SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ST. PAUL INSTITUTE OF PROFESSIONAL STUDIES

BOUNDARY ROAD 7/1 NEAR LALARAM NAGAR
452001
www.spipsindore.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Paul Institute of Professional Studies (SPIPS), Indore affiliated to Devi Ahilya Vishwavidyalaya, Indore was established in the year 2010 with a vision of becoming a **College with a Difference**. Even though the city of Indore boasted of more than 200 colleges offering Undergraduate courses, yet there was a demand from the society for establishing a Christian College that would enrich the students with Value Based Quality Education. With a firm belief of becoming a catalyst for transforming the scenario of higher education and providing Quality Education, the College began its journey with the motto '**Let your light shine'**.

The College is successfully continuing its journey since the past eleven years by meticulously responding to the challenges which the present higher education system is facing. SPIPS has been **acting as a facilitator** to bring about a change in the perception of the people about an ordinary courses by tirelessly focusing on the quality of teaching and transforming studies into comprehensive education with the help of initiatives like skills development courses, co-curricular and extra-curricular activities along with regular classes.. The college offers Programs like B.A., B.Sc. (CS), B.C.A., B.B.A. and B.Com. (Computer Application, Plain, Tax Procedure & Foreign Trade), B.Com. (Hons) for graduation and M.Com. at post graduate level. The College is striving to accomplish its mission with the help of the best practices, specifically effective teaching pedagogy, attributive and well qualified staff members, dedicated mentoring, state of the art infrastructure, attributive pedagogue, academic operations, coordination with parents, industrial-academia linkage, coaching for competitive exams and selfless service towards society.

A **pleasant campus atmosphere** conducive for transmitting values, is fostered through the committed presence of the management, faculty and staff thereby making discipline a distinct feature of the College and it has witnessed a spectacular growth from a meager 36 students in the inception year, to a whopping 1673 in the eleventh year. All these have resulted in 100% enrollment in most of the Programs. SPIPS is well reputed as a model of excellence, creating a niche in the arena of higher education in the city of Indore.

Watch College Video: https://www.youtube.com/watch?v=9TFaCNija_I

Vision

Although, St. Paul Institute of Professional Studies is a Christian minority institution but it was incepted to cater to the educational needs of the city of Indore and surrounding villages and towns without any discrimination towards other strata of the society. The college is striving to serve many significant social ideals including the inculcation of spiritual and moral values in students. The College entailing social sensitivity on one hand, is also striving inculcate professionalism which is the dire need of hour.

The specific vision of the college is *'TO FORM GLOBAL CITIZENS WITH PROFESSIONALISM AND FFICIENCY, CHARACTER AND COMMITMENT, WHO WILL TAKE OUR NATION AND THE WORLD TO GREATER HEIGHTS!.'*

Believing that education of students includes education of mind and heart, the College is dedicated to assist the students to grow up competent, responsible, mature and committed humans who would steadfastly uphold character and moral uprightness coupled with conviction to contribute for global welfare.

We at St. Paul Institute of Professional Studies are guided by discipline,

secularism embracing with indifference all the religions and religious consideration, human values like respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings and professional ethics including honesty, integrity, transparency, accountability, confidentiality, objectivity, respect and obedience towards the guidelines.

The college firmly believes that the overall development of the students is the outcome of curricular excellence, proficiency and skills enhancement. The college treading on the path of righteousness and social commitment is instilling the same in the students as well. Consequently, the College has a faith that any student who enters our portal shall never fail in real life.

