YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution   St. Paul Institute of Professional Studies

- Name of the Head of the institution   Dr. Sr. Alice Thomas

- Designation   Principal

- Does the institution function from its own campus?   Yes

- Phone no./Alternate phone no.   07312490114

- Mobile no   9495013770

- Registered e-mail   spips.indore.info@gmail.com

- Alternate e-mail   alicethermadom@gmail.com

- Address   7/1 Boundary Road, Near Lalaram Nagar

- City/Town   Indore

- State/UT   Madhya Pradesh

- Pin Code   452001

2.Institutional status

- Affiliated /Constituent   Affiliated

- Type of Institution   Co-education

- Location   Urban

- Financial Status | **Self-financing**

- Name of the Affiliating University | **Devi Ahilya Vishwavidyalaya**

- Name of the IQAC Coordinator | **Dr. Goldie Zaki**

- Phone No. | **07314961355**

- Alternate phone No. | **07314961356**

- Mobile | **9993890151**

- IQAC e-mail address | **spips.iqac@gmail.com**

- Alternate Email address | **zaki.goldie@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year) | https://spipsindore.com/naac/self-study-report-cycle-1/

4.Whether Academic Calendar prepared during the year? | **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: | https://spipsindore.com/wp-content/uploads/2023/07/final-Planner-to-print-2023-24-1.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.12**	**2022**	**11/10/2022**	**10/10/2027**

6.Date of Establishment of IQAC | **13/03/2015**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NA	**-**	**-**	**-**	**-**

8.Whether composition of IQAC as per latest NAAC guidelines | **Yes**

- Upload latest notification of formation of IQAC | View File

9.No. of IQAC meetings held during the year `04`

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? `Yes`

- If No, please upload the minutes of the meeting(s) and Action Taken Report No File Uploaded

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? `No`

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

`1. Cross Verification of Answer Sheet of Internal Examinations and IQAC Quality check of Assignment PPT and Viva 2. Faculty Development Programme on Teaching Pedagogy, Students Centric Methods of Teaching Learning and ICT Enabled Teaching 3. Special health checkup camp for faculty and staff members 4. Enriching Add-on/Certification Courses 5. Entrepreneurship Development Initiative`

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
`The Internal Quality Assurance Cell (IQAC) meticulously devised a comprehensive plan at the onset of the academic year to enhance educational quality. Initiatives included faculty development programs, curriculum reviews, and student feedback mechanisms. By year-end, tangible outcomes were observed, such as heightened faculty competence, streamlined curriculum aligning with industry needs, and a notable improvement in student satisfaction.`	`This proactive approach by the IQAC led to an enriched learning environment, fostering continuous improvement, and aligning the institution with quality benchmarks, ensuring sustained educational excellence.`

13.Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name	Date of meeting(s)
Governing Body	13/10/2023

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
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• Name of the Head of the institution	Dr. Sr. Alice Thomas
• Designation	Principal
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• Registered e-mail	spips.indore.info@gmail.com
• Alternate e-mail	alicethermadom@gmail.com
• Address	7/1 Boundary Road, Near Lalaram Nagar
• City/Town	Indore
• State/UT	Madhya Pradesh
• Pin Code	452001
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• Location	Urban
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Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
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website?		
• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded	

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- Name of the statutory body

Name	Date of meeting(s)
Governing Body	13/10/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	24/12/2022

15.Multidisciplinary / interdisciplinary

The synthesis of concepts and attributes from a variety of fields is made possible through interdisciplinary study. Concurrently, it caters to the unique characteristics of students and aids in the cultivation of valuable transferable skills. Offering the flexibility to choose subjects from both the sciences and humanities, as well as the opportunity to explore fine arts and sports, students are provided with a diverse range of options without the previous limitations. By creatively combining different disciplines, providing cutting-edge courses, flexible choices, and allowing multiple entry and exit points during the undergraduate program, students have the freedom to delve into their areas of interest and pursue their desired careers. Moreover, this approach nurtures intellectual curiosity, fosters critical thinking, encourages reflection, cultivates leadership and teamwork abilities, instills a sense of commitment, professionalism, and heightens individuals' awareness of their socio-cultural surroundings. St. Paul Institute of Professional Studies, Indore offers a list of elective subjects for all (B.A., B. Sc., B.B.A., B.C. A., B.Com.) including Banking and Insurance (Commerce only), Business Economics (Commerce only), Business Mathematics (Commerce only), Basic Principles of Business Studies (except B.Com. students), Fundamentals of Accounting (except B.Com. students), Communicative English (for all), Indian Political System (for all), NSS (for all), NCC (for all), Physical Education (for all), and Computer Fundamental (only for B. Sc. & B.C. A.). Additionally, there is a list of vocational subjects available for all (B.A., B. Sc., B.B.A., B.C. A., B.Com.) such as Web Designing, Personality Development, Electrical Beauty and Wellness, Salesmanship, Retail Management, Export & Import Management, E-Accounting & Taxation with GST, and Desktop Publishing. For BBA and B.Com. (Hons) students, there is

an exclusive subject called Digital Marketing.

16.Academic bank of credits (ABC):

The "Academic Bank of Credits" (ABC) is a fresh initiative by the UGC that was introduced under the new education policy. Its purpose is to enable students to have the freedom to choose various entry and exit points and learn at their own pace and in accordance with their individual interests. Additionally, it aids academic faculty in effectively managing and monitoring the credits that students have earned. The ABC seamlessly transfers national points and credits that students have obtained during their studies. It serves as a dependable resource for checking each student's credit history at any given point in time. The development of the ABC concept aimed to facilitate faculty and inspire students to adopt an interdisciplinary approach to education. The ultimate objective is to produce "qualified professionals" and foster their overall growth. The Academic Bank will assume responsibility for the initiation, cancellation, and confirmation of students' academic accounts. It will carry out various tasks, including the transfer and redemption of student credit balances, credit accumulation, and credit verification. Once students successfully complete a course and pass the corresponding assessments, credits will be automatically awarded to them. Academic credits earned by students have a maximum validity period of seven years, during which they can be redeemed. Students have the option to apply for direct admission to the second year of study at any university and redeem the credits they have earned. The credit system is categorized as follows: Certificate - 40 credits, Diploma - 40 credits, Degree - 40 credits, Degree with research - 40 credits, totaling 160 credits. The ABC system accepts both online and offline courses. In the current scenario, an interdisciplinary and multidisciplinary approach is crucial, and the introduction of the Academic Bank of Credits will bring about a significant transformation in the Indian education system.

17.Skill development:

The economic growth and societal progress of any nation rely on the abilities and expertise possessed by its population. Despite the positive impact of liberalization and globalization on the Indian economy, there is a significant demand for highly skilled graduates in key industries. However, there exists a disparity between the supply and demand of skilled workers, as the economy requires a greater number of them. In the field of higher education, it is essential for individuals to acquire the

necessary knowledge and skills for various employment opportunities in sectors such as education, healthcare, manufacturing, and services. By implementing competency-based learning, students are equipped with the tools to become successful leaders in their chosen fields. It is crucial for students to expand their perspectives beyond grades and focus on acquiring practical skills. Unfortunately, traditional forms of education often overlook these tangible experiences and the importance of new educational approaches. Our policy at SPIPS includes comprehensive programs that aim to prepare young individuals with the necessary skills for their future careers. The programs and courses offered at SPIPS are designed to cater to professional pathways. They consist of full-time modules that are credit-based, allowing students to accumulate credits for both skill development and general education. Upon completing the designated period, students will receive exit profiles at various levels, such as a Certificate, Diploma, or Advanced Diploma, based on the credits earned. This enables students to enhance their skills and competencies, thereby opening doors for career advancement or further education. Students have the flexibility to enter and exit the program multiple times, allowing them to seek employment opportunities after completing each level and return to further their education whenever necessary. The institute has established a Career, Skill development cell which diligently conducts various workshops for knowledge augmentation, and personality development programs at regular intervals to improve students' technical, vocational, and soft skills. Internship, Placement & Campus Recruitment Training, an institute-established training cell, actively contributes to strengthening the current trends needed in business. Initiatives have been taken through the Institution's Entrepreneurship Cell to improve entrepreneurial knowledge and skills through structured training courses. SPIPS Entrepreneurship Cell organizes numerous activities like business plan competitions, ideation workshops, and start-up tales, which are presentations of start-up experiences by new and seasoned businesspeople on the practical considerations, difficulties, and challenges of entrepreneurship. At SPIPS we support students to think about choosing a career in self-employment by providing the requisite entrepreneurship guidance, Impact Lecture Series, Idea Sessions, Prototyping Competitions and Managerial abilities enhancing activities to support young entrepreneurs and to provide practical industry experience through industrial exposure.

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

The Indian Education System is in need of a significant overhaul, as evidenced by the NEP 2020. The policy recognizes that India's unique position on the global stage is a direct result of its cultural advancements, the values of its civilized society, and the abundance of literature in various genres. Therefore, a complete redesign of the curriculum and pedagogy was necessary, starting from the foundational level. This redesign ensures that the education system has a strong grounding in the Indian and local context, encompassing culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, as well as indigenous and traditional methods of learning. The primary objective of the National Education Policy is to restructure India's educational system. As part of this reform, students now have the freedom to select a language based on their interests. The goal of the policy is to fully develop a person's moral, social, intellectual, aesthetic, and physical faculties through a comprehensive, multidisciplinary education. To help students with their orientation, the college has introduced a range of activities and counselling sessions. All first-year students have been accurately registered and assigned topics of their choice on the Madhya Pradesh Department of Higher Education portal. Students are strongly encouraged to enroll in a sufficient number of IKS (Indian Knowledge Systems) courses to ensure that these courses account for at least 5% of the total required credits. These credits are counted towards the overall credits that students must complete in their primary area of focus. The remaining required credits for IKS are part of the Multidisciplinary courses, which are compulsory for all students. At SPIPS, we offer a diverse selection of IKS elective courses for students to choose from. These courses enable students to earn the necessary credits and explore subjects that are relevant to their chosen area of focus in their undergraduate degree. Additionally, students have the option of undertaking internships or apprenticeships in any of the subjects or fields covered by IKS. In addition to their designated degree subjects, students are also participating in additional skill development programs, such as advanced Excel certification, Tally, Export Import, Banking Finance & Insurance, Digital Marketing, Stock Market, etc. These programs aim to equip students with the necessary skills for the industry.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome-based education (OBE) is an instructional approach that prioritizes predetermined goals and results in course delivery

and assessment. OBE is a recognized educational strategy and learning philosophy that centers all academic programs and instructional activities around specific "outcomes" that students should be able to demonstrate upon completing the course. This method places significant importance on evaluating student performance based on results. In accordance with the decision made by the Government of Madhya Pradesh to align with the initiative led by Prime Minister Shri Narendra Modi, the institution has successfully implemented the New Education Policy for Outcome-Based Education. The implementation has been carried out under the guidance of the Director, Principal, College Coordinator, Admission Committee, and department heads, who have meticulously developed an action plan for incorporating OBE into various elective and vocational courses. The primary focus is on disciplines that incorporate experiential learning, aiming to enhance students' employability and develop their employability skills. Our main objective is to evaluate student performance and results at different levels through projects, fieldwork, and internships. The outcomes of a student's effective participation in a specific set of higher education experiences encompass a combination of knowledge, skills, abilities, attitudes, and understanding. Learning outcomes are defined prior to teaching, followed by the implementation of teaching and assessment methods that best facilitate the achievement of those outcomes and assess the level of attainment. At SPIPS, teaching and learning occur within a comprehensive system that encompasses classroom, departmental, and institutional levels.

20.Distance education/online education:

The New Education Policy 2020 places special importance on the utilization of online learning. As a result, SPIPS has devised plans to enhance the training materials, classroom resources, evaluation tools, profiles, and more, in order to facilitate seamless interaction. The college has its own e-care portal, along with the N-list, which our students are actively utilizing. NEP 2020 highlights the need for the establishment of virtual laboratories, where students can apply their theoretical knowledge and access course materials in various languages. The computer science department has taken the initiative to ensure that students make use of the virtual lab. As part of this initiative, students are provided with the opportunity to practice programming on an online editor and compiler. Moreover, the department intends to share this knowledge with students from other departments at an elementary level, so that they too can benefit from the virtual lab. This has been made possible due to

the implementation of the new education policy, which allows students to choose interdisciplinary courses. Additionally, the department has also introduced online assignments through a dedicated portal, which students are expected to complete. All teachers at the college are making use of the Google Classroom as an online education platform, which is expected to further strengthen with the introduction of the new education policy. The advent of Massive Online Open Course (MOOC), a form of distance education, marks a significant milestone in higher education. The Institution places great importance on enrolling in various MOOC courses to enable learners to enhance their expertise in diverse fields. Undoubtedly, MOOCs serve as a valuable learning tool and complement traditional university education, thus proving to be a beneficial mode of online learning.

