



# **SELF STUDY REPORT**

**FOR**

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

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

**OLD DHAMTARI ROAD, P.O. SEJABAHAR, MUJGAHAN  
492015**

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

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Shri Shankaracharya Institute of Professional Management and Technology (SSIPMT) Raipur established on 8th August 2008, is an insignia of quality education in Central India. Institute is approved by All India Council for Technical Education (AICTE), New Delhi and is affiliated to the State Technical University - 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.

SSIPMT maintains high academic quality standards; the certification by the National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA) and Institution's Innovation Council (IIC) Ranking is testimony of the same. Institute has been ranked as "Best Technical Campus in Chhattisgarh" at the 'Think India Education Summit 2015 Chhattisgarh.' Our quality is also endorsed by the prestigious 5S Certification by JUSE, Japan and International Organization for Standardization (ISO) certification. Institute inaugurated India's First AICTE-IDEA (Idea Development, Evaluation & Application) Lab among the only 49 institutes selected across the country by AICTE and Ministry of Education (MoE). Institute has 4 Star (out of 5) rating in IIC, set up under MoE, Government of India consecutively for two years. Furthermore, the institute has to its credit 64 patents. Institute offers 7 Undergraduate (UG), 4 Post Graduate (PG) programs and Ph.D. program in 3 disciplines.

Institute has adequate infrastructure comprising of, an administration/academic block, state-of-the-art laboratories well-furnished separate girls and boys hostel buildings, gymnasium, music room, sports complex with basketball, lawn tennis and volleyball courts. Further, two temples in the campus signifies our firm belief in solidarity and harmony. Central library has rich collection of printed/electronic resources including national/international journals, magazines and periodicals.

Faculty is involved in active research and has received grants from renowned Government / Non Government agencies. Faculty and students have published more than 300 research papers in SCI / Scopus / UGC Journals. Memorandum of Understanding (MoU) with esteem organizations like NVIDIA Corporation, GitHub, Oracle Academy, Tessolve Semiconductor, Codechef, Codequotient, and Automation Anywhere etc. has been done for courses and internship programs. SSIPMT SPELLBINDERS Toastmasters International Club empowers and develop communication and leadership skills. The Enterprenure Development Cell (EDC) supports and motivates the students for entrepreneurship which has resulted in 6 startups. Institute has placements of almost 100% in CSE / IT / ET&T and 65% in Mechanical / Civil Engineering.

### Vision

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

The founders of the institute have envisaged the vision of providing innovation driven skilled professionals to society by imparting quality education. The founders strongly believed that creation of skilled technical manpower would pave way for strong nation building. This vision is relevant even today looking at the young

demographic nature of India and the challenges they encounter to meet the changing global market needs. The vision of institute is to nurture excellence and its mission to instill in students the desire and ability to make excellence a way of life. All the stakeholders collectively participate in the implementation and execution of the vision and plan. The institute ensures that all decisions on the matters such as admission quality, new programs, infrastructure, Teaching Learning Process (TLP) and Placements are arrived based on the vision of the Institution.

To materialize its vision, the institute emphasizes on creating an ecosystem that promotes excellence. This takes the form of various initiatives to energize the different factors that impact the quality of education like student-centric learning processes, streamlined teaching practices, continuous comprehensive evaluation and feedback processes leading to holistic development of the students. The institute places the employability factor to the core and so follows the outcome based curriculum which has led to the multi-dimensional growth of the institute, since its inception. It has made many meaningful innovations in academics, and operations. In academics, a paradigm shift from 'Paathshaala to Prayogshaala' and 'Prayogshala to Startups' has become the hallmark of the institute. Institute has been actively collaborating with the industry to bridge the gap between two. In this regard, MoUs and Centre of Excellence (CoE) in association with industries and trade bodies are made to foster innovation and entrepreneurship. Internships, placements, industrial visits, lectures, workshops, Faculty Development Program (FDP), and hackathons are a regular feature of the institute. Institutes ecosystem inculcates values and ethics in the students and faculty so as to fulfill their duties as responsible citizens of the nation.

## **Mission**

The Management has laid a clear mission for the institution. It staunchly believes that a strong vision and mission statements will help stakeholders to attain their respective goals. The institute mission is:

***“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 stakeholders and presents a roadmap for 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 / life skills, offer internship opportunities in companies, and thus equip them to become potential engineers, eventually culminating in placements in leading Multi National Company

(MNC) to pursue a successful career as successful engineers.

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

### Institutional Strength

The institution nurtures excellence through the following strengths:

- **Visionary Leadership:** The leadership and governance are transparent, democratic, growth-oriented and value-driven.
- **Participative Management:** Strategic Plan aligned with Vision, Mission and Core Values and defined organizational structure, leads to decentralized and participative governance. For this, the institute begins with SWOC analysis and practices Outcome Based Education (OBE), Student-Centric approach and ICT-enabled TLP to meet the needs of the millennials with an effective mentoring system providing constant guidance and feedback.
- **Policy-driven:** Administrative and academic processes are directed and executed by well-defined policies.
- **AICTE –IDEA LAB:** Institute has the fully functional AICTE IDEA Lab, which is among the top 49 institutes, across pan India, selected by MoE, Government of India.
- **International Quality:** The institute has NAAC, NBA Accreditation (Two programs in 2019), ISO certification and 5S certification by JUSE Japan.
- **Innovation Certification:** Four-star rating by Institution Innovation Council, MoE, and GoI consecutively for two years.
- **Organizational Culture:** The SSIPMT Code of Conduct crafts a well-defined organizational culture conducive for the growth for all stakeholders.
- **Role Modelling:** Frequent interaction with global visionaries, industry experts, and eminent personalities leads to impersonation and role modelling among students and faculties.
- **Cultural Excellence:** Accolades in University sports and cultural competitions, youth festivals and other state and national level events endorse our cultural excellence.
- **Social Responsibility:** Extension activities through NSS and NCC mold young minds into socially responsible citizens.
- **Women Empowerment:** Interaction with renowned women personalities for gender sensitization, equity and empowerment of women portrays our sense of equality.
- **Employability Enhancement:** Effective support system for employability enhancement, career development and entrepreneurship is provided.
- **Global Collaboration:** MoUs and tie-ups with esteemed international and national organizations provides a global edge.
- **Institution-Industry Interaction:** Strong interaction with industries through internships/industrial visits facilitates bridging the industry-academia gap.
- **Life Skills Education** Establishment of CoE / SSIPMT SPELLBINDERS Toastmasters International Club / Membership of Professional Bodies like ISTE, IETE, IEEE, IESA, QCFI I2OR and CSI strengthens the ability of students to meet the needs and demands of the present industry and society.
- **Satisfaction of Stakeholders-** Good academic culture, ambience and working environment leads to high students and faculty satisfaction.
- **QIP-** Management supports faculty qualifications upgradation and good academic practices.
- **Conducive Ecosystem and State-of-the-Art Infrastructure-** Institute has well-equipped labs with latest instruments, tools and equipment, well-lit and spacious classrooms and adequate facilities and

amenities.

- **Rich Research Environment-** Successful completion of Projects from DST / CGCOST / TEQIP III, patents and quality research publications in national and international journals of repute.
- **EDC:** Establishment of EDC to promote innovation and entrepreneurship.
- **Divyangjan-friendliness:** The campus and learning tools are conducive for divyangjan students.
- **E-Governance:** Transparency and efficiency in academic and administrative processes is enabled through e-governance through ERP System.

### **Institutional Weakness**

The following weaknesses have been identified in the academic journey of the institute:

- **Autonomy:** The institute being affiliated to State Technical University is bound to follow the curriculum devised by the University and therefore does not hold the flexibility in curriculum design and delivery.
- **Competencies:** The students at the entry level have poor learning competencies.
- **Limited Revenue Sources:** The Institute is dependent on the income from tuition fees and faces difficulty to build adequate reserves. However, the institutes growth has been carefully calibrated to the funds available, ensuring a sustained momentum while ensuring a prudent use of the available resources.
- **Accreditation:** All branches are yet to be NBA accredited.
- **Industry-Sponsored Research:** Paucity of industry-sponsored research program.
- **Alumni / Philanthropic Contribution:** The contribution from alumni and philanthropist needs to be improved.

### **Institutional Opportunity**

The following opportunities can be capitalized by the institution:

- **Autonomous University Status:** The New Education Policy (NEP) 2020 has provided the opportunity to the institution to attain University status and autonomy.
- **Government and University Support System:** The sustainable boost and support of the Central / State Governments and affiliating University can support significantly in the long-term growth of the institution
- **Increased Institutional Recognition:** Raipur, being state capital is undergoing rapid urban expansion, with ease of accessibility and mobility aiding to institute's visibility at national and international level.
- **NEP 2020:** To work for implementation of NEP 2020 and start new UG / PG courses in emerging areas.
- **Start Up Ecosystem:** The startups of the institution can avail Grants / Funds from national and international agencies and enhance innovation, technology transfer, and commercialization.
- **Foreign Universities Collaboration:** To collaborate with global Universities of repute in niche areas of research and promote student / faculty exchange program.
- **Entrepreneurship Hub:** Establish a Regional Entrepreneurship Hub on a Public-Private Partnership scheme to incubate innovative ideas and give impetus to the growth of local rural economy.
- **MOOC Courses:** Encourage Blended-learning and development of MOOC courses by faculty members.

## Institutional Challenge

Though the institution has made significant strides in all spheres of student development, it is still facing the following challenges:

- **Projects and Internships:** Fewer State / Central Government funded projects / consultancy projects / Internship opportunities from industries in vicinity.
- **Fixed Fee:** Fee fixation done by the State Government is an impediment for the growth of the institute.
- **Perceived Geographical Isolation of the State:** The perception of the state as being remote / backward persists and this has impeded attracting faculty and students from other states in the country. Additionally, being a newly formed state, the opportunities for overall growth of students are meager as compared to other states.
- **Lesser Non-IT Placements:** Limited placement opportunities for students of Mechanical and Civil Engineering.
- **Rural Background:** Students from rural areas need a lot of acclimatization for integration into academic processes. Dominant vernacular influence results in their inferior English language skills.
- **Student Diversity:** Need to attract students from other states and countries to add to the student diversity on campus.
- **Research Facilities:** Establishment of high-end research facilities are constrained by the rising cost of education.
- **Science, Technology, Engineering, and Mathematics (STEM) Curriculum:** Inadequate knowledge of basic concepts of STEM proves to be a hindrance.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

SSIPMT Raipur, affiliated to CSVTU, Bilai, follows the program-wise curriculum as prescribed by the University. Keeping in view the University academic calendar, the institute in consultation with faculties and industry experts designs its own academic calendar incorporating co-curricular and extra-curricular activities.

At the onset of each semester, an induction program is organized to apprise the students of the vision, mission, Program Outcome (PO), Course Outcome (CO), Program Specific Outcome (PSO), and Program Educational Outcome (PEO). Apart from this students are acquainted with the code of conduct, available facilities, scholarships, and policies. As per the academic calendar, Class Test (CT) 1 and 2 in each semester are conducted for internal assessment, and guest lectures and workshops are conducted periodically. Remedial and tutorial classes are conducted for slow learners to improve their performance. 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. Students are encouraged to take up their Minor / Major projects addressing social or industrial problems. Industry experts as per the various MoUs are invited to offer customized practical and hands on training to the students to make them industry-ready. Bridge courses and electives are chosen as per the industry scenario. To inculcate value-based leadership and professional ethics in students, sessions on environment and sustainability, value education, constitution and culture, soft skills and personality development are conducted so as to make them understand how the industry work and how they can apply their skills to solve socially relevant problems. Internships / Live Projects / Field Tours are integral parts of the

curriculum. Students and faculty are encouraged to take up Massive Open Online Course (MOOC) and AICTE Training And Learning (ATAL) FDPs to enhance their skills and knowledge. This helps them to develop academic depth in the subjects. Such practices have resulted in desired curriculum enrichment.

Students and faculty collaborate to take up Government / Non-Government Projects / Patents, and publishing research papers. The delivery of curriculum is periodically reviewed to identify gaps. Structured feedback on curriculum is collected from various stakeholders, analyzed and necessary actions are taken to align the curriculum delivery with program and course objectives.