Mission

St. Paul Institute of Professional Studies (SPIPS) is determined to impart quality education and focused to form global citizens with professionalism and efficiency. Talented skilled youth is the strength of the country therefore, institute is always aiming to nurture leadership quality and making an effort to enhance their management skills. Institute is named after Saint Paul, the Apostle who spread the teachings of Jesus and inculcated true Christian values. Similarly institute also enables students to develop humanity, sensitivity and to practice morality in their behaviour. During their college life students are provided with a variety of opportunities to become competent learner and grasp novel ideas and try to implement them proficiently. With this outlook, the institution is committed to accomplish the following objectives:

- Molding the students into competent, committed and contributing citizens of the global family.
- Generating value-driven professionals for the corporate world, through imparting world class knowledge and skills which will enable them to be globally competent.
- Inculcating true Christian values in the future professionals and creation of integrated personalities with discipline and quality in both professional and personal lives.
- Enabling the students to set goals ever higher, inspiring them to relentlessly pursue the goals set, and motivating them to enthusiastically work towards achieving them.

Institute sensitizes the students to follow the institutional hierarchy and work culture that is required for consistent professional development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Belongs to Catholic Diocese of Indore, which is well known for providing **value-based quality education.**
2. **Located in the heart** of city hence all the required facilities like transportation, hostel, medical etc. are easily available and accessible.

3. Very **strong student-teacher relationship** due to dedicated mentoring counseling and tutorial system.
4. **Infrastructure facilities** are state of art, clean and well maintained.
5. English Language and **Communication classes** are a part of regular time table.
6. Regular meetings with the Faculty Members, frequent evaluation of the programmes and **continuous up gradation** of the future plans.
7. **Result** of all the batches is almost 100%.
8. **Faithful involvement** of stakeholders in all the endeavors of the college.
9. Students are **voluntarily accompanied** by the faculty members in all the extra and co-curricular activities.
10. **Teamwork** is evident from the number of in-house committees that function collaboratively.
11. **Best of faculty** who are well qualified and highly committed.
12. Monthly Faculty Enrichment Programmes and intra-departmental faculty enriching faculty programmes are conducted which **widens the horizon of faculty members** and enhances their knowledge.
13. Students are provided with a**mple opportunities** to be able to showcase their creative, literary and artistic talents.
14. **Collaboration** with array of institutions encompassing the educational, cultural, social, research and clinical related involvement of the students.
15. CCTV monitored campus providing **safe and secure ambience** for the girl students.
16. Teaching, conduct of any programme and all **communications is done in English** while giving appreciative recognition to Hindi language.
17. The **Parents Professors Association** is a strong feature of SPIPS.
18. An interactive and creative environment resulting in deep **feeling of belongingness** which binds all the members of SPIPS as a close-knit family.
19. To increase the rapport with the students, the Director and the Principal conduct **Special Meetings** and discuss on important issues related to life.
20. The **culture of uniform** infuses the spirit of oneness amongst the students who take pride in adorning a decent and dignified dress code.
21. Inspite of dependency on the affiliating university, the college commences the academic session timely.

Institutional Weakness

1. Not yet attained the status of 12(b) consequently there are no UGC funded research project.
2. Campus in the heart of city where area availability is always in crunch and thus the college has less scope to expand.
3. Transportation and hostel facilities are not available.
4. Being Hindi belt, average English communication skills of students need to be improved.
5. The dependency of the college on the university for exam schedules restricts timely actions pertaining to exam.

Institutional Opportunity

1. Post autonomous status, the college would **enrich its curriculum** to the extent that it would get a sharp niche in the city.
2. Improving employability due to economic and social reforms and **new business entrants** in the city and nearby industrial area.
3. The campus of the college can be well utilized by opening other useful and **employability enhancing**

courses.

4. The MOUs with Research Foundation of India offering enormous opportunities to enhance **research orientation** to fulfill academic, societal and industry needs.
5. Increased usage of online learning platforms to **enhance tech-savvy environment.**
6. Due to goodwill of location, the college has the opportunity of **working in shift system.**
7. Strengthen **promotion activities towards competitive examination** for banking, insurance and service sectors.
8. Offer integrated programmes with **professional courses** like CA, ICWA and CS.
9. **Establishment of a research centre** of affiliating university.