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	10

File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	546

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	121

File Description	Documents
Data Template	View File

2.3	518

Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	View File

3.Academic

3.1	**44**
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2	**44**
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	**48**
Total number of Classrooms and Seminar halls	
4.2	**29.55**
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	**119**
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

In the context of ensuring the optimal delivery and documentation of the curriculum at SPIPS, several key factors come into play-

1. Faculty meetings are regularly held to discuss assessment

processes, course completion, innovative teaching methods, adherence to the academic calendar, internal marking systems, and other curriculum-related matters.

2. Diverse in-house committees are established at the beginning of each academic year to facilitate curriculum delivery, covering areas like university exams, e-care, assignment evaluation, counseling, and more.

3. Academic counseling meetings, led by the Director, Principal, and Departmental Heads, make crucial decisions regarding course completion and curriculum delivery methods.

4. Lesson Plans- Timely submission of lesson plans is emphasized, with a structured format provided to faculty members for approval.

5. Innovative teaching methods, including case studies, group discussions, and multimedia elements, are employed to engage students.

6. Parents Professors Association meetings facilitate communication between parents and college management, addressing concerns related to student progress and well-being.

7. Annual Planner - An annual planner, aligned with the university academic calendar, is created a month before the academic year begins.

These measures collectively ensure the efficient and comprehensive delivery of the curriculum while promoting student engagement and success at SPIPS.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%201/1.1.1%20B/1.pdf

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

SPIPS places great emphasis on robust internal evaluation processes to ensure the academic development of its students. This involves a multifaceted approach, including Common Class Tests (CCT), Pre University Exams (PUE), and Assignment Viva.

1. Monthly assignment viva is a regular feature across all departments, with students receiving topics in advance to prepare PowerPoint presentations. During these Vivas, both external and internal examiners question students and grade them, contributing to their internal marks.

1. Common Class Test (CCT) - CCT exams are conducted both offline and online, with three online CCT quizzes for each department's classes and one offline CCT exam encompassing all subjects and classes. These assessments help gauge student progress throughout the year.

1. Pre University exams (PUE) - Towards the end of the academic year, Pre University exams are held to prepare students for their final university exams. To make sure everything is fair and accurate, teachers double-check the answer sheets with the help of the Internal Quality Assurance Cell (IQAC). This way, they ensure the evaluation process is done correctly.

Ultimately, the internal marks awarded to each student are derived from the culmination of these assessment criteria, serving as a reliable indicator of their academic performance and preparedness for the challenges of the final university examinations

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%201/1.1.2%20B/1.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

10

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

6

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

506

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

The college is affiliated with Devi Ahilya Vishwavidyalaya, which means that the college doesn't have the freedom to design its own syllabus. However, the university's syllabus is comprehensive and includes a wide range of courses for students in the first, second, and third years. These courses are carefully structured to address important crosscutting issues like professional ethics, gender equality, human values, and environmental awareness.

In the first year, students have a subject of Environmental Education to develop an understanding of environmental issues.

In the second year, there are subjects such as Women Empowerment, Entrepreneurship Development, and Human Resources Management, all of which promote practical skills and knowledge.

In the third year, students delve into Human Values and Professional Ethics, Indian Ethos in Management, and further courses in Human Resources Management and Entrepreneurship Development.

This curriculum not only provides a well-rounded education but also Inculcates values and awareness that are crucial in today's world. The University's curriculum offers a rich and diverse learning experience for students.

In addition to the courses mentioned, the college also takes extra steps to ensure that students understand the significance of gender equality. We have a special club called the "Gender Championship Club," where students participate in various activities every month to learn more about this important topic. This club helps raise awareness and promote gender equality among the students.

File Description	Documents
Any additional information	[View File](#)
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View File](#)

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

10

File Description	Documents
Any additional information	[View File](#)
Programme / Curriculum/ Syllabus of the courses	[View File](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View File](#)
MoU's with relevant organizations for these courses, if any	[View File](#)
Institutional Data in Prescribed Format	[View File](#)

1.3.3 - Number of students undertaking project work/field work/ internships

1590

File Description	Documents
Any additional information	[View File](#)
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	[View File](#)

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution   **A. All of the above**

from the following stakeholders Students
Teachers Employers Alumni

File Description	Documents
URL for stakeholder feedback report	https://spipsindore.com/spips-core/mandate-disclosure/
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%201/1.4.2%20A/1.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

546

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

121

File Description	Documents
Any additional information	[View File](#)
Number of seats filled against seats reserved (Data Template)	[View File](#)

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Educators and academic support personnel have an indispensable role in the comprehensive development and advancement of students. The faculty members exhibit remarkable vigilance and a deep personal commitment to the academic progress of their students. Furthermore, the initiatives undertaken are tailored to the students' individual interests and levels of engagement.

Assessment of learning level of students through Internal Academic assessment - Common Class Tests and Pre-University Examination, Monthly Subject Quiz, Class Presentations and Presentation Viva, Academic club and Department activities and competitions, Personal career counselling by class teachers.

Advancement and Teaching Methods for Advanced Learners includes Collaboration on Research Projects and Assignments, Leadership Training with roles as class representatives, office bearers of the College wise and House-wise, Responsibilities to organize department and college level activities and functions and act as Masters of Ceremonies and comperer and promoted for student exchange programs and intercollegiate competitions.

Advancement and Teaching Methods practiced for slow learners are Bridge & Remedial Courses, English, and Communication Classes (ELC), Peer Group Study assignments and Mentoring and Counselling.

Targets achieved.

The existing system has proven effective in distinguishing between students who require additional support due to a slower pace of learning and those who excel academically. The institution's implementation of a mentoring system has significantly improved the campus atmosphere and the holistic growth of the students.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%202/2.2.1%20A/1.pdf
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
1671	44

File Description	Documents
Any additional information	View File

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

The college has taken deliberate steps to cultivate a nurturing learning environment that places students at the core of the educational journey.Beyond the conventional "Chalk and Talk" teaching method, the entire educational process encompasses a wide array of comprehensive techniques. These methods not only capture students' interest but also encourage innovation and contribute to their comprehensive development. This strategic shift aligns with the New Education Policy's focus on student-centered approaches, recognized as pivotal for fostering learning, overall growth, and the practical development of students.

Furthermore, various departments promote experiential learning opportunities that resonate with the subjects students are studying. These hands-on approaches include engaging in Science exhibitions, participating in Commerce and Management festivals, embarking on industrial site visits, and undertaking project-based internships. Moreover, students are actively involved in organizing events and designing notice boards to reinforce their grasp of key concepts. Participatory activities such as classroom games, discussions, and creative competitions further enhance the learning experience.

The college fosters problem-solving skills through methods that pique curiosity, including case studies, company analyses, and

research articles. Innovative and creative teaching techniques, such as Personality Development-based class activities, introductory illustrations, real-life situational connections, mock viva sessions, and flipped classrooms, have made teaching more effective and engaging.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	https://spipsindore.com/spips-core/academic-spips/

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Information Communication Technology (ICT) tools are pivotal in delivering high-quality education by fostering students' curiosity, connecting them to diverse information sources, and creating dynamic learning environments, both in and out of class. These technologies significantly boost students' motivation to learn. At SPIPS, we prioritize ICT use, with faculty members required to incorporate innovative video presentations and utilize audio-visual facilities in their teaching plans. The college is well-equipped with ICT resources, including Google Classroom, Moodle, NPTEL, Quizzes, Kahoot quizzes, Zoom meetings, and Google Meet, Interactive boards all enhancing the quality of the teaching-learning process.

ICT enabled Methods Used in Teaching Learning Process:

1.The PPTs are one of the important ICT tool used by the faculty for their teaching enabled with animations and simulations to improve the effectiveness of the teaching-learning process.

2. All the students are provided with login ID and password for the digital library N-list. Students can find numerous national and international e-books and e-journals on the portal.

3.College E-care portal which contains information regarding attendance, time table, lecture plans, online examinations, personal details of the students and faculty, results, grade cards, certificates etc.

4. The integration of smart boards has enhanced the interactivity

and effectiveness of lectures.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

44

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

44

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

25

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

274

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Our internal assessment system is both transparent and robust, a fundamental aspect of our approach outlined in the NAAC SSR. Evaluation plays a central role in the teaching-learning process. Collaboratively, our Director, Principal, Internal Quality Assurance Cell, and Academic Excellence Committee engage with stakeholders to reform the evaluation system. We firmly believe that internal assessment significantly influences students' academic performance.

Adhering to University guidelines, our internal assessment considers student attendance, writing skills (assignments), presentation skills (assignments), and monthly quizzes through the e-care portal and quiz software. Transparency is maintained through our Internal Examination Committee, established since the inception of the college.

Internal exam dates are published in the college's Annual Planner and communicated through public address system and college website. Students have easy access to their attendance records through the e-care portal. Evaluation results are promptly provided, with teachers discussing model answers and displayed.

To ensure robust assessment, we implement a comprehensive internal evaluation system based on the Continuous Comprehensive Evaluation (CCE) model. This includes classroom activities, regular attendance, two Common Class Tests (CCTs), Pre-University Exams (PUE) following university patterns, and subject-based Assignments/PPT/Viva, multiple-choice question tests, Seminars, and Book reviews as supplementary evaluative practices underscored by CCTV cameras monitoring and under the invigilation of diligent faculties and staff.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%202/2.5.1%20B/1.pdf

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Our approach to addressing internal and external examination-related grievances is marked by transparency, efficiency, and adherence to strict timelines. Institutional reforms in our continuous evaluation system are designed to foster student interest in their studies and familiarize them with the university examination pattern. These measures serve to guide students confidently toward university examinations, leaving little room for evaluation-related grievances.

To ensure transparency and robustness, we implement practices such as showcasing CCT tests and Pre-University Exam (PUE) answer books to students on predetermined dates after assessment. This allows students to review their performance and identify strengths and weaknesses in their study and answer-writing techniques. Any errors or concerns regarding assessment are promptly addressed on the same day, further enhancing transparency.

Our mechanism for handling examination-related grievances is characterized by transparency, efficiency, and timeliness. Students can utilize suggestion boxes to submit queries or

instructions related to internal examination reform. The Mentor-Mentee Scheme serves as a support system, reducing students' stress and anxiety.

In terms of evaluation and examination reforms, we prioritize timely evaluation of all CCT and PUE assessments. Additionally, we have shifted from paper-based assignment submissions to students delivering assignment presentations through PPT, enhancing their communication and presentation skills. Our commitment to transparency, efficiency, and timely resolution of grievances underscores our institutional approach.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%202/2.5.2%20B/1.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Program Outcomes (POs) encompass the knowledge, abilities, and attitudes that students are expected to acquire upon finishing their graduate program. Course Outcomes (COs) outline the specific knowledge and skills gained at the end of individual courses, elucidating the cognitive processes instilled by each course. Program Specific Outcomes (PSOs) articulate the broader implications of program learning, emphasizing its direct impact on society and contributions to sustainability.

Communication of POs, PSOs, and COs involves various approaches: sharing the Institute and department's Vision and Mission with parents during Orientation Programs and Parents-Teachers Meetings; discussing and approving POs and PSOs in Academic Excellence Committee meetings during College Governing Body Meetings; making POs and PSOs available on the Institute website; prominently displaying them in campus locations for public and student awareness; regularly reviewing them in faculty meetings with the Director and Principal; and conducting detailed framing and analysis of COs through academic committee meetings.

Evaluation and planning meetings, involving subject teachers, facilitate the alignment of course outcomes with program outcomes

and specific outcomes, ensuring a comprehensive and effective educational framework. Regular reviews, both unit-based and post-unit completion, further underscore the significance of course outcomes in shaping the overall educational experience.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://spipsindore.com/spips-core/pos-psos-cos/
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The college rigorously evaluates the attainment levels of Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs). The assessment process involves formally defining COs, POs, and PSOs. Direct assessment tools, applied on a 20:80 proportion, evaluate COs directly through student scores in internal and external evaluations. SPIPS employs outcome-based education to ensure course and program outcomes. Objective and outcomes are mapped for student testing, fostering PSO achievement in knowledge and skills.

Regular interaction between teachers and students, assignments, monthly tests, and internal assessments gauge assimilated knowledge as three internal test (2 CCT, 1 PUE) marks indicates the performance of students. The college communicates student performance during internal tests to parents through Parent-Professor Meetings. The average pass percentage in university examinations reflects overall class progress.

Feedback mechanisms, including an internal examination committee, enhance the teaching-learning process. Co-curricular activities, such as composition and rhetoric skills development, contribute to additional level outcomes. SPIPS prioritizes continuous assessment through steps like monthly tests, industrial visits, study tours, practical work, seminars, and internships to comprehensively achieve COs and POs.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%202/2.6.2%20B/1.pdf

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

518

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View File](#)
Upload any additional information	[View File](#)
Paste link for the annual report	https://spipsindore.com/spips-core/annual-report/

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://spipsindore.com/spips-core/best-practices/

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 year (INR in Lakhs)

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

2.31

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

10

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

3

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	https://www.idsssindore.in/

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

St. Paul Institute of Professional Studies values innovative learning and actively involves faculty members in the process

through the following activities and programs:

Incubation Center: Various entrepreneurship activities are organized to help students develop and present their business ideas.

