintenance of physical, academic and support facilities. Adequate budget is allocated for the maintenance of facilities and infrastructure.

## **Student Support and Progression**

The institute strives and takes paramount efforts to deliver necessary assistance to students, to enable them to acquire meaningful experiences for learning in the campus and to facilitate their holistic development and progression. Institute provides its students all assistance related to scholarships as per Central and State Government schemes under various socio-economic categories viz. SC/ST/OBC. Facilitating mechanisms like career guidance cell, Training & Placement Cell, Soft Skill Development cell etc. are working hard for capability enhancement and development of students.

The institute has established a planned, structured, organized guidance and counseling system for developing



skills and abilities in students so as to bridge the curriculum gap. Institution endorse and provides students with internship and Vocational Trainings in esteemed organizations like SAIL, HONDA, NTPC, ESCORTS, TATA etc. The Institute toils hard for student's progression for employability and/or for higher studies.SSIPMT has a highly dynamic T&P department which provides students a fair chance to transform them into professionals and commence their career as soon as they complete their program. T&P department conducts various campus recruitment training, soft skill development, career counseling, and personality enhancement sessions to ensure the success in placements.

Institute has various committees to address the issues pertaining to Grievance, Ragging, Sexual Harassment at work place etc. In its tenure of more than eleven years not a single case of ragging and harassment has been reported in the institute.

The institute understands that apart from academics, sports and cultural activities also play a pivotal role for the all-round development of an individual. The institution has adequate infrastructure and promotes active participation of the students in sports, social, cultural and leisure activities. The student exhibit their talent, managerial skills and creativity through participation and organizing in various co-curricular and extracurricular activities at different levels of competitions. Institute has students associations in all departments to provide a platform for bringing forth the hidden talents of all students. College has a registered Alumni Association. Alumni contribute for the development of students through non-financial means. Alumni help students for placement and career planning.

### **Governance, Leadership and Management**

The institute envisages imparting quality education to its students in consonance with its vision, mission and goals. Involvement of all stakeholders in the decision making process and effective leadership has helped in developing the organisational culture in the institute.

The institute believes in the system of decentralization and participative management. It has a mechanism for delegating authority and providing guardianship with operational autonomy to the various functionaries. The hierarchy system helps in the decentralisation and involvement of faculty members in the effective functioning of day to day activities related to administration and academics. Periodic plans and strategies are formulated keeping in line with the vision and mission statements of the institute and various committees and bodies are constituted for the execution of the plans laid by the management of the institute.

The institute is all concerned about the well-being and welfare of its employees. The employees been an integral part of decision making process, feel at home in the institute. Several employee welfare schemes like medical Insurance (ESI and ICICI Lomabrd) and , support for higher education etc. is given to the teaching and non-teaching staff. The institute encourages faculty to pursue their Ph.D. in their respective subjects by giving relaxation in the work load and also extending special leaves.

The institute provides welfare measures like EPF, Study leaves, Maternity and Paternity leaves to faculty members. Financial support is given to faculty members for attending conferences, workshops, FDPs, STTPs etc. Monetary rewards are also tendered for publication of research papers in journals of repute ( Scopus/SCI).

All finance and accounts are audited on regular basis. The two programs, viz. Computer Science and Mechanical are NBA Accredited. The institute participates in National Institute Ranking Framework (NIRF).

## **Institutional Values and Best Practices**

### **Best Practice I**

#### **Title of the Practice: Beyond Technical Learning Activities**

SSIPMT believes in the holistic development of its students. It provides a comprehensive learning ecosystem for the students that help them develop their life skills. The objective is to empower students with not only a solid technical knowledge base but also to equip them with life skills, owner of impressive personality and help them to enhance their employability skills. The activities are:

- Special Personality Development and Soft Skills
- Written English Test (WET)
- Campus Recruitment Training (CRT)
- SSIPMT Spellbinders Toastmasters Club
- Videos for Speaking Sessions

### **Best Practice II**

#### **Title of the Practice: Multi-Disciplinary Research Activities**

SSIPMT is an ardent champion of innovation and research. Institute has created an ecosystem for this and conducts various activities. The prime objective of the practice is to create engineers that help solve social problems and make them responsible professional. It also helps students in establishing their own startups and developing products. Students participate in Smart India Hackathon, Tech Fests, Workshops and other R&D activities within and outside the institution. It helps students create intellectual property and patents. Some of the activities undertaken in this context are as follows:

- Hackathons: The institute provides a platform to students through Hackathons to pave way to their innovation and creativity.
- Life-Easing Products : E-Dustbin: Prosthetic Hand, Low-Cost Air- conditioner, E-Vehicle, Wet and Dry Waste Segregator, Smart Wheelchair, Smart Aquarium, Smart Blind Stick etc.

### **Best Practice III**

#### **Title of the Practice: Community Service- Unnat Bharat Abhiyan (UBA/NSS)**

The institute strongly believes that it has the responsibility of not only creating good engineers but also providing leaders with values, integrity and ethics. Students are sensitized towards the societal issues and challenges to make them realize their responsibilities and duties towards the society and nation. We strive to inculcate in students the need of self-growth along with the welfare of humanity at large. Through UBA, we promote the habit of giving to the society and have the sense of satisfaction. It also helps students to connect and acquaint themselves with rural India.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHANKARACHARYA INSTITUTE OF PROFESSIONAL MANAGEMENT AND TECHNOLOGY
Address	Village-Mujgahan, PO-Sejbahar, Old Dhamtari Road, Raipur (C.G.)
City	RAIPUR
State	Chhattisgarh
Pin	492015
Website	<a href="http://www.ssipmt.com">www.ssipmt.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Alok Kumar Jain	0771-2772989	9425555593	0771-2120666	principal@ssipmt.com
IQAC / CIQA coordinator	Naveen Jain	0771-2120555	9617060000	0771-2120777	n.jain@ssipmt.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

Date of establishment of the college	30-06-2008			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Chhattisgarh	Chhattisgarh Swami Vivekanand Technical University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	29-04-2019	12	

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

<b>Recognitions</b>	
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	National Board of Accreditation
Date of recognition	31-07-2019

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Village-Mujgahan, PO-Sejbahar, Old Dhamtari Road, Raipur (C.G.)	Rural	7.672	27251

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BTech,Civil Engineering	48	XII and Entrance Exam	English	120	111
UG	BTech,Mechanical Engineering	48	XII and Entrance Exam	English	120	44
UG	BVoc,Mechanical Engineering	36	XII	English	25	0
UG	BTech,Computer Science Engineering	48	XII and Entrance Exam	English	120	120
UG	BVoc,Computer Science Engineering	36	XII	English	25	0
UG	BTech,Information Technology	48	XII and Entrance Exam	English	60	41
UG	BVoc,Information Technology	36	XII	English	25	0
UG	BVoc,Electronics And Telecommunication	36	XII	English	25	0

	Engineering					
UG	BTech,Electronics And Telecommunication Engineering	48	XII and Entrance Exam	English	120	14
UG	BTech,Electrical And Electronics Engineering	48	XII and Entrance Exam	English	60	12
PG	Mtech,Civil Engineering	24	BE and Entrance Exam	English	30	16
PG	Mtech,Mechanical Engineering	24	BE and Entrance Exam	English	16	6
PG	MBA,Master Of Business Administration	24	Graduation and Entrance Exam	English	54	48

**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	10				22				92			
Recruited	9	1	0	10	11	11	0	22	63	28	0	91
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	10				22				92			
Recruited	9	1	0	10	11	11	0	22	63	28	0	91
Yet to Recruit	0				0				1			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				29
Recruited	23	6	0	29
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	27	1	0	28
Yet to Recruit				0

### Qualification Details of the Teaching Staff



<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	1	0	8	11	0	0	0	0	29
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	3	0	0	63	28	0	94

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		1	0	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
PG	Male	58	1	0	0	59
	Female	87	2	0	0	89
	Others	0	0	0	0	0
UG	Male	942	41	0	0	983
	Female	480	10	0	0	490
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	9	10	17	14
	Female	5	10	5	10
	Others	0	0	0	0
ST	Male	8	8	11	11
	Female	4	3	6	8
	Others	0	0	0	0
OBC	Male	111	97	113	121
	Female	33	34	33	41
	Others	0	0	0	0
General	Male	154	130	163	125
	Female	83	91	100	104
	Others	0	0	0	0
Others	Male	13	11	16	23
	Female	12	2	9	12
	Others	0	0	0	0
<b>Total</b>		<b>432</b>	<b>396</b>	<b>473</b>	<b>469</b>

## Extended Profile

### 1 Program

#### 1.1

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

Response: 380

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### 1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	10	10	10	10

### 2 Students

#### 2.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1621	1615	1674	1612	1624

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### 2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
468	468	314	314	279

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
427	401	433	415	454
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

## 3 Teachers

### 3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
123	135	124	135	108
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### 3.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
135	135	135	135	110
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

Response: 54

### 4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
336.22	298.45	295.21	287.18	441.27

### 4.3

#### Number of computers

Response: 644

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

###### Response:

The institute is affiliated to CSVTU and the curriculum and syllabi prescribed by the university are strictly adhered to. The teaching-learning process aims at achieving academic and professional development of the students. Apart from the prescribed curriculum, the institute has strategized ways and means to strengthen the teaching-learning process in the following ways:

- Advance planning of academic activities and freezing of institute academic calendar in alignment with the academic calendar of the University.
- Formulation of objective driven teaching plan at the beginning of the semester.
- Preparation of adequate learning materials (resources)
- Updated library facilities with e-journals and books.
- Maintenance of course files by all faculty members which contains lesson plan, notes of lesson, question bank and performance details of the students.
- Adopting Active Learning Techniques in addition to the traditional lecture method to get the students actively involved in the teaching learning processes and employing learner centric techniques such as peer learning, group discussion, use of NPTEL lectures, case studies, projects, surveys, quiz etc., in the delivery of the OBE.
- Entrusting the teaching faculty with the task of mentoring on a group of students on academic and personal issues, thereby strengthening the bond between teachers and students, leading to a better learning atmosphere and to sustain their performance.
- Organizing guest lectures by industry personnel and industrial visits to improve the effectiveness of implementation of the curriculum designed and specified by CSVTU
- Course allotment to faculty based on experience and performance in previous years.
- Time table framed with provision for Value Added Programmes (VAP), seminar and library hours.
- The Principal and HODs do a periodical review of the portions covered by the staff members and also the student's attendance.
- Monitoring of course delivery and syllabus completion through formal and informal feedbacks.
- Systematic examination process, standard question papers, proper and prompt evaluation and dispatch of reports to parents through PTMs.
- Guest lectures, seminars, Industrial visits and training programmes to supplement the curricular inputs.
- Refresher courses, workshops, FDPs for skill upgradation of faculty.
- Provision of state of the art labs to facilitate practical knowledge
- Encouraging students to do innovative project work for the Centre of Excellence.
- Motivating students for doing research work and present papers in seminars and conferences and publish in journals.
- Bridging Industry-Academia gap with suitable value added programmes which are part of the regular time table.

- Adopting effective delivery of curriculum towards “**Outcome Based Approach**”.
- Question papers for the internal tests are so designed to facilitate the assessment of the attainments of the course outcomes for the various courses.
- The Principal conducts intemeniable meetings with the HODs and faculty to develop various strategies for effective implemantaion of the curriculum.
- Faculty members are encouraged to employ innovative teaching methods apart from conventional chalk duster method.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response:** 0

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 4

#### 1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	0	0	0	1



File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:** 48.95

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

Response: 186

File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 71.43

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

Response: 10

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**

**Response:** 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:

The institute is of the opinion that cross-cutting issues like environment and sustainability, gender equality, human values and professional ethics are relevant to all aspects of development. These cross-cutting issues and development should be seen as one and the same thing. Long term development is not possible if rivers are polluted, fast paced climate changing, soil depleted, biodiversity destroyed, male to female ratio getting skewed. On the other hand, people cannot be expected to care about the environment as long as they are not sensitized towards these issues. The institute has made all these issues an integral dimension of the organisation's design, implementation, monitoring and evaluation of development policies.

Institute organizes special social activities such as Blood Donation camps, rural development (under UBA), Swachha Bharat Abhiyan, Campus Cleanliness Camp and to maintain good social environment under the umbrella of NSS and Students association of all the departments. Student involvement for the awareness is also attracted through various activities like Painting and Poster competitions, Nukkad Nattak, Short movie making competitions, Rallies, Marathon and other activities.

#### Gender

Equal opportunities are given to both the genders in terms of admissions, employment, training programmes, sports activities, students associations and students elections as well. The Institute supports women faculty and students to become member in different associations and committees such as Placement Assistance Cell and encourages them to participate in events focusing on Women Empowerment and promoting leadership and entrepreneurship qualities in women. Girls and boys participate in various co-curricular activities such as paper presentations, workshops, conferences, group discussions and technical quiz programmes. Both boys and girls are made members of various clubs associated with academic, co-curricular and extracurricular activities.

#### Environment and Sustainability

Understanding the extreme need of citizen realization, the University includes a compulsory course on environment and ecology in the B.E. first year and few of the elective courses to make the citizen's of tomorrow realize their duties. This is done by giving them a complete understanding of our ecosystems, natural resources, bio diversity, biotic resources, pollution due to various factors and its management. Students also carry out projects addressing the issues of environment and sustainability. Plantation on world environment day, guest lectures on Rainwater harvesting, and use of solar energy, are conducted.

## Human Values and Professional Ethics

The institute was founded in the name of famous Hindu Saint. Additionally, a temple of Goddess Bala Tirpur Sundari is located at the very entrance of the institute and also a Sai Mandir to instil religious/ pious feelings in everyone entering the campus. To inculcate human values and professional ethics in the students, University provides courses on Value Education, Yoga, and Managerial Skills, which facilitates a holistic development of all students forming a basis of value based life. Programs like World Yoga Day, Engineer's Day, Teacher's Day, Independence Day, distribution of woollen clothes, Jal Vitran and more highlighting plausible implications in terms of ethical human conduct and worthy behavior.