Institutional Challenge

1. High cost of reputed journals to access for research scholars.
2. Meeting high demands of stakeholders.
3. Coping with faculty turnover.
4. Maintaining of excellence and consistency in performance and the brand name of St. Paul, which is highly acclaimed name in the education sector of city of Indore.
5. The casual approach of the people of state of Madhya Pradesh towards the traditional courses and regular attendance.
6. The outlook of students towards internal marks as college does not offer easy way out to the students to score in comprehensive continuous evaluation.
7. Competition with more than 200 colleges offering the contemporary Programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College provides high quality education to produce thoughtful and competent students.

- The College adheres the Academic Calendar of the Department of Higher Education, Bhopal. The entire process of implementation of the curriculum is engineered around the objectives of the College.
- The mindful and planned decisions of the college with regard to academic flexibility and curriculum enrichment helps to combat tough competition posed by other institutions thereby providing exceptional number of admission as compared to competing colleges. All programmes have well designed POs, PSOs and COs.
- During the assessment period, the college introduced one academic programmes, M.Com. and doubled the seats of two programmes.
- 22 employability enhancement programmes were introduced. Nearly 851 students have been benefitted during the assessment period. College introduced a system in 2019-20 whereby each student of first year has to compulsorily select one of such courses.
- All the programmes have practical components such as project work or internship.
- IQAC is entrusted with the responsibility of first analyzing the data so obtained from stakeholders, and then suggesting the effective measures necessary for the improvement.
- The IQAC monitors the curriculum planning through a well-documented procedure which involves strategic plan, university academic calendar, academic calendar of the college, departmental academic plans, college hand book, virtual learning platform, lecture plan, result analysis and open house, online

stakeholders feedback system, 360 degree feedback on curriculum, etc...

- Co-curricular programmes on contemporary topics and short term certificate courses are regularly organized.
- Industrial visits are conducted for all the students of first year and the students of second year are taken for industrial exposure tour.
- The college-devised criteria for providing internal marks. includes attendance, assignments in the form of power point presentation, two common class tests, a pre-university exam, monthly quiz and library N-list.
- As a part of assignment fulfillment the students have to prepare, present the assignment topic and face a panel viva.
- Departmental activities such as group activities, invited talks, slideshows and other awareness programme related to academics are meticulously conducted.

Teaching-learning and Evaluation

The teaching-learning at College provides opportunities to meet curriculum outcomes; emphasizes the development of values and guides students to excel.

- The College gives direct admissions, hence a transparent and definite system is developed following norms of the Devi Ahilya University.
- The college is one of the most sought after higher education institutions in the city which is evident in terms of number of admissions compared to the contemporaries.
- The Management takes extra care in filling of the vacant teaching positions to maintain a decent student-teacher ratio.
- The average teaching experience of the college is 4.71 years.
- The counselling and mentoring committee ensures engagement of full time teachers in the mentoring activity.
- The college has Guest Faculty designated especially for mentoring.
- The college follows Class-Teachership to cater to the study related needs of the students and to identify slow and advance learners.
- The teaching learning and evaluation schedules are organized by strictly following the Academic Calendar and self-designed Annual Planner.
- Lecture Plans highlighting the mode of teaching, incorporates the use of Audio- visual aids and details of the teaching methodology.
- Bridge courses and remedial classes fill the knowledge gaps of slow. At the same time, advanced learners are provided with leading platform in the College.
- College adopts multiple assessment like monthly quiz, internal exams, project work, laboratory performance, assignments, group discussion, writing skills, presentation skills, knowledge levels, student's attendance etc.
- The transparency of evaluation process is maintained by publishing the results on the notice boards.
- The faculty extensively use Google Class Room, Kahoot Quiz, Quizzes, Zoom, Google Meet, Google Sheets, etc for delivering course content and evaluation purpose.
- The average percentage of full time teachers against sanctioned posts is 95% and 21 full time teachers have Ph.D..
- The internal assessment is done based on student's attendance, writing skills (assignment), presentation skills (seminar) and knowledge levels (test papers).
- The institution has a well defined Redressal Mechanism for internal exams.