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

Teaching-learning atSSIPMT follows a student-centric process employing experiential, participative, problem-solving, and constructivist methodologies for holistic development of students. An appropriate assessment of the mix of a class is done at the beginning taking into consideration student's past academic performance, language proficiency etc. so as to adopt the best approach of teaching and learning. The TLP includes presentations, fieldwork, case studies, seminar-cum-group discussions, individual and group projects, research papers, industrial visits, technical presentations etc. Additionally, special classes for enhancing communication skills and personality of students / written English tests / pre-placements trainings / workshops etc. are held to upgrade their hard and soft skills. Experiential and participative learning are the main focus in TLP. Institute follows principle of 'Learning by Doing' and incorporates in each course a highly practical component to provide hands-on learning experience to students. 120 hrs project based course is mandatory for students wherein they learn Arduino / Sensors / Rraspberry Pie / Drone Technology / Printed Circuit Board (PCB) Design / Printing followed by projects based solutions to social and industry problems. Our rigorous academic delivery plan integrated with Information and Communications Technology (ICT) enabled TLP encourages innovative thinking, problem-solving capabilities, critical thinking and research orientation among students and faculty. A transparent and continuous internal evaluation system assesses all aspects of students' development through class tests, internal assessments, and End Semester Examinations (ESE). This rigorous continuous evaluation process keeps the students engaged in daily learning and with continuous feedback. All these activities are so designed to achieve academic excellence and to attain the POs, PSOs and COs, which are disseminated to all stakeholders through college website, notice boards and communicated through orientation programs. The well-qualified and experienced faculties of the institute are engaged in Research Activities / Projects, Consultancies, FDPs, Workshops, Short Term Training Program (STTP), etc. for upscaling their skills / knowledge. Central library is equipped with books, research journals, periodicals and e-resources which facilitates teaching-learning and research. Faculties and students continuously work on collaborative research and innovation activities which has resulted in prestigious awards like Smart india Hackathon (SIH), 4 Star Rating in IIC, and also a good number of patents on their name. Multi-disciplinary innovation ecosystem of the institute has helped in augmenting quality research publications / patents / projects / grants /startups and setting up of first AICTE-IDEA lab in country.

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

To impart innovation-driven education and to nurture value-based competent future professionals, the institute has created a multi-disciplinary innovation ecosystem for promoting innovations, research and development, in conjunction with creation and transfer of knowledge. The institute is styled to bring out the latent talents and creativity of students and to inculcate in them spirit of enquiry and research for life-long learning. Various research activities are undertaken by the AICTE IDEA Lab, IIC, EDC and R&D Cell to help students learn by

doing and to be enterprising / creative and innovative. Institute provides pre-incubation and incubation facilities to the students apart from financial support for their product development and commercialization. The AICTE IDEA Lab, a venture of AICTE, is India's first functional lab which provides the students of schools / colleges with an opportunity to make their products under the mentorship of erudite faculty. Furthermore, linkages through MOUs with industries and professional bodies such as Quality Circle Forum of India (QCFI), India Electronics and Semiconductor Association (IESA), Computer Society of India (CSI), Institute of Electrical and Electronics Engineers (IEEE) etc. has given impetus to research, startups and innovation in the institute. The IIC at the institute conducts innovation and entrepreneurship-related activities, Hackathons, workshops, seminars, interactions with entrepreneurs, and professionals. The EDC nurtures the latent entrepreneurial skills of students and provides them with opportunities for excellence with activities related to startups, and innovations. Institute provides financial support towards research and innovation including STTPs, National / International Conference / Symposia, Project Competitions / Exhibitions, etc. which has resulted in publications in Scopus / SCI/ UGC CARE listed journals, patents, projects, and consultancies. Collaborative Research Projects by Department Of Science & Technology (DST), Chhattisgarh Council of Science & Technology (CGCOST) and Technical Education Quality Improvement Programme (TEQIP) III has been successfully completed by many faculty members. Institute is Nodal Centre for Virtual Labs (IIT Roorkee).

To sensitize students towards community issues, gender / social inequity and to inculcate ethical values and commitment towards society, National Service Scheme (NSS) unit of institute has adopted a village, where a variety of meaningful activities like blood donation / tree plantation / adult education, one week residential camps are organized at regular intervals. National Cadet Corps (NCC) Girls' Wing is operational in institute and the institute promotes campaigns such as Swachh Bharat Abhiyan, Unnat Bharat Abhiyan (UBA), and awareness programs for community services and addressing societal issues in neighborhood community.

### **Infrastructure and Learning Resources**

The institute is spread over lush green and pollution-free environs of capital of the state and offers a unique atmosphere of educational excellence. The Institute has state-of-art infrastructural facilities to support teaching-learning, research and administrative services as per the AICTE norms, with well-equipped labs and latest equipment. It has adequate facilities for extra-curricular activities like indoor and outdoor games, well-equipped gymnasium, basketball, lawn tennis and badminton court, cricket and football ground, music room and yoga facilities helps students to remain healthy and fit. Two temples in campus signifies solidarity and unity.

Workshops, AICTE IDEA Lab, Seminar Halls, Conference Room, E-learning Centers, Language lab (i-Tell software), and Drawing Halls are available which creates an environment for progressive learning and development. Classrooms and laboratories are equipped with ICT tools. Apart from Principal office, Registrar office, Students / Accounts section etc., the Institute has staff rooms, separate common rooms for boys and girls, parking sheds, safe drinking water facility, canteen, Automated Teller Machine (ATM) facility, and clinic / on call doctor and 24 \*7 ambulance facilities. Entire institute is under surveillance of Closed-Circuit Television (CCTV) cameras along with security personnel. Institute has adopted paper less working through and efficient Enterprise Resource Planning (ERP) system.

Well-stocked and spacious Central Library equipped with Learning Management System (LMS) Software along with digital library and reading room facility helps students and faculties to upscale their knowledge. Institute has a recording room to develop e-lectures and videos. Institute has well-equipped computer labs with Local Area Network (LAN) , Wi-Fi and licensed software as per curriculum requirements. Institute has power backup of two solar power stations and rainwater harvesting system. Rose, herbal, fruit gardens provides peace,



beauty and tranquility. The institute has provided hostel facilities for boys and girls separately with fully furnished rooms along with mess facilities. The institute has own transportation fleet of buses providing transportation facilities for students and staff.

### **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. We are committed to enhancing the skill sets and molding the capacity-building proficiencies of our students through sessions on soft skills and personality development. 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.

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 apart from institutional scholarship schemes. Facilitating mechanisms like career guidance cell, Training & Placement Office (TPO), EDC etc. are working hard for capability enhancement and development of students.

Institute endorses and provides students with internships in esteemed organizations like SAIL, HONDA, NTPC, ESCORTS, TATA, 3i infotech etc. The Institute toils hard for student's progression for employability and / or for higher studies and provides students a fair chance to transform them into professionals at the completion of their program. The TPO conducts various campus recruitment trainings / soft skill development programs, career counseling, and personality enhancement sessions to ensure the success in placements. Our students are placed far and wide in prestigious MNCs such as Microsoft, Adobe, SAP, Samsung R&D, HSBC, Nuvoco cements, JTG, Ceremorphics etc. To hone language and communication skills Campus Recruitment Training (CRT) classes and Toastmasters spell binders international club meetings are held periodically. Aptitude / Reasoning / Mock interviews are conducted regularly to support students' progression.

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

The institute has a registered Alumni Association contributing for the development of students through financial / non-financial means. Alumni help students for placement and career planning. 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.

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

The institute envisages imparting quality education to its students in consonance with its vision, mission and goals which elicit institutional practices such as decentralization and participative governance. Involvement of all stakeholders in the decision making process and effective leadership has helped in developing a conducive organizational culture in the institute.

The administrative set-up is well-knit and there is adequate decentralization of various functions with operational autonomy to the various functionaries with well-defined policies and procedures. The Principal is

assisted by the Registrar, Heads of Department and Controller of Examination, Library, TPO, Logistics, Accounts, and Students Section in all academic and administrative matters.

A culture of participatory management is practiced at all levels in the institute. Both the top-down and bottom-up approaches are used to effectively implement policies. At the departmental level, suggestions from all the faculty are taken into account for designing value added courses apart from regular curriculum, teaching-learning and evaluation process as well as in general administration.

Systematic action plans are developed with clear quality parameters and indices to achieve institution's short / long-term goals comprising development plans like Infrastructural development / Academic growth for innovative teaching-learning pedagogy / organizing conferences / workshops at the regional / national / international levels / R&D / EDC programs, MoUs / Outreach Activities / FDPs. Several employee welfare schemes like medical Insurance, Employees' State Insurance Corporation (ESIC) scheme, support for higher education, Employee Provident Fund (EPF), Study / Maternity / Paternity / Ph.D leaves, and free transport are given to teaching/non-teaching staff. Financial support is extended for conferences / workshops / FDPs / STTPs. Monetary rewards are tendered for research publication in SCI / Scopus / UGC / WoS journals / books. The Internal Quality Assurance Cell (IQAC) acts as catalyst for the performance improvement of the institute and facilitates participative voluntary system for quality enhancement. IQAC strengthens the quality parameters by organizing time-bound activities focusing on academics, administration, R&D, entrepreneurship, and innovation. Service rules encapsulating procedures for appointment and responsibilities for individuals at various designations are well-documented and are available on institute's website.

Institute follows a stringent and transparent appraisal system considering faculty feedback and HoD's remarks. Various committees- Grievance Redressal Committee, SC / ST/ Anti Ragging Committee, and Anti Woman Harassment Cell have been constituted for addressing grievances amicably. For effective governance of administrative and academic processes, e-governance has been established. Institute conducts external financial audits to review accounting and green/energy / Academic and Administrative Audit (AAA) audits for reviewing sustainability parameters.

### **Institutional Values and Best Practices**

SSIPMT promotes gender equity to create a healthy and secure atmosphere across campus. The institute provides equal opportunities to all gender. Women's safety is one of the priority areas for the institute. Women empowerment is apparent as women holding leadership roles. The institute encourages female students to actively participate in co-curricular / extracurricular activities. The Institute is continuously engaged for making the campus eco-friendly. Green practices on campus are promoted through the establishment of solar panels on rooftops, herbal / fruit / rose gardens, vermicomposting plants, rain water harvesting, maintaining a plastic-free campus, ponds for water conservation, etc.

SSIPMT believes in the promotion of student welfare, for this institute caters its attention towards the placement of students. The students are trained right from the first semester through trainings on communication skills, soft skills, Campus Recruitment Training, Mock interviews, Collaboration with corporates, etc. This practice has eventually resulted in better placements in best companies. Another objective behind this is to make the students the better citizens who contribute in Indian economy by paying higher income tax.

Institute has established a multi-disciplinary innovation ecosystem to promote startups and entrepreneurship.

The EDC in order to train the students organizes various activities and programs to develop entrepreneurial skills in students. The institute has six startups, in its name.

We also have evolved Academic Preview and Review system at our institute post covid. This system works at two modules i.e. academic preview and academic review. In academic review each faculty prepares a plan through which the content delivery is executed in best way. Through Academic action plan –AAP the faculties are able to judge their preparedness before delivering the content. At later stage this AAP is submitted by the faculty to the HOD. HOD validates the information at the Department level and the same is forwarded to the IQAC. Then the IQAC Audit team verifies the contents in the Review Form, Course File, and Lab Manuals based on guidelines and submit the report to the Principal.

These practices are undertaken in order to let the institute and students reach to their pinnacle.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHANKARACHARYA INSTITUTE OF PROFESSIONAL MANAGEMENT AND TECHNOLOGY
Address	Old Dhamtari Road, P.O. Sejabahar, Mujgahan
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	0771-3501600	9425555593	-	principal@ssipmt.com
IQAC / CIQA coordinator	Naveen Jain	0771-3501601	9617060000	-	n.jain@ssipmt.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Chhattisgarh	Chhattisgarh Swami Vivekanand Technical University	<a href="#">View Document</a>

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	03-07-2022	12	Extension of Approval

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Board of Accreditation
Date of recognition	24-08-2022

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Old Dhamtari Road, P.O. Sejabahar, Mujgahan	Rural	7.672	30999.2

## 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,Computer Science And Engineering	48	Twelfth Diploma	English	180	173
UG	BTech,Computer Science And Engineering	48	Twelfth Diploma	English	60	60
UG	BTech,Mechanical Engineering	48	Twelfth Diploma	English	60	14
UG	BTech,Civil Engineering	48	Twelfth Diploma	English	90	38
UG	BTech,Information Technology	48	Twelfth Diploma	English	60	52
UG	BTech,Electronics And Telecommunications Engineering	48	Twelfth Diploma	English	60	12
UG	BTech,Artificial Intelligence And Machine Learning	48	Twelfth Diploma	English	60	48
PG	Mtech,Computer Science And Engineering	24	BE BTech	English	18	7
PG	Mtech,Mechanical Engineering	24	BE BTech	English	18	2
PG	Mtech,Civil Engineering	24	BE BTech	English	30	12

PG	MBA, Management	24	Graduation	English	120	113
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**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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				15				104			
Recruited	7	0	0	7	8	7	0	15	72	32	0	104
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
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				35
Recruited	30	5	0	35
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
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				34
Recruited	27	7	0	34
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	1	0	4	7	0	9	5	0	33
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	3	0	0	58	25	0	86
UG	0	0	0	0	0	0	0	0	0	0