File Description	Document
Any Additional Information	<a href="#">View Document</a>

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

**Response:** 15

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

Response: 15

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 55.83

1.3.3.1 Number of students undertaking field projects or internships

Response: 905

File Description	Document
List of students enrolled	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

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

**Response:** A.Any 4 of the above

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

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

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## 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:** 0.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	15	10	11	09

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 72.18

##### 2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
432	396	473	469	402

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
806	806	540	540	480

#### File Description

#### Document

Institutional data in prescribed format

[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:** 35.27

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

2018-19	2017-18	2016-17	2015-16	2014-15
138	144	115	119	116

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

SSIPMT Raipur has been able to create academic leadership in the state of Chhattisgarh within a very short span of time by adopting myriad steps such as:

- The institute carefully assesses the learning levels of the students at the time of the commencement of the program. Students enrolled in various disciplines are identified as slow and advanced learners based on their performance in class XII board exams/ previous examination. This helps to identify the slow learners and to design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and the advanced learners.
- The institution organizes Orientation programs/Induction program for freshers both at the college level and at the department level. Apart from this, sessions are also included to inculcate positive attitude and competitive spirit. This process helps in creating a strong base for monitoring the future progress of the students.
- Bridge Courses are conducted at the departmental level to raise the students to the level of higher education.
- Remedial Classes are conducted with an aim to improve the academic performance of the slow learners, absentees and students who participate in sports and other activities. This practice helps the struggling learners to improve subject knowledge and helps them catch up with their peers.
- Academic and personal counseling are given to the slow learners by the tutor, mentor and the counseling cell.
- Bilingual explanation and discussions are undertaken to the slow learners for better understanding
- Advanced learners are encouraged to enroll in MOOC Courses – Swayam, Coursera, Udemy etc.
- Provision of additional learning and reference material
- Assignment and Student Seminars on contemporary topics to enable them for placement
- Research Scholars are encouraged to conduct Seminars to the Final year UG and PG Students
- Advanced Learners are provided classes for competitive exams like GATE.
- Students are encouraged to participate and present papers in various Seminars/ Conferences/

Workshops/ Inter-Collegiate Competitions organized by other colleges. Students representing the college in various inter-collegiate meets are provided with the benefit of retest/ attendance.

- Students, who secured Ranks in the University Examination, are honored with Medals on Republic/ Independence Day.
- During mentoring, the mentors identify learning abilities of mentees based on their academic performance, behavioural, psychological and social aspects.
- The performance of each student is continuously monitored in the class. Two class assessment tests per semester.
- Regular parent teacher meetings/ interactions are organised to let parents know about the performances of their ward.

These efforts lead to:

1. Improvement in overall passing percentage.
2. Help students to develop their overall personality.
3. Enables them to secure attractive placement opportunities as compared to their peers in institutes in the vicinity.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio

**Response:** 369:28

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0

#### 2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

To ensure that students play an active role in the Teaching Learning Process, the institute practices following student centric methods for enhancing learning experience thereby facilitating effective learning. These methods are identified at the beginning of the semester itself based on inputs from Mentors. The implementation is verified during the faculty review conducted at the end of the semester.

**Conventional Methodology:** Even in conventional lectures, faculty uses Information and Communications Technology. ( Most of the classrooms have LCD projectors, Campus is Wi-fi enabled). Students are encouraged to use Library and Digital Library for knowledge enhancement.

**Experiential Learning:** It is the process of learning through hands-on experience. It is also defined as "learning through reflection on doing". Some of the tools used by the Institute are:

- Lab Experiments: To test the concepts, theoretically learnt in the classroom, in practical terms lab experiments are explained and conducted by the students under the supervision of faculty in charge. As per the CSVTU guidelines there are minimum 10 experiments that must be conducted by department for all practical subjects and 5 to 6 open experiments are given by the concerned faculty to the student.
- Workshops: IOT, Blockchain, Revit, IC Engine, ANSYS Workshop, Arduino, Bigdata, Advanced statistical Data Analysis.
- Internships: conducted at institute level.
- Projects: Department wise Minor and Major projects are assigned to all the final year students by the faculty.

**Individual Learning:**

- Assignments/Quizzes/Crosswords.
- The Institute encourages students to enroll and get certification for add-on online courses conducted by prestigious National and International bodies like NPTEL, MIT OCW, and Coursera.
- Interactive Language Lab.

**Participative /Collaborative Learning:** Participative learning refers to the methodologies in which students are engaged in a common task where each student is accountable to one other. Participative learning redefines traditional student-teacher relationship in the classroom. Some of the tools used by the Institute are:

- Mentor-Mentee: Mentoring provides professionals social and personal support, which enhances students chances for success.
- Presentations
- Group Projects
- Debates
- Group discussions
- Business Simulations

Participation in Competitions: Students are encouraged to participate and in National Level Competitions like Smart India Hackathon (SIH), Viswakarma Award, Toastmasters Club meetings and competitions etc.



**Class Room Learning:-** Every faculty member in the institute delivers lectures through well planned procedure which includes preparation of teaching plan, lesson plan, notes, PPTs etc. Instructional material are also provided to the students.

**Problem Solving Learning :-** Tutorial classes are conducted for enhancing the problem solving and analytical skills of the students.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 75.61

#### 2.3.2.1 Number of teachers using ICT

Response: 93

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 369:28

#### 2.3.3.1 Number of mentors

Response: 123

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

SSIPMT staunchly believes that innovative efforts of the institute leads to its academic excellence. Innovative practices adopted in the processes presents an enabling pathway that furthers the interest of the student and the institute.

The institute has a state of the art infrastructure that comprises of seminar halls and classrooms fitted with

computers and compatible accessories. The Central Library is equipped with web based learning resources. Various value added programs such as assignments, oral/ powerpoint presentations, group discussions, etc. are conducted both for the students to ensure the continuous development and growth of students.

The faculty members make active use of multimedia, apart from lectures through chalk-and- talk, to deliver the contents of the course material in an interactive manner. Videos from Youtube and other informative websites are also played to substantiate difficult theoretical topics. This benefits by making the class lively and effective. Almost all teachers in the institute resort to active learning techniques wherein a class of 50 minutes is diligently segmented in 4 to 5 parts. The initial 3 to 5 minutes recapitulate the discussions of the previous lecture and a brief of what is going to be dealt within that particular class. The next 20 minutes are spent in elaborating the topic for the day. After this a break of 5 minutes is utilised to ask simple question covered in those 20 minutes. During this students are free to discuss with their peers. Last 15 – 20 minutes are again dedicated to discussion on day's topic.

Cordial Industry-Academia relationship is maintained actively to bridge the knowledge gaps and to expose students to real life industry practices and problems. Institute also organizes International/National conferences, seminars and workshops in order to provide research orientation to the students. Apart from the routine theoretical classes, quizzes, model making, site visits, guest lectures, etc. are routinely organised.

## 2.4 Teacher Profile and Quality

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

**Response:** 96.23

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>

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

**Response:** 9.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	13	11	7	6

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.3 Teaching experience per full time teacher in number of years**

**Response: 9.9**

2.4.3.1 Total experience of full-time teachers

Response: 1217.21

File Description	Document
Any additional information	<a href="#">View Document</a>

**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: 0.8**

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

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

**Response: 7.31**

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	12	14	6	6

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

#### Response:

**Continuous Internal Evaluation System:** Assessment of performance is an integral part of TLP. As a part of sound educational strategy, the institution adopts Continuous Internal Evaluation (CIE) System to assess all aspects of a student's development on a continuous basis throughout the year.

Newly inducted students in the institute are made aware of the continuous assessment system during the induction program. When the session commences, students and stakeholders are made aware of the internal evaluation process and briefed about OBE, POs, PEOs and PSOs as well as COs of particular courses. Blooms Taxonomy is introduced in the evaluation system.

#### 1. Examinations Pattern for Continuous evaluation

- **Class Test-I** is conducted for maximum of 2 units.
- **Class Test-II** is conducted for maximum of 3 units.
- **Assignments and Tutorials:** Assignment and tutorial questions includes theoretical and numerical problems of the course.
- **Teachers Assessment (TA)**

a) Attendance of students for the entire semester is taken which is used for the distribution of 15 marks of TA out of 20 marks on the basis of attendance, assignments, teacher's evaluation, presentation, viva etc.

b) Remaining 5 marks are given by the subject teacher based upon various academic activities like, assignments, tutorial, aptitude test etc. for assessing the students as per different departments.

- **Internal Assessment Marks:** Internal Assessment Marks which comprises TA, CT-I, CT-II, are provided to students.

#### 2. Conduction of Examination

##### Class Test:

CT-I and CT-II of higher semester are conducted at institute level, though CT-I and CT-II for B. Tech. first

year are conducted separately. The answer sheets are evaluated and shown to the students. Results of internal tests are compiled and displayed on notice boards to impart transparency in the evaluation system. All data is stored in respective departments for recovery and future use.

### Reforms at Institutional Level

- a. English Language Test: A test in English language is conducted in each section by the English Teachers.
- b. Aptitude Test: The class tests also include the aptitude tests, conducted twice in each semester.
- c. Practical Examination:

Internal practical examination is conducted at end of the session based on University exam pattern at department level.

#### 1. Evaluation:

- Model answers and marking scheme is prepared by every subject teacher before valuation.
- Valuation of Class Assessment Test is done by the respective subject teacher.
- Disclosure of the evaluated answer books is done by the subject teachers and shown to the students within two days of evaluation.
- In case of any objection done by the student on the valuation, the respective subject teacher resolves the issue.
- Evaluation of practical examination is carried out by the respective subject teacher internally and at ESE by external .
- Assignments and Tutorials are evaluated by the respective subject teachers

#### 2. Result Declaration:

- Results of Class Test are declared within 7 days from end of exam.
- Compiled marks are displayed and communicated to students and parents.
- Marks of students are also handed over to their respective mentors for necessary counseling if required.
- A PTM is conducted where parents are informed about performance of their wards.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

#### Response:

For Transparency in Internal assessment the following steps are undertaken by the Institute:

- Internal assessment inSSIPMT, is a transparent process where the students are aware of the internal

evaluation process of tutorial, assignments and class test.

- Departments frames an academic calendar in accordance with the University calendar provided at the commencement of the session.
- Class test dates are displayed according to the institute academic calendar.
- Institute notifies the evaluation process and related documentation on the notice board. This includes the distribution of marks and schedule of internal evaluation.
- Two internal tests are conducted for each subject to evaluate the final internal marks scored by the students.
- Model answers and marking schemes are prepared by each subject faculty members before valuation.
- Disclosure of evaluated answer books to the students is done by the respective subject teacher.
- In case of any grievances regarding evaluation the subject teacher resolves the issue.
- At the end of each semester the DAC reviews the final internal marks of all the students and analyzes and suggest the parameters for their performance imprvement.
- Evaluation is done with complete transparency based on different parameters like teacher's assessment, attendance, viva voce and students individual performances.
- After conduction of every examinations the valuation is done within a week and evaluated answer books are shown to the students to know their lacunas.
- The marks attained by students are also communicated to their respective mentors to perform the necessary counseling if required.
- Remedial classes are conducted for students who score less than 40% marks in class test. All steps are concentrated towards clearing their doubts and focused teaching and learning. Special attention is given to the slow learners by experienced faculty members.
- Assignment and tutorial questions are given to the students and asked to submit the same to the respective subject teachers.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

#### Response:

#### Mechanism at College Level:

- On the Induction Day, the first year students are made aware of the evaluation processes.
- If a student is not able to appear for Class Test due to medical or any other genuine reasons, it is conducted for that student as per norms, provided that he/she submits application with proper documents.
- If any student scores poor marks in a test and wants to improve, he/she is counselled and remedial sessions are arranged.
- The grievances of the students with reference to assessment are redressed by showing his/her performance in the answer sheet.
- The answer sheet of such student is assessed by the faculty once again in the presence of the

student. Any corrections in the total of marks or assessment of answer book/s as identified by students are immediately done by the faculty members.

- Any student who is not satisfied with the assessment and award of marks may approach the concern HOD who can intervene and seek opinion of another teacher of the course.
- The Institute follows open evaluation system where the student performance is displayed on the notice board and the same is informed to the parents through Parent-Teacher Meet.
- The class teachers carefully monitor the regularity of attendance and the performance of the students in internal evaluation tests and end semester examinations.

#### University level:

- The university allots 80% marks for the end semester exams and 20% internal marks.
- With reference to evaluation, if the student scores dissatisfactory marks, he/she can apply for Retotalling/Revaluation/Re Revaluation of his/her answer script after paying the prescribed fee.
- University provides the photocopy of answer sheets to students regarding any grievances with reference to evaluation.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 2.5.4 The institution adheres to the academic calendar for the conduct of CIE

##### Response:

The following reforms are made to form an effective academic calendar of the institute for the conduction of CIE:

- Before commencement of a particular Semester, University Academic calendar is circulated to all the HODs.
- On the basis of University Academic calendar, Principal and HODs frames the departmental academic calendar.
- In the beginning of the academic session the academic calendar is displayed on notice boards.
- Minimum 90 days session is planned as per the University norms.
- Date of internal assesment examination ( two) and all the activities for the coming semester are displayed in the academic calendar.
- Internal Examinations are conducted as per the dates mentioned in the academic calendar. Teachers are expected to adhere to the dates and plan their teaching accordingly so that they are able to achieve the set target of teaching slots.
- Technical and management events schedule, cultural events and list of holidays are indicated in the academic calendar on their appropriate dates.
- Attendance is displayed at the end of every month at the notice boards of respective departments.



File Description	Document
Any additional information	<a href="#">View Document</a>

## 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:

Course Outcomes are a comprehensive and narrow set of learning objectives that are inculcated, fostered and developed in the student across that particular course. The CO's are well defined statements that relate to skills, knowledge and behavior the students acquire during the specific course in a particular program. The course outcomes relate to:

- Understanding the concept of data / Information / functions / components
- Application of concepts related to subject area suitably in a particular environment.
- acquisition of knowledge and skills for the relevant modern tools and technology.

CSVТУ, Bhilai has specified certain course outcomes. Apart from these SSIPMT has developed its own course outcomes for each subject in all branches. The objective of framing new course outcomes are

- To create an academic environment in the Institute.
- To improve the efficiency and effectiveness of the course content delivery.

SSIPMT make certain that the course outcomes are accomplished through promulgation of knowledge by way of theory and practical. As it is expected from the student that the application of the knowledge at the end of the specific course is completely achieved.

With the aim to achieve and to enhance the quality of teaching and learning, SSIPMT has evolved and developed the Program Outcomes (POs) and Program Specific Outcomes (PSOs) in all departments . All these outcomes are circulated to the faculty mebers of the department and students through the following channels:

#### Indoor:

- Digital Media
- Institute Website
- Student's e mail.

#### Outdoor

- Boards at prominent places
- Instructional Areas
- Laboratories
- Seminar halls



- Class rooms
- Tutorial rooms
- Administrative Area
- HOD rooms
- Faculty rooms

NAAC

#### Activities/Meetings

- Orientation / Induction program
- Presentation of lesson plan in the first lecture
- Departmental meetings.