AD Mad Show: Students promote products through role-play and advertisements, and share success stories of their favorite entrepreneurs.

Management Fest-Innoviz-23: To gain practical knowledge in establishing business, raising funds, financial management, human resources, and capital structure.

Mock Parliament and Mock Gram Sabha: To enhance leadership skills and discuss contemporary topics related to economic development, Panchayati Raj System and the practice of democracy, emphasizing self-governance's importance in rural problem-solving.

Language Lab: The Language Lab holds Vocabulary Enhancement sessions, teaching students how to retain and effortlessly use words.

SPIPS WIZQUIZ: Helps students understand ICT platforms and logical reasoning through quizzes.

Code Race TCORTE: A coding competition to enhance students' programming skills using an ICT-compatible platform.

Faculty and Student Development Program: FDP and SDP are conducted in hybrid mode, combining offline and online innovative activities to facilitate research activities for faculty and students

Multi-Disciplinary Research Journal 'Luminous': For providing a platform for research papers spanning diverse subjects and areas.

Few more activities are:

E-Book Competition

IT Enabled Tools

Science Club Activity

Workshop on Best Innovative Startups

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://spipsindore.com/research/events-activities/

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

10

File Description	Documents
Report of the event	[View File](#)
Any additional information	[View File](#)
List of workshops/seminars during last 5 years (Data Template)	[View File](#)

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

15

File Description	Documents
URL to the research page on HEI website	https://spipsindore.com/research/research-guides/
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	[View File](#)
Any additional information	[View File](#)

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

2

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

3

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Extension activities are encouraged to be taken up by the students in order to fulfill the aspiration of Vision and Mission statements of the institute, St. Paul Institute of professional studies was established in 2010 with the vision to serve the humanity, awareness, development by the Social Activity with contribution of students. Institute does all this Activity with National Service Scheme to achieve the Social Development objective. Volunteering for various tasks under NSS activities allows students to become confident, develop leadership skills, and learn about different people from different walks of life. NSS volunteers work to ensure that a needy get help to enhance their standard of living. A variety of activities are organized every year to channelize the energy and idealism of the younger generation into creative pursuits. They educate students and society regarding many issues like health, sanitation, palliation, etc. Various health camps and cleanliness drives across campus and slum areas nearby are taken out regularly to create awareness and

also to motivate people to work towards a clean environment.

1. Traffic Management
2. MP Global Investor Summit 2023
3. Health Camp
4. Blood donation camps
5. HIV Aids Awareness
6. Enrolment drive and Orientation program
7. Save Girl Child and Literacy
8. Stationary Distribution and Literacy Drive
9. Road Safety Programme
10. Voting Awareness Programme
11. Participation in seminars and training programs
12. Swacch Bharat Abhiyan
13. Celebration of Important days of Importance
14. World Sight Day

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%203/3.4.1%20A/1.pdf
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

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

2

File Description	Documents
Any additional information	View File
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

23

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

1126

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

22

File Description	Documents
e-copies of related Document	View File
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

17

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The main building is a three story structure that has all facilitates for a health teaching - learning environment.

Classroom Facility

- **37 well-ventilated, bright class rooms.**
- **16classes with projectors**
- **All the classes and corridors have announcement speakers**
- **CCTV cameras for vigilance.**
- **There are 5 laboratories at the campus -2 computer lab, 1 physics lab, 1 psychology lab and 1 language lab.**

Other Facilities

- **Two well equipped air conditioned Seminar Hall with AVaid is set up exclusively to host special guest lectures and workshops.**
- **Mass Media and Communications Room with green screen, audio mixer, editing and recording system.**
- **Water and restroom, sanitary pad dispensers for girls.**
- **Support facilities such as photocopy section for students to get assignment files and notes photocopies.**
- **Separate rooms for IQAC, Examination Control, Department Exhibitions, and store, also a special room for cases of health emergency.**
- **Prayer room, front and back office, admin support office, accounts office and parlour are situated at the ground floor. Along with Director's and Principal's chambers.**
- **Canteen and Library**
- **One generator.**
- **Lift (capacity 6 persons) and ramps for the aid of specially abled.**
- **Mass Media Room, that helps produce content for college promotion**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.youtube.com/watch?v=9TFaCNija_I

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

The institute has a multipurpose, aesthetic and well equipped auditorium at the third floor with more than 5000 sq.ft. area and seating capacity of 600.

Clubs support amenities:

Music Club Stock:

- **Synthesizer - 1**
- **Tabla - 2**
- **Clap Box - 1**
- **Congo Half Cut - 1**

- **Harmonium - 1**
- **Marcos, Khanjari, Egg Shakers - 1 each**
- **Bongo - 1**
- **Dholak - 1**
- **Karaoke set - 1**

Dance Club: 7 woofer speaker and regular activities in the canteen area.

Arts & photography: Special Committee that organizes poster exhibition and photography exhibition special classrooms and/or soft boards at the ground floor are allotted class wise. The auditorium backdrop as well is designed and put up by the students for all major events.

Sports Activities

The indoor events are practiced at the auditorium and the outdoor events at the adjoining playground at the back-end of the college. All the required amenities, kit, etc. are under direct access of the sports officers

Other Extra and Co curricular

- **For activities under the NSS and NCC the front pathway, car parking and other allotted venues are used.**

File Description	Documents
Upload any additional information	[View File]()
Paste link for additional information	https://www.youtube.com/watch?v=WELy2GEktfM

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

16

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%204/4.1.3%20B/1.pdf
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

66.89

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template	View File

4.2 - Library as a Learning Resource

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

The College Library is situated at the second block with an area of about 9200 sq. ft., Library amenities include:

- **Books**

Purchased – 11140

Gifted – 1603

- **Periodicals - 29**
- **Magazines - 21**
- **CDs - 267**
- **Newspapers - 11**

- Computer - 2
- Camera - 6
- Printer with Scanner - 1
- Biometric Machine - 1
- Bar code reader - 1
- Book Almiras - 38
- Display Stand - 1
- Magazine and Newspaper Stand - 5
- Bag Stand - 2

the library also has latest syllabus for all courses at the college, and question

papers of the university exams of the previous years are available for reference.

The record of issue and return is maintained using library cards and the automated system at the library.

N-list consortium with remote access is available for refereeing e-books for faculty, staff and students with access more than 31,35,000 e-books and 6000+ e-journals.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	https://spipsindore.com/facilities/library-2/

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources   A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

2.76

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

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

91

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The college has well established IT infrastructure maintained and upgraded to keep in pace with modern approaches of teaching and training. The details of IT Infrastructure are as follows:

- **Computers - 119**

- Laptop - 2
- Internet connectivity - 200 MBPS
- Printer - 12
- With Photocopy - 5
- Photocopy Machines - 3
- Biometric Machines - 1 Central + 1 Faculty + 1 Library
- Projectors -16
- Screens - 3
- LCD TV - 4
- Surveillance Cameras - 108
- Recording Camera - 126
- Announcement Speakers - 49
- Software Support
- Teachers and Students - E-care
- Accounts - Tally
- Library - SOUL 2.0
- Special Classes - Windows, VB, LIBRA, ENTL, Tally
- Mass Media Room - Adobe Premium Pro

There are two Computer Labs with updated compatible for conducting special as well as Skills Development Programmes for the students. In addition to the physical IT infrastructure, the college has a remote access E-care facility for remote access to student attendance, tests and academic assessments, lecture plans, notes etc.

The mass media and communications room and other common systems for the faculty and staff access are supported by two high speed internet bandwidths of 200 mbps and 300 mbps.

File Description	Documents
Upload any additional information	[View File]()
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%204/4.3.1%20B/1.pdf

4.3.2 - Number of Computers

119

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution   A. ? 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

21.30

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

There are internal committees formed to ensure proper utilization, maintenance and updation of the available resource. All the facilities timely checked and maintained. Additionally, all equipments are stored in dedicated rooms. Stock registers are maintained by all in-charges.

The sanctions of usage of all facilities are approved by the

Principal and The students are expected to follow a certain code of conduct during their usage of the facilities which is briefed to them during their orientation. The policy documents of all facilities are referred to and practiced for any or all contingencies The procedure for update and maintenance is also mentioned in the policy guidelines The faculty specifically and student in-charge also take care or the provided resource and report damages and/or requirements if any to the staff supervisor who in turn gets the requirements sanctioned from the Director.

The staff supervisor is expected to ensure the maintenance of the entire physical facilities. The procedure of maintenance is transparent whereby the staff is assigned duty at every floor and is responsible for carrying out daily tasks. The Director has a supreme role in the matter, which involve his timely inspection and follow up on the augmentations.

File Description	Documents
Upload any additional information	[View File]()
Paste link for additional information	https://spipsindore.com/facilities/physical-facility/

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

153

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

523

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to Institutional website	https://spipsindore.com/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1140

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1140

File Description	Documents
Any additional information	[View File](#)
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	[View File](#)

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View File](#)
Upload any additional information	[View File](#)
Details of student grievances including sexual harassment and ragging cases	[View File](#)

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

79

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

285

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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

5

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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 year

5.3.1.1 - 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 year.

12

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at unive rsity/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

St. Paul Institute of Professional Studies, Indore is constituted of various committees to ensure the smooth functioning of the institute. These committees consist of faculty members and staff members. The students are included in under mentioned core committees of the college to ensure student participation and to aid in their overall development: -

The college believes in promoting inclusive practices for social justice and better stake holderrelationships. The institute promotes value-based education for inculcating social responsibility and ideal citizenship in students. For this the institution has necessary infrastructure and encourages active participation of the students in academic, social, cultural and leisure activities. College believes that for overall and holistic development, the participation of students plays a major role. Keeping this in view the college has a representation of students in specific cases as members in the following committees.