<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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<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**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	956	76	0	0	1032
	Female	345	22	0	0	367
	Others	0	0	0	0	0
PG	Male	137	9	0	0	146
	Female	120	9	0	0	129
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	21	22	25	21	
	Female	11	9	9	17	
	Others	0	0	0	0	
ST	Male	18	7	14	26	
	Female	4	5	5	11	
	Others	0	0	0	0	
OBC	Male	126	100	87	127	
	Female	49	47	35	38	
	Others	0	0	0	0	
General	Male	175	166	145	122	
	Female	84	87	56	60	
	Others	0	0	0	0	
Others	Male	33	16	27	14	
	Female	5	13	5	12	
	Others	0	0	0	0	
Total		526	472	408	448	

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

Shri Shankaracharya Institute of Professional Management and Technology Raipur is committed to providing a Multidisciplinary Innovation Ecosystem (MIE) to UG / PG / Ph. D. students through academics and curricular / co-curricular activities. This commitment is reflected in the vision of the institute “To be a premier technical institute in the country that imparts innovation-driven education to nurture value-based competent future professionals”. Based on the results of MIE, the institute has been selected by AICTE New Delhi, Ministry of Education (MoE) among the top 49 colleges for the establishment of an AICTE-IDEA lab for fostering the innovative ideas of students and faculties. The Institute always encourages the faculty members / students to focus on interdisciplinary research to meet industrial and societal needs and also carry out industry-based sponsored projects. The outcome of this practice leads to an increased number of sponsored projects, more grants of patents (national and international), and high-quality research papers in national and international journals of repute at SCI / Scopus levels. Our Institute runs a multidisciplinary certificate course for all UG students encompassing the latest technologies such as Arduino, Raspberry Pi, Node MCU, Python, etc. Apart from this, value-added courses like machine learning through industry-oriented courses like Tessolve Semiconductor, NVIDIA Jetson Nano Boards, Full Stack Development, etc. This has enabled students to work in a multidisciplinary team for projects and innovative product development. This has resulted in bagging awards in various national-level innovation competitions such as Smart India Hackathon, Drone Dance competition, ARAI, and many more. To systematically foster an innovation culture among the students and faculties, the institute has established Institute Innovation Cell (IIC), under MoE, India, in 2018. Since its inception, the institute’s IIC has encouraged, inspired, and nurtured young minds to work on new ideas /PoCs and these efforts have been acclaimed with a 4-star rating (Max 5-Star) consecutively for two years. To promote multidisciplinary activities, the institute has signed various MoUs with eminent industries/esteemed organizations facilitating students to pursue paid/unpaid internships. It is a regular practice in the institute to invite experts from corporate giants like

	<p>Director of Strategic Customer Partnerships (Google), Chief Operating Officer (Tata Projects), etc. to deliver expert talks on multidisciplinary perspectives in the area of technology and management. To acquaint students with industry culture, industry visits are scheduled on regular basis.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>SSIPMT, Raipur is affiliated to state University, Chhattisgarh Swami Vivekanand Technical University (CSVTU) Chhattisgarh. As per the ordinance of CSVTU, various UG / PG programs are offered by the institute wherein credits, which are nontransferable, are awarded following the ordinance of the university. After getting academic autonomy we will register in NAD to contribute in ABC.</p>
<p>3. Skill development:</p>	<p>SSIPMT, Raipur offers every possible opportunity for students / Faculties to develop their skills as per the changing need and demands of the industry. The institute provides / organizes various Add-on / Valued added certificate courses to bridge the gap between industry and academia as per the industry requirements for preparing job-ready graduates. From time to time alumni and industry experts are invited to interact with students to enhance their skills and knowledge. This enhances their preparedness and smoothness the journey from institute to industry. Also, SSIPMT offers DDUGKY and ROSHNI programs for skill development which aim to create an ecosystem and a single-point hub for the development of entrepreneurship by providing appropriate education and training. Further, to enhance the soft skill sets in students periodically, programs under Campus Recruitment Training program are organized. Special attention is given to the personality development of the students. SSIPMT Spellbinders Toastmasters International Club helps students to hone their communication skills and develop leadership qualities. Besides, communication skills, aptitude, and personality development sessions add to the overall development of students. SSIPMT is committed to inculcating positivity among the students through the development of humanistic, ethical, Constitutional, and universal human values. For this, Value Education, the Indian constitution, etc. are taught as an integral part of the curriculum. During the UG / PG program, all students undergo Internship / Vocational Training in various industries / organizations which helps in upgrading their skill</p>

sets while getting exposure to the real working environment and also to learn more about a field of interest while completing tasks or projects alongside real employees. For this SSIPMT has entered into MoU with various organizations to skill-select students on technologies under the gamut of the MoU partner organization. Software courses like AUTOCAD, and STAAD. Pro, Revit Data analytics with python React JS, C programming, Competitive coding, OOPS Concept enhancement, and Java script classes up-skill the students' technical knowledge. While some of the students have a bent of mind for research are involved with faculty members in project / research work and leading to patents or quality research publications. The institution has various student Clubs to promote co-curricular and extra-curricular activities where students can work in a team and can also develop leadership qualities along the way.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

SSIPMT truly understands that India is a country of varying cultures and languages and to impart quality education, language should not be a barrier for the student. We at the institute ensure that all faculty members are comfortable teaching in English and one Indian language like Hindi. In order to supplement the students' comprehension, Audio / Video learning material has been prepared by faculty and is available through platforms like YouTube. For students from Hindi-speaking background, an indigenously developed English to Hindi dictionary ( soft and hard copies) comprising technical terms is made available free of cost for ready referral . To inculcate in students a spirit of respect and pride Indian Languages, Culture & Heritage forming components of the Indian Knowledge System. Besides, regular performances and workshops are organized in collaboration with SPICMACAY to give students wide and varied exposure to performing arts from various parts of the country. Eminent personalities from the domain of art/culture and cinema such as Janab Rahat Indori, Aamir Khan, Anushka sharma, Jwala Gutta, Ranveer Kapoor, Bipasha Basu, Guru Randhawa, Kunal Khemu, KK, Luke Kenny etc. have been to the institute. We are extremely proud of our Indian roots and culture and are committed to passing on the values to our students. We celebrate our national festivals with great enthusiasm and

	<p>patriotism. To make aware of our Indian traditions to students we celebrate Indian festivals such as Ganesh Pooja, Vishwakarma Pooja, Saraswati Pooja, etc on campus. On the other hand, local festivals like Hareli Utsav (a festival about environmental preservation) are also celebrated on campus. We also have slogans and phrases depicting Indian values and ideologies put up on signage and placards at prominent locations all over the campus.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>SSIPMT was NAAC accredited in the year 2021 and NBA accredited (two program) in the year 2019. The institute has adopted Outcome Based Education (OBE) for all its UG / PG programs. We disseminate Program Outcomes (PO), Program Specific Outcomes (PSO), Program Educational outcomes (PEO), and Course Outcomes (CO) on our institutional website and also in the prominent places of all UG and PG departments. Faculty members assess the performance of Students as per the OBE attainment Process. The attainment for each CO is generally divided into two types: 1. Direct Assessment method 2. Indirect Assessment method direct assessment is measured from internal assessment and external assessment. The internal assessment for each course is based on the student's knowledge skills and Student's academic performance in continuous internal assessment tests, seminars, classroom, laboratory assignments, semester examinations, etc. This method displays strong evidence for student learning. The Indirect assessment is measured through a course-end survey. The process used for setting course attainment benchmark values are • The course-wise university grades for previous years were analyzed. Attainment of Program Outcomes and Program Specific Outcomes: PO / PSO assessment is done by giving 80% proportion to direct assessment and 20% proportion to indirect assessment. Direct assessment is based on CO attainment, where the proportion is given to attainment through University exams and internal assessments. Indirect assessment is done through the program exit survey. Furthermore, Bloom's taxonomy has been integrated with internal assessment tests (twice each semester) for UG / PG programs for assessing and improving the levels of students. Outcomes are assessed and attainment analytics are used to improve academic quality. They</p>

	<p>are in sync with the expectations of the program and the desired skills, attributes and knowledge to be inculcated in students. The outcomes are delineated clearly, and the teaching plans are outlined accordingly. This enhances the quality of education being imparted to them and helps to align pedagogy to the desired outcomes. Additionally, under OBE education, the institute has signed MoU with companies like Codequoteint, Codechef, NVIDIA, etc. for enhancing the skill set of the students which results in higher placements. Action Plan for further implementation under NEP 2020: The OBE process would be further improved and attainment levels will continue to be monitored closely to enhance the pedagogy and / or the evaluation, as necessary.</p>
<p>6. Distance education/online education:</p>	<p>Online education has played a crucial role for the past two years in student's life due to the COVID-19 pandemic situation. In online education students and teachers have no binding of geographical barriers as they use ICT tools such as online platforms like google meet, Zoom, etc., for imparting education. The institute also promotes online teaching through expert lectures and webinars. Institute has also developed video lecture content and digital notes, which are available for the students. For this, the institute has established a video lecture recording room with all the required facilities. At the institute faculty members and students are balancing both online and offline teaching-learning environments. Also, students, as well as teachers, are motivated to go through the short courses from the platforms like SWAYAM portal, and Coursera, etc. further, students are encouraged to pursue online industry based courses to bridge the gap between industry and academia.</p>

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. An Electoral Literacy Club (ELC) is a platform to engage students through interesting activities and hands-on experience to sensitise them on their electoral rights and familiarise them with the</p>

	<p>electoral process of registration and voting. ELCs are present in colleges.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Every year the club conducts seminars to help students know about their rights and encourage them to exercise those rights by participating in the elections. The club also encourages students to take part in competitions conducted by Systematic Voters' Education and Electoral Participation Program (SVEEP) as this will help develop their skills and confidence. Our students and staff have participated in the competitions. Our staff coordinator actively involved the students in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the general public.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Every year students are encouraged do the mini and major projects in Electronics vote Machine (EVM), For example, In academic year 2021-22 the students did a project titled on VOTING SYSTEM WITH SECURITY ENHANCEMENT in their final year. The ELC is creating awareness among the public through posters and Participating competition.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The club create awareness on the importance of voting through various programs like rally , surveys and conducting Competitions.</p>



## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1638	1545	1562	1637	1645

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

### 2 Teachers

#### 2.1

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

Response: 207

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

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
119	117	112	123	135

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
359.59	269.10	403.68	481.43	571.84

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

**Response:**

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

SSIPMT, Raipur is affiliated with CSVTU, Bilaspur, Chhattisgarh. The Institution ensures effective curriculum planning and delivery through a well-planned and documented process. For the effective accomplishment of the prescribed curriculum, the institute adopts the following methods:

#### **Curriculum Analysis, Delivery Plan and Implementation.**

- 1. Curriculum Analysis:** The CSVTU curriculum is a blend of Humanities, Basic Science, Engineering Core Courses, Elective Courses, Projects and Seminars. etc. The Institute also follows the AICTE model curriculum and the courses prescribed by AICTE not covered by CSVTU are offered as Add-on / Value Added courses or addressed through topic beyond curriculum or Gaps in curriculum to meet the industrial needs and also inculcate the ethical and moral values to the students.
- 2. Curriculum Delivery Plan and Implementation:** The curriculum delivery plan meets the OBE components like POs, PSOs, and COs as defined by regulatory bodies and departmental committees. The measures are:

a) Upon release of University academic calendar the IQAC discuss, decide, and plan the college calendar of events including CO and extra curricular activities. It includes number of working days, schedule for conducting internal assessment tests, submission of assignments in each unit by the students, and collecting feedbacks. Next, respective department heads in consultation with department faculty members will prepare the department calendar of events.

b) The HoDs collect the subject preferences from all the faculty members. Based on these, subjects are allocated before the beginning of every semester.

c) Before the commencement of each semester, the faculty prepares the lesson plan, lecture notes, assignment topics, question bank and sample solution for University ESE question papers.

d) At the end of every month course completion status is collected and verified by the HoD.

e) The important topics in each subject are recorded as video sessions by the faculties and posted on youtube channel. This helps the students to revise the topics and helps the absentees to understand the concepts. This also helps other teachers to understand and review the concepts.

### 3. Process of Monitoring

- a) The senior members handling a subject are nominated as course coordinators for that subject to monitor the status of course delivery.
- b) IQAC periodically verifies the quality of delivery process through regular audits of Question paper, Answer script, Course file and will continuously monitor the attendance and syllabus coverage for every fortnight, and corrective measures are taken for any deviation observed.

### 4. Adherence for conduction of CIE:

- a) Conduction of internal assessment is an integral part of institutions working. As per University norms, each department conducts two class tests viz. CT-1 and CT-2 for each semester and each course.