File Description	Document
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>

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

### Response:

To create an academic environment for achieving excellence and to sustain the same, it is important to analyse attainment levels of course outcomes, program outcomes and program specific outcomes. The efficiency and effectiveness of the process is continuously assessed and improved by taking inputs from experts in respective Department Academic Committee.

1. Course Outcome attainment: Calculation of Course Outcome attainment is based on the following components:

(a) Internal Evaluation (20% Weightage)

- Class Test
- Lab performance
- Assignments

(b) External Evaluation (80% Weightage)

- End Semester Practical Examination
- End Semester Theory Examination

For calculation of the threshold value of a POS of course for internal evaluations, the average results of the internal evaluation and for external evaluation, the average result of the external evaluation for current academic year is considered.

2. Program Outcome attainment: Calculation of PO attainment is based on the following components:

(a) Direct tools: Course Outcome attainment ( 90% Weightage)

(b) Indirect tools: ( 10% Weightage)

For indirect tool the students exit survey is considered

### PO attainment using direct tools:

The COs of each course are mapped to the POs. As per the calculations of attainments of individual COs of each course, the PO attainment is calculated for that course and subsequently for all the courses in that programme. Final PO attainment is calculated by using formula  $[(\text{strength}/3) \times \text{average of percentage of CO attainment}]$ . The strength is the mapping strength of POs. It depends on number of of lecture devoted. The max mapping strength is 3. For more than 40% lecture devotion out of total lecture the strength will be 3. For 25 to 40% strength is 2. For 5 to 25% strength is 1. For less than 5% strength is 0.

### PO attainment using indirect tools:

Program exit survey (PES): A survey is conducted after completion of program. Students evaluate each program outcome on a scale of 0-5 where 0 indicates poor and 5 is excellent.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students

**Response:** 89.7

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

Response: 383

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

Response: 427

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.37

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 30.06

3.1.1.1 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)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	25.06	0	5.0

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 3.25

3.1.2.1 Number of teachers recognised as research guides

Response: 4

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.16

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

Response: 7

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

Response: 222	
File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Funding agency website URL	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

#### Response:

- The institute has established an ecosystem towards emphasising Innovation and Research and towards transferring knowledge which includes Centres of Excellence, Research and Publication Cells and IPR and Entrepreneur Development Cell.
- The academic and research expertise of the faculty members in the institute continually contributes to Innovation Ecosystem through breakthrough solutions and suggestion for solving critical problems and motivating students to become Entrepreneur. It motivates the students for Startups as well.
- The institute offers three post graduate programs- one in Civil Engineering, one in Mechanical Engineering and one in Management Studies. Every year the final year students of these PG programs come out with some innovative projects. These projects relevant to societal needs and issues. These are in addition to the projects conducted by UG students.

#### Research and Publication Cell:

Research and Publication Cell facilitates the creation and transfers of knowledge by conducting technical workshops, seminars, industrial visits, training programs, national and international conferences, paper publication, book reviews/paper reviews, technical presentations by faculty members and also provide mechanism for submission of minor and major research proposals for funding by other institutes/university and other funding agencies like DST, CGCOST.

#### Multidisciplinary Lab:

SSIPMT multidisciplinary lab is a proactive initiative that aims to develop a knowledge based approach among students by conveying how knowledge promises enjoyment, employment, empowerment and enlightenment of learners. Enjoyment comes because the pursuit of knowledge involves the thrill of exploring and the joy of understanding. Employment and empowerment are ensured because almost all the existing and new industries are based on the application of knowledge. Enlightenment is a result of

appreciation of the unending depth and breadth of knowledge.

To facilitate networking and establish collaborations for undertaking multi-disciplinary and interdisciplinary research, SSIPMT regularly invites eminent experts for lectures. The institute has also signed MoUs with academic institutions, research organizations and industry both at national and international levels.

- **Financial Support system:**

The Institute provides financial support towards Research and innovation including STTPs, National/International Conference/Symposiums, and Project Competitions/Exhibitions etc. In the last five years research projects and Consultancy/testing undertaken by institute faculty members amount to Rs.34.44 lakhs funded by various government and the non-government agencies like DST New Delhi and CGCOST. In the current session 23 Collaborative Research Projects have been approved by CSVTU under TEQIP-III, amounting to 42.20 lakhs.

- **Projects Incubated:**

Eight projects have been undertaken and successfully incubated in the institute. These are Smart Aquarium, Smart Dustbin, Portable Air Conditioner, Solar Panel Cleaning System, Automatic Active Prosthetic Hand, Rangoli Plotter Machine, E-Motor Cycle, Smart Blind Stick and Multi-Controller Smart Wheelchair.

- **Entrepreneurship Development Cell (EDC):**

The EDC is established in the institute with the aim to identify and nurture the latent entrepreneurial skills of students and provide them opportunities for excellence. It has signed MoU with 36 Inc and Wadhvani Operating Foundation. Activities like Entrepreneurship Awareness Camp by CITCON (Chhattisgarh Industrial and Technical Consultancy Center), Business Growth Plan Competitions, Workshops, Guest Lectures, Startup Meets, Webinars, Business Quizzes etc. are regularly organized. The students of SSIPMT have the credit of holding 2 Startups.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 103

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	37	20	20	8

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3 Research Publications and Awards**

**3.3.1 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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.25

**3.3.3.1 How many Ph.Ds awarded within last five years**

Response: 1

**3.3.3.2 Number of teachers recognized as guides during the last five years**

Response: 4

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 1.63

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

2018-19	2017-18	2016-17	2015-16	2014-15
61	34	36	46	27

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.5 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: 0.6

**3.3.5.1 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**

2018-19	2017-18	2016-17	2015-16	2014-15
8	18	32	14	3



File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1 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:

##### Overview

Being a responsible member of a larger community, the Institute recognizes its social responsibilities and the importance of mobilizing its youth towards volunteering in social service to make the world a better place for all citizens, regardless of differences. Voluntary community service provides an opportunity for all the students to apply their ideas and simultaneously offer specialized input in the development of life easing devices like smart stick etc.

##### Goal

The SSIPMT Volunteering Committee motivates students to willingly participate in 'on-the-field' social service activities, It initiates programs such as:-

- Blood Donation Camps
- Orientation Program.
- Yogabhyas.
- Cleanliness Drive
- Organises Sports Competitions
- Awareness Session on Women Empowerment
- Extempore, Model Making Competition, etc.

It ensures student participation in community service and organizes events to increase awareness among community members by involving them in social work. Institute has NSS and NCC (Girls Wing).

##### National Service Service (NSS)

In a way, imparting education is rendering social service. At SSIPMT all efforts towards the teaching-learning process focuses not just on individual development but also leads to a more informed society and contributes to nation-building. The institute believes sensitizing students and faculty towards shouldering actual social responsibilities along with their regular academic pursuits. Many students are actively involved in social service as NSS (National Service Scheme) volunteers.

Giving back to society is one of the topmost priorities of NSS. The NSS cell ensures that the Institute shoulders its societal responsibilities with dedication and enthusiasm for which many activities were

undertaken.

- Organizes Blood Donation Camps at the adopted village.
- Plantation & Distributing Herbal Plants to students & villagers.
- Organizes One day camp.
- Organizes Nukkad –Natak for Awareness on various social issues.
- Organises Special 7 Days camp.
- Organizes health checkup camps.
- Organizes village sports competitions at the adopted village.
- Campaign rallies for promoting to increasing the Voting Ratio.
- Celebrating NSS Foundation Day.
- Celebrating Youth Day.

### Unnat Bharat Abhiyan (UBA)

The institute under UBA performs variety of activities through self-practice methods along with the villagers like cleanliness drive, clean drinking water provision, and other community services. Awareness is facilitated through interaction with inhabitants of the village. At present, SSIPMT has contributed its share for welfare work to the 5 villages Adopted under UBA.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 0**

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.3 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:** 38

3.4.3.1 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

2018-19	2017-18	2016-17	2015-16	2014-15
13	7	8	8	2

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

**3.4.4 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:** 26.29

3.4.4.1 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

2018-19	2017-18	2016-17	2015-16	2014-15
450	786	761	40	115

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Collaboration

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

**Response:** 79

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

2018-19	2017-18	2016-17	2015-16	2014-15
29	26	8	6	10

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

#### 3.5.2 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:** 27

##### 3.5.2.1 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)

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	5	4	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

## 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:**

Shri Shankaracharya Institute of Professional Management & Technology spread over 7.6722 acres of lush green and pollution free environment,SSIPMT has created a unique atmosphere of educational excellence in the capital city of Raipur. The institute was established in the year 2008 with due approval from All India Council of Technical Education (AICTE), New Delhi. Our Institute has been found to be of Quality Management System Standard i.e. ISO Certified (NS-EN ISO 9001: 2015 ). The institute aims to provide best quality Engineering and Management education to its students and strives to inculcate the best of its cultural heritage in the future leaders of the corporate world. Imparting education in almost all major streams of Engineering and Management, SSIPMT has left no stone unturned for the betterment and progress of its students and hence, the society as a whole.

The institute has well-furnished infrastructure with classrooms having modern teaching aids, computer center, language lab, well equipped laboratories, seminar halls and open central space to conduct different cultural activities. Separate girl's and boy's common room in which recreational facilities are available. Amenities and facilities such as RO water purifier, CCTV surveillance at all strategic locations, and generator. The available physical infrastructure is also utilized beyond regular college hours, to conduct different certificate courses, extra - curricular activities, parent teacher meetings, Campus Recruitment Training (CRT) classes, meetings, seminars and conferences. The Central Library plays a vital role in providing opportunities to the students and staff members to enrich their knowledge .Institute has spacious and well-furnished library with reading room, e-digital library, e-journals, and print journals. The library has necessary books pertaining to the syllabus as well as extra reference material. The students are permitted to borrow books as per the rule of the institution. Online resources that provide access to e-journals, e-magazines and research papers are available to the students to update with the latest findings and studies. All operations in the library are fully computerized. All efforts to inculcate reading habits in the students and also to provide them with all necessary assistance are taken. ATM of SBI is available in ollege campus. The institute provides quality accommodation to the students heading from distant places. It offers separate hostels for boys and girls inside the college premises itself. Each room is furnished with cots, study tables, chairs and storage racks. Every effort is made to provide homely atmosphere for the hostellers. At the same time, they are required to strictly adhere to the rules and regulations laid by the institution. The Canteen at SSIPMT is an open arena for debate, a little gossip and some hilarious moments and memories accompanied with healthy and hygenic food items. It builds up an ambience of rendezvous where our students love to spend their leisure hours with their friends.

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga**

**centre etc., and cultural activities**

**Response:**

**Facilities for sports:**

1. College has state of art facilities for Outdoor and Indoor games like Cricket, Football, Badminton, Table- Tennis, Carom, Chess, Volley-ball, Lawn tennis and Basketball.
2. The playground has an approximate area of **2.5 acres** and the playground is used by students daily.
3. The institution has sports room.
4. Institution also provides its playground for organizing events to other institutions.
6. The college has well equipped gym approximately having an area of 300 sq.fts. facilitated with Gym instructor for both students and staffs.
7. The Institution also pays equal importance to the YOGA.
8. The institute successfully organizes Shri Shankracharya Corporate Cricket League (S2C2L) annually in the institutes sports complex. Under the banner of S2C2L, Three (3) tournaments have been organized which have witnessed 24 teams participating from the leading corporates in the state.

**Facilities for Cultural Activities:**

1. The students are motivated to participate in cultural events organized during Independence day, Republic day, Women Empowerment, Inter College Competition etc.
2. For encouraging students towards cultural activities, the institute organizes many competitions like Dancing , Singing, Rangoli and Painting etc.
3. A Separate music room is available for students with different instruments for practice and to participate.
4. During any cultural event separate Green room facility for boys and girls is made available.
5. All the winners are felicitated in the annual gathering with awards.
6. The college has a central stage used for the conduction of various functions and various activities uner the students association of all deaprtments.
7. The institution also has Seminar Hall of dimension 28.2 x 15 sq. meters equipped with audio system, Over-head Projector with seating capacity of approximately 300 students.

**Institution also provides the facilities based on different activities such as:**

- a. Those students who are selected to represent college in various events at university level, state and

national level competitions are financially supported.

b. Expenditure related to choreographer, makeup, dress, transportation etc. for the cultural activities are provided to the participants.

c. Refreshments are provided to students and staffs during National festival celebration.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 88.89

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 48

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>

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

**Response:** 68.37

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

2018-19	2017-18	2016-17	2015-16	2014-15
134.88	247.5	197.07	149.52	441.27

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

Central Library of the Institute is housed in the first floor of the Administrative Block having an area of total 764 sq.mtr. Having a separate reading section. Well-stocked and spacious Central Library with more than 23709 books, 30 magazines, 13 newspapers and subscription to 275, Elsevier e-journals, 21856 e-books, 4605 ProQuest Management collection. Our Institute has 104 printed journals are subscribed as per the AICTE norms which are renewed every year. It provides many services like as Circulation, Reading Room facility, Reprography, Digital Library service, Reference services, News papers ( Hindi and English). It has also provided NPTLs Videos

The library has been divided into various sections which are as follows:

- (i) Digital Library
- (ii) Journals/Periodical section
- (iii) Stacking Area
- (iv) Newspaper section
- (v) OPAC (Online Public Access Catalog)
- (vi) Bound Volume Journal's section
- (vii) Issue-Return Section
- (viii) Reference Section.
- (ix) Reading Room Section.

Digital Library has ten internet enabled computer systems for direct access of e-contents, project work, etc. to students and faculties.

#### (1) Name of the ILMS software:

Our Institute has developed its own software LMS (Library Management Software) which has Internet library automation functions.

#### (2) Nature of automation (fully or partially)

All the Library functions are Partially automated.

#### (3) Version



Library uses version 3.0. (All versions have been developed in-house)

#### (4) Year of Automation

Library is partially automated since 2010.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

##### Response:

SSIPMT Central Library collections are built with a great emphasis placed on unique materials of enduring historical and research value. The library holds special collections of Encyclopedias as well as the Handbook Archives. In addition to printed and manuscript resources, the library contains CDs, Dictionaries, Books, Magazines, Newspapers, Journals, e-Journals, e-Books.

TITLE	QUANTITY
Encyclopedias	11
Dictionaries	15
Newspapers	13
Magazines	30
Journal Hard Copy	104
E Journals Elsevier	275
E Journals Proquest	4605
E Books	21856
CD's (Soft Copy of Ebooks)	1905
NPTEL Video Lecture CD's	68

##### Other knowledge resources

##### NPTEL: (National Programme on Technology Enhanced Learning)

It is an initiative by IIT's & IISc for creating contents in engineering and sciences. These include video as well as web based courses. These are based on model curriculum suggested by AICTE syllabi and major affiliating Universities in India.