1. Anti-Ragging Committee
2. Christian Students Association (CSA) and Xavier Board Core

```
       Committee
  3.   Discipline Committee
  4.   Morning Assembly Committee
  5.   Music Committee
  6.   NCC Committee
  7.   NSS Committee
  8.   Programme Committee
  9.   Sports Committee
 10.   Women and Child Protection Committee
 11.   Class Representative System
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In addition to these committees, students also lead seminars and webinars, serving as sources of inspiration and motivation for their peers.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%205/5.3.2%20A/1.pdf
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

12

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

The Alumni Association of St. Paul Institute of Professional Studies, Indore, officially registered under the Madhya Pradesh Society Act, 1973 (03/27/01/23865/21) on November 25, 2021, plays a pivotal role in fostering strong connections between alumni, the institution, and current students.

Alumni members participate in technical seminars, webinars, deliver guest lectures, mentor events, and serve as judges for technical activities. An annual Alumni Annual Meeting is hosted by the college, designed to facilitate interaction among management, faculty members, and alumni.

The process for alumni involvement is facilitated through the filling of an alumni form by each student in the Final Year Batch. These forms are meticulously managed by the respective class teacher. A nominal registration fee of Rs. 100 per person is contributed by alumni to become part of the alumni association. While the college and its alumni are relatively young, they have made notable non-financial and financial contributions to the institution, including a sum of Rs. 5,19,450 during the assessment year.

The alumni association's impact extends beyond financial support, encompassing activities like alumni guest lectures, sharing expertise in performing arts, contributing to the quality of education, providing career counseling and guidance, voicing opinions through the Internal Quality Assurance Cell, and contributing articles for the annual magazine. Alumni actively engage in nurturing and advancing the educational mission of the institution.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%205/5.4.1%20A/1.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)   E. <1Lakhs

File Description	Documents
Upload any additional information	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

St. Paul Institute of Professional Studies (SPIPS) is dedicated to providing high-quality education and shaping global citizens with professionalism. Recognizing the significance of talented youth in the country, the institute focuses on nurturing leadership qualities and enhancing management skills. SPIPS instills governance and leadership skills to amplify visionary capabilities. Emphasizing administrative excellence, the institute encourages students to collaborate in tasks, comprehend institutional hierarchy, and adapt to consistent policies and processes.

Initiatives and proposals for institutional vision and mission are submitted to the Governing Body, fostering appreciation for future development. Monthly Evaluation and Planning Meetings are conducted by the Director and Principal to analyze institutional activities. Inter-departmental faculty enrichment activities, workshops, and Faculty Development Programs strengthen faculty members, pivotal to the institution's success.

SPIPS organizes diverse activities, workshops, and project works for students' intellectual growth and practical exposure. Periodical exams, remedial classes, personality development sessions, and vocational workshops contribute to holistic student development.

SPIPS Fiesta enhances trading and business skills while promoting leadership development. Curricular activities focus on mastering administrative skills, emphasizing overall student and faculty development. The institute remains committed to the welfare and enrichment of both students and faculty, striving for continuous growth and excellence.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.1.1%20A/1.pdf
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

SPIPS adopts decentralization to alleviate burdens and establish an efficient organizational structure, empowering faculty through various committees responsible for student development. There are 35 Committees cover diverse aspects such as administration, admissions, anti-ragging, counselling, and more.

Student involvement in committee programs is vital, with monthly evaluations based on participation.

The institute comprises four houses. In each house there are 5 allotted posts Captain, Vice-Captain, Literary Captain, Cultural Captain, and Sports Captain for students. House captains are responsible to represent their house in different inter house competitions which are helpful to enhance confidence, public relation and competitive spirit among the students.

Parents Professor Association members actively contribute to major decisions, participating in Executive Committee Meetings three times a year.

The Student Welfare Committee organizes Class-Student and CR Meetings with the Director and Principal, serving as a crucial link between management and students. Sports officers empower players to coach their juniors, encouraging responsibility and teamwork, student engagement, decision-making, and overall institutional development.

Institution allocated funds for library expenses to update the book collection. A proposed budget of Rs. 4.5 lakh is earmarked for future spending. Similarly, the program committee has a proposed budget of Rs. 2.91 lakh for co-curricular activities.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.1.2%20A/1.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

At SPIPS, the Annual Day Celebration serves as a tangible representation of the institution's mission and vision, embodying strategic planning and work delegation. Held annually in February, the event, organized by the Programme Committee, revolves around unique themes. Recent themes include "Triumph."

Committees, such as Programme, Steering, Venue Arrangement, and Invitation, meticulously plan and execute the celebration. The Formal and Cultural Programme Committee selects performers, arranges costumes, and ensures broad student participation. The Stage Arrangement Committee manages stage logistics and technical aspects, while the Annual Report Committee aids in report preparation.

Other committees, such as Overall Projection and Telecast, Publicity, Photography and Video, Reception, Prize Distribution, Refreshment, and Discipline, handle various aspects like multimedia presentations, publicity, guest reception, prize distribution, refreshments, and discipline enforcement. Notable figures, like Chief Guest, Prof. Dr. Renu Jain (VC, DAVV) and Presiding Guest, Most Rev. Dr. Chacko T.J. have graced the event as chief guests.

Throughout the process, auditions and skill development activities, such as skits, songs, and backdrops, contribute to enhancing participants' performing arts and presentation skills. The event showcases SPIPS's commitment to a well-coordinated and impactful Annual Day Celebration.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206.2.1%20B/1.pdf
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

At St. Paul Institute of Professional Studies, the Director, Reverend Father Simon Raj, oversees the institution's budget, bills, and resource allocation. Decisions on developmental plans and new courses are discussed in Governing Body meetings, chaired by the Institute's Chairman, with the final decision made collectively. The Director, in consultation with the Principal and department heads, handles academic decisions.

Dr. Sr. Alice Thomas, the Principal, provides leadership, coordinating faculty meetings, orientations, and workshops for overall faculty development. She focuses on creating an environment conducive to student and teacher growth, promoting effective educational programs, and developing policies to meet curriculum goals.

The College Coordinator acts as a bridge between higher authorities and faculty members. The Head of Department (HOD) provides academic leadership, strategic planning, and excellence in departmental activities.

Faculty members, known for their competence and expertise, contribute to student learning, meeting professional and institutional commitments. Class Representatives (CR) serve as bridges between students and faculty, ensuring quality education, effective study, and learning facilities.

Students are enrolled to acquire knowledge and professional skills, aiming for easy employment. Student Development Programs and Workshops supplement academic development, emphasizing civic responsibility and life values through service-learning facilitated by service books.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.2.2%20A/1.pdf
Link to Organogram of the institution webpage	https://spipsindore.com/spips-core/organagram/
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The institute prioritizes the welfare of teaching and non-teaching staff, offering various platforms for professional skill enhancement.

Staff benefits from well-equipped cabins, internet access, and intercom facilities. Thirteen Casual Leaves and ten Medical Leaves and vacations are annually provided.

Encouraging research work, there are six Duty Leaves (DL) for seminars, workshops, paper presentations, external examining and guest lectures. Felicitations on Teachers' Day and Christmas honour teaching staff, while non-teaching staff is recognized on 'Foundation Day.' Uniforms are provided for service staff and the management ensures amenities like pure drinking water, separate

parking, and timely yoga sessions.

Fully paid maternity leave is granted, and occasional Get-Togethers and annual staff trips are organized, with the management covering financial expenses. Faculty members are promoted for higher education. A well-equipped library serves staff, offering facilities like reprographics, N-List, and internet access.

Monthly salaries are credited on time including Employees Provident Fund (EPF) and Gratuity. Skill development programs and initiatives, benefit staff.

As part of staff welfare, both teaching and non-teaching staff were treated to a special tour in Jaipur. A complimentary health check-up camp is offered to employees for their well-being. Uniforms are provided to all institution employees to ensure a standardized appearance.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.3.1%20A/1.pdf
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

35

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

12

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

31

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

SPIPS implements a performance appraisal system following UGC guidelines. Key elements include:

Service Book: Maintained under the guidance of the Director and Principal, the service book outlines guidelines and conditions for fostering a positive staff-management relationship.

Students' Feedback: Regular feedback is sought from students across various courses, with confidential reports compiled for faculty improvement.

Principal's Feedback: The Principal interacts with faculty, staff, students, and guardians to gather first-hand information on academic and administrative functioning, initiating desirable changes.

Lesson Plans: Term-wise plans, verified by the Principal. Regular reviews assess effectiveness.

Faculty Diaries: Faculty members maintain records of daily activities, responsibilities, and contributions, ensuring transparent communication with authorities and heads of departments.

Faculty Assessment Report: Generated from student feedback, meetings with the Director and Principal, and overall observations, this report provides insights into faculty profiles, teaching patterns, and improvement recommendations.

Personal Meetings: Interactive sessions between faculty and authorities discuss various teaching and learning aspects, providing suggestions for overall improvement.

Promotion Policy: SPIPS follows UGC-prescribed criteria for faculty appointment, appraisal, and promotion.

Parental Involvement: Parents contribute to the feedback system during Parents Professor Association meetings, sharing views and suggestions for educational strategies.

For non-teaching staff, feedback is obtained from teachers, students, and guardians to assess performance.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.3.5%20A/1.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Annually, the institute undergoes rigorous academic and administrative audits with a focus on office administration and financial scrutiny. The renowned CA firm 'V.R. Subramanian & Co.' conducts financial audits, with monthly internal audits throughout the financial year. The last external audit occurred on May 5, 2023, and internal audit queries are addressed within a month to the auditor's satisfaction.

The audit encompasses the examination of cash books, bank books, fees, caution money, salary registers, and library books. The auditor reconciles bank balances and verifies opening and closing balances. The audit team evaluates fund utilization from philanthropies, allocated for noble purposes, seminars, conferences, competitive exam guidance, personality development, and projects. The administrative department ensures timely calculation and deposit of arrears and income tax.

File Description	Documents
Paste link for additional information	https://spipsindore.com/spips-core/mandate-disclosure/
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

13.89

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The college employs various strategies for fund mobilization, including welcoming donations, memorial prizes, and endowments from staff and guardians. Utilizing space creatively, a garden was developed on unused land, and a storage space transformed into a student canteen.

The G+3 building houses a Language Lab, facilitating language acquisition through computer systems. The Auditorium hosts public gatherings, speeches, and presentations, while a Prayer Room fosters spiritual upliftment. The Computer Lab benefits BCA students, and seminar and conference halls serve as discussion venues and lecture theatres.

The college is equipped with advanced safety measures, with a highly updated fire extinguisher system. An investment exceeding 12 lakhs has been made to install these systems across all three floors of the college, including the parking area.

The library serves as a comprehensive knowledge resource center, optimizing infrastructural resources. The college celebrates Patron's Day by distributing sewing machines to needy women, promoting financial independence and vocational skills.

The college offers sports scholarships for achievements in sports and academic scholarships for scholastic excellence.

SPIPS supports sports enthusiasts by providing free sports training and a Badminton arena, fostering physical fitness and potentially producing national-level players.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.4.3%20A/1.pdf
Upload any additional information	View File

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

The Internal Quality Assurance Cell (IQAC) serves as an effective internal coordinating and monitoring mechanism, significantly enhancing the institution's quality assurance efforts. It plays a vital role in improving teaching, research, and other academic activities within the college.

For the academic year 2022-2023, the college has devised a Perspective Plan, aligning with the quality indicators set by the National Assessment and Accreditation Council (NAAC). This plan is developed with inputs from stakeholders, management policies, and the college's goals and objectives.

Stakeholder feedback and IQAC recommendations drive innovation in subsequent Perspective Plans, ensuring that the institution maintains high-quality standards in the competitive world of education. Students and alumni play a pivotal role by contributing feedback on teaching and learning, and they also organize departmental festivals that align with the college's quality policy.

Furthermore, the IQAC conducts orientation sessions and talk shows to ensure that faculty and staff stay well-informed about data collection and NAAC criteria compliance. It conducts department-wise inspections, seeks feedback on departmental NAAC files for all seven criteria, and holds regular meetings to encourage the development of new ideas related to quality education. The IQAC team collaborates with directors, principals, and criterion heads, providing updated information and suggestions for quality enhancement.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.5.1%20A/1.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The IQAC, in conjunction with the Exam Committee, formulates a schedule for internal examinations, covering CCT 1 & 2 and PUE. Following these assessments, a comprehensive result analysis is performed, which includes evaluating attendance percentages and pass rates.

IQAC actively promotes innovative lectures, encouraging faculty members to share valuable knowledge at least once a week. These lectures can take various forms, such as video presentations, examples, reviews, or case studies.

Faculty members are encouraged to prepare notes, lesson plans, and necessary material for innovative lectures, ensuring quality teaching and active problem-solving during lectures. Continuous professional development is promoted through technical sessions, workshops, and guest lectures.

IQAC conducts monthly subject-wise assignment viva to assess students' subject knowledge, followed by IQAC Viva sessions overseen by the Director and Principal.

To enhance quality, the IQAC initiates a cross-verification process of answer sheets for CCT and PUE exams, involving subject teachers to ensure the accuracy of evaluations.

IQAC hosts an Open House and Parents Meeting, offering parents the opportunity to discuss their child's overall progress and provide input on teaching and learning techniques.

Department heads are instructed to plan departmental activities, competitions, and programs in advance, sharing this information with students and faculty members to ensure proper preparation and maximum benefit.

File Description	Documents
Paste link for additional information	https://spipsindore.com/iqac/initiatives/
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://spipsindore.com/spips-core/annual-report/