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

## 1.2 Academic Flexibility

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

**Response:** 88

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

#### Other Upload Files

1

[View Document](#)

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

**Response:** 57.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
1017	971	911	885	832

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

## 1.3 Curriculum Enrichment

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

#### **Response:**

**Institute is committed to integrating crosscutting issues like Professional Ethics, Gender, Human Values, Environment, and Sustainability into the Curriculum for the betterment of the students.**

#### ***Professional Ethics***

Professional Ethics are personal and corporate rules that govern behavior within the context of a particular profession. The TPO organizes Webinars and Seminars regularly to inculcate professional ethics as desired by the corporate houses.

Apart from this, the curriculum is enriched through courses like value education, soft skills and personality development, Indian culture and constitution of India etc., in different semesters of various programs.

#### ***Gender Equity***

Gender equality in the institute is listed as the top priority. The Institute has taken initiatives to advance this goal, wherein girls are encouraged to take part in NCC and NSS. The Institution features an NCC Girls Wing (8CG BN NCC) that is only for female students. Cadets take part in camps where they learn to protect their nation and its surroundings. Equal opportunities are provided to male and female faculty members at every platform. Students are encouraged to form teams comprising both girls and boys to take part in various competitions, minor and major projects, sports, and other cultural activities.

The celebration of International Women's Day at the workplace serves to inspire female employees as well. Garba, cultural events, games, and sports are also held from time to time. All these activities attribute to reducing the gender gap in the organization.

#### ***Human Values***

The institution also conducts programs to inculcate human values in students and staff members. In this regard, the NCC team organizes a Blood Donation Camp on campus to educate youngsters on the importance of social and moral responsibilities.

The faculty members attend FDP on Universal Human Values (UHV). During the Induction program sessions on UHV by eminent speakers are organized for Inductees.

#### ***Environment and Sustainability***

Institute is committed and determined for taking steps to conserve nature. To achieve this goal, we have two solar plants installed on the campus which serves as a backup at times of power failure. Rainwater harvesting projects are also a part of our step towards a sustainable environment. We have two large water bodies where water is stored and used frequently.

SSIPMT has a lush green campus that comprises a rose garden, medicinal garden, fruit garden, guava plantation area, etc. Every year, events such as Environment Day, Earth Day, and Yoga Day are commemorated, and students participate actively in these events.

An awareness drive regarding carbon emissions and pollution is conducted to motivate the students to observe a vehicle-free day as their convenience. Periodically, events such as workshops and seminars focusing on different areas of environmentally sustainable practices are conducted. All these are for the awareness and preparedness of our students for this prospect.

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

**Response:** 55.56

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

**Response:** 910

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

**1.4 Feedback System**

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 64.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
526	472	408	448	426

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

2021-22	2020-21	2019-20	2018-19	2017-18
754	616	580	806	806

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

**Response:** 38.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
215	119	130	170	152

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

2021-22	2020-21	2019-20	2018-19	2017-18
436	358	337	466	466

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

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

**Response:** 13.76

## 2.3 Teaching- Learning Process

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

**Response:**

SSIPMT encourages experiential / participative learning, problem-solving methodologies, student-centric learning through methods like group discussions / quiz competitions / presentations / group / individual project works. The institute delivers curriculum through ICT-enabled ways to provide an ideal learning environment for the students.

**Experiential Learning:**

- Theoretical concepts learned by students through classroom teaching are augmented through industrial / field visits and through a practicum in labs.
- Experiential service learning is encouraged through extension activities of NSS / NCC
- Regular workshops for students and faculties on topics like IOT / Block Chain / Revit / IC Engine / ANSYS / Arduino / Big Data, are organized.
- Students of each program go for study tour which gives practical understanding of group behavior in a social setting with an appreciation for cultural diversity.
- Students' major / minor projects aid in enhancing their practical and technical know-how.
- During their program, every student undertakes internship (Paid / Unpaid) in esteemed organizations to experience and learn the corporate work culture.
- Research is promoted in institute to sharpen the research acumen of the students through experiential learning. 120 hrs project-based course is run for every student wherein they learn new



technologies - Arduino / sensors / raspberry pie / drone technology / PCB design and after completion of the course, they prepare project-based solutions to social and industrial problems.

- ICT facilities aid in content delivery process and encourage creativity/innovation/adaptation of ideas to yield multiple need-based solutions to meet the challenges of present day.

**Participative Learning:** Blended learning methods using technology create a flexible and conducive ambiance to learn. International and national conferences / seminars / workshops and interactive lectures are modalities of participatory learning.

The institute organizes interdepartmental and inter-college academic / cultural programs to make every student come out of his / her comfort zone and experience the larger competitive world as a team.

- Institute has multifarious cells / clubs like – IIC, EDC, NSS, NCC, SAC, PAC etc. Further, every department has its own student-driven activity clubs such as MEA, i-Tech Association, CSA, Elexa etc.
- Participation in clubs / departmental association activities helps students to develop team spirit and leadership qualities and increase their self-confidence.
- Frequent brainstorming sessions help the students to think analytically and creatively for the better and deep understanding of the subjects.
- Participation in seminars / workshops / projects / competitions and group discussions, both within the campus and outside provides rich participative learning for students.
- Students participate and win in competitions like Smart India Hackathon (SIH), National Level Tech Fests and Competitions, Chhatra Viswakarma Award, Science / Tech Carnivals at National / state level.
- Students attend and participate in SSIPMT Toastmasters International Club meetings and get an opportunity to hone their communication skills and leadership qualities.
- Students of the institute have exhibited their astuteness in examinations like GATE / GRE / UPSC / CGPSC/ ES / CAT.

**Problem-Solving Methodologies:** - Problem-solving methodologies enhance the learning outcomes of the students by increasing the attentiveness of the learner, better understanding of concepts and application of domain knowledge to resolve real-life problems.

- The case study method is adopted in the TLP to make students have logical thinking and practical knowledge to develop problem-solving abilities.
- Group discussions help students to improve communication skills and understand different perspectives to the problem and evolve collaborative solutions.
- Role Plays / Presentations enable to enact and comprehend life situations.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 96.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
119	118	119	135	135

**File Description**

**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

**Response:** 24.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	31	32	28	21

**File Description**

**Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

**2.5 Evaluation Process and Reforms**

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

**Response:**

The institute adheres to the time-bound and transparent mechanism for internal assessment which is robust

in terms of frequency and mode. It complies with the guidelines issued by the affiliating university while conducting internal and ESE

### **Continuous Internal Evaluation System:**

The institute follows Continuous Internal Evaluation System to assess all aspects of students' development through class tests and assessment parameters like Internal Assessment, Teacher's Assessment, Semester / Practical Examinations.

### **Internal Assessment**

Internal Assessment comprises two Class Tests (CT) the dates are declared well in advance in the academic calendar framed at the beginning of the session. CT question papers are set following Bloom's Taxonomy model answers are prepared by faculty for student's ready-reference. Any issue with the award of marks is timely resolved by subject teachers. Results of CT are displayed on the notice board and shared with students and parents to ensure the alignment of all stakeholders. A thorough result analysis helps to identify the learning needs of students.

Parent-Teacher Meeting (PTM) is conducted to update parents on the attendance, CT marks, and performance of students. Additionally, in each semester, theoretical and numerical problems are given as assignments and tutorials, which are evaluated by respective subject teachers.

### **Teacher's Assessment**

Program-wise rubrics have been developed for the award of Teacher Assessment marks:

- a) 75% of marks are ascribed to the attendance of students in an entire semester.
- b) Remaining 25% are given by respective course faculty based on timely submission of assignments/tutorials and performance in CTs. Placements, internships, certificate courses, awards, etc. are also considered.

### **External Assessment of End Semester (Theory Examination)**

The ESE is conducted by the University and after declaration of results, a result analysis is done which evaluates attainment of Course Outcomes.

### **Practical Examination:**

Practical Examinations at the departmental level are conducted at the end of semester as per university timetable and guidelines.

### **Mechanism to deal with grievances**

#### **The mechanism at College Level:**

- During the Induction Program, first-year students are apprised of the evaluation processes.
- CT is re-conducted for students who fail to appear in the same due to genuine reasons.

- Furthermore, counseling sessions are conducted for students scoring poor marks.
- CT answer sheets are shown to students and grievances, if any are addressed promptly.
- An open evaluation system is followed wherein students' performance is displayed on notice board and also shared with parents through e-mails / Whatsapp / PTM.

#### University Level:

- Students who score unsatisfactory marks can apply for re-totaling/revaluation of their answer copies after paying the prescribed fee to the university.

#### Grievance Redressal Mechanism:-

The institute provides a congenial atmosphere for learning/personal growth of students. Together with other welfare measures, a grievance mechanism is created to encourage students to voice their academic and non-academic concerns. Easily accessible online and offline Grievance Redressal Mechanism fosters a healthy academic atmosphere.

Management follows an open door policy wherein students can approach section in-charges, HODs, registrar, or principal to get a prompt Redressal of their grievances, if any. All concerns of students are handled empathetically and with confidentiality.

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

## 2.6 Student Performance and Learning Outcomes

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

#### Response:

**Program Specific Outcomes (PSOs)** are the specific skill requirements and accomplishments to be fulfilled by the students at micro level and by the end of the program. The HoD after due discussion and brain storming with stakeholders prepares the PSOs. There after the same is approved and endorsed by the Principal.

**Program Outcomes (POs)** are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.

**Course outcomes (COs)** are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. The COs are prepared by the faculty members teaching the course. The HOD verifies it there after and approves.

Adhering to the objectives of OBE, the POs, PSOs and COs are formulated by the department offering the concerned program after thorough deliberations with faculties and stakeholders. After attainment of consensus, the same are widely propagated and publicized through various means such as displayed and/or communicated through:-

- Website
- Class rooms
- Department Notice Boards
- Laboratories
- Student Induction Programs
- Meetings/ Interactions with employers
- Parent meetings
- Faculty meetings
- Alumni meetings
- Professional Body meetings

Further, to enhance the awareness on POs, PSOs and Cos, HODs and the faculty members, section in charges, inform the students and create awareness and emphasize the need to attain the outcomes.

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

**2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words**

**Response:**

The CSVTU, Bhilai has specified COs and institute has also developed its own COs for each course. The objective of which is:

- To create an academic environment in the institute.
- To improve efficiency of course-content delivery, institute ascertain that COs are accomplished by theory / practical knowledge.

CO- PO Attainment –

**Attainment of Outcomes:**

The POs and PSOs are accomplished through curriculum.

The COs are defined for each course and they are mapped to POs and PSOs.

A set of performance evaluation criteria is used for quantitative assessment of COs.

Thus the attainment of COs provides an evidence of attainment of POs and PSOs.

Methods for Assessment, Evaluation and Measurement of POs / PSOs

- **Direct Assessment Methods**

1. Continuous Assessment: COs are assessed through Sessional & Assignment Examinations, Home Assignments and Lab records. The COs are mapped against each question and CO analysis is carried out by faculty for each course and documented in Faculty Course Assessment Report (FCAR). The contribution of COs are assessed in high, moderate and low levels, towards the attainment of POs / PSOs.
2. Semester-end Theory Examinations: The questions in semester-end examinations are tested pertaining to all COs, in varying Blooms Taxonomy Levels.
3. Laboratory Records: Both continuous and semester-end examinations are conducted to test the COs attainment.

- **Indirect Assessment Methods**

1. Programme – Exit Survey: This survey taken from the final year students at the completion of their B.Tech programme, stands as the comprehensive feedback for the PO / PSO assessment.
2. Alumni Survey: This survey is conducted annually through Google link or mail with the Alumni to obtain the inputs and suggestions on PO attainment in the real time societal environment.
3. Employer Survey: This survey is taken from the employer to measure the PO attainments.

In addition, institution takes Placement record and higher education details as supporting evidences for the assessment of POs.

**Calculation of CO attainment is based on:**

- (a) Internal Evaluation (20% Weightage): Class Test I and II, Lab Performance and Internal Viva, Assignments and Tutorials.
- (b) External Evaluation (80% Weightage): End Semester Theory and Practical Examination.

**Calculation of CO-PO Attainment**

1. Calculation POs is based on average results of internal evaluation and external evaluation of the current academic year.
2. Calculation of PO attainment is based on:
  - (a) **Direct Tools:** CO attainment (90% Weightage)
  - (b) **Indirect Tools:** (10% Weightage).

**PO attainment using Direct Tools:** The COs of respective courses are mapped with the POs. As per calculations of attainments of individual COs, PO attainment is calculated. Final PO attainment is calculated using the formula:

**[(Strength/3) x Average percentage of CO attainment]**

Maximum mapping strength is 3. Strength will be 3 for more than 40% lecture devotion out of the total lecture, 2 for 25-40% strength, 1 for 5-25%, and 0 for less than 5% strength.