##### National Digital Library of India.

NDL is a digital library that stores information (metadata) about different types of digital contents

including books, articles, videos, audios, thesis and other educational material relevant for users from varying educational levels. It is the initiative of MHRD, Govt. Of India to develop single window search facility.

**SWAYAM: (Study Webs of Active learning for Young Aspiring Minds)**

It is basically an integrated MOOCs (Massive Open Online Courses) platform for distance education. This platform has been developed collaboratively by MHRD & AICTE with the help of Microsoft and is capable of housing 2000 courses.

**Video Lectures / E Content:**

- (i)The NPTEL Video Lectures Series is available.
- (ii) Video Lectures bySSIPMT Faculty are available.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**4.2.3 Does the institution have the following:**

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

**Response:** B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 13.75

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

2018-19	2017-18	2016-17	2015-16	2014-15
24.67	23.22	6.45	10.08	4.34

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

<b>4.2.5 Availability of remote access to e-resources of the library</b>	
<b>Response:</b> Yes	
File Description	Document
Any additional information	<a href="#">View Document</a>

<b>4.2.6 Percentage per day usage of library by teachers and students</b>	
<b>Response:</b> 2.98	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 52	
File Description	Document
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

<b>4.3.1 Institution frequently updates its IT facilities including Wi-Fi</b>
<b>Response:</b>
Use of technology is a way of life at SSIPMT. IT infrastructure facilities are created taking into consideration the requirements of all the stakeholders. The IT infrastructure in the college campus is managed by System Administrator operating from a separate server room. The IT system team comprises of 5 supporting staffs and reporting to system administrator.
The IT facilities include:
<b>Hardware:</b> comprises of Firewall, Routers, Access Points, and Computing facilities.

**Firewall Details:** Fortinet FortiGate 200D is the main firewall to provide optimal performance, versatility and efficiency to meet the growing security needs.

**Computing Facilities:** Institute has total 644 computing machines with 635 desktops, 14 laptops of makes like Acer, Dell, Lenovo, HP, Wipro.

**Software:**

The Institute has

- 26 licensed application softwares like Solid works, Creo, MATLAB, Language Lab Software.
- 2 system softwares WINDOWS, and Linux.
- The Institute also have Microsoft Campus License for various Microsoft products and emailing solutions.
- Students are provided with ample opportunities to work on open-source solutions with high speed internet connection.

**Internet and Wi-Fi:**

- The college is having the Local Area Network by fiber optics which connects all the departments and having the speed of 150 MBPS.
- Institute has high speed internet connection or connectivity having Wi-Fi setup with 22 access points strategically located across the campus.
- The wifi facility is implemented in the campus covering all the buildings and corridors. Every student and staff is given the access.
- The Internet bandwidth is upgraded time to time as per requirement.
- Wi-Fi is authentication driven and is with restrictions as per userlevel for maximum security.
- The college is exclusively having 644 computers which are connected to LAN/Internet.

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.3.2 Student - Computer ratio**

**Response:** 73:29

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**

**Response:** >=50 MBPS

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

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

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 3.57

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)

2018-19	2017-18	2016-17	2015-16	2014-15
31.16	25.55	0	0	0

<b>File Description</b>	<b>Document</b>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

#### 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:**

All the Departments and various functioning units of the college are provided with all the required infrastructure facilities like class rooms, faculty rooms, wash rooms, common rooms, laboratories etc. The effective usage of all the facilities is ensured by introducing exclusive hours for sports and Central Library through allocating periods in time table of all the departments.. The institute has standard established

systems and procedures for maintaining the physical, academic and support facilities. Institute level committees look after the various aspects of the utilization and maintenance of the physical, academic and support facilities. The role and responsibilities of committees are as follows:

- Round the clock the institute is guarded by security persons.
- The college has Maintenance Cell that oversees the overall maintenance of buildings, classrooms and laboratories and Campus.
- The maintenance cell has two major groups i.e Civil maintenance and Electrical maintenance cell.
- The maintenance of E resource team is responsible for maintenance, managing and repair of CCTV, internet facility, computers, printers, and all computer peripherals.
- General electric maintenance is done by Department Project Engineer present on-campus.
- Air-conditioner maintenance is done from time to time in the year and as when required.
- CCTV is maintained by system engineer present in the institute and is made on on-call basis.
- Telephone, EPBX and elevator are maintained on Annual maintenance basis by external agencies. Elevators are maintained by Hind Elevators.
- Building maintenance and water purifier's are maintained the maintenance teams.
- Adequate in-house staff is employed to maintain cleanliness of the campus so as to provide a congenial learning environment. Classrooms, Staff rooms, Seminar halls and Laboratories, etc are cleaned and maintained regularly. Wash rooms and common rooms are well maintained. Dustbins are placed on every floor at identified places.
- IT infrastructure has a daily maintenance schedule by systems department of the Institute.
- Classroom, seminar halls, laboratory are cleaned daily by the housekeeping staff and supervised by internal departments and facility manager present in institute.
- Library is cleaned daily as students frequently visit it .
- Institute boasts of a huge sports area, with basketball and tennis court beside each other and volleyball court near to these two. With a huge cricket ground, regular maintenance of these facilities is carried out by sport officer of the Institute with help from support staff.

As maintenance is ongoing process, requirement for maintenance is prepared by the concern department and forwarded through HOD to concern maintenance In-charge. Maintenance In-charge ensures that maintenance work and follow is carried out meticulously. Report to Principal about completion of work by Maintenance In-charge / Individual In-charge is given periodically. The institute believes in Periodical and Preventive Maintenance. A housekeeping department is present to look after the cleanliness of the Institute. Institute has Maintenance departments to look after maintenance of garden, civil maintenance, electrical maintenance etc. Proper checks, periodic inspection, review, grievances redressal, suggestion box, feedback from students, and parents, do help in the up-keeping and maintaining the conducive learning environment of the campus. A few specific initiatives undertaken to improve the physical ambience in the last four years are: organizing the parking area, coloring of buildings, changing window pane glasses, renovation of washrooms, planting of new trees. The college gives great prominence to creation, maintenance and upkeep of the entire infrastructure necessary for effective teaching-learning, positive development and efficient maintenance. Laboratory equipment, Internet connectivity and CCTV security system, LCD projectors, air conditioners and water coolers are maintained by systematic process. Similarly building maintenance issues related to electrical, plumbing, furniture, glass fittings, cleanliness are resolved. Fire extinguishers are installed at critical places, Labs and inspected from time to time. Institute has its own generator, solar power generating batteries which help in reducing electrical breakdowns and 24 hour water supply provision is made to ensure continuous water supply to all in the campus.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

NAAC

## 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:** 26.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
476	458	456	408	349

#### 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:** 0.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	10	7	09	10

#### File Description

#### Document

Any additional information

[View Document](#)

#### 5.1.3 Number of capability enhancement and development schemes –

1. 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

**Response:** A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>

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

**Response:** 54.67

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

2018-19	2017-18	2016-17	2015-16	2014-15
1535	1106	681	589	535

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 2.74

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

2018-19	2017-18	2016-17	2015-16	2014-15
53	25	45	40	60

File Description	Document
Details of the students benefitted by VET	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 57.9

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

2018-19	2017-18	2016-17	2015-16	2014-15
254	207	225	273	281

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

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

**Response:** 6.48

5.2.2.1 Number of outgoing students progressing to higher education

Response: 26

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

**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:** 72.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	23	27	18	17

**5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
29	37	38	23	22

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 3

**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**

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

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

#### Response:

SSIPMT has unique system of inculcating leadership qualities and team spirit in its students. A Student Association in each branch is constituted every year viz.

1. Electronics & Telecommunication – ELEXA
2. Computer Science- Computer Science Association- CSA
3. Mechanical Engineering- Mechanical Engineering Association- MEA
4. Information Technology- I-Tech
5. Civil Engineering- Association of Civil Engineers- ACE
6. MBA – Muster to Master Association – MMA

This association includes a representative body of students along with faculty members. The student association comprises students of every semester. Students perform their duties in different capacities as per the portfolios assigned. Nominations are made for the following posts:

1. President
2. Vice-President
3. Secretary
4. Joint Secretary
5. Cultural Secretary
6. Technical Secretary
7. Sports Secretary
8. Treasurer

The Institute firmly believes that progress is possible only with the involvement of all the stakeholders in the Institute- the students, the staff, the faculty and management. Every association has its own student executive body which functions or operates under the guidance of faculty members as faculty advisor.

All the above mentioned associations are responsible for conducting all extra-curricular activities

throughout the session. A Techfest is organized every year under the name “Technotsav” which includes technical, sports and Cultural events.

Apart from these Student Associations, there are various other student bodies like-

1. National Service Scheme (NSS) - The NSS is acting as a catalyst to build up the right way of leadership in the institution. The overall aim of NSS is personality development of students through community service. It also aims to develop awareness among students regarding social issues around them.
2. Placement Assistance Cell (PAC) - A Placement Assistance Cell (PAC) is created in the institute to work in close association with the department and assist in various developmental activities and organizes various college level events. PAC comprises of students of the institute who are handpicked through a process of interviews. Energetic, dedicated and disciplined students with good academic background are selected to join the PAC. The rationale behind forming this cell is to expose students to the placement drives conducted at the institute. PAC members are split in to various teams viz. registration, online tests, hospitality, logistics etc. and are thus groomed for better opportunities for themselves.
3. National Cadet Crops (NCC): The NCC Girls’ Wing aims at developing character, comradeship, discipline, a secular outlook, the spirit of adventure and ideals of selfless service amongst the students.
4. Student Union: The University asks every college to form an association of students consisting of President, Vice-President, Secretary and Joint Secretary. The students compete in student-body elections. The main aim of Student’s Union is to promote and reinforce the democratic values amongst the students and also to encourage students for participation in literacy, cultural, artistic, and innovative and sports activities.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:

SSIPMT, Raipur had its first batch pass out in the year 2012. With just eight batches having passed out till date, the institute has an active and growing community of alumni. While most of the alumni are based in India currently, there are many living in other countries stretching from US to Australia. We are immensely proud of a large number of our alumni, who are indeed important and integral part of the SSIPMT fraternity. The institute feels privileged that their support and generosity has helped the institute in myriad ways.

The objective of the Alumni Association of the institute is to reach out, engage with and serve all alumni, present students and faculty members in order to facilitate a meaningful and productive network of all these stakeholders. The aim is to foster a life-long intellectual and emotional connection between the institute and its student community, even after passing out. The association is positioned in such a way that it automatically fills in any gap that may exist in providing for leadership, voluntary commitment, goodwill, enhancing industry academic collaboration and public relations.

#### Activities

- Alumni deliver lectures on a variety of topics to share their experiences for the benefit and progress of the present students.
- Alumni also play an important role by sharing internship and placement opportunities with existing students.
- Alumni interact with themselves, faculty members & students for undertaking developmental activities.
- Alumni Association supports many students centered activities like departmental clubs, coding competitions, etc. by way of expertise.
- The college authorities have permitted alumni to use college infrastructure like library, gym, labs and various workshops.
- Alumni Association has established Mentoring Program for guiding and enabling our students to qualify in the selection rounds of campus recruitments of companies.

#### Alumni Facebook group

Keeping in mind the active presence of youth on Facebook, a group by the name of SSIPMT Raipur Alumni has been created. Currently it has **650 members**. The same can be verified from the following link:

<https://www.facebook.com/groups/1823882007881164/>

#### Alumni Tab on institute's website

The website has been exclusively created for alumni. A sub tab for registration is also incorporated. The same can be verified from the following link:

<https://SSIPMT.com/our-alumni.html>

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

Response: <1 Lakh

File Description	Document
Alumni association audited statements	<a href="#">View Document</a>

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:

##### The Vision of the Institute

The Institute was established in 2008, a self-financed Engineering and Management Institute, managed by Shri Gangajali Education Society (SGES) for imparting multidisciplinary quality technical education. SGES was established in the year 1998 and strives to create a community of educators who are committed towards the development of students by ensuring quality education. The institute strives to become one of the India's leading engineering institutes in both education and research. The institute is committed to provide quality and state of art technical education in order to enable its students technologically advanced and in turn contribute to the up-liftment of the society

##### The Mission of the Institute

The Mission of the institute aims at achieving the stature of a premier technical institute that imparts innovation-driven education to nurture value-based competent future professionals and meet the societal needs. It emphasise on the pursuit of excellence in technical education and promises to uphold the spirit of the professionalism to serve the humanity.

##### Nature of the Governance

SGES is established as a statutory body which helps in the governance of the institute. It is reflective of an effective leadership in tune with the vision and mission statements. The established policies and operating procedures in the institute ensures the integrity and effectiveness of the governance and administration. This reflects the decentralization of its operations and delegation of the necessary authorities and responsibilities. For the smooth functioning of the institute an environment of mutual respect and persistent effort has been created where the organization provides periodic opportunities for timely, open and healthy communication.

##### Strategic/Perspective Plan

SSIPMT makes sure to impart quality education and imbibe the culture of excellence. The institute has established Internal Quality Assurance Cell (IQAC). We looks for the development of perspective plans aligning with its vision and mission. It focuses on time-bound goals set for academic, administrative, research and developmental activities. The entire process is based on participative approach wherein the faculty members and other stakeholders are involved in the development of plans and their effective execution. The institute has successfully completed its 11 years of leadership and excellence in the field of education, with an ecosystem which consists of centres of excellence to bridge the infamous industry academia gap. There are MoUs with Intel, to train our students on IOT, AI, ML; and semi-conductor companies namely Tessolve Semiconductor and Blue Berry Semiconductor to train the students on latest technologies. The institute also has an association with Automation Anywhere University to train the



students on Robotic Process Automation.

### Participation of the Teachers

All the faculty members actively participate in departmental meetings, the minutes of which are conveyed to IQAC. The HODs and the faculty members are involved in the institutional decision-making process. All decisions taken by IQAC are duly addressed by HoDs to their faculty members for implementing the decisions.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The institute believes in the system of decentralization and participative management. It has a mechanism for delegating authority and providing guardianship with operational autonomy to the various functionaries. The process is followed in the domains of teaching-learning, conduction of examination, R&D, time-table preparation, organisation of fests, nomination for attending FDPs and workshops, sports, discipline, allocation of co-curricular work, purchases, admissions, students' welfare, preparing working guidelines for effective functioning of the institute etc.

A culture of participative management is followed in the institute by involving the faculty members in a number of administrative roles. All institute operations, academic and non-academic, are managed by the various committees constituted. Major committees comprise faculty members, and many include non-teaching staff and students as well. The institute has created a decentralised structure for decision making where departmental committees interface their decisions with the Principal.