- Result Analysis is done every year. The current year pass percentage stood at 97.02 %.

Research, Innovations and Extension

The research awareness in educational field is being practiced enthusiastically at the College since inception.

- Research and Journal Committee monitors advancement of research.
- The College has devised a special Research Fund Allocation Policy to conduct the research in respective fields in order to help the society at large and bring positive changes in the society.
- 13 Research Projects are undertaken and 11 were successfully completed. Two research projects are undergoing. Total outlay of Research projects was Rs. 2.31 Lakhs.
- A Research Forum has been started to promote research work conducted by the members of the faculty and students and to strengthen teaching, learning and research infrastructure at SPIPS.
- 6 Professors of the College are recognized as research supervisors by the Devi Ahilya University Indore. 24 scholars are registered under them.
- During assessment period, 111 research papers have been published in UGC notified journals and 73 research papers in conferences/seminars/workshops proceedings.
- 12 Formal MoUs have been established. Total 6 MOUs were established with other educational institutions and universities an 5 MOUs with Non-Governmental Organisations. 34 activities were conducted under these MOUs for Student and Faculty Exchange and collaboration.
- Total 129 students were given internship under the collaborations. Total 379 students were given opportunity for student exchange programmes.
- Total 2551 students participated under 28 Activities organized in alliance under MOUs for workshops, social commitment progreammes and training programmes.
- NSS volunteers and NCC cadets conducted 81 extension activities during 2016-2021. 40 Social Commitment Activities were to address issues of Gender, Environment, Water Conservation, Environment Conservation, Blood Donation, AIDS Awareness, Swachhata Abhiyan, etc.
- Awareness Rallies were conducted for Plantation, Cleanliness, Voter's Awareness, etc.
- SPIPS is recognized for extension activities for societal benefic works and has received 17 awards and certificates from reputed organizations.
- 36 workshops, seminars and conferences on key issues based on Research Methodology, Entrepreneurship, Digitalization, Innovation, IPR, New Education Policy and Industry-Academia Innovative were organized during 2016-2021.

Infrastructure and Learning Resources

The Institution possess high class infrastructural facilities for improving the teaching-learning process and extending maximum possible educational amenities to its growing strength of learners. The state of the art infrastructure is an outstanding feature of our college.

- The college is located in the heart of city yet on a calm and quiet 4.75 acre campus. The location facilitates ease of access to both the students and faculty.
- The college has 35 class rooms, 5 laboratories and 145 computers, all with modern equipments.
- As much as Rs. 261.723 thousand was used for infrastructure augmentation in current year.
- The college has a cricket ground, playground for football, basketball court, badminton court and spaces for indoor games.

- The college has one well equipped auditorium, and a fully air-conditioned seminar hall, AV room, luminous hall, language lab, two computer labs and psychology lab.
- The college provides safe and secure environment to students through 108 CCTV cameras.
- The college has sound recording studio mentioned as mass media and communication room.
- Prayer Room, Photocopy section, music room with instruments, separate rooms for IQAC, examination control, department exhibitions, store, also a special room for cases of health emergency, spacious canteen in a total area of 1125 sq. ft. are part of infrastructure.
- Girls' restrooms have sanitary dispensers and automated disposal machines for case of emergencies.
- The college has well established system for monitoring and maintaining the physical infrastructure of the college.
- The aesthetic Library has two floors with a total area of 9200 sq.ft. with more than 11904 books. The library is fully automated with SOUL software.
- An N-list consortium with remote access - available for refereeing e-books for our faculty, staff and students with the possibility to access more than 31,35,000 e-books and 6000+ e-journals.
- The e-resources are mainly accessed through the platform of INFLIBNET. Nearly Rs. 2589019 was the library expenditure in the current year. The library functions from 8.00 a.m. to 4.00 p.m.

Student Support and Progression

With a firm belief that it is the foremost duty of the institution to generate quality and accompany students on the path of their progression and holistic development, the college takes up numerous and versatile steps. This has resulted in making all the students, teachers and non-teaching as a close-knit family.