**PO attainment using Indirect Tools (Program Exit Survey):** A survey is conducted after completion of program. Students evaluate each PO on a scale of 0-5, where 0 indicates poor and 5 is excellent.

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

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

**Response:** 93.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
428	380	405	384	352

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

2021-22	2020-21	2019-20	2018-19	2017-18
428	399	432	423	398

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey**

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

**Response: 3.89**

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 77.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.00	1.77	75.66	0.00	0.00

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

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

**Response:**

Activities undertaken by AICTE IDEA Lab IIC, EDC and R&D Cell have created an ecosystem for innovations, research and incubation for creation and transfer of knowledge in institute. The Institute encourages students not only to excel in academics but also to be enterprising, creative and innovative. For this SSIPMT provides pre-incubation and incubation facilities to students apart from financial support for their product development and commercialization.

#### **AICTE IDEA Lab**

SSIPMT has an AICTE IDEA LAB (AIL), a venture of AICTE & MoE, first in Chhattisgarh and among 49 in India. It's a place where students of schools and colleges get an opportunity to make their products under mentorship of erudite faculty of institute. Many students have registered patents of their work / product from AIL. The AIL of SSIPMT has sold drones to many organizations and institutes such as IIT Bhilai.

Some projects include 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.

**Institution’s Innovation Council (IIC):** Institute as per the guidelines of MoE, Government of India has established IIC to foster the culture of innovation in institute. It conducts innovation and entrepreneurship-related activities, Hackathons, workshops / seminars / interactions with entrepreneurs, professionals and creates a mentor pool for student innovators. Alongside, Intellectual Property Rights (IPR) is encouraged and faculty and students are apprised with the importance of publication, grant of patents, copyrights and trademarks. Institute has bagged 4 star rating (out of 5) of IIC for last two consecutive years. Another achievement of institute is that 64 patents have been granted / registered and published in the name of institute.

**Entrepreneurship Development Cell (EDC):**

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. The EDC runs an entrepreneurship skill development program, conducts activities related to startups & innovations. It has signed MoU with 36 Inc (proposed incubator of the government of Chhattisgarh.) and Wadhvani Operating Foundation. It supports innovative ideas and helps the students get access to funds for putting their ideas into practice. The students ofSSIPMT have the credit of holding six startups.

**Research and Publication Cell:**

Research and Publication Cell facilitates creation and transfer of knowledge by conducting technical workshops, seminars, training programs, national and international conferences, paper publication, book reviews / paper reviews, technical presentations by faculty members and students and also provides mechanism for submission of minor and major research proposals for funding by other Institutes / Universities and other funding agencies like DST, CGCOST.

**Financial Support for Research Activities:**

Institute provides financial support towards R&D / STTPs, National / International Conference / Symposiums, and Project Competitions / Exhibitions etc. In last five years’ research projects and Consultancy / testing undertaken by institute faculty members amount to Rs 115.04 lakhs funded by various government and non-government agencies like DST New Delhi and CGCOST. In 2019- 2020, 26 Collaborative Research Projects had been approved by CSVTU under TEQIP-III, amounting to 75.66 Lakhs.

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

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

**Response:** 71

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	19	09	08	08

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

**3.3 Research Publications and Awards**

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

**Response:** 0.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	20	06	15	06

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 0.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	7	1	1	37

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.4 Extension Activities

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

##### Response:

##### Overview

The institute carries out extension activities in order to sensitize the students to societal issues and problems so as to acquaint them to brood over the problems and come out with a real-world solution.

The institute mobilizes the students and organizes a number of extension activities to promote institute-neighborhood community for their holistic development.

They actively participate in social service activities leading to their overall development. Institute runs effectively **National Service Scheme** and **National Cadet Corps** Units. Through these units, institute undertakes various extension activities in the neighborhood community such as :-

- .1. Swachh Bharat initiatives
2. Blood donation camps in adopted villages.
3. Awareness programs on AIDS prevention
4. Leprosy prevention and awareness
5. Dengue Awareness program
6. Environmental pollution
7. Cleanliness Drive
8. Organises Sports Competitions

9. Awareness Session on Women Empowerment

10. Organizes camps-Corona Awareness Camp at adopted Village Tekari

11. Organizes Nukkad –Natak for Awareness on various social and current issues.

12. Organizes Special 7 Days camps at adopted village.

13. Organizes health check-up camps at adopted village Palaud.

14. Conduct rallies for promoting to increasing the Voting Ratio and environmental issues.

The NCC (Girls Wing) 8CG BN NCC is an Army wing that works with girls’ students to strengthen bonds with the neighborhood community on various social issues. NCC conducts various programs, especially on special days like:

- International Yoga day
- World Environment Day
- World Population Day
- National unity Day: Run for Peace
- CATC Camp of 10 days at Dhaneli, Raipur
- Tree Plantation Drive

Other than NSS and NCC units, all departments are conscious about their responsibilities for modelling students into accountable citizens of the nation by making them sentient of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Soil conservation and Water harvesting, Plastic eradication, No vehicle day, visit to Old age homes and orphanages, Voters awareness, Health check -up camps, Blood donation camps, etc. All these activities have cumulative positive impact on the students and it develops student-society relationship, leadership skills and boosts their self-confidence. It also helps in cultivating and nurturing the latent talents of students.

**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 at 5 nearby adopted villages- Sonpairi, Doma, Sarkhi, Kolar and Julum which are adopted under UBA. To spread awareness among the people of the village about cleanliness, plantation, waste management, hygiene and harmful impacts of using polythene and plastic have been of major concern. The team also make villagers know their duties at individual level to keep their surrounding clean and green.

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

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

#### **Response:**

The institute maintains its social cohesiveness by carrying extensive extension activities in the neighborhood community to sensitize students about social issues. The college consistently promotes participation of students and faculty members in socio-friendly extension activities through various cells and activity centers. To recognize the efforts of students and worth of their work the Central/State governments and government bodies have recognized and honored with various awards.

The institute works under three arms -

1. National Service Scheme
2. National Cadet Corps
3. Unnat Bharat Abhiyan

In this regard institute has adopted one village Adarsh Gram 'Palaud' under NSS and five villages under UBA.

#### **National Service Scheme (NSS)**

- Organizes Blood Donation Camps at the adopted village and institute.
- Herbal Plants were planted at institute and adopted village Palaud.
- Organizes Nukkad –Natak for Awareness on various social and current issues such as Education, Nashamukti, Health awareness etc.
- Organises Special 7 Days camps at adopted village on every semester .
- Organizes health check-up camps.

#### **National Cadet Corps (NCC)**

This wing works with the girls force to strengthen bond with the neighbourhood community. NCC conducts various programs especially on special days like:

##### **International Yoga day Celebration**

- World Environment Day
- World Population Day
- National Unity Day
- CATC Camp of 10 days at Dhaneli, Raipur

#### **Unnat Bharat Abhiyan (UBA)**

SSIPMT has contributed its share for welfare work at 5 nearby adopted villages under UBA –

(i) Sonpairi

(ii) Doma

(iii) Sarkhi

(iv) Kolar and

(v) Julum

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.

**Awards/recognitions received for extension activities from government/government recognized bodies are –**

- Appreciation letter from gram panchayat Palaud for organizing 7 days special camp in the year 2022.
- Appreciation letter from gram panchayat Palaud for developing a website in the year 2021.
- Appreciation certificate from NSS Cell of Chhattisgarh Swami Vivekanand Technical University, Bhilai in the year 2021.
- Participation certificate in the national integrated camp sponsored by Government of India, Ministry of Youth Affairs and sports, organized by NSS regional Directorate Pune at Nagpur in the year 2020.
- Appreciation certificate from gram panchayat Palaud for organizing blood donation camp, distributing mask and sanitizer during COVID time in 2020.
- Appreciation letter for organizing blood donation camp by Red Cross Society.
- Appreciation letter for organizing blood donation camp by Ram Krishna Care Hospital, Raipur in 2020.
- Appreciation Letter for playing an integral part in 7 Days Special Camp, from R.S.R Rungta College of Engineering & Technology, Kohka Bhilai in 2019.
- Attended orientation workshop under UBA at NIT, Raipur in 2019.
- Appreciation certificate from gram panchayat Palaud for organizing 7 days awareness camp in 2018.
- Participation certificate from CSVTU, Bhilai in 2017 for 5 day work shop on Active citizens facilitators development program.

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

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

**Response: 56**

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	08	16	14	07

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

### 3.5 Collaboration

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

**Response: 20**

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

#### **Response:**

SSIPMT, Raipur is spread over an area of 7.672 acres and is located at Old Dhamtari Road, Mujgahan, Sejbahar, Raipur. The institute pioneers quality technical education for its students and provides well-equipped and state-of-the-art infrastructure and physical facilities for effective teaching-learning.

- ICT enabled classrooms with modern teaching aids comprising LAN, Projector, and Screen facility are available.
- Institute has adequate and well-equipped laboratories with the latest tools, equipment, and ICT-enabled facilities.
- Workshops and AICTE IDEA Lab for research and product development through creative ideas.
- Seminar Halls / Conference Rooms, Language labs, and Drawing Halls are available in the institute which creates an environment for progressive learning and development. Seminar Halls are also used to conduct CRT classes, Seminars / Conferences, Induction Programmes, and other curricular and co-curricular activities
- E-Learning Centres are equipped with hardware and software to run as per the program-specific curriculum. Apart from the curriculum, the availability of software is also ensured to conduct Software training programs, Designing or Drafting Competitions, and Software based Project work of students.
- Adequate and well furnished classrooms, labs, seminar halls, drawing halls, Workshop, and an AICTE IDEA Lab are present that are available for effective teaching-learning.
- A total of 653 computers are available on the campus. All the computers are connected to the central server through LAN. The entire campus is wi-Fi enabled which provides internet facilities to students, as well as faculties.
- 2 Solar Panel stations are installed for power backups and generators are also present for uninterrupted power supply.
- Hostels with well-furnished rooms are available separately for both boys and girls.
- A canteen with a leisurely atmosphere is also available on campus.
- Institute has facilities for both outdoor and indoor sports like basketball, volleyball, cricket, football, badminton, kho kho, etc.
- Central Library in the administration block has adequate space and learning resources for all students and faculties. Further, departments have their own separate libraries for faculties and students ready reference.
- The Central Library has an LMS system that provides net campus solutions and automation functions.
- Institute provides medical / First Aid facilities for students and faculties. For medical emergencies,

a college vehicle is available on the campus 24X7. An on-call doctor is available round the clock for students and staff.

- The college GYM is equipped with the necessary exercise equipment as per international standards.
- College transportation provides the facility for students and staff to travel to college without any delay.
- The music room in the institute provides a place for students to hone their music skills and competencies.
- There is an open stage and AC seminar hall with adequate equipment to facilitate cultural activities.
- Principal / IQAC / BOG / HOD Chambers with computer & internet connection, telephone facility.
- Separate Common Room & washrooms for Boys / Girls and staff.
- Fire extinguisher, clean and purified RO drinking water facility.
- UPS facility for office with generator for the entire campus.

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

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

**Response:** 28.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
67.46	36.77	76.23	145.20	273.38

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## **4.2 Library as a Learning Resource**

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

## **Response:**

The Central Library is housed on the first floor of the Administrative Block having a total area of 764 square meter. It has a separate reading section. It provides many services like Circulation, Reading Room Facility, Reprography, Digital Library Service, and Reference Books Services. It is well-stocked and spacious and has more than 24057 books, 30 magazines, and 13 newspapers (Hindi / English) available for students, faculties, and non-teaching staff. Apart from this for technical knowledge enrichment, the library has subscriptions to e-journals / e-books, and subscriptions of 104 printed journals which are renewed every year. NPTEL Video Lectures of various courses are also made available to students. Keeping in view the fact that the pandemic should not hamper the learning process of students, so during the Covid-19 Pandemic, remote access was made available to the students and faculty members. This helped to promote the optimum usage of library resources. The library is fully automated with NETCAMPUS Software and has a digital management system that provides facilities like RFID-based issue / return of books, and android based app for book search and requisition for students and faculties.

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

- Digital Library: It gives access to multiple contents with a potentially infinite number of resources and selections at hand.
- Periodical Section: It provides valuable information to the students as well as faculty members regarding citing, referencing, and other research-related works.
- Stacking Area: The stacks contain books that can be circulated to users and the users can access them. It also serves the purpose of book storage.
- Newspaper Section: Newspapers are kept in this section for the readers which keeps thereaders in tune with the latest happenings of the state as well as the country.
- Online Public Access Catalog (OPAC): An online library management platform enabling users to search for a vast kind of content including books / journals / e-books online.
- Bound Volume Journal's Section: Hard-bound volumes act as references and the house of knowledge for Research scholars and students.
- Reference Section: It includes Dictionaries / Encyclopedias / Manuals, and other informational books. The books in the Reference Section are not issued.
- Reading Room Section: It is the most important section of the library as an attractive reading room always attracts more and more users to read for more time.