Through these committees constituted, responsibilities and duties are delegated under different portfolios. The committees are responsible and accountable for the successful implementation of the respective portfolios. The Principal, in coordination with the departmental Heads monitors the smooth functioning of the committees and effective implementation of tasks assigned. Periodic meetings are held to review the progress of the time-bound tasks assignment and if needed, chalk out the future course of action. The committee members are responsible for presenting the report of the activities conducted to the Principal after their completion.

The performance of the portfolio incharges and committee members is evaluated and reflected in their Appraisal Report. The institute expects every member to contribute not only in academics but also in extra-curricular and co-curricular activities.

The following is a sample of the various committees that are constituted for decentralisation of work and participative management:

No.	Name of Committee	Committee Members

1	<b>Academic Advisory Committee</b>	1	Mr. Gurinderpal Singh
		2	Mr. Hirdesh Singhal
		3	Mr. Nishant Tripathi
2	<b>Staff Council</b>	1	Ms. Sumtra Samal
		2	Mr. Sumit Roy
		3	Dr. Rakesh Singh Dhundel
3	<b>B.E First year Coordinator</b>	1	Dr. Dhirend Singh Kshatri
		2	Mr. Nishant Tripathi
4	<b>Master Time-table</b>	1	Dr. Angesh Chandra (Coordinator)
		2	Dr. Rakesh Singh Dhundel
5	<b>University Exams</b>	1	Dr. Alok Kumar Jain (Sr. Supt.)
		2	Dr. Manoj Kumar Dewangan (Supt.)
		3	Mr. Akash Jain (Asth. Supt.)
		4	Ms. Sangeeta Kadam
		5	Mr. Ranjan Rai
6	<b>Library</b>	1	Dr. Rakesh Singh Dhundel (Prof. I/c & Coordinator)
7	<b>Sports &amp; Physical Training</b>	1	Mr. M.M. Baig (Overall Manager)
		2	Dr. Shubhra Mishra
		3	Mr. Tansen Patel (Athletics Coordinator Overall)
		4	Dr. Sapna Sharma, Coordinator (Girl's)
		5	Dr. Dalvinder Singh Wadhwa (MBA)
		6	Mr. Divyarth Manas Tiwari
8	<b>Anti- Ragging Committee</b>	1	<b>Apex Body:</b>
		A	Dr. M.L. Dewangan
		B	Mr. Naveen Jain
		C	Mr. Atul Chakrawarti
		D	Dr. Hemlata Sinha
		2	<b>Anti- Ragging Committee</b>
		A	Mr. Naveen Jain (Coordinator)
		B	Dr. Manish Saklecha
		3	<b>Boys' Hostel:</b>
		A	Mr. Prashant Tripathi
		B	Mr. Ravishankar Choubey
		4	<b>Girls' Hostel:</b>
		A	Ms. Pratiksha Agrawal
B	Ms. Tanya Jain		
c	Ms Nisha Guhad		
d	Ms. Veena Sahu (JSCN)		

<b>File Description</b>	<b>Document</b>			
Any additional information	<a href="#">View Document</a>			

## 6.2 Strategy Development and Deployment

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

#### Response:

The development of the institute is an ongoing process. With the help of perspective/strategic plans, we chalk out the necessary actions to be taken to grow and develop.

#### Strategic/Perspective Plan:

The institute has designed its perspective plan as follows:

#### 1. Infrastructural Development.

- The institute strives to provide good infrastructural facilities with well equipped laboratories along with a variety of centralized services viz. the library, transportation, etc.
- To establish non conventional energy sources and make use of LED bulbs to save electricity.
- To implement green practices like waste management, rain water harvesting structures, green landscaping, paperless office, single-use plastic free campus etc.

#### 2. Academic growth of the institute

- To provide effective teaching learning environment
- To ensure that stakeholders are involved in various academic processes to make it effective.
- To get recognized by prestigious accreditation bodies.
- To inculcate moral integrity in students and make them socially responsible human beings.

#### 3. Research and Development

- To improve quality of research work by motivating faculty members and students to publish research papers in reputed/ high indexed journal and filing and processing for validation of patents.
- To provide Industry Institute Interaction for the benefit of students and faculty members.
- To establish advanced centres of excellence by signing MoUs with highly reputed organizations.

#### 4. Entrepreneurship Development Programs

- To establish campus companies.

- To groom students with the right skills to become successful entrepreneurs.

## 5. Improving Students Placement

- To develop professionalism, leadership quality, ability to work in a team and to develop human resources to keep up the exceptional placement track record.
- To provide career counselling and skill development programs for the students
- To provide opportunity for overall development of students by providing platforms for various co-curricular, extra-curricular and entrepreneurship skill development.

### 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:

The institute is managed by Governing Body which is constituted under the norms of AICTE and parent body of the institute i.e. Shri Gangajali Education Society. AICTE being the supreme body that governs all the technical Institutes in the country. The Governing Body takes its policy and finance related decisions after proper deliberations and meetings. The resolutions taken up in the meetings are based on suggestions made by all the members who are involved and review of the progress of past resolutions. The Principal is the academic and administrative head who heads matters related to administrative and growth of institution. He is supported by the team of Governing Body members and head of departments who make suggestions on financial aspect of running of the institution, which are then forward to chairman, who makes final decisions related to finances.

The institute has an industry leader as Technical Advisor (TA) who coordinates with Internal Quality Assurance Cell (IQAC). IQAC at institute level oversees all academic audit and faculty performance appraisals.

The Institute has assigned HODs who maintain smooth functioning of different departments and track success of programs, who in turn are supported by, teaching, technical and non-teaching staff. The allied departments i.e. registrar, library, training and placement, facility, systems, help in smooth functioning of Institute administration and report to principal. Any issues escalated by these departments are then discussed by principal, governing body and chairman to come to an amicable solution.

Institute believes in effective and inclusive leadership. Weekly meetings are conducted to review overall progress and plans of all the departments. These meetings are also used to introduce any new plan or discuss any grievances at institute level. Departmental meetings are also conducted in particular for any suggestion or issues brought in notice of principal. These meetings have been a powerful instrument in exchange and implementation of ideas for progress of institution and students.

#### Service Rules:

Service rules are present laid and provided in hard copy booklet form and is also available in brief on institute website. These rules have been prepared according to Chhattisgarh Swami Vivekananda Technical

University and under guidance of SGES.

The detailed procedure of recruitment for staff at all level and information related to student admission is mentioned in detail on college website.

**Promotional Policies:**

Institute follows an inclusive and transparent appraisal system, where in teacher feedback is taken from, students, concerned HODs and a self-assessment tool. Appraisal is made in both financial and hierarchical terms.

For, rest of staff including administrative, library and laboratory, proper recommendation is made by HODs or immediate supervisors and after thorough review with management an increment or promotion takes place.

**Grievance Redressal Mechanism:**

To deal with various grievances at Institute level, SSIPMT has constituted different committees to address any such issues as and when arising. Following are the committees for addressing any grievances

- Grievance Redressal Committee
- SC/ST committee
- Anti-Ragging Committee
- Internal Complaint Committee

These committees make sure that every complaint is addressed amicably.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**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

**Response:** B. Any 4 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>

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

##### **Response:**

The Institute has various cells headed by Coordinators to expediate the related tasks with well-defined roles and responsibilities. The meetings are conducted by the Coordinators to discuss and form plan of action at pre-defined frequency, take resolutions, form budget plans and formally present their plan of action to the Principal. The Principal, then prioritizes tasks and resolutions, and presents it to the governing body for further action and execution. This also helps in proper work and budget allocation to each cell, which helps them to execute the tasks in a given time frame.

**For smooth functioning of the institute, different Cells are constituted at institute level which are as follows:**

- Industry Institute Interaction Cell
- Entrepreneurship Development Cell
- Training and Placement Cell
- Examination Cell
- Admission Cell

The major activities of few of the cells operating in the institute are highlighted below:

- **Career Counselling**

The above activity was planned by Admission cell covering almost all the major schools in various parts of Chhattisgarh. It was planned and executed by the Head Coordinator with a joint team work, along with the technicians. For smooth and proper conduction of these sessions the Coordinator planned all the school visits well in advance by taking proper appointments and well-designed itinerary.

The Teams visits different schools in the month of November and December and made a detailed presentation regarding current and future trends in various fields of engineering education and employment prospects. Conduction of such sessions will be a continuous practice in future also for creating overall awareness between youth of state.

##### **Training and Placement Cell:**

It has been a mission of the Institute to make students industry-ready and skilful so as to have a meaningful

job opportunity. With a dedicated T&P team, that started as a connecting link between industry and academia has grown to be a prominent force in the Institute and have conducted its first HR conclave, seminars on entrepreneurship. We have MOUs with Intel, Tessolve Semi-conductor and Blue Berry Semi-conductor companies. We also have an association with Automation Anywhere University to train our students on Robotic Process Automation. Such associations help in the overall development of the students.

#### **Admission Cell Activities:**

Admission cell has a two-pronged approach, one is to develop an effective strategy to increase number of enrolments in Institute but, more importantly they focus on propagating the knowledge about different streams of studies that children in their final years of schooling can focus. This team comprises of dedicated Coordinators and faculties of the institute from all the departments of the institute.

### **6.3 Faculty Empowerment Strategies**

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

##### **Response:**

Every organization is lead from front by the head, Governing Body and different departments to look over the smooth functioning of the whole system. This whole system is based on employees' feeling of their ownership in daily operations going on in the Institute. This positivity reflects on the students as they are the final beneficiaries of every development in Institute.

##### **1. Welfare Schemes for Teaching Staff:**

- Sponsorship for STTP/Workshop/Professional membership/FDP:

With changing technology and innovations going on in the field of engineering and technology, Institute has made it a point to upgrade its faculties by encouraging them to participate in various FDPs, seminars and conferences. This has made a huge impact on teaching methodology and have made students get first-hand information. Faculty are provided with TA/DA for the conference attended and special leaves are also adjusted so as no deduction in salary takes place.

- Faculty members pursuing higher education:

Faculty members who pursue higher education, Ph.D. and or Master Degree are provided with 3 months of study leave during exams which are marked as paid, books in both hard and electronic form at are provided free of charge to them, Library facilities too are available to them at extended hours. Journals, books and other material needed for research are always at their disposal.

Faculties receiving their doctoral degree and who had their research papers published in different journals are felicitated on the occasion of Independence day and Republic day every year.

##### **2. Welfare Schemes for Non-teaching staff:**

Staff from various departments are encouraged and deputed to attend seminars and conferences on latest administrative and other practices. They are regularly encouraged to learn the latest technology in computer usage, and to hone their communication and other skills.

### 3. Overall Welfare Schemes for Staff:

Institute conducts various sessions covering yoga, meditation and other activities and to increase awareness and to help staff get relieved of stress.

- Leaves – Institute has various leaves like, casual leave, medical leave, maternity/paternity leave for both male and female staff. In addition leaves taken to attend conferences and seminars are counted as Duty Leave (DL).
- Medical Insurance – The Institute provides ESIC (as per Govt. norms) and ICICI-Lombard Insurance (up to Rs.2,00,000/-) to its staff members.
- Medical Assistance in Emergency –The Institute has a clinic and Nursing College in proximity with full-fledged casualty services for any medical emergency.
- Early Salary payments during festivals: Salary is disbursed few days ahead of prominent festivals.
- Recreational Activities, Sports, Institute has a gym, cricket ground, and basketball and tennis court for both staff and students.
- Institute also conducts regular tournaments for its staff members.
- Health Awareness Programs: College conducts health awareness camps at regular intervals.

#### 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:** 11.94

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	20	15	6	6

#### 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:** 5.6



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

2018-19	2017-18	2016-17	2015-16	2014-15
7	8	4	3	6

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:** 20.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	46	24	55	6

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

Institute has a performance based appraisal system for its teaching and non-teaching staff which fosters growth at individual level and plans to be implemented at organizational level. This helps in professional and personal growth for the staff and further advancement in overall operations of the Institute.

**Performance appraisal is based on below mentioned criterias:**

### 1. Self-appraisal Form:

This is divided into different criteria which calculates individual qualifications and responsibilities as per norms laid out by the Institute. Faculty provides information on subjects taught and the difficulty level of the subjects. It also reflects the use of technology by the faculty and methods used by him/her to introduce students to modern technology, through self or with lectures or seminars from external experts.

Faculty provides information on workshops, FDPs, seminars attended by themselves in the preceding year. It also includes any research level work taken up, consultancy if provided by the faculty to any organization and awards if received by them.

### 2. HOD Appraisal form:

This is filled by the concerned head of the department and it is based on his/her assessment of the faculty. This is divided into different components and covers teaching and personal aspect of the faculty. The concerned heads grade the faculty on various parameters, which reflects their technical and inter-personal skills in the department and institute as a whole.

### 3. Principal Appraisal Form:

This can be defined as verification of the above-mentioned forms and defines any needed action which will help in improvement of the mentioned faculty. Principal can recommend faculty to take up courses on technical skills training, covering both hard and soft-skills. Increment or financial rewards are mentioned in this form and is granted as per guidelines.

The faculty is placed under the mentorship of senior faculties and is trained properly and the improvement is monitored accordingly.

### Appraisal System for Non-Teaching Staff:

All the other staff members are annually appraised by their respective departments and the report is forwarded to the Principal and the Chairman. The points covered in appraisal of the other staffmembers are based on the inter-personal skills and the use of technology to expedite their tasks. This appraisal forms the basis of inter-departmental promotions and salary raise as per Institute's norms. Out of turn promotions and increments are provided in some cases.

For instance, Appraisal system is a process by which Institute tries to appreciate the efforts put in by its staff members -technical and non-technical towards the assigned tasks and also to find out any short comings which may directly or passively hamper the growth of students in particular and Institute in general. It is a transparent yet confidential procedure and all the shortcomings are discussed with the concerned department, and an amicable and due action is taken to improve the situation.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Every year, the budget is prepared well in advance by taking into consideration the financial requirements of every department. Each department prepares the budget based on the recurring and non-recurring requirements such as equipment, consumables required and maintenance of equipment for the next academic session. The budget proposed by the department is reviewed and forwarded by the Principal for approval. Budget is planned under the careful supervision, and considerations of need of all the departments. Priorities are made on basis of the needs to fulfill various requirements to upgrade the development of the department. In every financial year the college conduct internal audit through the staff as well as external audit by the statutory Auditors.

#### Internal Financial Audit:-

The institute conducts internal audits regularly at end of every financial matter. The event coordinator submits the bills, vouchers, invoices against the expenses incurred for organizing various events and activities. The accounts officer scrutinizes the bills and submits the bills to the chairman through principal for approval and payment.