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institute strongly adheres to the principles of equality, freedom and the dignity of every individual. Gender Champions Club and Women and Child Protection Committee ensure both gender equality and equity by conducting various activities apart from the curriculum. It includes Guest Talks, Art and Literary Competitions on the related topics, Smart Girl Workshops, Self Defence Workshops, Awareness and Sensitisation Programmes and the Celebration of all the major days including National Girl Child Day and International Women's Day. These programmes are conducted in tune with the State and Central Government Programmes of women

empowerment.

Women Empowerment is a compulsory subject for all the Second-Year classes in the Foundation Course. The safety of girl students in campus is monitored through CCTV Cameras and the security personnel of the campus consist of women staff. The other features include Girls Common Room, Special Counselling and Health and Hygiene Programmes. The activities of the Gender club focus on all gender including third Gender and the experience shared by resource persons and brain storming sessions on gender equity through case studies help the students to have a clear perception and healthy attitude towards gender equality not only among students but also the society we belong.

File Description	Documents
Annual gender sensitization action plan	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%207/7.1.1%20A/1.pdf
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://spipsindore.com/facilities/physical-facility/

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

There are various measures taken in St.Paul Institute of Professional Studies for the management of degradable and non-degradable wastes and it includes:

- Dustbins and waste bins are placed in every nook and corner of the campus including class rooms.
- Separate waste bins are placed for the wet and dry waste in order to dispose properly.
- Campus floor cleaning is done without using hazardous chemicals.
- There is a separate system for the collection of E- waste and the disposal is done with the help of the Indore Municipal Corporation.
- In order to recycle the domestic waste a vermin compost plant is constructed at the backyard of the campus.
- The decomposed waste from the vermin compost plant is used as the fertiliser for the campus greenery.
- Proper sign boards with captions are placed in different parts of the campus in order to create awareness among all.
- The assistance of the qualified staff is taken for the disposal of the E-waste.
- The activities in the college including Environment Protection Committee, NCC and NSS ensure the use of eco-friendly products.
- No hazardous waste is generated in the campus.
- The collected waste of the campus is properly disposed by abiding instructions prescribed the local government.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage

A. Any 4 or all of the above

**including tactile path, lights, display boards
and signposts Assistive technology and
facilities for persons with disabilities
(Divyangjan) accessible website, screen-
reading software, mechanized equipment
5. Provision for enquiry and information :
Human assistance, reader, scribe, soft copies
of reading material, screen   reading**

File Description	Documents
Geo tagged photographs / videos of the facilities	[View File](#)
Policy documents and information brochures on the support to be provided	[View File](#)
Details of the Software procured for providing the assistance	[View File](#)
Any other relevant information	[View File](#)

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Our institute believes in the beauty of cultural diversity and religious plurality. Therefore, with a view to tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities, our college conducts and participates in numerous programmes which includes the celebration or observation of:

- **Madhya Pradesh Foundation Day**
- **Hindi Diwas**
- **World HIV/AIDS Day**
- **World Cancer Day**
- **Sadbhavana Diwas**
- **National Youth Day**
- **National Unity Day**
- **Teachers Day**
- **Plantation Day**
- **AmbedkarJayanti**
- **Celebration of Diwali, Holi, Christmas, Good Friday, Easter,**
- **World Book and Copy Right Day, etc.**

In order to take up the gender issues and make aware about the

gender equity and equality we celebrate:

- National Girl Child's Day
- International Women's Day besides conducting various literary programmes related to the same.

Moreover, in tune with the patriotic fervor, the important national festivals are also celebrated with much enthusiasm and it includes:

- Independence Day
- Republic Day
- Gandhi Jayanti
- Constitution Day
- BirsaMundaJayanti
- TirangaYatra on the occasion of AzadikaAmritMahotsav, etc. Art and Literary Competitions are an integral part of our extracurricular activities which are themed on various local, national and international topics which are related to inclusion and situatedness. These events help the students to understand the concept of unity in diversity and of different cultural, social, economic and other issues.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Our institution takes up various measures for the sensitization of students and employees towards constitutional obligations, values, rights, duties and responsibilities of citizens. We strongly believe in the democratic, socialistic and secular principles of our constitution.

- In order to make aware about the constitutional values, the Preamble of Indian Constitution is placed in different places of campus.
- National Anthem, National Song and Prayer for the Motherland is conducted in the Morning Assembly as per the schedule.
- All the major National Days of importance are celebrated for

inculcating the constitutional ideals and values and it includes: Independence Day, Constitution Day, National Unity Day, Army Day, Gandhi Jayanti, Republic Day, AmbedkarJayanti, etc.

Besides, the colourful programmes in these celebrations, the experience sharing by the great personalities including freedom fighters and retired defence personnels help the students and the employees to imbibe these great values in their lives. The patriotic themed programmes in the inter-house art and cultural events like AzadikaAmritMahotsav,Nation First, Always First,etc, help the students to nurture the national goals and ideals. The events like Students' Mock Parliament, Voting Awareness, Role Play on AzadikeRanbankure and the different programmes taken up by the National Cadet Corps like TirangaYatra, Army Day, Youth Day etc, help in fulfilling the desired goals.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%207/7.1.9%20A/1.pdf
Any other relevant information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%207/7.1.9%20B/1.pdf

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized   A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Celebration of all the major festivals and observation of the major days of national and international days are an integral part of life at St. Paul Institute of Professional Studies, Indore. The major commemorative days include:

1. **World Environment Day**
2. **Vanmahotsav Celebration**
3. **Plantation Day**
4. **National Girl Child's Day**
5. **Sadbhavana Diwas**
6. **BirsaMunda Day**
7. **World Human Rights Day**
8. **National Unity Day**
9. **Hindi Diwas**
10. **World HIV/AIDS Day**
11. **International Women's Day**
12. **Gandhi Jayanti**
13. **AmbedkarJayanti**
14. **Constitution Day**
15. **World Book and Copy Right Day**
16. **World Sight Day**

We ensure that all the major festivals are celebrated in our institute which are:

1. **Independence Day**
2. **Diwali**
3. **Holi**
4. **Christmas**
5. **Eid**
6. **Republic Day**

7. Easter
8. Guru Nanak Jayanti
9. GudiPadwa

All these commemorative days and festivals are celebrated and observed in the Morning Assembly programmes with a proper flow of the programme that includes a message, PPT Presentation, Video Presentation and address by the dignitaries. The celebrations of the major festivals are also conducted by the Programme Committee with colourfulProgrammes. Besides, different committees of the college take up the celebrations and commemoration of the events which fall under their discipline. All these programmes ensure educational and awareness aspects and help the students to participate in the social and the global current of lives.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

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

A Mentorship and Counselling

Objectives of the Practice:

- To provide regular mentorship.
- The Context: In a scenario where the role of the teacher has turned to a mentor and become a role model to them.

The Practice: The mentoring and counselling practice includes team dynamics, participative management, career counselling, regular mentoring etc.,

Evidence of Success:

The success of the practice is visible in the performance.

Problem Encountered and Resources required: The problems encountered during the practice are: high students and tutor ratio, goal setting and designing of programmes on regular basis.

B. Social Commitment Programmes

Objectives of the Practice: To make the students understand the importance of individual and collective responsibility.

The Context: The National Education Policy give more emphasis to holistic education, inculcating moral and ethical values.

The Practice: the thrust is given to value based quality education, caring while learning, creating societal consciousness among the students through social activity, selfless service for philanthropy by visiting orphanages, schools for blind, schools for the under privileged, hospitals, etc.

Evidence of Success: The success is seen in improved academic and non-academic achievement.

Problem Encountered and Resources required: These include the hesitation of students for participation and coordination in the initial stage.

File Description	Documents
Best practices in the Institutional website	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%207/7.2.1%20A/1.pdf
Any other relevant information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%207/7.2.1%20B/1.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

SPIPS undertakes Rural and Urban Upliftment Programmes

by regularly serving in different part of the city and the nearby villages. Primary health care, literacy programmes, health awareness, gender equality, social issues, traffic awareness,

providence of resources are few of programmes that are regularly been conducted in different areas of the city including slums and the neighbouring villages. These programs help in the development and improvement in the people and provide direction and certain strategies to the them in order to help them in their lifestyle and also these programmes help in increasing the social and economic status. These actions include:

Awareness on social issues,community literacy drives, cleanliness drive and waste disposal, health check up camps, blood donation, traffic awareness, awareness programmes drainages, sharing resources and distributing items. These programmes are conducted in monthly basis and on the occasions of national and international importance. These activities provide a platform for the students to participate in nation building and in the community engagement programme. This programmes set apart the institution in the service of humanity along with the holistic development of the students.

Part B
CURRICULAR ASPECTS
1.1 - Curricular Planning and Implementation
1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

In the context of ensuring the optimal delivery and documentation of the curriculum at SPIPS, several key factors come into play-

1. Faculty meetings are regularly held to discuss assessment processes, course completion, innovative teaching methods, adherence to the academic calendar, internal marking systems, and other curriculum-related matters.
2. Diverse in-house committees are established at the beginning of each academic year to facilitate curriculum delivery, covering areas like university exams, e-care, assignment evaluation, counseling, and more.
3. Academic counseling meetings, led by the Director, Principal, and Departmental Heads, make crucial decisions regarding course completion and curriculum delivery methods.
4. Lesson Plans- Timely submission of lesson plans is emphasized, with a structured format provided to faculty members for approval.
5. Innovative teaching methods, including case studies, group discussions, and multimedia elements, are employed to engage students.
6. Parents Professors Association meetings facilitate communication between parents and college management, addressing concerns related to student progress and well-being.
7. Annual Planner - An annual planner, aligned with the university academic calendar, is created a month before the academic year begins.

These measures collectively ensure the efficient and comprehensive delivery of the curriculum while promoting student engagement and success at SPIPS.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%201/1.1.1%20B/1.pdf

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

SPIPS places great emphasis on robust internal evaluation processes to ensure the academic development of its students. This involves a multifaceted approach, including Common Class Tests (CCT), Pre University Exams (PUE), and Assignment Viva.

1. Monthly assignment viva is a regular feature across all departments, with students receiving topics in advance to prepare PowerPoint presentations. During these Vivas, both external and internal examiners question students and grade them, contributing to their internal marks.

1. Common Class Test (CCT) - CCT exams are conducted both offline and online, with three online CCT quizzes for each department's classes and one offline CCT exam encompassing all subjects and classes. These assessments help gauge student progress throughout the year.

1. Pre University exams (PUE) - Towards the end of the academic year, Pre University exams are held to prepare students for their final university exams. To make sure everything is fair and accurate, teachers double-check the answer sheets with the help of the Internal Quality Assurance Cell (IQAC). This way, they ensure the evaluation process is done correctly.

Ultimately, the internal marks awarded to each student are derived from the culmination of these assessment criteria, serving as a reliable indicator of their academic performance and preparedness for the challenges of the final university examinations

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%201/1.1.2%20B/1.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University | **B. Any 3 of the above**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View File](#)
Any additional information	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

10

File Description	Documents
Any additional information	[View File](#)
Minutes of relevant Academic Council/ BOS meetings	[View File](#)
Institutional data in prescribed format (Data Template)	[View File](#)

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

6

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

506

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

The college is affiliated with Devi Ahilya Vishwavidyalaya, which means that the college doesn't have the freedom to design its own syllabus. However, the university's syllabus is comprehensive and includes a wide range of courses for students in the first, second, and third years. These courses are carefully structured to address important crosscutting issues like professional ethics, gender equality, human values, and environmental awareness.

In the first year, students have a subject of Environmental Education to develop an understanding of environmental issues.

In the second year, there are subjects such as Women Empowerment, Entrepreneurship Development, and Human Resources

Management, all of which promote practical skills and knowledge.

In the third year, students delve into Human Values and Professional Ethics, Indian Ethos in Management, and further courses in Human Resources Management and Entrepreneurship Development.

This curriculum not only provides a well-rounded education but also Inculcates values and awareness that are crucial in today's world. The University's curriculum offers a rich and diverse learning experience for students.

In addition to the courses mentioned, the college also takes extra steps to ensure that students understand the significance of gender equality. We have a special club called the "Gender Championship Club," where students participate in various activities every month to learn more about this important topic. This club helps raise awareness and promote gender equality among the students.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

10

File Description	Documents
Any additional information	[View File](#)
Programme / Curriculum/ Syllabus of the courses	[View File](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View File](#)
MoU's with relevant organizations for these courses, if any	[View File](#)
Institutional Data in Prescribed Format	[View File](#)

1.3.3 - Number of students undertaking project work/field work/ internships

1590

File Description	Documents
Any additional information	[View File](#)
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	[View File](#)

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	https://spipsindore.com/spips-core/mandate-disclosure/
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%201/1.4.2%20A/1.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

546

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

121

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Educators and academic support personnel have an indispensable role in the comprehensive development and advancement of students. The faculty members exhibit remarkable vigilance and a deep personal commitment to the academic progress of their students. Furthermore, the initiatives undertaken are tailored to the students' individual interests and levels of engagement.

Assessment of learning level of students through Internal Academic assessment - Common Class Tests and Pre-University Examination, Monthly Subject Quiz, Class Presentations and Presentation Viva, Academic club and Department activities and competitions, Personal career counselling by class teachers.

Advancement and Teaching Methods for Advanced Learners includes Collaboration on Research Projects and Assignments, Leadership Training with roles as class representatives, office bearers of the College wise and House-wise, Responsibilities to organize department and college level activities and functions and act as Masters of Ceremonies and comperer and promoted for student exchange programs and intercollegiate competitions.

Advancement and Teaching Methods practiced for slow learners are Bridge & Remedial Courses, English, and Communication Classes (ELC), Peer Group Study assignments and Mentoring and Counselling.