## **Subscription to e-Resources**

The Central Library has subscriptions to various e-resources which are as follows-

- IEEE e-Journals.
- ProQuest Database – 4605 e-Journals, 21856 e-Books', Magazines, Audio & Video Lectures.
- Licensed Anti Plagiarism Software (Urkund).
- Supernova Screen Reader and Magnifier Software - It enables people who are Blind / Partially sighted to navigate their favorite web pages quickly and easily.
- Braille Software.

## **Annual Book Procurement:-**

Central library has a well defined procedure for procurement of books & journals. At the start of each session, notice is circulated to the faculty members enquiring for new book to be procured. According to the requirement received from each department, the purchase of books / journals / magazines / e-journals, and other e-resources is done. students requiremnets for techical / non technical books are also done regularly as per demand in the central library.

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

## 4.3 IT Infrastructure

**4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

SSIPMT, Raipur has multi-disciplinary Information Technology (IT) technical support and it regularly upgrades IT infrastructure according to the need of all the Stakeholders. IT infrastructure on campus is effectively managed by providing facilities such as Personal Computers (PCs), Laptops, and LAN network management, Anti-virus solutions, Firewall establishment, and end-user support to all.

The institute very well recognizes the importance of technology in education and has implemented the latest state-of-the-art IT infrastructure. The institute aims to provide full-time services including data recovery and backup, facilitating storage management, hardware, and network operations, streamlining operations, and simplifying end-user support. Campus-wide Wi-Fi gives hassel free conectivity to students and faculty members.

The IT infrastructure includes a centralized data center, a learning management system, web services, and email services. During the COVID-19 pandemic, the institute managed the online classes for students of all the programs effectively. All the computer systems on the campus are upgraded from time to time. The computer labs are equipped with a wide range of licensed system software and application. Lab assistants are available to support students and faculty in case of need.

Secured Wi-Fi access has been provided to all users on the campus. An adequate IT budget is allocated keeping in view the current and future needs.

The IT facilities available are:

1. **Hardware:** Comprises Firewalls, Routers, Access Points, and the computing facilities such as computers, LANs, Switches, etc.
2. **Firewall Details:** Fortinet FortiGate 200D is the main firewall to provide optimal performance, versatility, and efficiency to meet the growing security needs.
3. **Computing Facilities:** Institute has a total of 653 computing machines with 638 desktops, and 15 laptops of makes like Acer, Dell, Lenovo, HP, and Wipro.

#### 4. Software:

- The Institute has 26 licensed application software like Solid works, Creo, MATLAB, and Language Lab Software.
- There is two operating system software such as Microsoft WINDOWS and Linux.
- The Institute also has Microsoft Campus License for various Microsoft products and emailing solutions.
- SuperNova Magnifier & Screen Reader software is available in the library for people who are blind or partially sighted to navigate web pages quickly and easily.

#### 5. Internet and Wi-Fi:

- The institute is having the LAN by fiber optics which connects all the departments.
- The Institute has a high-speed internet connection having a Wi-Fi setup with 22 access points strategically located at various locations such as the academic building, administration building, research center, hostels, e-library, seminar halls, computer labs, e-classrooms, and conference halls.
- The institute has an internet bandwidth of 150 MBPS and is monitored through a central service room. If the need arises then the bandwidth is increased as per the requirement.

6. **Intercom Facility:** The campus is well connected with a well-planned Telecom Network with intercom facilities provided. Jio landline connections are available at appropriate places.

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

#### 4.3.2 Student – Computer ratio (Data for the latest completed academic year)

**Response:** 3.48

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

Response: 471

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 22.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
168.14	115.61	127.55	31.16	25.55

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 45.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
934	971	850	476	458

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

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

**Response:** D. 1 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 65.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
1451	1414	714	721	943

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

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

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

**Response:** A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 70.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
249	271	275	318	258



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

2021-22	2020-21	2019-20	2018-19	2017-18
428	380	405	384	352

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

**Response:** 13.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	15	14	22	11

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<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 University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response:** 11

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	03	03	02

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

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

**Response:** 9.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	08	06	10	09

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

**5.4 Alumni Engagement**

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

**Response:**

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services. Institution Alumni Association is registered under the Chhattisgarh Society Registration Act, 1973 on March 27th, 2014.

SSIPMT and the Alumni association jointly believe in creating and maintaining association with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute. SSIPMT Alumni are currently working at various positions all over the globe and proving their mettle in all spheres of management. The institute considers its alumni assets and ambassadors. The objective of the Alumni Association of the institute is to reach out, engage with and serve all alumni, present students, and faculty members 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 Alumni Association provides a unique opportunity to foster relationships with people who share a common thread, and personal or professional interests. One way for SSIPMT Raipur to stand out from the rest is its alumni support, who contribute to promoting the brand by propagating campus recruitments, academic results, and various career-building activities that keep happening in the institute. The institute nurtures the alumni association to facilitate them to contribute significantly to the development of the institute through financial and non-financial means. Recent donations from alumni have been utilized in promoting IPR, R&D activities.

Career-building mentorship sessions through regular interactions with alumni are organized in the institute. Further, the institute keeps track of alumni's progress and identifies alumni to reach out to for mentorship and placements. Alumni contributed financial assistance of Rs. 3,54,002/- to the institute in the last five Years.

The Alumni Association Contribution through various means:-

- 1. Alumni Interaction:** Alumni give inputs to aspiring ENGINEERING / MBA graduates. They are invited as resource persons at various events, guest lectures and panel discussions. They provide inputs and share their experiences regarding skills, recent technologies & trends in corporate world, application of knowledge and corporate working culture.
- 2. Placement & Career Guidance Assistance:** Alumni are working in organizations at various capacities. They keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.
- 3 Campus Recruiters:** Alumni visit to campus as recruiters for their companies and also recommend and promote SSIPMT to their employers for campus placements.
- 4. Summer Internship Opportunities:** Summer internship program being a part of the program curriculum; Alumni provide innumerable opportunities in various companies to the students.
- 5. Entrepreneurship Awareness:** Some Alumni have established startups in different sectors, many of them are first generation entrepreneurs. They decided to become entrepreneurs during their academic span. Through the journey as an entrepreneur they learnt various skills & knowledge and enlighten the students with their success stories / challenges faced.

<b>File Description</b>	<b>Document</b>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

SSIPMT, Raipur, is a self-financed Engineering and Management Institute laid its foundation in the year 2008 under the governance of SGES for imparting quality technical and professional education. Since its inception, SSIPMT has been a lighthouse for delivering quality technical education and has achieved many milestones. The governance and leadership are in accordance with the vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance.

SSIPMT being one of the leading engineering institutes in the state envisions inculcating a culture driven by innovation and research in young minds enabling them to get technologically sound, thus contributing towards the betterment of society.

#### **INSTITUTE VISION**

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

With this vision, the mission of the institute expedites the process of nurturing students with innovation-driven and value-based education making them skilled, self-reliant, and globally competent to meet societal needs.

#### **INSTITUTE MISSION**

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

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

SGES being the statutory governing body reflects an effective leadership in tune with the vision and mission statements making SSIPMT, a name to reckon with in academics, innovation, research, and social service bearing holistic development of a student.

The institute's established policies and operating processes ensure the integrity, transparency, and efficacy of the governance and management in day-to-day operations as well as a whole. This is possible due to the decentralized approach and the delegation of appropriate powers and duties. An ambiance of mutual respect, consultative approach, and persistent work has been the strength behind the institute's functioning

and the organization offers a prompt constructive dialogue between colleagues and higher management.

During Covid-19 pandemic effective leadership and effective decentralization along with zealous participation of the team made it possible to take up the challenge of online teaching and e-learning effectively, meeting the needs of complete knowledge sharing supported by the provision of state-of-the-art technology.

The participative and decentralized approach creates transparency in governance and encourages the individual involvement of faculty members in various administrative roles through designated portfolios. Faculties involved in various portfolios create a holistic education-delivering environment for the students through various activities.

Delegating operational autonomy to specific departments and functional committees improves equity and inclusiveness among stakeholders, which supports the excellence-driven culture. Various committees working in coordination with IQAC ensure and monitors the smooth functioning of the committees and effective implementation of responsibilities and activities as per the academic calendar framed at the beginning of each semester.

**Thus, the proactive management style resonates with the institution's vision and mission making it a center of excellence in the state and India at large.**

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

## 6.2 Strategy Development and Deployment

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

### **Response:**

The institutional bodies function effectively and efficiently through well-established and defined policies, administrative setup, appointment and service rules, procedures, and deployment of institutional Strategic / Perspective / Development plans.

The institution works under the aegis of SGES constituted as per the norms of AICTE. As the apex body of the institute, the Governing Body percolates into policy-making, administrative and academic-related decisions under the members. The Principal is the academic and administrative head who governs the matters related to administration and the growth of the institution. An Academic Advisory Committee along with the head of the departments supports the principal in taking up various decisions into various matters. The Institute's IQAC strengthens the quality parameters by organizing time-bound activities with a special focus on academics, administration, research and development, entrepreneurship, and innovation.

The institution ensures effective and efficient functioning through well-documented policies, rules,

procedures, and Institutional Strategic plans which are amended / modified as per the needs and suggestions of the stakeholders.

**Service Rules:** Service rules are well documented and are made available through the institute’s website and hard copy to all stakeholders. The service rules encapsulate the procedures for appointment and responsibilities for the individuals appointed at various designations.

**Promotional Policies:** Institute follows a stringent and transparent appraisal system considering faculty feedback, remark of the concerned HOD, and a self-assessment tool. The Appraisal of an individual is reflected in both financial and hierarchical terms. For the rest of the staff including administrative, library, and laboratory, a proper recommendation is made by HODs or immediate supervisors and after a thorough review with management, an increment or promotion is made.

**Grievance Redressal Mechanism:** Various committees i.e. Grievance Redressal Committee, SC / ST Committee, Anti-ragging Committee, and Internal Complaint Committee have been constituted for addressing any grievances. These committees ensure that every complaint is addressed amicably.

At the departmental level, the Head of the department is the flag bearer for the progression and overall functioning of the department. In the department, various committees / bodies are constituted for performing, teaching-learning evaluation, and other activities smoothly. The Head of the department holds the responsibility of intermediating between the department and other allied administrative functions of the Institution.

The administrative setup of the institute is strengthened with the Registrar section, Library, Training, and placement, Logistics, Accounts, and Students Section for smooth functioning. These sections report to the Principal office in all matters. Periodical meetings are held at all levels of management to ensure and monitor the work.

Strategic plans to aid in crafting institutional strategies and implementing them to achieve the institute’s overall long-term goals. Systematic Action plans are developed with clear quality parameters and indices.

These development plans include;

Sr. No	Strategic Plan
1	Diverse Student learning environment
2	Enhance engagement with Society
3	Enhance engagement with Industry
4	Improve internal support systems
5	Enhance alumni engagement
6	Develop a cleaner and greener campus
7	Enhance Research Culture
8	NEP Implementation, Academic Autonomy, Online Education

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

### 6.2.2 Institution implements e-governance in its operations

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

SSIPMT has an effective welfare and performance appraisal system for both teaching and non-teaching staff. An efficient and satisfying ambiance is what SSIPMT focuses on, considering these various activities like Yoga/meditation, and other recreational sessions are conducted as necessary breathers Institute provides effective empowerment and welfare measures to teaching/non-teaching staff through various monetary and non-monetary benefits for personal and professional growth.

- **Leaves** – Employees of the institute can avail of leaves like casual/medical leave, maternity/paternity leaves, and duty leave for attending conferences and seminars.
- **Medical Facilities** - Institute takes care of medical emergencies of employees by providing insurance (up to Rs. 2,00,000/-) and ESIC (as per Govt. norms). There is a clinic inside the campus and Nursing College in proximity to counter medical emergencies various health awareness camps at regular intervals are held for staff.
- **Early disbursement** of salary during prominent festivals and in emergency, the employee can avail a salary advance.
- **Free Transport Facility** is provided to the employees.
- Institute seeks to strengthen research/innovation activities by felicitating faculties with **cash awards/appreciation** for paper/book publications.
- **Financial Assistance** in form of reimbursement of registration fees and sanctioning a TA for conference/ boarding/lodging expenses.
- Faculties pursuing higher education viz. Ph.D. or Masters's Degree are given **paid study leave**.
- All faculty members, staff, students, and research scholars are **free to avail library facilities** like Journals, and books.
- **Financial Powers** are given to HoDs/ principal for smooth functioning.



- **Special motivational, Training sessions and FDPs** on administrative and communication aspects for Non-teaching/Teaching staff are organized. They are regularly encouraged to hone their communication skills.
- **Employee Ward Concession.** 50% concession in TF/HF is provided to employee wards.