#### External Audit:-

The external financial audit i.e. statutory audit is conducted every financial year by appointed "Chartered Accountant" as per the provisions of Income Tax Act 1961, and the Financial statement is prepared of the accrual basis of accounting and the accordance with the standards on accounting issued by the Institute of Chartered Accountants of India. The Chartered Accountants audits the account books and submit the certified audit reports

### 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: 0.19

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.18585	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

#### Response:

The Institute runs under the aegis of Shri Gangajali Education Society; a non profit Educational Society, which does not receive grants or donations from Government. For appropriate and proper utilization of resources, the Institute has annual planning and budgeting process. Budgets and compliance to budgets, financial data is monitored by the institute. Account officers prepare the budget and ensure the compliance of the budget and monitors the financial data of the institute. the only source of income is the tuition fee collected from the students as per the recommendation of the fee fixation committee formed by the state government. Apart from this revenue is generated through consultancy and testing. The Budget is prepared by HODs of respective departments based on their requirements appended with suitable justification.

1. The budget is used to cover all the expenses to be incurred in the academic and administrative development for the coming session.
2. The budget is allocated, so as to cover remuneration for teaching and non-teaching staff.
3. Few other avenues which need budget allocation are:

- Conducting staff welfare activities.
- Conduction of FDPs, seminars, conferences to ensure quality education.
- Infrastructure development and maintenance are a major concern and separate allocation of budget is maintained in order to address this criteria.
- The budget is also allocated for Guest Lecture conducted at both department and Institute level.
- Student activities like, technical competitions, cultural events, seminars, placements are budgeted as per requirements.
- University and DTE eligibility and enrolment fees are paid.
- Remuneration fees to the examiners are paid.
- Funds are made available to enhance library facilities like, subscription of Books/ Journals/ Magazines/ Newspapers each year.
- Funds are made available for auxiliary activities like, fire fighting charges, water proofing, security and other maintenance works in the campus.

Apart from all these activities, a separate corpus of funds is always maintained for any unattended or unplanned expenses incurred as per need.

## 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 Internal Quality Assurance Cell (IQAC) has formed on 20.07.2018. IQAC has taken certain pivotal steps in improving the overall process of the teaching-learning, research and administrative system by adopting innovative techniques for assessment of staff performance, e-governance and in developing a sustainable digital campus.

Some of the initiatives taken by IQAC are mentioned herewith

**1. Research and innovation ecosystem in the institute**

The IQAC has considerably contributed to developing and sustaining an innovative Ecosystem in the institute. The cell has identified the thrust areas to be developed and foster. The thrust areas identified and fostered are

S.No.	Thrust Area	Activities
1	Innovation	• Establishment of IIC in the institut
2	Research	• Increased publications by faculty a • Workshops on IPR/Topic search e
3	Industry Based Projects	Industry based projects have been tak
4	FDPs and Workshops	• Faculties and students have enrich FDP and workshops in NIT, IIT, C • The workshops are also conducted organizations like Intel etc,
5	Certificate courses/ programs for students and faculty	• NPTEL and SWAYAM courses h faculties in increased numbers.

- **ERP system:** To enhance the effectiveness of administrative governance in the institute IQAC suggested the implementation of an Enterprise resource planning (ERP) system and has implemented the e-governance tool for the planning, implementation, and monitoring of various activities like academics, administration, accounts, store, library etc. IQAC continuously monitor and suggest modifications in various modules for the improvement. The monitoring of attendance of employees through ERP helps to maintain the data of attendance and punctuality of the employee along with the leave records to take necessary actions.

File Description	Document
Any additional information	<a href="#">View Document</a>

**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:**

Institute has a well-defined and planned teaching-learning process and has a robust methodology for rolling out the process of delivering quality education. There are various teaching-learning Processes like Subject Allocation, Preparation of Academic subject Plan, Academic calendar, mentor meetings, Student mentoring, etc. Each of these activities are planned by the faculty and HOD and is reviewed thoroughly before disseminating. Once the activities are rolled out, their progress is monitored. The outcomes are analyzed by the principal and discussed with concerned faculty and HOD for further improvements.

**Review of Teaching-Learning Process and its Outcomes:**

- Every teacher prepares the course file before the commencement of next semester.
- DAC verifies the content and completion of course file and report it to higher authorities.
- Suggestions (if any) are communicated to the respective teacher and its fulfillment is ensured by HoD.
- Monthly attendance of the students is displayed for the students for verification and queries are solved, if any.
- Teacher feedback is taken to ensure the quality of teaching and teachers are counseled if required.
- Regular reviews for the timely completion of the syllabus are taken and accordingly remedial actions are suggested.
- Learning levels of the students are assessed based on their performance in internal examinations and university examination.
- Result analysis of all the semester is done. Action plan for improvement of result in case if the result of the subject is poor is submitted to IQAC.

**Methodologies:**

- IQAC regularly conducts the meetings with and Heads of the department.
- Academic review is a regular feature in the institute for continuous monitoring of the teaching-learning process.
- Before commencement of the term, the academic calendar is prepared and it is ensured that the activities are conducted as per schedule in the academic calendar. Academic Calendar covers the schedules such as entry of teaching plan, classes to begin, CT conduction, Sessional examination, guest lectures, workshops and industry visit slots, etc.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response: 5**

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>

#### 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

**Response:** A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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:**

Some of the improvements made during last years are listed below:

##### Academics/Teaching Learning

- The institute started practising OBE and the faculties are encouraged to change from regular black board and chalk to active teaching learning methods.
- The IQAC cell at the institute is working towards the transparency in the system thus building the confidence in the students.
- Faculty qualification is improved i.e. number faculty with PhD degree is increased.
- Industrial Visits is a regular practice done by the departments. Providing the students an inside experience of the industry.



- The students acquire knowledge about new technologies and hands-on training of latest industrial tools in the workshops.
- One of the most efficient ways to achieve continuous improvement is feedback mechanism. Institute takes feedback from students, faculties, alumni, and other stakeholders regularly which gives necessary insights into areas of improvement.
- Soft Skill Training and Campus recruitment training is being provided to the students to improve the personality/competency.
- Nodal Centre for Virtual Lab Program Initiative by MHRD with IIT Roorkee.

### Research and Development

- Collaborative activities like MoUs and tie ups are increased which help in development of institution in terms of academic excellence, Research and Development, faculty and student development, Entrepreneurship and Placement.
- Entrepreneurship culture is developed among the students by organizing various motivational and awareness programs under EDP cell.
- Incubation Cell has been initiated.
- Separate IPR cell is formed and workshops for understanding IPR are conducted.
- Many faculty members have now published patents and copyright.
- Faculty publication is improved. Also quality of publication is improved. Number of papers indexed in SCI, SCOPUS is increased.
- Progressively increasing number of proposals has been submitted to various funding agencies.

### Recognition for the institute

- Two programs are accredited by NBA.
- Institute is participating regularly in National Institutional Ranking Framework (NIRF).

### Infrastructure and Learning Resources

- Smarts rooms are developed.
- There are number of advanced software tools which have been purchased.
- Availability of resources for academics is increased due to sharing of e-books with the students from e-resource like National Digital Library (NDL).
- NSS cell has become active and organized many social programs. In assistance with teachers and students the Institute is working hard towards the development of society.

File Description	Document
Any additional information	<a href="#">View Document</a>



## 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:** 22

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

2018-19	2017-18	2016-17	2015-16	2014-15
03	06	05	05	03

#### File Description

#### Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[View Document](#)

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

institution shows gender sensitivity in providing facilities as:

- a) Safety and Security
- b) Counseling
- c) Common Room
- d) Medical Facility

##### a) Safety and security

- The issues related to gender equity are the outcome of social stigma prevailing in every part of society. As a matter of fact, it is an overshoot of the misconception that the world is a man dominated society. Eventually, it led to a social evil resulting in discrimination of gender, social

violence, and sexual harassment and ultimately suppressing the women's power.

- The institution is well aware of facts that are deterrents in achieving gender equity. To meet the objective the institution has taken the following measures with respect to safety and security and enhancing the women's power.
- Security guards are available 24 hours in the campus to take care of security measures.
- The institution has well-guarded fencing, proper light arrangement, and security cameras. In case of a power failure, an arrangement of emergency Power Backup has also been installed.
- To further strengthen the measures of safety and security the institution has formed women's grievance cell. The objectives of women's grievance cell are to monitor safety and security arrangements, to address gender issues grievances and to provide remedial measures.
- Women's grievance cell is formed as per provisions and regulations laid down by the University. The cell conducts its meetings.
- Women's grievance cell has been made student-friendly. Its working is in such a manner that students feel free and comfortable to share their issues. The working has been kept transparent, to give a fair and unbiased result.
- After college timings( 9.0 am to 3.20 pm) without reason, the students are not allowed to stay on campus. For activities, after college timings, a faculty in charge is nominated for ensuring security and safe travel back to home.

#### **b) Counseling**

- A discussion always yields the best results, and this principle is well implemented in our institution.
- Counselling is one of the important components to achieve gender equity. To some extent non existence of gender equity in the society is an outcome of wrongly conceived social values.
- Through counselling female students are provided rational thinking to counteract the wrong traditions and customs prevailing in the society.
- Counselling also helps the female students to believe in themselves. In the process they develop confidence to act for the right cause and somehow develop a courage to speak against wrong.
- Female faculty members are assigned a group of female students to deal with their various problems with the help of social media. Fortnightly meetings are conducted for personal interaction with female students to solve the issues.
- Further the female students are encouraged to participate equally in various activities. They have been treated no less than males in the institution.

#### **c) Common Room**

- Institute always believes in cleanliness & hygiene area is required. In the institute ample, separate common rooms for girls & boys, are available. To facilitate our female students, the institute has established a spacious & comfortable common room with all basic facilities viz. attached washroom, etc.
- Institute has equipped its common room with, a first aid box and medicines. It's a comfortable enclosure for girls to sit, relax and enjoy in their free times. It also provides a place to study and hence proves a means for group study.
- Girls' Common Room is the Place where Girls can spend their free time by enhancing interpersonal communication and keeping a distance from electronic gadgets.

#### **d) Medical Facility**

- The institute has a dispensary on campus to meet the first aid routine medical requirement of the students.
- In case of emergency, patients are referred to Aastha Clinic in Sejbahar, Raipur along with faculty in charge to take care and in case of the emergency, case is informed to management and transportation is made available to shift the patient to the hospital.
- The institute provided a transport facility for proper medical treatment.
  - As we have a nursing college in the vicinity, we have medical people available at all time for emergency situations

**From its inception in the year 2008 till date not a single incidence of women harassment has been noticed that itself reflects that here best practices are followed to maintain gender equality and respecting women's rights.**

#### Case History

Year	Number of cases
2014-15	NIL
2015-16	NIL
2016-17	NIL
2017-18	NIL

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 7.1.3 Alternate Energy initiatives such as:

##### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 20.48

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

**Response:** 124669

##### 7.1.3.2 Total annual power requirement (in KWH)

**Response:** 608828

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.4 Percentage of annual lighting power requirements met through LED bulbs**

**Response:** 64.19

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

Response: 30222

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 47085

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.5 Waste Management steps including:**

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

**Waste Management at Campus**

SSIPMT believes in the motto of Together We Can. Our Institute is extremely conscious about waste management and takes necessary efforts towards sustainable environment and its growth. As per the Swachha Bharat Abhiyaan, SSIPMT prioritizes cleanliness on campus and encourages students and staff to follow effective waste management practices which include reduction at source; segregation and implementation of 3R's i.e. REDUCE, REUSE and RECYCLE before disposal. The institute has a well-defined mechanism for waste disposal. Students and staff members on regular bases take care of the surroundings in different ways which are as follows:

**1.Solid Waste Towards Solid Waste Management,**

The institute has taken the following steps:

- Prohibited the use of plastic bottles and other disposables in cafeteria and in creative crafts

organized by students.

- Reduce plastic usage to the minimum essential, on and off the campus.
- Solid waste is segregated at source. Organic waste is collected in green dustbins and non-biodegradable (Dry) waste in blue dustbins. The waste pickup and collection is done by housekeeping staff. There after Municipality staff collects dry waste fortnightly.
- Any green waste from the kitchen and leftover food from the mess is put inside a pit so that it can be used as manure.
- Made provision for segregating dry waste as paper waste, plastic waste and metal waste which is given to vendors outside the campus for recycling.
- Organized an awareness drive on campus for sensitizing students, faculty members and staff towards nature and the environmental needs.

## 2. Liquid Waste

- SSIPMT has its own septic tanks and soak pits to take care of waste water generated at campus.
- Liquid waste includes waste water generated by washrooms, regular cleaning and mopping and canteen waste water.

## 3. E -waste management

- Institute takes efforts to minimize e-waste.
- E-waste is managed through State government authorized agency -M/s Namo E-Waste Management Limited, Navapara, Abhanpur.
- Regular maintenance by technical staff and reutilization of spare parts of discarded electronic devices is a common practice.
- To sensitize students and staff on careful disposal and management of electronic waste, E-waste bins are installed at SSIPMT.
- Non-functional computers, monitors and printers are discarded on a systematic basis.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

**Response:**

#### **Rain water harvesting structures and utilization in the campus**

SSIPMT has taken sustainable initiative towards conserving water through a wide expanse of well-maintained green landscape which has been deliberately included on the campus to keep the ground porous so that rainwater can be collected through natural means to recharge the water table. It helps in improving the quality and increasing the level of ground water. It also helps in improving the overall floral system and reduces the loss of top layer of the soil. Rainwater harvesting practices at SSIPMT include water table recharging.

Looking at the current requirement of water and water table of SSIPMT, the Institute is well-equipped with adequate water resources. The water from Raipur Municipal Cooperation is used for drinking and cafeteria. The Institute focuses on water conservation by the use of push taps to reduce water wastage, use of rainwater to water the plants. These efforts have resulted in lesser usage of the RMC water supply. Students and staff are sensitized on contributing towards the importance of water conservation and reducing water wastage through events to mark World Water Day and displaying presentations and posters on digital notice boards.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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 on Campus:**

SSSIPMT promotes green practices on campus. Starting with its three buildings for administrative and education purpose and two buildings, one used for mess facilities and boy's hostel and the other being girl's hostel. The campus itself is located in serene and calm atmosphere with rural setting. Green grasslands and water body in the campus and well maintained gardens with varieties of trees, plants and bushes. Presence of small gardens inside the three main building makes a soothing impact on eye and promotes a healthy environment with provision of proper exchange of fresh air and natural light for the occupants. Students also are made aware of reducing plastic usage, apart from using their personal containers for water and food, canteen food is provided in degradable paper plates and plastic bags are discouraged on the campus.