Targets achieved.

The existing system has proven effective in distinguishing between students who require additional support due to a slower pace of learning and those who excel academically. The institution's implementation of a mentoring system has significantly improved the campus atmosphere and the holistic growth of the students.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%202/2.2.1%20A/1.pdf
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
1671	44

File Description	Documents
Any additional information	View File

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

The college has taken deliberate steps to cultivate a nurturing learning environment that places students at the core of the educational journey. Beyond the conventional "Chalk and Talk" teaching method, the entire educational process encompasses a wide array of comprehensive techniques. These methods not only capture students' interest but also encourage innovation and contribute to their comprehensive development. This strategic shift aligns with the New Education Policy's focus on student-centered approaches, recognized as pivotal for fostering learning, overall growth, and the practical development of students.

Furthermore, various departments promote experiential learning opportunities that resonate with the subjects students are studying. These hands-on approaches include engaging in Science exhibitions, participating in Commerce and Management festivals, embarking on industrial site visits, and undertaking project-based internships. Moreover, students are actively involved in organizing events and designing notice boards to reinforce their grasp of key concepts. Participatory activities such as classroom games, discussions, and creative competitions further enhance the learning experience.

The college fosters problem-solving skills through methods that

pique curiosity, including case studies, company analyses, and research articles. Innovative and creative teaching techniques, such as Personality Development-based class activities, introductory illustrations, real-life situational connections, mock viva sessions, and flipped classrooms, have made teaching more effective and engaging.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	https://spipsindore.com/spips-core/academic-spips/

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Information Communication Technology (ICT) tools are pivotal in delivering high-quality education by fostering students' curiosity, connecting them to diverse information sources, and creating dynamic learning environments, both in and out of class. These technologies significantly boost students' motivation to learn. At SPIPS, we prioritize ICT use, with faculty members required to incorporate innovative video presentations and utilize audio-visual facilities in their teaching plans. The college is well-equipped with ICT resources, including Google Classroom, Moodle, NPTEL, Quizzes, Kahoot quizzes, Zoom meetings, and Google Meet, Interactive boards all enhancing the quality of the teaching-learning process.

ICT enabled Methods Used in Teaching Learning Process:

1.The PPTs are one of the important ICT tool used by the faculty for their teaching enabled with animations and simulations to improve the effectiveness of the teaching-learning process.

2. All the students are provided with login ID and password for the digital library N-list. Students can find numerous national and international e-books and e-journals on the portal.

3.College E-care portal which contains information regarding attendance, time table, lecture plans, online examinations, personal details of the students and faculty, results, grade

cards, certificates etc.

4. The integration of smart boards has enhanced the interactivity and effectiveness of lectures.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

44

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

44

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality /

D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

25

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

274

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Our internal assessment system is both transparent and robust, a fundamental aspect of our approach outlined in the NAAC SSR. Evaluation plays a central role in the teaching-learning process. Collaboratively, our Director, Principal, Internal Quality Assurance Cell, and Academic Excellence Committee engage with stakeholders to reform the evaluation system. We firmly believe that internal assessment significantly influences students' academic performance.

Adhering to University guidelines, our internal assessment considers student attendance, writing skills (assignments), presentation skills (assignments), and monthly quizzes through

the e-care portal and quiz software. Transparency is maintained through our Internal Examination Committee, established since the inception of the college.

Internal exam dates are published in the college's Annual Planner and communicated through public address system and college website. Students have easy access to their attendance records through the e-care portal. Evaluation results are promptly provided, with teachers discussing model answers and displayed.

To ensure robust assessment, we implement a comprehensive internal evaluation system based on the Continuous Comprehensive Evaluation (CCE) model. This includes classroom activities, regular attendance, two Common Class Tests (CCTs), Pre-University Exams (PUE) following university patterns, and subject-based Assignments/PPT/Viva, multiple-choice question tests, Seminars, and Book reviews as supplementary evaluative practices underscored by CCTV cameras monitoring and under the invigilation of diligent faculties and staff.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%202/2.5.1%20B/1.pdf

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient

Our approach to addressing internal and external examination-related grievances is marked by transparency, efficiency, and adherence to strict timelines. Institutional reforms in our continuous evaluation system are designed to foster student interest in their studies and familiarize them with the university examination pattern. These measures serve to guide students confidently toward university examinations, leaving little room for evaluation-related grievances.

To ensure transparency and robustness, we implement practices such as showcasing CCT tests and Pre-University Exam (PUE) answer books to students on predetermined dates after assessment. This allows students to review their performance and identify strengths and weaknesses in their study and answer-writing techniques. Any errors or concerns regarding assessment

are promptly addressed on the same day, further enhancing transparency.

Our mechanism for handling examination-related grievances is characterized by transparency, efficiency, and timeliness. Students can utilize suggestion boxes to submit queries or instructions related to internal examination reform. The Mentor-Mentee Scheme serves as a support system, reducing students' stress and anxiety.

In terms of evaluation and examination reforms, we prioritize timely evaluation of all CCT and PUE assessments. Additionally, we have shifted from paper-based assignment submissions to students delivering assignment presentations through PPT, enhancing their communication and presentation skills. Our commitment to transparency, efficiency, and timely resolution of grievances underscores our institutional approach.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%202/2.5.2%20B/1.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Program Outcomes (POs) encompass the knowledge, abilities, and attitudes that students are expected to acquire upon finishing their graduate program. Course Outcomes (COs) outline the specific knowledge and skills gained at the end of individual courses, elucidating the cognitive processes instilled by each course. Program Specific Outcomes (PSOs) articulate the broader implications of program learning, emphasizing its direct impact on society and contributions to sustainability.

Communication of POs, PSOs, and COs involves various approaches: sharing the Institute and department's Vision and Mission with parents during Orientation Programs and Parents-Teachers Meetings; discussing and approving POs and PSOs in Academic Excellence Committee meetings during College Governing Body Meetings; making POs and PSOs available on the Institute website; prominently displaying them in campus locations for

public and student awareness; regularly reviewing them in faculty meetings with the Director and Principal; and conducting detailed framing and analysis of COs through academic committee meetings.

Evaluation and planning meetings, involving subject teachers, facilitate the alignment of course outcomes with program outcomes and specific outcomes, ensuring a comprehensive and effective educational framework. Regular reviews, both unit-based and post-unit completion, further underscore the significance of course outcomes in shaping the overall educational experience.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://spipsindore.com/spips-core/pos-psos-cos/
Upload COs for all Programmes (exemplars from Glossary)	[View File](#)

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The college rigorously evaluates the attainment levels of Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs). The assessment process involves formally defining COs, POs, and PSOs. Direct assessment tools, applied on a 20:80 proportion, evaluate COs directly through student scores in internal and external evaluations. SPIPS employs outcome-based education to ensure course and program outcomes. Objective and outcomes are mapped for student testing, fostering PSO achievement in knowledge and skills.

Regular interaction between teachers and students, assignments, monthly tests, and internal assessments gauge assimilated knowledge as three internal test (2 CCT, 1 PUE) marks indicates the performance of students. The college communicates student performance during internal tests to parents through Parent-Professor Meetings. The average pass percentage in university examinations reflects overall class progress.

Feedback mechanisms, including an internal examination

committee, enhance the teaching-learning process. Co-curricular activities, such as composition and rhetoric skills development, contribute to additional level outcomes. SPIPS prioritizes continuous assessment through steps like monthly tests, industrial visits, study tours, practical work, seminars, and internships to comprehensively achieve COs and POs.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%202/2.6.2%20B/1.pdf

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

518

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View File](#)
Upload any additional information	[View File](#)
Paste link for the annual report	https://spipsindore.com/spips-core/annual-report/

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://spipsindore.com/spips-core/best-practices/

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 year (INR in Lakhs)

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

2.31

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

10

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

3

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	https://www.idsssindore.in/

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

St. Paul Institute of Professional Studies values innovative learning and actively involves faculty members in the process through the following activities and programs:

Incubation Center: Various entrepreneurship activities are organized to help students develop and present their business ideas.

AD Mad Show: Students promote products through role-play and advertisements, and share success stories of their favorite entrepreneurs.

Management Fest-Innoviz-23: To gain practical knowledge in establishing business, raising funds, financial management, human resources, and capital structure.

Mock Parliament and Mock Gram Sabha: To enhance leadership skills and discuss contemporary topics related to economic development, Panchayati Raj System and the practice of democracy, emphasizing self-governance's importance in rural problem-solving.

Language Lab: The Language Lab holds Vocabulary Enhancement sessions, teaching students how to retain and effortlessly use words.

SPIPS WIZQUIZ: Helps students understand ICT platforms and logical reasoning through quizzes.

Code Race TCORTE: A coding competition to enhance students' programming skills using an ICT-compatible platform.

Faculty and Student Development Program: FDP and SDP are conducted in hybrid mode, combining offline and online innovative activities to facilitate research activities for faculty and students

Multi-Disciplinary Research Journal 'Luminous': For providing a platform for research papers spanning diverse subjects and areas.

Few more activities are:

E-Book Competition

IT Enabled Tools

Science Club Activity

Workshop on Best Innovative Startups

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://spipsindore.com/research/events-activities/

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

10

File Description	Documents
Report of the event	[View File](#)
Any additional information	[View File](#)
List of workshops/seminars during last 5 years (Data Template)	[View File](#)

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

15

File Description	Documents
URL to the research page on HEI website	https://spipsindore.com/research/research-guides/
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

2

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

3

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Extension activities are encouraged to be taken up by the

students in order to fulfill the aspiration of Vision and Mission statements of the institute, St. Paul Institute of professional studies was established in 2010 with the vision to serve the humanity, awareness, development by the Social Activity with contribution of students. Institute does all this Activity with National Service Scheme to achieve the Social Development objective. Volunteering for various tasks under NSS activities allows students to become confident, develop leadership skills, and learn about different people from different walks of life. NSS volunteers work to ensure that a needy get help to enhance their standard of living. A variety of activities are organized every year to channelize the energy and idealism of the younger generation into creative pursuits. They educate students and society regarding many issues like health, sanitation, palliation, etc. Various health camps and cleanliness drives across campus and slum areas nearby are taken out regularly to create awareness and also to motivate people to work towards a clean environment.

1. Traffic Management
2. MP Global Investor Summit 2023
3. Health Camp
4. Blood donation camps
5. HIV Aids Awareness
6. Enrolment drive and Orientation program
7. Save Girl Child and Literacy
8. Stationary Distribution and Literacy Drive
9. Road Safety Programme
10. Voting Awareness Programme
11. Participation in seminars and training programs
12. Swacch Bharat Abhiyan
13. Celebration of Important days of Importance
14. World Sight Day

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%203/3.4.1%20A/1.pdf
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from

Government/ Government recognized bodies year wise during the year

2

File Description	Documents
Any additional information	View File
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

23

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

1126

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

22

File Description	Documents
e-copies of related Document	View File
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

17

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES
4.1 - Physical Facilities
4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The main building is a three story structure that has all facilitates for a health teaching - learning environment.

Classroom Facility

- 37 well-ventilated, bright class rooms.
- 16classes with projectors
- All the classes and corridors have announcement speakers
- CCTV cameras for vigilance.
- There are 5 laboratories at the campus -2 computer lab, 1 physics lab, 1 psychology lab and 1 language lab.

Other Facilities

- Two well equipped air conditioned Seminar Hall with AVaid is set up exclusively to host special guest lectures and workshops.
- Mass Media and Communications Room with green screen, audio mixer, editing and recording system.
- Water and restroom, sanitary pad dispensers for girls.
- Support facilities such as photocopy section for students to get assignment files and notes photocopies.
- Separate rooms for IQAC, Examination Control, Department Exhibitions, and store, also a special room for cases of health emergency.
- Prayer room, front and back office, admin support office, accounts office and parlour are situated at the ground floor. Along with Director's and Principal's chambers.
- Canteen and Library
- One generator.
- Lift (capacity 6 persons) and ramps for the aid of specially abled.
- Mass Media Room, that helps produce content for college promotion

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.youtube.com/watch?v=9TFaCNija_I

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

The institute has a multipurpose, aesthetic and well equipped auditorium at the third floor with more than 5000 sq.ft. area and seating capacity of 600.

Clubs support amenities:

Music Club Stock:

- Synthesizer - 1
- Tabla - 2
- Clap Box - 1
- Congo Half Cut - 1
- Harmonium - 1
- Marcos, Khanjari, Egg Shakers - 1 each
- Bongo - 1
- Dholak - 1
- Karaoke set - 1

Dance Club: 7 woofer speaker and regular activities in the canteen area.

Arts & photography: Special Committee that organizes poster exhibition and photography exhibition special classrooms and/or soft boards at the ground floor are allotted class wise. The auditorium backdrop as well is designed and put up by the students for all major events.

Sports Activities

The indoor events are practiced at the auditorium and the outdoor events at the adjoining playground at the back-end of the college. All the required amenities, kit, etc. are under direct access of the sports officers

Other Extra and Co curricular

- **For activities under the NSS and NCC the front pathway, car parking and other allotted venues are used.**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	[https://www.youtube.com/watch?v=WELy2GEktfM](#)

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

16

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	[https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%204/4.1.3%20B/1.pdf](#)