### Performance Appraisal

- **Teaching Staff:**

Institute has a well-defined and documented performance-based appraisal system for faculties which helps in the professional and personal growth of the staff which in turn benefits the institution at large. In the institute, Performance appraisal is done at the end of every academic session. The individuals fill out an appraisal form comprising of criteria based on individual qualifications, responsibilities, subjects taught, and use of ICT tools for knowledge transfer. It also covers points concerning their participation in workshops, FDPs, and seminars in the preceding year. It also includes paper/book publication consultancy work, projects undertaken, and awards if received by them. This form is further assessed and remarked on by the concerned HoD. Finally, the Principal verifies the above-mentioned forms and gives needed suggestions and recommendations for the upgradation of the faculty members. Increment or financial rewards are mentioned in this form and is granted as per guidelines.

- **Non-Teaching Staff:**

Based on recommendation of the head of the respective departments, the report is forwarded to the Principal and with the approval of the Chairman annual appraisal is done of the staff members. This forms the basis of inter-departmental promotions and salary raise as per the Institute's norms. Performance Appraisal at SSIPMT is a transparent yet confidential procedure and all the shortcomings are discussed with the concerned department for an amicable solution.

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

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

**Response:** 52.64

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
115	112	44	28	20

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>

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

**Response:** 56.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	105	103	102	90

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	35	35	35	35

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

SSIPMT is a self-financed institution functioning under the aegis of the SGEs. The Primary 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.

The secondary source consists of the revenue generated through consultancy / projects and testing. For appropriate mobilization and optimal utilization of resources, the institute has annual planning and budgeting process. Each department prepares the budget based on the recurring and non-recurring requirements such as equipment, consumables required, and maintenance of equipment for the coming academic session appended with suitable justification. The Principal office prepares the final budget based on departmental requirements. The budget is passed by the governing body for disbursement. Financial data is monitored by the principal towards budget and its compliance.

The budget prepared encapsulates the following;

- Expenses to be incurred in the academic, administrative, infrastructural development, maintenance, purchase, etc. for the coming session.
- Salary expenditure for teaching and non-teaching staff.
- Conduction and renewal of various staff welfare activities.
- Conduction of FDPs, seminars, and conferences to ensure quality education.
- Remuneration to experts at both department and institute levels.
- Conduction of student activities like technical competitions, cultural events, seminars, placements, alumni meets, staff counsel programs, etc.
- Approval and extension fee for various offices.
- Expenditure incurred for annual subscription of books / journals / magazines / newspapers and new purchases.
- Maintenance of amenities like firefighting systems, water purifiers, security, transport, and other infrastructure-related work on the campus.
- Apart from all these activities, a separate corpus funds is always maintained for any unattended or unplanned expenses incurred as per need.

The college conducts internal audits through the staff as well as external audits by the statutory auditors at the end of every financial year.

#### **Internal Financial Audit:**

The institute conducts internal audit at the end of every financial year to review the accounting records and to gather the audit evidence to ensure the financial statements submitted against the expenditure incurred in any event. On the completion of the event, coordinators submit the bills, vouchers, invoices against the expenses incurred for organizing / participation in various events and activities. The accounts personnel scrutinize the bills and submit the bills to the chairman through the principal for approval and payment reimbursement.

#### **External Audit:**

The external financial audit i.e. statutory audit is conducted by the appointed Chartered Accountant at the end of every financial year as per the provisions of the Income Tax Act 1961, and the Financial statement is prepared on 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 audit the account books and

submit the certified audit reports to the institution.

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

## 6.5 Internal Quality Assurance System

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

### Response:

The IQAC, SSIPMT Raipur was established on 20.07.2018 and since then it has significantly contributed to protract and enhance quality in all aspects of the institution. IQAC has taken certain pivotal steps in improving the overall TLP, Research and Administrative System, by adopting innovative techniques for the assessment of student performance, staff performance, e-governance, and developing a sustainable digital campus. It promotes measures for institutional functioning towards quality enhancement by encouraging the adoption of quality culture with responsive efforts towards best practices. IQAC, having the advisory role carries out discussions related to academic matters, and makes decisions and proposals for the formation of policies, regulations, and rules. The committee undertakes continuous reviews and periodic meetings that assure the quality of the delivery of programs by individual departments attaining excellence in all academic and administrative endeavors of the institution.

Various quality initiatives taken up by IQAC are:

- Evaluation of the teaching quality through a semester reviewing system.
- Assessment of student feedback on teaching, learning, and evaluation process of the respective courses.
- Formal Induction Programme for the newly admitted students along with the Principal and the department heads.
- Orientation program for newly admitted students.
- Conduction of Faculty Development Programs.
- Formation of various academic policies such as monetary rewards for Research Publication, Patents, Conference Participation, Workshops, etc.
- Conduction of various project-based learning programs.
- Feedback / learning assessment of lectures / webinars.
- Conduction of student satisfaction survey, course exit survey.
- Preparation and conduction of Academic and Administrative Audit, Energy Audit.
- Preparation and conduction of various accreditation like NAAC and NBA.
- Fostering research and innovation ecosystem in the institute.
- Establishment of IIC and AICTE - IDEA LAB in the institute.

- ERP System: To enhance the effectiveness of administrative governance in the institute IQAC has established an ERP system and thus implemented the e-governance tool for academics and administrative purposes.

IQAC continuously monitors and suggests modifications in various modules for 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. The employees are also facilitated to review their records from anywhere.

The IQAC has considerably contributed to developing and sustaining an innovative ecosystem in the institute. The cell has identified the following thrust areas to be developed and fostered:

- Innovation: Establishment of IIC in the institute.
- Research: Increased publications by faculty and Workshops on IPR etc.
- Projects/ Consultancy: Increased number of funded projects and consultancy.
- FDPs and Workshops: Faculties and students are encouraged to attend FDPs and workshops in NIT, IIT, CSVTU. .
- Certificate Courses / Programs for students and faculty: More number of in-house certificate programs have been conducted after IQAC's establishment.
- Scaling of NPTEL, SWAYAM, Coursera, etc.

#### 6.5.2 Quality assurance initiatives of the institution include:

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

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

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words**

**Response:**

#### *Gender equity*

SSIPMT promotes gender equity to create a healthy / safe, and secure atmosphere on campus. It is committed to providing equal opportunities to all irrespective of gender, caste, creed, color, race, religion, language, political or another opinion, national or social origin, property, birth, or any other status. Institute is perceptive to gender issues and concerning sexual harassment, it has zero tolerance. Women's safety and security are the priority areas for the institute.

- Women empowerment is an integral culture that is visibly seen in the number of women in leadership roles in institute.
- Beti Bachao & Beti Padoos awareness programs are conducted.
- Institute organizes workshops on rights and duties / responsibilities of citizens and celebrates International Women's Day, wherein female students and staff take part in large numbers. During these programs, experts are invited to sensitize female students and staff about various relevant issues concerning women.
- The institute encourages female students to actively participate in all the co-curricular and extracurricular activities arranged such as rakhi-making, rangoli, mehndi competitions, etc.
- Institute has exclusive girls' NCC wing for empowering the girl's students.
- Institute has also an NSS unit wherein girls and boys have an equal share in admission, participation in camps, and work being performed outside and inside the campus.
- Female and male members share equal responsibility and display equal participation in all related activities.
- Various committees like Institution Grievance Redressal Committee, Anti-Ragging, Sexual harassment prevention cell, Disciplinary Committee, and SC/ ST Students Welfare Committee are constituted to ensure gender equality.
- Institute provides safety / security facilities through CCTV Surveillance on campus.
- Free transportation facilities for all teaching and non-teaching staff.
- Separate washrooms for girls with sanitary napkin vending and disposal machines for the safe and hygienic disposal of sanitary napkins.
- Visitors are checked by security staff at the entrance and allowed to enter by making entries in the register.
- Institute has a dedicated counseling team for students' redressal of their academic, emotional, social, and cognitive development. Personal Counselling is provided to students at different levels.

#### *Commemorative Days / Events / Festivals*

Celebrations of commemorative days in the institute form an integral part of learning. Institute celebrates / organizes national and international commemorative days, events, and festivals with fervor and solidarity.

This helps in building a strong cultural connection in the students and inculcates in them a sense of pride for their rich and diverse heritage. The important days observed in the institute are:-

- National Science Day
- National Girl Child Day
- Yoga Day
- Women's Day
- World Environment Day
- Independence / Republic Day
- Unity / Constitution Day
- National Education Day
- World Earth Day
- Vishwakarma / Ganesh / Saraswati Pooja

Such celebrations / festivities accomplish the following objectives:

- Help students to develop social skills and showcase latent talents and creativity
- Creates awareness about national and international days and history
- Helps students remember/celebrate and preserve the glorious Indian and world heritage
- Develops their sense of patriotism and sensitizes them about global issues
- Helps to bring in a multicultural perspective on traditions/customs. and values.
- Provides students with deep knowledge about their legends and national heroes
- Creates a sense of belongingness in the community

### 7.1.2 The Institution has facilities and initiatives for

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

**Response:** A. 4 or All of the above

File Description	Document
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>

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

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

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>

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

**Response:**

SSIPMT makes proactive endeavors in providing an inclusive environment to promote better education, economic upliftment of the needy, and setting communal harmony. We staunchly believe in “Unity in Diversity” and in the equality of all cultures and traditions. The institute has an amalgamation of diverse socio-cultural / linguistic backgrounds. Despite this diversity, we do not have any intolerance towards any religion, language, caste, creed, or culture. There pervades an environment of communal harmony, cohesion, and solidarity between all. Different Indian state / national festivals and days are celebrated with equal fervor and oneness. The communal harmony in the institute is exhibited through the celebrations of festivals like Independence Day, Republic Day and Birth Anniversaries of Our Great Leaders, Teacher’s Day, Hindi Diwas, Vishkarma Jayanti, Hareli- the State Festival of Chhattisgarh, Engineer’s Day, International Women’s Day, etc.

The institute caters to the holistic development of the students and sensitizes faculty, and staff to celebrate International Yoga Day, and organizes sessions on topics like Mental Health and fitness during Covid times, How to overcome distractions during Studies, etc. Additionally, lectures by eminent persons from different fields are arranged periodically on topics of values, rights, duties, and responsibilities of citizens are conducted to inculcate in them values and ethics.

The institute also helps students understand their social responsibilities and involves them in community welfare activities like blood donation camps which are annually organized at the institute in association with the Indian Red Cross Society where students, faculty members, and staff contribute voluntarily by donating blood for the noble cause of serving the society and proudly adorn the badge of a blood donor. Furthermore, the institute believes in giving back to society in whichever way possible, hence woolen clothes/blanket distribution drive for the welfare of needy people is conducted.

Swachh Bharat Abhiyan and UBA activities under the banner of the NSS Wing are also conducted in the nearby adopted villages for increasing their environmental and social awareness.

The curriculum also encapsulates topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection, and ethics. Thus sensitizing its students and employees on their constitutional obligations, rights, duties, and responsibilities as a citizen. Further, as an initiative to help society in its time of need the institution encourages its employees to contribute their 1-day salary to the Prime Minister Relief Fund / Chief Minister Relief Fund.



The institute's faculties / students / staff jointly celebrate cultural and regional festivals, like New year's day, Fresher Party, Teacher's day, Orientation and Farewell program, Induction program, Rally, Oath, Plantation, Youth day, Women's day, Yoga day, Festivals like Diwali celebration, Holi Milan, New Year celebration, Patotsav at the temple in campus, etc. Motivational lectures of eminent persons in the field are arranged for the all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.

In this way the institute's efforts / initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

## 7.2 Best Practices

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

**Response:**

??????