#### **Students Staff using Bicycles/Public transport:**

The campus although in rural area is connected to Raipur by a state highway road with buses and tempo taxis plying at regular intervals and cab services which have now made Institute as a pick and drop location recently. Institute has its own fleet of buses which are used by majority of students, faculty and staff members, this service even covers the nearby township of Bhilai.

Campus has a well paved tar/cement road along with neatly maintained footpaths with trees lining both the sides and bushes planted in the divider. Students living in hostels use this road for their evening walks and is used by other members to move in the campus.

**Public Transport:**

As already mentioned institute is well connected with City by road. Nearest railway station is 17 kilo meters away, and is reachable by public transport. Students, faculties and staff also follow vehicle pooling as much as possible. It is mere 13 km from the centre of the city and just 3 km from New Government Engineering College (New GEC), Raipur. The campus is 10 km away from Swami Vivekananda Airport .

**Plastic-Free Campus:**

Institute is making special efforts to get rid of or reduce plastic usage in campus. Canteen serves its food in paper plates or multi use plastic plates. Students who are day-boarders are encouraged to bring their own water bottles and lunch boxes.

**Paper- Free Campus:**

Institute is promoting reduction of usage of paper for propagating important messages. Offices now use social messaging services to forward important notices, emails, soft copies brochures through online messaging.

- Bio-metric machine and ERP software is used for registering daily attendance of staff
- Student data at every level is maintained electronically by the student section. Advances are being made for electronic student attendance in coming months.
- Institute is maintaining its website to update all the recent updates, results and other necessary and relevant information.

Institute maintains a lush green lawn with number of different trees, bushes and shrubs spread evenly in the garden. Many flower-bearing plants improve the year-round beauty of the entrances.

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

**Response:** 1.24

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)

2018-19	2017-18	2016-17	2015-16	2014-15
2.31	4.21	9.92	5.52	9.10

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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)

**Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

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



**Response: 26**

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	7	2	14

**File Description**

**Document**

Any additional information

[View Document](#)

**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**

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

**Response: Yes**

**File Description**

**Document**

Any additional information

[View 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](#)

Any additional information

[View Document](#)

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

**Response: Yes**

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**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:** 15

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	3	1	3

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>

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

**Response:**

The institute celebrates with great fervor the national festivals and birth and death anniversaries of great Indian personalities. It strives to inculcate the best of its cultural heritage in the future leaders of the

corporate world. The institute also imbues in its students a sense of spirituality and secularism. In 2016 a temple was built in the college campus to have the blessings of almighty bestowed upon everyone on the premises. Our institute aims to provide the best quality Engineering and Management education to its students.

### **Independence Day**

Every year our institute celebrates Independence Day with all the staff and students. The program starts with flag hoisting by the Chief Guest followed by National Anthem, speech, patriotic songs and various cultural programs.

### **Republic Day**

All the students and staff assemble every year on 26th January to celebrate Republic Day and attend flag hoisting. Respects to the sacrifices made by freedom fighters are performed by students and patriotic songs are sung.

### **Gandhi Jayanti**

Gandhi Jayanti is celebrated annually on 2nd October in the institute. The NSS volunteers organize a mass pledge for 'Swaachha Bharat Abhiyaan'. All students and staff come together to clean the campus. Activities like prayer meetings, painting, and essay competitions are conducted.

### **Teacher's Day**

Dr. Sarvepalli Radhakrishnan was a great teacher and educationist, known for his commitment to the education system in India. Teacher's Day is celebrated every year on 5th September by students. They wish the teachers, offer flowers and greeting cards.

### **Engineer's Day**

Bharat Ratna Awardee Mokshagundam Visvesvaraya's birthday is celebrated every year on 15th September as Engineer's Day. This day is celebrated with great vigor and zeal in the institute.

### **Mandir Patotsav**

In our institute's campus there is a temple of the goddess Bala Tripura Sundari (childhood form of goddess Saraswati). Mandir Patotsav is celebrated with great zeal and prasadam is distributed to the students and teachers after offerings to the goddess.

### **Vishwakarma Jayanti**

Vishwakarma is considered as swayambhu or creator of the world. Vishwakarma Jayanti is celebrated every year by the staff of SSIPMT by offering prays to various machines. All staff members gather and perform the puja.

### **Basant Panchami**

Basant Panchami is celebrated every year in the institute. It is known as "*Hari Raya Saraswati*". Saraswati puja is performed to excel in the field of art, knowledge and music. It also marks the end of the winter season and the arrival of the spring season.

### **Shri Krishna Janmashtami**

Shri Krishna Janmashtami is celebrated with a puja at the stroke of midnight to mark the birth of Lord Krishna, where the students participate and prasadam is distributed to them.

### **Ganesh Puja**

Ganesh Puja is celebrated in the campus ofSSIPMT for seven days with great fervor starting with a havan where the students and teachers participate in daily prayers and offerings. Various cultural events are organized during Ganpati celebration.

### **Hareli**

Hareli festival is one of the famous festivals of Chhattisgarh, celebrated on our campus with great pomp and show.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

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

#### **Response:**

The institute maintains absolute transparency in its financial, academic, administrative, and auxiliary functions. Ethical and accountable conduct pervades the institution, from its financial functions, through its academic and personnel policies, to its wide-ranging auxiliary functions. The institute ensures that the operations are conducted transparently and openly in all activities by developing and updating policies from time to time. Institute has a dynamic history of policy review/revision that reflects the institution's ongoing commitment to integrity and ethical actions. It has managed to promote and improve faculty and staff salaries in the past ten years.

Every transaction is through a bank (digital transactions) and a receipt is promptly issued whenever it is necessary. The receipt and payments are done through the bank. The disbursal of scholarships and other monetary benefits to the students is done through banks. It is made sure that all the financial transactions, reports and documents are completed with integrity, and that the institution presents timely and accurate information to the statutory authorities and stakeholders. The Institutional mechanism for monitoring the effective and efficient use of financial resources is the Financial Committee consisting of Trustees. The Committee is assisted by the experts to finalize matters relating to the fee structure and the budget provisions of the college. Day-to-day financial transactions are tracked by the Chairman, Principal, for approvals and the Accounts Officers (for Cross Verification and accounting). The institution has appointed

external auditors, who regularly audit the accounts. The governing council monitors every academic activity of the college.

Auxiliary functions are conducted in a transparent way. For this purpose, decisions are taken in staff council meetings. All circulars regarding, students, teaching staff & non-teaching staff are circulated, read in all the classes & displayed on the notice boards. Unique student Ids are given to each student and official communication is done through the same.

## 7.2 Best Practices

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

#### Response:

#### Best Practice I

#### Title of the Practice: Beyond Technical Learning Activities

#### The objective of the Practice

SSIPMT believes in the holistic development of its students. It provides a comprehensive learning ecosystem for the students that help them develop their life skills. The objective is to empower students with not only a solid technical knowledge base but also to equip them with life skills, owner of impressive personality and help them to enhance their employability.

#### The Context

SSIPMT is committed to make industry ready engineers and managers equipped with the latest technical knowhow and skills needed for a successful professional. The need of this practice arises from the fact that the students come from diverse socio-economic backgrounds including vernacular education system. It equips students to make good decisions and solve problems in their academic and professional careers as well as their personal lives.

#### The Practice

Life skills shape the careers of professionals and engineers along with their technical skills. To impart such skills, SSIMPT covers extra miles and performs beyond curriculum activities under the mentorship of faculty members along with the experts from different domains. Tailor-made modules are designed for grooming the personality and enhancing the technical knowledge, communication and soft skills of the students.

**Special Personality Development and Soft Skills:** Personality Development and Soft Skills play an integral role in revolutionizing community interactions among students, teachers and the community as a whole. The special classes for enhancing personality and communication skills are conducted to assess and

measure the students qualitatively and quantitatively continuously, helping them improve gradually through constructive feedback. Rigorous training in Listening, Speaking, Reading and Writing (LSRW) through activities like story building, story-telling, prepared speeches, extempore, presentations etc. is provided. Practical training on GD, PI, Role Plays and Mock Interviews through special in-house sessions, inter and intra college competitions is given to the students of all branches. The professional writing skills of students is groomed through technical report writing sessions and in major and minor projects of final year.

**Written English Test (WET):** WET is an integral part of the two internal assessments ( CT 1 and CT 2). The students are assessed in their writing skills through email writing test picture perception, paragraph writing, story writing, grammar, application, letter writing, job application with resume and covering letter etc.

**Campus Recruitment Training (CRT):** To enable the students perform well in the campus placements, CRT classes are arranged for pre final year students. The classes are held by professional agencies in which the students are imparted trainings in aptitude, verbal and non-verbal, reasoning, reading comprehension, Group Discussion, mock HR and technical interviews, Personal Interviews etc.

**SSIPMT Spellbinders Toastmasters Club** - The institution has chartered the prestigious Toastmasters international club to enhance public speaking skills and the leadership skills. The students are encouraged to showcase their skills nationally as well as internationally in the contests organized by the club. The institute had been the venue for the prestigious master orator championship consecutively for two years.

**Videos for Speaking Sessions:** In the first semester during the language lab classes, students enhance their speaking skills in a novel way by doing away with their stage fear and hesitation. Students' speeches are video recorded and then shown to them for self-evaluation.

**Evidence of Success:** Consistent and meticulous efforts of the institute for imparting knowledge par excellence in all the domains has been appreciated and acknowledged through various awards and recognitions at various platforms. It is evident through:

- Winners of humorous speech contest – G4 club held at Hyderabad
- Winners of evaluation contest held at Hyderabad.
- Location lead award for organizing MOC season 4

### **Problems Encountered and Resources Required:**

The problem encountered in this practice was that students hail from diverse socio economic backgrounds and all are not well versed in the English language. Owing to their poor communication skills, the students face difficulties in grasping and understanding the subjects. To address this challenge together with one to one mentoring, there was a need to implement the ICT approach of Teaching-learning. To enhance the speaking and writing skills of the students a language Lab software is used in language labs.

### **Best Practice II**

**Title of the Practice: Multi-Disciplinary Research Activities**

**Objective of the Practice**

SSIPMT is ardent champion of innovation and creativity. It has been able to create a sustainable system for research and innovation with the active involvement of the management. The prime objective of the practice is to create engineers that help solve social problems and make them responsible professional. It also helps students in establishing their own startups and developing products. Students participate in Smart India Hackathon, Tech Fests, Workshops and other R&D activities within and outside the institution. It helps students create intellectual property and patents.

### **The Context**

The institute believes that solving a real life problem requires multi-disciplinary research activity. Therefore, SSIPMT focuses on incubation and product development so that students and staff can take up socially relevant problems and can apply their engineering skills by developing products. The faculty and students are constantly in touch with the various stakeholders so as to keep themselves updated with the societal challenges and issues. Under the mentor ship of faculty the team of students assess the problem and using their technical knowledge provide the solutions. The students thus gain hands on experience to think, design and develop products. Such initiatives have given a stimulus to experiential learning, and added enthusiasm among students.

### **The Practice**

SSIPMT's pedagogical vision and focus on outcome based education has helped students develop their engineering skills. The ecosystem created by the institute to connect the students with the society and experience the social problems has encouraged students and faculty to take up product development that address the social issues. Some of the activities undertaken in this context are as follows:

**a. Hackathon:** SSIPMT students were among the top ten positions in Smart India Hackathon 2018 held at Coimbatore, Tamil Nadu. Our students got the opportunity to interact with Hon'ble Prime Minister, Shri Narendra Modi through video conferencing and got accolades. The institute had organized the maiden state level Hackathon "Navonmesh 2019" in collaboration with Chhattisgarh Swami Vivekanand Technical University. Overwhelming participation of the students from various technical, non-technical institutes and schools was observed and cash prizes worth one lakh were given to the winners. Industry leaders and academicians judged the participants. It provided an opportunity to students to showcase their innovative products and solutions to the outer world.

**b. Life-Easing Products :** Students through their interaction with the society identified various hurdles in their day to day affairs. Students were inspired to solve their problems and they conceptualized and developed life easing products. While developing such products students got insight into key issues in product development. The prominent products developed by our students are:-

- E-Dustbin: Exclusively designed and developed by our students wherein the lid of the dustbin open automatically when approached by the person thus preventing him/her from touching the contaminated lid of the dustbin.
- Prosthetic Hand: Students have created a prototype of prosthetic hand especially designed and developed through inhouse 3D printer to help people with full or partial hand loss retain the function and appearance of a regular hand at a very low cost.
- Low-Cost Air-conditioner: The students under the guidance of a faculty have designed and developed a low-cost Air-conditioner to make it affordable for the masses.
- E-Vehicle: Our students have developed an indigenous E-vehicle. It can attain the speed of 60

km/hr and can run for 90 km in one charge.

- Wet and Dry Waste Segregator: The product enables the segregation of wet and dry components of the garbage. It solves a daunting social problem of segregating the waste before managing it. The wet component can then be converted in to manure.
- Smart Wheelchair: It is a boon for physically challenged people who are confined to their wheel chairs. The wheel chair provides the motion control through the hand gestures and retina movement.
- Smart Aquarium: A smart aquarium has been designed and developed which automatically controls i) feeding of the fishes at particular time of the day, ii) Switching of on/off of the lights of aquarium and controlling of the oxygen pump.
- Smart Blind Stick: A valuable product for visually impaired persons has been developed by the students which detects the obstacles in way and intimates the person through a buzzer.
- Solar Panel Cleaning System: A 2 dimensional automatic solar panel cleaning system has been created .
- Blind Boot : It is an IoT product for visually impaired where the boot sensors detect the end of the surface and edges of the floor and intimates the same to the person with a hooter. Thus saving the person from falling and getting injured.

### **Evidence of success**

**The success of the institute in multi-disciplinary research is evident from the various awards won at different platforms. The list is given below:**

- SSIPMT was awarded the Best Emerging College and Unexceptional Placements by the honorable Chief Minister Dr. Raman Singh.
- The institute was awarded Best Technical Campus in Chhattisgarh at the Think India Education Summit, 2015.
- The institute was awarded Chhatra Vishwakarma Awards 2018 Regional Competition, Bhopal for designing and making of Active Prosthetic Hand.
- A project of TATA Ltd. has been successfully completed for the design of nozzle for surge tanks.
- The institution makes all provisions for students and faculties to participate in research projects collaboratively. Presently, 21 collaborative research projects under TEQIP – III in various departments are in progress.