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View File](#)

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

66.89

File Description	Documents
Upload any additional information	[View File](#)
Upload audited utilization statements	[View File](#)
Upload Details of budget allocation, excluding salary during the year (Data Template	[View File](#)

4.2 - Library as a Learning Resource

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

The College Library is situated at the second block with an area of about 9200 sq. ft., Library amenities include:

- **Books**

Purchased – 11140

Gifted – 1603

- **Periodicals - 29**
- **Magazines - 21**
- **CDs - 267**
- **Newspapers - 11**
- **Computer - 2**
- **Camera - 6**
- **Printer with Scanner - 1**
- **Biometric Machine - 1**
- **Bar code reader - 1**
- **Book Almiras - 38**
- **Display Stand - 1**
- **Magazine and Newspaper Stand - 5**
- **Bag Stand - 2**

the library also has latest syllabus for all courses at the college, and question

papers of the university exams of the previous years are available for reference.

The record of issue and return is maintained using library cards and the automated system at the library.

N-list consortium with remote access is available for refereeing e-books for faculty, staff and students with access more than 31,35,000 e-books and 6000+ e-journals.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://spipsindore.com/facilities/library-2/

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

2.76

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

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

91

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The college has well established IT infrastructure maintained and upgraded to keep in pace with modern approaches of teaching and training. The details of IT Infrastructure are as follows:

- Computers - 119
- Laptop - 2
- Internet connectivity - 200 MBPS
- Printer - 12
- With Photocopy - 5
- Photocopy Machines - 3
- Biometric Machines - 1 Central + 1 Faculty + 1 Library
- Projectors -16
- Screens - 3
- LCD TV - 4
- Surveillance Cameras - 108
- Recording Camera - 126
- Announcement Speakers - 49
- Software Support
- Teachers and Students - E-care
- Accounts - Tally
- Library - SOUL 2.0
- Special Classes - Windows, VB, LIBRA, ENTL, Tally
- Mass Media Room - Adobe Premium Pro

There are two Computer Labs with updated compatible for conducting special as well as Skills Development Programmes for the students. In addition to the physical IT infrastructure, the college has a remote access E-care facility for remote access to student attendance, tests and academic assessments, lecture plans, notes etc.

The mass media and communications room and other common systems for the faculty and staff access are supported by two high speed internet bandwidths of 200 mbps and 300 mbps.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%204/4.3.1%20B/1.pdf

4.3.2 - Number of Computers

119

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution	**A. ? 50MBPS**

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

21.30

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

There are internal committees formed to ensure proper utilization, maintenance and updation of the available resource. All the facilities timely checked and maintained. Additionally, all equipments are stored in dedicated rooms. Stock registers are maintained by all in-charges.

The sanctions of usage of all facilities are approved by the Principal and The students are expected to follow a certain code of conduct during their usage of the facilities which is briefed to them during their orientation. The policy documents of all facilities are referred to and practiced for any or all contingencies The procedure for update and maintenance is also mentioned in the policy guidelines The faculty specifically and student in-charge also take care or the provided resource and report damages and/or requirements if any to the staff supervisor who in turn gets the requirements sanctioned from the Director.

The staff supervisor is expected to ensure the maintenance of the entire physical facilities. The procedure of maintenance is transparent whereby the staff is assigned duty at every floor and is responsible for carrying out daily tasks. The Director has a supreme role in the matter, which involve his timely inspection and follow up on the augmentations.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://spipsindore.com/facilities/physical-facility/

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

153

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	[View File](#)
Upload any additional information	[View File](#)
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	[View File](#)

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

523

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to Institutional website	https://spipsindore.com/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1140

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1140

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student

A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

79

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

285

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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

5

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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 year

5.3.1.1 - 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 year.

12

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

St. Paul Institute of Professional Studies, Indore is constituted of various committees to ensure the smooth functioning of the institute. These committees consist of faculty members and staff members. The students are included in under mentioned core committees of the college to ensure student participation and to aid in their overall development:-

The college believes in promoting inclusive practices for social justice and better stake holderrelationships. The institute promotes value-based education for inculcating social responsibility and ideal citizenship in students. For this the institution has necessary infrastructure and encourages active participation of the students in academic, social, cultural and leisure activities. College believes that for overall and holistic development, the participation of students plays a major role. Keeping this in view the college has a representation of students in specific cases as members in the following committees.

1. Anti-Ragging Committee
2. Christian Students Association (CSA) and Xavier Board Core Committee
3. Discipline Committee
4. Morning Assembly Committee
5. Music Committee
6. NCC Committee
7. NSS Committee
8. Programme Committee

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  9.  Sports Committee
 10.  Women and Child Protection Committee
 11.  Class Representative System
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In addition to these committees, students also lead seminars and webinars, serving as sources of inspiration and motivation for their peers.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%205/5.3.2%20A/1.pdf
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

12

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

The Alumni Association of St. Paul Institute of Professional Studies, Indore, officially registered under the Madhya Pradesh Society Act, 1973 (03/27/01/23865/21) on November 25, 2021, plays a pivotal role in fostering strong connections between alumni, the institution, and current students.

Alumni members participate in technical seminars, webinars, deliver guest lectures, mentor events, and serve as judges for technical activities. An annual Alumni Annual Meeting is hosted by the college, designed to facilitate interaction among management, faculty members, and alumni.

The process for alumni involvement is facilitated through the filling of an alumni form by each student in the Final Year Batch. These forms are meticulously managed by the respective class teacher. A nominal registration fee of Rs. 100 per person is contributed by alumni to become part of the alumni association. While the college and its alumni are relatively young, they have made notable non-financial and financial contributions to the institution, including a sum of Rs. 5,19,450 during the assessment year.

The alumni association's impact extends beyond financial support, encompassing activities like alumni guest lectures, sharing expertise in performing arts, contributing to the quality of education, providing career counseling and guidance, voicing opinions through the Internal Quality Assurance Cell, and contributing articles for the annual magazine. Alumni actively engage in nurturing and advancing the educational mission of the institution.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%205/5.4.1%20A/1.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs) | E. <1Lakhs |

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

St. Paul Institute of Professional Studies (SPIPS) is dedicated to providing high-quality education and shaping global citizens with professionalism. Recognizing the significance of talented youth in the country, the institute focuses on nurturing leadership qualities and enhancing management skills. SPIPS instills governance and leadership skills to amplify visionary capabilities. Emphasizing administrative excellence, the institute encourages students to collaborate in tasks, comprehend institutional hierarchy, and adapt to consistent policies and processes.

Initiatives and proposals for institutional vision and mission are submitted to the Governing Body, fostering appreciation for future development. Monthly Evaluation and Planning Meetings are conducted by the Director and Principal to analyze institutional activities. Inter-departmental faculty enrichment activities, workshops, and Faculty Development Programs strengthen faculty members, pivotal to the institution's success.

SPIPS organizes diverse activities, workshops, and project works for students' intellectual growth and practical exposure. Periodical exams, remedial classes, personality development sessions, and vocational workshops contribute to holistic student development.

SPIPS Fiesta enhances trading and business skills while promoting leadership development. Curricular activities focus on mastering administrative skills, emphasizing overall student and faculty development. The institute remains committed to the welfare and enrichment of both students and faculty, striving for continuous growth and excellence.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.1.1%20A/1.pdf
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

SPIPS adopts decentralization to alleviate burdens and establish an efficient organizational structure, empowering

faculty through various committees responsible for student development. There are 35 Committees cover diverse aspects such as administration, admissions, anti-ragging, counselling, and more.

Student involvement in committee programs is vital, with monthly evaluations based on participation.

The institute comprises four houses. In each house there are 5 allotted posts Captain, Vice-Captain, Literary Captain, Cultural Captain, and Sports Captain for students. House captains are responsible to represent their house in different inter house competitions which are helpful to enhance confidence, public relation and competitive spirit among the students.

Parents Professor Association members actively contribute to major decisions, participating in Executive Committee Meetings three times a year.

The Student Welfare Committee organizes Class-Student and CR Meetings with the Director and Principal, serving as a crucial link between management and students. Sports officers empower players to coach their juniors, encouraging responsibility and teamwork, student engagement, decision-making, and overall institutional development.

Institution allocated funds for library expenses to update the book collection. A proposed budget of Rs. 4.5 lakh is earmarked for future spending. Similarly, the program committee has a proposed budget of Rs. 2.91 lakh for co-curricular activities.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.1.2%20A/1.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

At SPIPS, the Annual Day Celebration serves as a tangible representation of the institution's mission and vision, embodying strategic planning and work delegation. Held annually

in February, the event, organized by the Programme Committee, revolves around unique themes. Recent themes include "Triumph."

Committees, such as Programme, Steering, Venue Arrangement, and Invitation, meticulously plan and execute the celebration. The Formal and Cultural Programme Committee selects performers, arranges costumes, and ensures broad student participation. The Stage Arrangement Committee manages stage logistics and technical aspects, while the Annual Report Committee aids in report preparation.

Other committees, such as Overall Projection and Telecast, Publicity, Photography and Video, Reception, Prize Distribution, Refreshment, and Discipline, handle various aspects like multimedia presentations, publicity, guest reception, prize distribution, refreshments, and discipline enforcement. Notable figures, like Chief Guest, Prof. Dr. Renu Jain (VC, DAVV) and Presiding Guest, Most Rev. Dr. Chacko T.J. have graced the event as chief guests.

Throughout the process, auditions and skill development activities, such as skits, songs, and backdrops, contribute to enhancing participants' performing arts and presentation skills. The event showcases SPIPS's commitment to a well-coordinated and impactful Annual Day Celebration.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.2.1%20B/1.pdf
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

At St. Paul Institute of Professional Studies, the Director, Reverend Father Simon Raj, oversees the institution's budget, bills, and resource allocation. Decisions on developmental plans and new courses are discussed in Governing Body meetings, chaired by the Institute's Chairman, with the final decision

made collectively. The Director, in consultation with the Principal and department heads, handles academic decisions.

Dr. Sr. Alice Thomas, the Principal, provides leadership, coordinating faculty meetings, orientations, and workshops for overall faculty development. She focuses on creating an environment conducive to student and teacher growth, promoting effective educational programs, and developing policies to meet curriculum goals.

The College Coordinator acts as a bridge between higher authorities and faculty members. The Head of Department (HOD) provides academic leadership, strategic planning, and excellence in departmental activities.

Faculty members, known for their competence and expertise, contribute to student learning, meeting professional and institutional commitments. Class Representatives (CR) serve as bridges between students and faculty, ensuring quality education, effective study, and learning facilities.

Students are enrolled to acquire knowledge and professional skills, aiming for easy employment. Student Development Programs and Workshops supplement academic development, emphasizing civic responsibility and life values through service-learning facilitated by service books.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.2.2%20A/1.pdf
Link to Organogram of the institution webpage	https://spipsindore.com/spips-core/organagram/
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The institute prioritizes the welfare of teaching and non-teaching staff, offering various platforms for professional skill enhancement.

Staff benefits from well-equipped cabins, internet access, and intercom facilities. Thirteen Casual Leaves and ten Medical Leaves and vacations are annually provided.

Encouraging research work, there are six Duty Leaves (DL) for seminars, workshops, paper presentations, external examining and guest lectures. Felicitations on Teachers' Day and Christmas honour teaching staff, while non-teaching staff is recognized on 'Foundation Day.' Uniforms are provided for service staff and the management ensures amenities like pure drinking water, separate parking, and timely yoga sessions.

Fully paid maternity leave is granted, and occasional Get-Togethers and annual staff trips are organized, with the management covering financial expenses. Faculty members are promoted for higher education. A well-equipped library serves staff, offering facilities like reprographics, N-List, and internet access.

Monthly salaries are credited on time including Employees Provident Fund (EPF) and Gratuity. Skill development programs and initiatives, benefit staff.

As part of staff welfare, both teaching and non-teaching staff were treated to a special tour in Jaipur. A complimentary health check-up camp is offered to employees for their well-

being. Uniforms are provided to all institution employees to ensure a standardized appearance.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.3.1%20A/1.pdf
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

35

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

12

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

31

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

SPIPS implements a performance appraisal system following UGC guidelines. Key elements include:

Service Book: Maintained under the guidance of the Director and Principal, the service book outlines guidelines and conditions for fostering a positive staff-management relationship.

Students' Feedback: Regular feedback is sought from students across various courses, with confidential reports compiled for faculty improvement.

Principal's Feedback: The Principal interacts with faculty, staff, students, and guardians to gather first-hand information on academic and administrative functioning, initiating desirable changes.

Lesson Plans: Term-wise plans, verified by the Principal. Regular reviews assess effectiveness.

Faculty Diaries: Faculty members maintain records of daily activities, responsibilities, and contributions, ensuring transparent communication with authorities and heads of departments.

Faculty Assessment Report: Generated from student feedback, meetings with the Director and Principal, and overall observations, this report provides insights into faculty profiles, teaching patterns, and improvement recommendations.

Personal Meetings: Interactive sessions between faculty and authorities discuss various teaching and learning aspects, providing suggestions for overall improvement.

Promotion Policy: SPIPS follows UGC-prescribed criteria for faculty appointment, appraisal, and promotion.