- The college has evolved a system of mentoring as an important component of student support system. This mechanism involves both academic as well as financial support.
- 1135 students got scholarships and free ships from the government and 1177 from the College Management to financially weaker section, minority students, meritorious students and sports achievers. The help thus amounted to Rs. 5,27,312 during the assessment period.
- The SC/ST/OBC/Minority Cell takes care of scholarship work.
- The student teacher relationship and rapport are the outstanding features of this college. Career counseling, soft skill development, remedial teaching, bridge courses and personal counseling are highly emphasized.
- With an objective to create leaders, the Students' Representative Body of College is formed on the basis of democracy.
- More than 12 committees have student representative members.
- Facilities of language lab and English and Communication classes are given to the students to chisel their literary skills.
- The students are conferred with awards for their outstanding performance in studies. The students with the highest attendance are also felicitated.
- More than 200 activities extracurricular and co-curricular activities were organized.
- In order to provide support to the students, a Student Grievance and Redressal Cell functions adroitly in our College.
- The suggestions of the students are dealt with care and concern by the Management.
- The college publishes its annual magazine Luminous and encourages the students to publish their creative work by contributing articles, poems and other educative and informative pieces of writing.

- Department-wise and mega alumni meeting are organized every year. The Alumni contribute Rs.100 per

person as a registration fee to be a part of the association and also provide free of cost training.

- 22 lectures were delivered by the alumni during the period.

Governance, Leadership and Management

St. Paul Institute is determined to build up administrative quality among the students. The Managing Board is the apex body with regard to the matters in policy making.

- Director, Principal, Departments, In-house Committees and IQAC take care that the vision and mission of the college are fulfilled.
- SPIPS follows the process of decentralization by which the activities of the institution, particularly those regarding planning and decision making are evenly delegated and distributed at every level of hierarchy.
- The heads of departments effectively manage their respective department's activities and other affairs.
- Management empowers faculty members by forming various committees and making them conveners and in-charges.
- Management provides the faculty members with a well equipped cabin with internet and intercom, 13 CL,10 ML along with 6 DL in a year for research work.
- The Institute also organizes skill and professional development programs and computer training and adopts various welfare measures for teaching and non-teaching staff.
- Every year, institute conducts academic and administrative audits in which office files, major committee files and departmental files.
- The IQAC proactively initiates innovative practices including implementation of e-governance and reviews the teaching – learning process at periodic intervals.
- Performance appraisal of faculty members is done on the basis of students' feedback form, teaching aptitude, service book and one to one personal meeting of faculty with the Director and Principal. The institution has multiple tier performance evaluation system including teacher performance record, evaluation by management, staff evaluation by HOD, peer evaluation, etc.
- A strategic plan with an academic calendar for the current session is prepared.
- The college received grants from philanthropist and non-government bodies that amounted approximately Rs.89,34,000/- over a period of past five years.
- E-governance measures are adopted in admission, fee collection, attendance registry, internal exams, marks processing, lecture plans and many others. The office is increasingly becoming paperless.

Institutional Values and Best Practices

As a catalyst for transforming the scenario of higher education in the city of Indore, SPIPS undertook many good practices and ascertained its proper implementation.

- Mentoring is an ongoing process for religiously nurturing and grooming the students and to help them come out from the different problems which they face in their day to day life along with psychological well being.
- Helping students to get guidance at the right time, make them feel sense of responsibility and enable them to take the decisions rationally.
- The students are trained under the disciplined environment and are always accompanied at every steps to grow and develop with enhanced decision making skills and become more responsible in life.