### **Problems Encountered and Resources Required:**

As SSIPMT is still in its infancy stage of development, the resources required for multidisciplinary were a challenge. Students and faculty were to be provided an exposure and guidance for product development. Therefore, SSIPMT created an ecosystem that enabled and motivated them for frugal innovation and product development.

### **Notes:**

The R&D eco system of the institute provides a platform for students and faculty members for taking up new challenges through projects and have experimental learning.

### **Best Practice III**



## **Title of the Practice: Community Service- Unnat Bharat Abhiyan (UBA)**

### **Objectives of the Practice**

SSIPMT strongly believes that it has the responsibility of not only creating good engineers but also providing leaders with values, integrity and ethics. Therefore it has created an ecosystem where its students get the opportunity to interact with the local stakeholders. Students are sensitized towards the societal issues and challenges to make them realize their responsibilities and duties towards the society and nation. We strive to inculcate in the students the need of self growth along with the welfare of the humanity large. The goal of this practice is to promote the habit of giving to the society and feel the sense of satisfaction. It also helps them connect with the heart of the country i.e. rural India.

### **The Context**

The Mission of Unnat Bharat Abhiyan is to enable higher educational institutions to work with the people of rural India in identifying development challenges and creating appropriate solutions for accelerating sustainable growth. It also aims to create a virtuous cycle between society and an inclusive academic system by providing knowledge and practices for emerging professions and to upgrade the capabilities of both the public and the private sectors in responding to the development needs of rural India. Unnat Bharat Abhiyan is inspired by the vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India.

### **The Practice**

Recognizing the importance of developing a dynamic link between key stakeholders in the process of development, college faculty and students undertake several activities to address issues related to health-hygiene, sanitation, waste management, gender, literacy, resource utilization, and human development to name a few under UBA and NSS.

The institute under UBA/NSS performs variety of activities through self-practice methods along with the villagers like cleanliness drive, clean drinking water provision, and other community services. Awareness is facilitated through interaction with inhabitants of the village.

### **Evidence of Success**

At present, SSIPMT offers has contributed its share for welfare work:

- **Adoption of 5 villages under UBA and 1 village under NSS:** SSIMPT has adopted over all 6 villages in the vicinity and offers whole hearted support for the upliftment and development of the villagers and village.
- **Donation to School for Mentally Challenged Students-** Donated forty chairs and five dining tables to the school.
- Donated five Exhaust fans for the classrooms in two Government Schools of Mujgahan, Raipur.
- SSIPMT has donated one computer and printer to the Panchayat office Gram Palaud, Raipur to make it technically and digitally sound. The staff members of the office are given training and office assistance whenever required for the overall upgradation of the employees in the office.
- The institute has created and designed a website: **www.grampalaud.com** to bring the respective village at par with the other hi-tech cities. This site was created with the intention so that the

villagers and farmers get the updated prices of the market value of their material and products manufactured by them.

- Woolen clothes were distributed to poor people in and around the villages in Raipur.

### Problems Encountered and Resources Required:

The biggest problem encountered by UBA volunteers and team was the reluctance of the villagers to cooperate with the team to carry out the desired activities. At the beginning the villagers were not aware about the work and the initiatives taken by the institute so the trust building phase was a tough and slow. The team was treated as outsider and skeptical about the whole initiative. But in due course of time, they welcomed us with open arms and helped us in making this community service initiative a great success. The villagers started treating us as their extended family members. Scaling up with more villages and more initiative is a challenge as more resources are required.

### Notes:

The institute is taking continuous strides towards community welfare by contributing and participating in the government programs initiated for rural liftment and growth.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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:

Shri Shankaracharya Institute of Professional Management Technology strives to inculcate in its students the spirit of service along with professional/ technical skills for their overall development. Following attributes are instilled in the students over their tenure of studies in the institute:

#### Ethics and Virtues

The virtues of trust, respect, individual self- determination and obedience encourage social and economic exchange as well as production and entrepreneurship. We keep guiding our students to be ethical in their academic work as well as future careers.

#### Community Outreach

Through Community Outreach program in the form of NSS, UBA, SBA we teach our students how to give back to the society. We make students volunteer their services in the local vicinity to create awareness

about health, hygiene, literacy, water conservation, etc.

### **Nation Building**

Students are taught that they need not become a soldier to contribute to the country. A tax paying, rule abiding citizen contributes equally to nation building. Thus, if the students are serious and sincere their careers, they can surely contribute their share towards paving the nation on the path of progress and development.

### **Eco-friendliness**

The students are given a vivid understanding of current environmental/ contemporary issues and through its various efforts such as energy conservation, solid waste management, rainwater harvesting urges them to become eco-friendly citizens.

### **Gender Equality**

The institute makes relentless efforts towards empowering the girl students, in particular, for making them contribute equally towards national development.

### **Entrepreneurship**

The institute strongly believes that entrepreneurs help drive change with innovation where new and improved products/ services enable new markets to be developed. Through the EDC in the institute, we foster the same spirit in our students.

### **Continuous Self Development**

We inculcate in our students the urge for continuous self-development so as to achieve the right mix of personal and professional goals throughout their active work life.

### **Wise Use of Resources**

Restoring and maintaining the health of renewable and non-renewable resources is the key elements of sustainable development. We make our students realize the imperativeness of the 3 R's- Reduce, Reuse and Recycle.

### **Leadership and Team Spirit**

The institute believes it is not enough for a student to decide that he/ she wants to be a leader. The institute teaches them that leadership skill are not inherited, they have to be developed consciously over time, by working in teams and groups. A student should understand the importance of fundamental aspects, such as Communication skills, Decision-making skills, Organizing skills, Action planning, Strategic thinking, Risk management, etc.

### **Secular Ethics**

This is another thrust area of the institute. We imbue in our students a secular attitude wherein multi-racial and multi-religion compatibility is taught and developed in the students.

### **Sense of Ownership and Belongingness**

The institute creates an environment for students to feel that they are a valued member of theSSIPMT fraternity. This feeling of oneness helps students perform better academically and are more motivated to learn. Similarly, we make them feel connected with their native land so as to contribute to the local economy.

NAAC

## 5. CONCLUSION

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### Additional Information :

- Chhattisgarh Government has identified 'Narwa, Garuwa, Ghurwa, and Baadi' or water conservation, livestock development, compost usage, and cultivation of vegetable and fruit as its symbols. The institute takes serious efforts to sensitize its students on these so as to make them a part of the community ecosystem.
- The institute is aware of the challenges related to Mathematical skills of a candidate coming from school and thus places essential early building blocks at the start of engineering program.
- The institute has very efficiently arranged to manage its water requirement round-the-year by digging two massive ponds and getting water supply from Gangrel which is about 80 KMs away.
- The institute also takes efforts for environmental sustainability, and has installed solar panels for electricity generation. The institute also has in place the rain water harvesting system.
- The institute believes in working with and through the 'Teams'. As such, each department in the institute has a club each for conducting various activities and programs. The names of clubs in the institute are ELEXA in ET&T, MEA in Mechanical Engineering, iTECH in Information Technology, CSA in Computer Science, ACE in Civil Engineering and M2M in Department of Management Studies. All students of a branch are the members of its departmental club, and a few students are portfolio holders.
- Hackathons, Annual sports, Annual function, workshos/Seminars/conferences are regular practice.
- Well-structured organizational hierarchy that leads to an efficient management.
- The institute strives to continuously improve its processes and quality.
- Structured and systematic planning for implementation of curriculum.
- The institute is the active Local of NPTEL. We encourage our students and faculty to use Mooc platform actively for adding newer dimensions to their learning. A good number of students and faculty have successfully completed Swayam Courses.
- Quizzes, group discussions, debates are encouraged for interactive learning.
- Regular monitoring of student's progress in academics, and co-curricular activities, sports, attendance, overall involvement and behaviour in each semester.
- Conduction of Parent Teacher Meetings (PTM) from time to time, to discuss the result and overall performance of the students.
- Video lectures of faculty members are shared with students.

### Concluding Remarks :

SSIPMT Raipur has achieved greater heights than those of its peers, by being able to adapt well to changes and react to these quickly. This has been achieved through effective leadership and involvement of all stakeholders in the decision-making process.

The institute has continuously improved its core capabilities by molding its students to meet ever-increasing technological and societal challenges with its traditions of self-discipline, hard work, teamwork and multi-disciplinary ecosystem. Our rigorous academic delivery plan integrated with the ICT enabled teaching-learning process presents a conducive ecosystem for holistic development of students. Our monitoring system encourages innovative thinking, problem-solving capabilities and research orientation among students and faculty.

Our Centres of Excellence, MoUs signed with industries and Professional Bodies and Entrepreneur Development Cell has given impetus to R&D in the institute and has fostered the spirit of innovation and entrepreneurship amongst students and faculty. By setting high academic content standards and designing activities beyond the curriculum, we have been successful in adopting the Pathasaala to Prayogashaala approach.

Our State-of-Art infrastructure and conducive ecosystem have helped the institute achieve its mission and has resulted in the holistic development of its students. The well-structured and organized guidance and counseling system caters to students of different learning abilities and bridges the skill gap. Additionally, practices such as Activity/ Project-based Learning, College to Corporate Sessions, English Proficiency/Soft Skills Training, Student-Centric Approach, Mentor-Mentee Approach, Industrial Visits, Campus Recruitment Training, Mock Evaluations, Experiential Learning, CoEs, Smart and Eco-friendly Campus, NCC, NSS, UBA, Value-based learning, Ragging free Campus, gender equity have collectively enhanced the teaching-learning environment in the institute.

The institute provides for KPIs well in advance for all students and faculty. Decentralization of work, core support and essential autonomies help in the smooth functioning of institutional operations and activities related to academics and administration. Complete transparency is maintained every task carried out and audit of finance and accounts on regular basis bears testimony of streamlined working of the institute.

The institute firmly believes imparting value-based, innovation-driven education and thus instils in its students moral and cultural values together with a drive for creativity and research.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p><b>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	4	0	0	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
4	0	0	0	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p><b>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>10</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	42	10	0	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	4	0	0	0	1
2018-19	2017-18	2016-17	2015-16	2014-15																	
42	10	0	0	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
4	0	0	0	1																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p><b>1.2.1.1. How many new courses are introduced within the last five years</b></p> <p>Answer before DVV Verification : 13</p> <p>Answer after DVV Verification: 186</p> <p>Remark : DVV has made the changes as per provided syllabus copy of new courses by HEI.</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p><b>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs</b></p>																				

year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
638	655	569	388	106

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV made the changes as per in metric 1.1.2, certificate programs are zero. how students can enrolled in subjects related certificate programs.

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

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

Answer before DVV Verification : 31

Answer after DVV Verification: 15

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	15	10	11	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20	15	10	11	09

Remark : DVV made the changes as per clarification for 2014-15 provide by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
243	232	234	246	194



Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
138	144	115	119	116

Remark : DVV made the changes as per extract of actual students from reserved category for 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19 provided by HEI.

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 123

Answer after DVV Verification: 123

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	1	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	0	0

2.6.3 Average pass percentage of Students

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

Answer before DVV Verification : 352

Answer after DVV Verification: 383

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

Answer before DVV Verification : 398

Answer after DVV Verification: 427

Remark : DVV made the changes as per annual report for 2018-19 provided by HEI.

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

3.1.1.1. 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)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	25.06	5.0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	25.06	0	5.0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
27	47	43	34	12

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
18	37	20	20	8

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
68	37	40	49	30

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
61	34	36	46	27

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
52	14	6	6	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

3.4.3 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

3.4.3.1. 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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	7	8	9	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	7	8	8	2

3.4.4 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

3.4.4.1. 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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
580	1279	1058	523	505

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
450	786	761	40	115

3.5.2 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)

3.5.2.1. 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)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	7	4	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	5	4	1

Remark : DVV has not considered training partner agreement for 2014-15 provided by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
100	250	225	105	365

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
134.88	247.5	197.07	149.52	441.27

Remark : DVV made the changes as per budget allocation for infrastructure augmentation in audited statement duly certified by CA provided by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14.10168	12.63440	14.31307	20.60406	6.27490

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
24.67	23.22	6.45	10.08	4.34

Remark : DVV made the changes as per annual expenditure of books and journals in audited statement provided by HEI.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year  
 Answer before DVV Verification : 180  
 Answer after DVV Verification: 52

Remark : DVV made the changes as per logbook entries of students and teachers using library provided by HEI.

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

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)  
 Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
530.809	492.53	476.23	480.60	378.64

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
31.16	25.55	0	0	0

Remark : DVV made the input zero because audited statement has not reflect repair & maintenance expenditure provided by HEI for the year 2014-15, 2015-16 and 2016-17.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	17	8	11	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

12	10	7	09	10
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Remark : DVV made the changes as per sanction order of students benefited by scholarships besides government provided by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
666	940	715	708	746

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
53	25	45	40	60

Remark : DVV made the changes as per list of students attending VAT for 2018-19 provided by HEI.

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)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22	25	29	20	17

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
22	23	27	18	17

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
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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.

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
70	92	19	12	08

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

Remark : DVV has not consider participation certificate.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
28	31	26	30	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV made the changes as per Report of sports and cultural activities has not cleared provided by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
43	20	18	7	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

28	20	15	6	6
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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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	13	8	9	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	8	4	3	6

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
79	109	68	106	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	46	24	55	6

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	0	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15



25	0	0	0	0
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7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
03	09	06	06	05

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
03	06	05	05	03

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
21	26	24	73	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
21	26	24	73	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	7	2	14

7.1.17	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7</td> <td>11</td> <td>2</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> <td>3</td> <td>1</td> <td>3</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	6	7	11	2	4	2018-19	2017-18	2016-17	2015-16	2014-15	5	3	3	1	3
2018-19	2017-18	2016-17	2015-16	2014-15																	
6	7	11	2	4																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
5	3	3	1	3																	

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>589</td> <td>589</td> <td>395</td> <td>395</td> <td>351</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>468</td> <td>468</td> <td>314</td> <td>314</td> <td>279</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	589	589	395	395	351	2018-19	2017-18	2016-17	2015-16	2014-15	468	468	314	314	279
2018-19	2017-18	2016-17	2015-16	2014-15																	
589	589	395	395	351																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
468	468	314	314	279																	
1.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>401</td> <td>438</td> <td>418</td> <td>455</td> <td>432</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>427</td> <td>401</td> <td>433</td> <td>415</td> <td>454</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	401	438	418	455	432	2018-19	2017-18	2016-17	2015-16	2014-15	427	401	433	415	454
2018-19	2017-18	2016-17	2015-16	2014-15																	
401	438	418	455	432																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
427	401	433	415	454																	
2.2	Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)																				

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
555.49	523.08	519.14	535.63	450.91

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
336.22	298.45	295.21	287.18	441.27

NAAC