1	<b>Title of the Practice- 1</b>	<b>Title of the Practice: Establishing a Multi-Disciplinary Innovation hub to foster startups and entrepreneurship</b>
2	<b>Goal</b>	Since its inception, our prime objective has been to enable each student to start a meaningful career or pursue higher education from a leading company post the completion of engineering studies. We are fully aware that this is indeed a herculean task, and we are aware of the individual aspirations of the students, but the intent behind this objective is to help them to start a meaningful career or pursue higher education from a leading company post the completion of engineering studies.
3	<b>The Context</b>	We foster the dream of raising our students in such a way that they become successful as soon as they pass out from the institute and thus contribute their bit to the nation. Additionally, there have been myriad reports highlighting the lack of employability of engineering graduates.
4	<b>The Practice</b>	<p><b>Practice:</b> On a careful analysis of what is it that the corporate expects from a graduate apart from the graduate attributes of NBA, we could deduce the following practices that we have incorporated in our pedagogy for the students:</p> <ul style="list-style-type: none"> <li>• <b>Campus Recruitment Preparedness:</b> We conduct Campus Recruitment drives which entails training on aptitude and soft skills. We also conduct regular assessments to check the progress of every student.</li> <li>• <b>Hands-on Exposure to Technology/ Processes</b> - We have signed MoUs with leading corporates for every course/branch in the institute. This provides relevant exposure for the students and thus helps bridge the industry gap.</li> <li>• <b>Employability Tests</b> - The T&amp;P department of the institute works closely with various companies through which such tests are made available to students. This helps students get prepared for the company selection process, and also</li> </ul>

		<p>companies of repute.</p> <ul style="list-style-type: none"> <li>• <b>Mock Online assessments and Mock Interviews</b> - We have collaborated with companies such as Myanatomy, Superset, Calyxpod, Coding Ninjas, etc. to help our students with mock assessments and mock interviews.</li> <li>• <b>Collaboration with Companies to enhance the skill sets of students</b> - We have collaborated with companies like Tata Strive, and Tessolve Semiconductors, Transmission, NECO Jaiswal, which provide domain-specific trainings and certifications to students which will help them understand better the industry and enhance their employability.</li> </ul>
5	<b>Evidence of success</b>	<b>Evidence of success:</b> The evidence lies in the quality of offers that we are receiving year after year. Be it placements, or internships, our students are getting offers from companies that are at par with IIT or NIT students. Also, the CTC that we are getting is suggestive of the same. However, it is unreal to expect a linear trend as we are not following such as 1. Yearly hiring trends of the corporates. 2. Aspirations of the students taking admission to the institute.
6	<b>Problems Encountered and Resources Required</b>	<b>Problems Encountered and Resources Required:</b> Over the years, we have observed that the classroom typically exhibits a bell curve when it comes to plotting the learning curve. That said, every class has students with diverse abilities, interests, and preferences.

1	<b>Title of the Practice- 2</b>	<b>Academic Preview and Academic Review</b>
2	<b>Goal</b>	<p><b>Academic Preview:</b></p> <p>To assess the academic preparedness of faculty for effective curriculum delivery.</p> <p>To verify and validate components of Academic Administration Plan for its completeness by a panel of experts.</p> <p><b>Academic Review:</b></p> <p>To verify the Course Files compiled by faculty members for their respective courses.</p> <p>To assess the proper implementation of AAP, to suggest remedial actions if any. (Check &amp; Act)</p>
3	<b>The Context</b>	<ul style="list-style-type: none"> <li>• Academic planning and preparation is meticulously monitored (AAP) and its efficiency is checked and quantified in a well-defined process (Academic Review).</li> <li>• Academic Preview and Review are uniquely designed to meet the needs of the institution to ensure quality education.</li> <li>• Development of systematic mechanism for compliance is achieved through the Academic Preview/Review Processes.</li> </ul>
4	<b>The Practice</b>	<p>We believe in this philosophy and has therefore initiated Academic Preview and Review in 2020-21 during Covid Pandemic to help set benchmarks for quality practice and streamline curriculum delivery.</p> <p>SSIPMT Preview and Review Processes are strategically designed to ensure quality education.</p>

		<p>implementation and their continuous improvement.</p> <p><b>Academic Preview:</b></p> <p>As “Well begun is half done”, SSIPMT has introduced Academic Preview process with meticulous planning and use of appropriate academic resources for effective implementation carried out in three stages:</p> <p>Stage 1: Faculty prepares all documents as per check list provided by IQAC.</p> <p>Stage 2: Faculty then submits action plan for curriculum implementation to IQAC.</p> <p>Stage 3: HOD verifies and validates the academic preparedness and activity calendar.</p> <p><b>Academic Review:</b></p> <p>Academic Review is an evaluation of the implementation of AAP. Faculty prepares the Review process with respective Course File that contains well-documented process along with duly filled in formats circulated by IQAC. It is carried out in three stages:</p> <p>Stage 1: Faculty submits standardized self-evaluated Review form to IQAC for information at the Department level and the same is forwarded to the IQAC.</p> <p>Stage 2: The IQAC Audit team verifies the contents in the Review Form, based on guidelines.</p> <p>Stage 3: Report is submitted to the Principal and feedback is communicated to the faculty.</p>
5	<b>Evidence of success</b>	<p>Academic Preview and Review are successful endeavours at lead to effective Implementation of Preview and Review processes has brought in significant performance in the following areas:</p> <ul style="list-style-type: none"> <li>• Innovative teaching learning styles</li> <li>• Development of E-learning resources</li> <li>• Good Results and Academic Ambiance</li> </ul>
6	<b>Problems Encountered and Resources Required</b>	<ul style="list-style-type: none"> <li>• Designing and developing of Academic Preview and Review process parameters, assigning weightages and deciding the marking scheme.</li> </ul>

### 7.3 Institutional Distinctiveness

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

**Response:**

The vision of SSIPMT is “*To be a premier technical institute in the country that imparts innovation-driven education to nurture value-based competent future professionals*”, provides the best platform for multidisciplinary teaching-learning, critical thinking, teaching beyond curriculum, collaborative research, best theoretical and practical exposure to cutting edge hardware and software tools for experiential learning. Owing to this multidisciplinary innovation ecosystem, SSIPMT has bagged pronounced rankings at national-level platforms and accolades at Nation Level Hackathons.

The institute has a well-defined and established pedagogy integrated with the University curriculum for crafting industry-ready professionals. The pedagogy develops necessary technical and soft skills through the guidance and mentoring of a rich galaxy of esteemed experts from academia and industry, thus providing the students, with a competitive edge.

The establishment of the first functional AICTE IDEA Lab among the only 49 chosen institutes across India, portrays the institute’s distinctiveness in the well-established multidisciplinary innovation ecosystem. The lab was inaugurated by Dr. Neeraj Saxena (Advisor-I and heading the Institutional Development Cell (IDC) of AICTE). It is an initiative of the AICTE to foster innovation and entrepreneurship among students and faculty members in technical institutions across India.

AICTE IDEA Lab provides all facilities under one roof, for the conversion of an idea into a prototype. With these facilities available 24x7, more students and faculty will develop skill sets like creative thinking, problem-solving, etc.

This AICTE IDEA Lab at SSIPMT Raipur caters to the needs of numerous students of the region to develop an appetite for STEM by learning and doing, allowing student’s hands-on training on the latest available equipment and machinery backed by the mentorship of AICTE IDEA Lab Gurus. The evidence of the success of the establishment of the AICTE IDEA Lab is elicited through student-registered patents, the development of utility products, and various projects.

**About the IDEA lab**

AICTE IDEA Labs are being established across the country for encouraging students to the application of STEM fundamentals towards enhanced hands-on experience, learning by doing, and even product visualization. As a common facility embedded in the institution, the AICTE IDEA Lab will make engineering graduates more imaginative and creative, besides getting basic training in the 21st century skills like- critical thinking, problem-solving, design thinking, collaboration, communication, lifelong learning, etc. AICTE IDEA Lab can empower the students and faculty to “engage, explore, experience, express and excel”, addressing the need for new-age learning.

The utility of AICTE IDEA LAB includes

1. **Encouraging Innovation:** Encourages students and faculty members to come up with innovative ideas that can solve real-world problems and make a positive impact on society.
2. **Developing Entrepreneurial Skills:** Provides training and resources to help students and faculty

members develop their entrepreneurial skills and start their ventures.

3. **Promoting Collaboration:** Promotes collaboration among students and faculty members from different institutions to work together on innovative projects.

4. **Providing Funding and Support:** Provides funding and support to students and faculty members to help them turn their innovative ideas into reality.

5. **Enhancing Employability:** Helps students to develop skills that are in high demand by employers, such as problem-solving, critical thinking, and creativity.

AICTE IDEA LAB thus is a valuable initiative that helps to foster a culture of innovation and entrepreneurship among the youth in India and prepares them for the challenges of the 21st century.

## 5. CONCLUSION

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### Additional Information :

The institute following its vision

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

provides the best platform for multidisciplinary teaching-learning, critical thinking, teaching beyond curriculum, collaborative research, best theoretical and practical exposure to cutting edge hardware and software tools for experiential learning. Owing to this multidisciplinary innovation ecosystem, SSIPMT has bagged pronounced rankings at national-level platforms and accolades at Nation Level Hackathons.

Institute has a well-defined and established pedagogy integrated with university curriculum for crafting industry-ready professionals. The pedagogy develops necessary technical and soft skills through guidance and mentoring of a rich galaxy of esteemed experts from academia and industry, thus providing students, with a competitive edge.

Establishment of the first functional AICTE IDEA Lab among the only 49 chosen institutes across India, portrays institute’s distinctiveness in well-established multidisciplinary innovation ecosystem. Lab was inaugurated by **Dr. Neeraj Saxena**,(Advisor-I , Institutional Development Cell (IDC), AICTE). The AICTE IDEA Lab provides all facilities under one roof, for conversion of an idea into a prototype. With these facilities available 24x7, more students and faculty will develop skill sets like creative thinking, problem-solving, etc.

This AICTE IDEA Lab at SSIPMT Raipur caters to needs of students of the region to develop an appetite for STEM by learning and doing, allowing student’s hands-on training on latest available equipment and machinery backed by the mentorship of AICTE IDEA Lab Gurus. Evidence of success of AICTE IDEA Lab is elicited through student-registered patents, developing utility products, and projects.

### **SSIPMT AICTE IDEA lab:**

AICTE-IDEA Lab encourages students to apply STEM fundamentals towards enhanced hands-on experience, learning by doing, and product visualization. It makes engineering graduates imaginative and creative, besides getting basic training in 21st century skills- critical thinking / problem solving / design thinking, collaboration, communication, lifelong learning. It empowers students / faculty to “engage, explore, experience, express and excel”, addressing the need for new-age learning by:

1. **Encouraging Innovation**
2. **Developing Entrepreneurial Skills**
3. **Promoting Collaboration/networking and trainings**
4. **Providing Funding and Support**

## 5. Enhancing Employability

### Concluding Remarks :

SSIPMT Raipur, initiated its educational journey with the motto “**Gyandev Tu Kawalyam**” meaning “Knowledge is Emancipation.” The institute envisages of painting a new India wherein technical knowledge savored with the spirit of creativity and innovation reaches stellar heights. The institute staunchly believes in imparting education instils in its students with skills and perspectives required for understanding and participating responsibly and creatively in a complex world. SSIPMT will continue to emerge as the CoE in engineering education and build human resources with values to make a significant contribution to society and to provide a holistic education for intellectual and physical development, social and cultural sensitivity and economic opportunities that will empower every student to live in harmony.

From its humble beginning SSIPMT serving the cause of higher education and has received recognition from University, Government Agencies, Corporate and from the public. The institute enjoys accolades and recognition with the University and Government. Excellence is a hallmark of the institute and it untiringly strives to adopt innovative and best practices to deliver quality education to prepare human resource with global competencies.

The introspective report on the history of 15 years of the growth and development of the institute has highlighted the strengths to be proud of, the gaps which need to be addressed and the opportunities which should be taken advantage of. The preparation of the Self Study Report (SSR) has facilitated introspection and readiness to take off in leaps and bounds.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :88</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																																								
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 922</p> <p>Answer after DVV Verification: 910</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																																								
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>229</td> <td>190</td> <td>175</td> <td>240</td> <td>245</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>215</td> <td>119</td> <td>130</td> <td>170</td> <td>152</td> </tr> </tbody> </table> <p>2.1.2.2. <b>Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>436</td> <td>358</td> <td>337</td> <td>466</td> <td>466</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>436</td> <td>358</td> <td>337</td> <td>466</td> <td>466</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	229	190	175	240	245	2021-22	2020-21	2019-20	2018-19	2017-18	215	119	130	170	152	2021-22	2020-21	2019-20	2018-19	2017-18	436	358	337	466	466	2021-22	2020-21	2019-20	2018-19	2017-18	436	358	337	466	466
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Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36.61	1.77	75.66	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.00	1.77	75.66	0.00	0.00

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44	32	12	10	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	19	09	08	08

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
38	70	30	39	107

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
47	20	06	15	06

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	21	22	8	62

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	7	1	1	37

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	16	20	17	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	08	16	14	07

Remark : DVV has made changes as per the report shared by HEI

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

Answer before DVV Verification :  
 Answer After DVV Verification :20  
 Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
67.46	36.77	76.23	145.2	273.38

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
67.46	36.77	76.23	145.20	273.38

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
168.14	115.61	127.55	121.31	89.7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
168.14	115.61	127.55	31.16	25.55

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
934	971	850	690	616

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
934	971	850	476	458

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	34	29	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	03	03	02

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
39	19	39	49	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	08	06	10	09

Remark : DVV has made changes as per the report shared by HEI

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

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
115	114	44	36	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
115	112	44	28	20

Remark : DVV has made changes as per the report shared by HEI

**2.Extended Profile Deviations**

**Extended Profile Deviations**

No Deviations