- The students are prepared to act in the best interest of their environment and society as a whole. This cultivates the feeling of gratitude, emotional, moral, psychological, sacrificial and spiritual attributes.
- Social commitment programmes, conducted by every class on monthly basis help the students learn the importance of individual as well as social responsibility.
- These programmes prepare students to act in the best interest of their environment and society as a whole.
- The goal of social sensitization programmes is to cultivate the feeling of gratitude, emotional, moral, psychological, sacrificial and spiritual attributes, team dynamics and participative management.
- SPIPS has initiated SPIPS Rural Upliftment Programmes and has started working on rural upliftment under which it provides its services in villages nearby the city area.
- It was realized that many villages are still not much developed and villagers are still not aware of different social issues that harm the upbringing of their youth and hinder their growth as they still have an orthodox mind.
- Awareness on social issues, community literacy drives, cleanliness drive and waste disposal, health check up camps and blood donation camps are the regular practice under the initiative.
- There is code of conduct in place for faculty and students and the institution functions as per the professional code prescribed by the regulatory authorities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. PAUL INSTITUTE OF PROFESSIONAL STUDIES
Address	BOUNDARY ROAD 7/1 NEAR LALARAM NAGAR
City	INDORE
State	Madhya Pradesh
Pin	452001
Website	www.spipsindore.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Alice Thomas	0731-2499911	9495013770	-	spips.indore.info@gmail.com
IQAC / CIQA coordinator	Goldie Zaki	0731-2490114	9993890151	-	zaki.goldie@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Catholic Diocese of Indore
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	01-01-2010

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Madhya Pradesh	Devi Ahilya Vishwavidyalaya	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	25-06-2021	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1645263923.pdf
If yes, has the College applied for availing the autonomous status?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	BOUNDARY ROAD 7/1 NEAR LALARAM NAGAR	Urban	4.75	11419.85

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Science	36	XII	English	60	18
UG	BCA,Computer Science	36	XII	English	60	19
UG	BA,Humanities	36	XII	English	60	58
UG	BBA,Management	36	XII	English	120	115
UG	BCom,Commerce	36	XII	English	60	60
UG	BCom,Commerce	36	XII	English	60	60
UG	BCom,Commerce	36	XII	English	60	60
UG	BCom,Commerce	36	XII	English	60	60
UG	BCom,Commerce	36	XII	English	120	120
PG	MCom,Commerce	24	UG	English	60	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2				8				31
Recruited	1	1	0	2	5	3	0	8	14	17	0	31
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	16	11	0	27
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	5	3	0	3	6	0	19
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	7	11	0	18
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	8	2	0	10

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	313	14	0	0	327
	Female	261	10	0	0	271
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	19	20	18	28
	Female	17	18	18	21
	Others	0	0	0	0
ST	Male	19	31	18	17
	Female	27	19	23	15
	Others	0	0	0	0
OBC	Male	101	104	55	86
	Female	165	64	53	63
	Others	0	0	0	0
General	Male	184	185	177	116
	Female	153	161	158	180
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		685	602	520	526

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Interdisciplinary study allows for synthesis of ideas and the synthesis of characteristics from many disciplines. At the same time, it addresses students' individual differences and helps to develop important transferable skills. The Flexibility to choose subjects from sciences and humanities with the ability to also learn fine arts and sports will give students a wide range of subjects to choose without the restrictions they faced earlier. With creative combination of subjects, cutting edge course, flexible options, multiple entry and exit options during the undergraduate course, students can explore their areas of interest and also choose career of their choice. In addition, this kind of approach will foster intellectual curiosity, a critical thought process, reflection, leadership and team work skills, a sense of commitment, professional and a heightened sensitivity to one's socio-cultural environment. St. Paul Institute of Professional Studies, Indore List of Elective Subjects For All (B.A., B. Sc., B.B.A.,B.C. A., B.Com.) 1. Banking and insurance (Only for Commerce) 2. Business economics (Only for Commerce) 3. Business mathematics (Only for Commerce) 4. Basic Principles of Business Studies (Except B.Com. Students) 5. Fundamentals of Accounting (Except B.Com. Students) 6. Communicative English (For all) 7. Indian political system (For all) 8. NSS (For all) 9. NCC (For all) 10. Physical education (For all) 11. Computer Fundamental (only for B. Sc. & B.C. A.) List of Vocational subjects For All (B.A., B. Sc., B.B.A.,B.C. A., B.Com.) 1. Web designing 2. Personality development 3. Electrical Beauty and wellness 4. Salesmanship 5. Retail Management 6. Export & Import Management 7. E- Accounting & Taxation With GST 8. Desktop Publishing Only for BBA and B.Com.(Hons) 1. Digital Marketing
2. Academic bank of credits (ABC):	The Academic bank of credit system has been launched in new education policy in order to give students facility of multiple entries and exit options which also enable students to learn at their own pace and interest. the breakup of credit system will be as follows ? Certificate : 40 credits ? Diploma : 40 credits ? Degree : 40 credits ? Degree with research : 40 credits Total 160 credits
3. Skill development:	Indian economy has boosted through liberalisation