Parental Involvement: Parents contribute to the feedback system during Parents Professor Association meetings, sharing views and suggestions for educational strategies.

For non-teaching staff, feedback is obtained from teachers, students, and guardians to assess performance.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.3.5%20A/1.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Annually, the institute undergoes rigorous academic and administrative audits with a focus on office administration and financial scrutiny. The renowned CA firm 'V.R. Subramanian & Co.' conducts financial audits, with monthly internal audits throughout the financial year. The last external audit occurred on May 5, 2023, and internal audit queries are addressed within a month to the auditor's satisfaction.

The audit encompasses the examination of cash books, bank books, fees, caution money, salary registers, and library books. The auditor reconciles bank balances and verifies opening and closing balances. The audit team evaluates fund utilization from philanthropies, allocated for noble purposes, seminars, conferences, competitive exam guidance, personality development, and projects. The administrative department ensures timely calculation and deposit of arrears and income tax.

File Description	Documents
Paste link for additional information	https://spipsindore.com/spips-core/mandate-disclosure/
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

13.89

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The college employs various strategies for fund mobilization, including welcoming donations, memorial prizes, and endowments from staff and guardians. Utilizing space creatively, a garden was developed on unused land, and a storage space transformed into a student canteen.

The G+3 building houses a Language Lab, facilitating language acquisition through computer systems. The Auditorium hosts public gatherings, speeches, and presentations, while a Prayer Room fosters spiritual upliftment. The Computer Lab benefits BCA students, and seminar and conference halls serve as discussion venues and lecture theatres.

The college is equipped with advanced safety measures, with a highly updated fire extinguisher system. An investment exceeding 12 lakhs has been made to install these systems across all three floors of the college, including the parking area.

The library serves as a comprehensive knowledge resource center, optimizing infrastructural resources. The college celebrates Patron's Day by distributing sewing machines to needy women, promoting financial independence and vocational skills.

The college offers sports scholarships for achievements in sports and academic scholarships for scholastic excellence.

SPIPS supports sports enthusiasts by providing free sports training and a Badminton arena, fostering physical fitness and potentially producing national-level players.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.4.3%20A/1.pdf
Upload any additional information	View File

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

The Internal Quality Assurance Cell (IQAC) serves as an effective internal coordinating and monitoring mechanism, significantly enhancing the institution's quality assurance efforts. It plays a vital role in improving teaching, research, and other academic activities within the college.

For the academic year 2022-2023, the college has devised a Perspective Plan, aligning with the quality indicators set by the National Assessment and Accreditation Council (NAAC). This plan is developed with inputs from stakeholders, management policies, and the college's goals and objectives.

Stakeholder feedback and IQAC recommendations drive innovation in subsequent Perspective Plans, ensuring that the institution maintains high-quality standards in the competitive world of education. Students and alumni play a pivotal role by contributing feedback on teaching and learning, and they also organize departmental festivals that align with the college's quality policy.

Furthermore, the IQAC conducts orientation sessions and talk shows to ensure that faculty and staff stay well-informed about data collection and NAAC criteria compliance. It conducts department-wise inspections, seeks feedback on departmental NAAC files for all seven criteria, and holds regular meetings to encourage the development of new ideas related to quality education. The IQAC team collaborates with directors, principals, and criterion heads, providing updated information and suggestions for quality enhancement.

File Description	Documents
Paste link for additional information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%206/6.5.1%20A/1.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The IQAC, in conjunction with the Exam Committee, formulates a schedule for internal examinations, covering CCT 1 & 2 and PUE. Following these assessments, a comprehensive result analysis is performed, which includes evaluating attendance percentages and pass rates.

IQAC actively promotes innovative lectures, encouraging faculty members to share valuable knowledge at least once a week. These lectures can take various forms, such as video presentations, examples, reviews, or case studies.

Faculty members are encouraged to prepare notes, lesson plans, and necessary material for innovative lectures, ensuring quality teaching and active problem-solving during lectures. Continuous professional development is promoted through technical sessions, workshops, and guest lectures.

IQAC conducts monthly subject-wise assignment viva to assess students' subject knowledge, followed by IQAC Viva sessions overseen by the Director and Principal.

To enhance quality, the IQAC initiates a cross-verification process of answer sheets for CCT and PUE exams, involving subject teachers to ensure the accuracy of evaluations.

IQAC hosts an Open House and Parents Meeting, offering parents the opportunity to discuss their child's overall progress and provide input on teaching and learning techniques.

Department heads are instructed to plan departmental activities, competitions, and programs in advance, sharing this information with students and faculty members to ensure proper preparation and maximum benefit.

File Description	Documents
Paste link for additional information	https://spipsindore.com/iqac/initiatives/
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://spipsindore.com/spips-core/annual-report/
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institute strongly adheres to the principles of equality, freedom and the dignity of every individual. Gender Champions Club and Women and Child Protection Committee ensure both gender equality and equity by conducting various activities apart from the curriculum. It includes Guest Talks, Art and Literary Competitions on the related topics, Smart Girl Workshops, Self Defence Workshops, Awareness and Sensitisation Programmes and the Celebration of all the major days including

National Girl Child Day and International Women's Day. These programmes are conducted in tune with the State and Central Government Programmes of women empowerment.

Women Empowerment is a compulsory subject for all the Second-Year classes in the Foundation Course. The safety of girl students in campus is monitored through CCTV Cameras and the security personnel of the campus consist of women staff. The other features include Girls Common Room, Special Counselling and Health and Hygiene Programmes. The activities of the Gender club focus on all gender including third Gender and the experience shared by resource persons and brain storming sessions on gender equity through case studies help the students to have a clear perception and healthy attitude towards gender equality not only among students but also the society we belong.

File Description	Documents
Annual gender sensitization action plan	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%207/7.1.1%20A/1.pdf
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://spipsindore.com/facilities/physical-facility/

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

There are various measures taken in St.Paul Institute of Professional Studies for the management of degradable and non-degradable wastes and it includes:

- Dustbins and waste bins are placed in every nook and corner of the campus including class rooms.
- Separate waste bins are placed for the wet and dry waste in order to dispose properly.
- Campus floor cleaning is done without using hazardous chemicals.
- There is a separate system for the collection of E- waste and the disposal is done with the help of the Indore Municipal Corporation.
- In order to recycle the domestic waste a vermin compost plant is constructed at the backyard of the campus.
- The decomposed waste from the vermin compost plant is used as the fertiliser for the campus greenery.
- Proper sign boards with captions are placed in different parts of the campus in order to create awareness among all.
- The assistance of the qualified staff is taken for the disposal of the E-waste.
- The activities in the college including Environment Protection Committee, NCC and NSS ensure the use of eco-friendly products.
- No hazardous waste is generated in the campus.
- The collected waste of the campus is properly disposed by abiding instructions prescribed the local government.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	[View File](#)
Geo tagged photographs of the facilities	[View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping	**A. Any 4 or All of the above**

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	**A. Any 4 or all of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Our institute believes in the beauty of cultural diversity and religious plurality. Therefore, with a view to tolerance and harmony towards cultural, regional, linguistic, communal, socio- economic and other diversities, our college conducts and

participates in numerous programmes which includes the celebration or observation of:

- Madhya Pradesh Foundation Day
- Hindi Diwas
- World HIV/AIDS Day
- World Cancer Day
- Sadbhavana Diwas
- National Youth Day
- National Unity Day
- Teachers Day
- Plantation Day
- AmbedkarJayanti
- Celebration of Diwali, Holi, Christmas, Good Friday, Easter,
- World Book and Copy Right Day, etc.

In order to take up the gender issues and make aware about the gender equity and equality we celebrate:

- National Girl Child's Day
- International Women's Day besides conducting various literary programmes related to the same.

Moreover, in tune with the patriotic fervor, the important national festivals are also celebrated with much enthusiasm and it includes:

- Independence Day
- Republic Day
- Gandhi Jayanti
- Constitution Day
- BirsaMundaJayanti
- TirangaYatra on the occasion of AzadikaAmritMahotsav, etc. Art and Literary Competitions are an integral part of our extracurricular activities which are themed on various local, national and international topics which are related to inclusion and situatedness. These events help the students to understand the concept of unity in diversity and of different cultural, social, economic and other issues.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Our institution takes up various measures for the sensitization of students and employees towards constitutional obligations, values, rights, duties and responsibilities of citizens. We strongly believe in the democratic, socialistic and secular principles of our constitution.

- In order to make aware about the constitutional values, the Preamble of Indian Constitution is placed in different places of campus.
- National Anthem, National Song and Prayer for the Motherland is conducted in the Morning Assembly as per the schedule.
- All the major National Days of importance are celebrated for inculcating the constitutional ideals and values and it includes: Independence Day, Constitution Day, National Unity Day, Army Day, Gandhi Jayanti, Republic Day, AmbedkarJayanti, etc.

Besides, the colourful programmes in these celebrations, the experience sharing by the great personalities including freedom fighters and retired defence personnels help the students and the employees to imbibe these great values in their lives. The patriotic themed programmes in the inter-house art and cultural events like AzadikaAmritMahotsav,Nation First, Always First,etc, help the students to nurture the national goals and ideals. The events like Students' Mock Parliament, Voting Awareness, Role Play on AzadikeRanbankure and the different programmes taken up by the National Cadet Corps like TirangaYatra, Army Day, Youth Day etc, help in fulfilling the desired goals.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%207/7.1.9%20A/1.pdf
Any other relevant information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%207/7.1.9%20B/1.pdf

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	**A. All of the above**

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Celebration of all the major festivals and observation of the major days of national and international days are an integral part of life at St. Paul Institute of Professional Studies, Indore. The major commemorative days include:

1. World Environment Day
2. Vanmahotsav Celebration

3. Plantation Day
4. National Girl Child's Day
5. Sadbhavana Diwas
6. BirsaMunda Day
7. World Human Rights Day
8. National Unity Day
9. Hindi Diwas
10. World HIV/AIDS Day
11. International Women's Day
12. Gandhi Jayanti
13. AmbedkarJayanti
14. Constitution Day
15. World Book and Copy Right Day
16. World Sight Day

We ensure that all the major festivals are celebrated in our institute which are:

1. Independence Day
2. Diwali
3. Holi
4. Christmas
5. Eid
6. Republic Day
7. Easter
8. Guru Nanak Jayanti
9. GudiPadwa

All these commemorative days and festivals are celebrated and observed in the Morning Assembly programmes with a proper flow of the programme that includes a message, PPT Presentation, Video Presentation and address by the dignitaries. The celebrations of the major festivals are also conducted by the Programme Committee with colourfulProgrammes. Besides, different committees of the college take up the celebrations and commemoration of the events which fall under their discipline. All these programmes ensure educational and awareness aspects and help the students to participate in the social and the global current of lives.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	[View File](#)
Geo tagged photographs of some of the events	[View File](#)
Any other relevant information	[View File](#)

7.2 - Best Practices

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

A Mentorship and Counselling

Objectives of the Practice:

- To provide regular mentorship.
- The Context: In a scenario where the role of the teacher has turned to a mentor and become a role model to them.

The Practice: The mentoring and counselling practice includes team dynamics, participative management, career counselling, regular mentoring etc.,

Evidence of Success:

The success of the practice is visible in the performance.

Problem Encountered and Resources required: The problems encountered during the practice are: high students and tutor ratio, goal setting and designing of programmes on regular basis.

B. Social Commitment Programmes

Objectives of the Practice: To make the students understand the importance of individual and collective responsibility.

The Context: The National Education Policy give more emphasis to holistic education, inculcating moral and ethical values.

The Practice: the thrust is given to value based quality education, caring while learning, creating societal consciousness among the students through social activity, selfless service for philanthropy by visiting orphanages, schools for blind, schools for the under privileged, hospitals, etc.

Evidence of Success: The success is seen in improved academic and non-academic achievement.

Problem Encountered and Resources required: These include the hesitation of students for participation and coordination in the initial stage.

File Description	Documents
Best practices in the Institutional website	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%207/7.2.1%20A/1.pdf
Any other relevant information	https://spipsindore.com/wp-content/uploads/NACC2023/Criteria%207/7.2.1%20B/1.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

SPIPS undertakes Rural and Urban Upliftment Programmes

by regularly serving in different part of the city and the nearby villages. Primary health care, literacy programmes, health awareness, gender equality, social issues, traffic awareness, providence of resources are few of programmes that are regularly been conducted in different areas of the city including slums and the neighbouring villages. These programs help in the development and improvement in the people and provide direction and certain strategies to the them in order to help them in their lifestyle and also these programmes help in increasing the social and economic status. These actions include:

Awareness on social issues,community literacy drives, cleanliness drive and waste disposal, health check up camps, blood donation, traffic awareness, awareness programmes drainages, sharing resources and distributing items. These

programmes are conducted in monthly basis and on the occasions of national and international importance. These activities provide a platform for the students to participate in nation building and in the community engagement programme. This programmes set apart the institution in the service of humanity along with the holistic development of the students.

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

7.3.2 - Plan of action for the next academic year

St. Paul Institute of Professional Studies takes various dynamic activities for the institutional well being and practices. The Committees such as Gender Champions Club, Women and Child Protection Committee, Environmental Protection Committee, Morning Assembly Committee, National Cadet Corps and National Social Service Scheme have included various activities in this direction apart from the other institutional initiatives which are:

- Installation of Solar Panels for the Conservation of Energy.
- In campus and beyond the campus plantation events.
- Cleanliness and awareness Programmes
- Celebration of major days
- Planation Drives
- Workshops on Green Activities
- Activities related to Rural Upliftment Programme
- Activities related to Urban Upliftment Programmes
- Gender Sensitivity Workshops
- Workshops and Sessions on Health and Hygiene
- Celebration of Festivals
- Celebration of Patriotic Days
- Observation and Commemoration of Major national and international days.
- Awareness programmes through banners and posters.
- Promotion of more LED bulbs
- Promotion of ecofriendly products
- Promotion of Green Energy
- Promotion for the use of digital library

- **Promotion for the use of bicycles**
- **Promotion for plastic free culture.**