	and globalisation and has created a great demand for graduates with skill across vital industries. In a skill-based learning, students are groomed to become successful leader in their chosen field. To facilitate this process, it is Paramount for students to think beyond grades and acquire real life skills. These tangible experiences are often overlooked in the traditional form of education and new education policy has and encompass all such necessary programs to prepare skilled youth by learning skills and SPIPS is religiously following the same.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The main aim of launching the National Education Policy 2022 is to remodel India's education policy. Under this new national education policy, nobody is forced to take any particular language. Now the students can choose the language according to their interests. It will envisage a holistic and multidisciplinary education that would aim to develop all capacities of human beings, that is, intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. The college has initiated conducting various programs and guidance sessions to orient the students. All the first year students have been properly and enrolled on the Department of Higher Education, Madhya Pradesh portal and allotted the subject as per their choice.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. For Outcome Based Education, the institution has well implemented the New Education Policy from the Academic Year 2021 22 as per the decision taken by the Government of Madhya Pradesh to implement the policy in line with the initiative taken by the Prime Minister of India, Shri Narendra Modi. The Admission Committee along with the head of departments under the guidance of Director, Principal and College Coordinator chalked out the plan of action to be to implemented the OBE through different elective and vocational courses. The main focus is on the subjects that include experiential learning so that the students are placed while their graduation is going on, they become more employable and sharpen the employability skills. It focus is on measuring student performance i.e. outcomes at different levels through project work, field work and internship.

6. Distance education/online education:	The New Education Policy 2020 has laid a special emphasis on online education. Accordingly SPIPS has planned to upgrade the training content, in-class resources, assessment aids, profiles, etc. that will allow seamless interaction. The college has its e-care portal along with the N-list that is being utilized by our students. NEP 2020 emphasizes the creation of virtual labs wherein students can practice their theoretical knowledge and make course content available in different languages. The department of computer science has taken up the initiative of ensuring that virtual lab is being used by the students. Under this, the students are given the practice to work on online editor and online compiler for the purpose of their programming. The department has also planned to pass on and disseminate this knowledge to the students belonging to other department as well on elementary level so that they are equipped with the virtual lab knowledge. This has become possible due to implying of new education policy wherein the students can opt of inter-disciplinary courses. In addition to this, the department is also taking up the assignments which is the students are expected to complete on online portal. All the teachers of the college are utilizing the Google classroom as an online education platform which is expected to grow stronger with the advent of new education policy

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
250	250	250	250	250

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	10	10	9

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1636	1522	1481	1425	1443

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1652	1518	1313	1344	1236

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
457	407	405	393	365

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
44	44	50	43	45

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
45	45	50	46	46

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 38

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
199.43	172.88	117.26	87.16	146.21

4.3

Number of Computers

Response: 144

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Curriculum planning is done at three levels. **Level one** includes the management, wherein the Director and the Principal ensures an effective curriculum delivery through:

1. *Faculty meeting:* Meetings are conducted by Director and Principal with all the faculties regarding the timely, smooth and proper conduct of curriculum throughout the year. Discussions are done regarding the evaluation, course completion and various other curriculum related work.
2. *Managing and monitoring the timely submission of lesson plan*: Principal disseminate the last date for submission of lesson plan. A structured format is shared with faculties for planning the lesson plan. All lesson plans are submitted to Principal for close monitoring and then they are duly signed. The subject teachers submit their lectures plans at the start of the session and duly update the same with the completion of course. The lesson plans are elaborative in nature and are designed carefully ensuring an effective lecture delivery of curriculum.
3. *Framing of various in-house committees for holistic development of the students*: At the start of each Academic Year, the Director and the Principal form various in-house committees facilitating curriculum delivery.
4. *Academic Excellence Committee meeting:* Academic council takes decisions regarding the course completion and curriculum delivery. It comprises of the Director, Principal and all Departmental Heads.

At **Level two**, the faculties plan and execute the curriculum delivery through:

1. *Effective delivery mechanisms*: To ensure an effective lecture delivery the faculty members incorporate Audio Visual(AV) modes. Pro-actively they book the AV room, computer labs, seminar hall and ICT enabled classrooms.
2. *Evaluation:* Internal evaluation of students is done through two modes – tests and assignments. Common Class Test (twice a session for each class) and Pre University Examination before final university exams are conducted to make students well prepared. For each year (or semester) written Assignments are taken which are either manual or computerized. From academic year 2019-20, SPIPS faculties are also taking viva for the submitted assignment work. Assignment work along with viva provides better understanding of curriculum with illustrations, case studies etc… which injects presentation skills in students.

At **Third Level**, the parents monitor curriculum delivery through:

1. *Parents Professors Association Meetings (PPA)*: PPA is a unique entity which links and strengthens the synchronization between College Management and Parents. PPA represents various issues which parents are facing and along with college management tries to derive the solution for

the same. The parents meet class teachers and subject teachers to discuss their ward's curriculum growth over various aspects like attendance regularity, internal marks, performance in assignment viva and class participation.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

As per the University Exam schedule of the Affiliated University, Devi Ahilya Vishwavidyalaya, SPIPS also schedule the Academic Calendar. At SPIPS, with the start of the Academic year, the Annual Planner is already designed and implemented. The proposed dates for the activities are taken proactively from the previous Academic Year's Departmental Heads and committee conveners. Academic Calendar includes following activities:

1. The University Academic Calendar is strictly followed at SPIPS from beginning to the end. SPIPS begins its New Academic Year from the **first week of July for II and III year** students so that the students are fully equipped and get engaged with the syllabus and complete the syllabus comfortably well in time.
2. The Academic Calendar is prepared keeping in mind the flow of **important dates**, the internal exams, projects, assignments, practicaletc... If any change occurs at any stage then the adjustment is done accordingly with the due permission of the Management. The changes or any innovation in Academics is exclusively discussed in the **Academic Excellence Meeting** and then put in black and white for implementation.
3. **Faculty Meeting:** The designed Academic Monthly Calendar in connection with the University dates is discussed every month in the faculty meeting and is updated to all the faculty members.
4. **Lecture Plans:** Lecture Plans are made before the start of the session to be given to the students and is updated as per the Academic Calendar every month. This helps the students to be mentally prepared.
5. **Common Class Test (CCT)**: The two Common Class Tests are taken after every 45 days so as to make the students thorough with the syllabus. Such exams are conducted to do the analysis and to check the competency of the students.
6. **Pre-University Exam (PUE):** Before the University Exams, the college conducts the Pre-University Exams for the students as per the pattern of the University so that the students get well equipped with the University exam pattern.
7. **Morning Assembly:** SPIPS follow a beautiful and a unique culture of conducting Morning Assembly daily. A separate committee manages the daily morning assembly wherein we celebrate various festivals and events. Included events are World Environment Day, International Yoga Day, Hindi Diwas, World AIDS Day etc...
8. **Exam schedule:** The Academic Calendar is drawn with proposed dates of Common Class Test, Pre University examinations and Assignment viva. Each month in evaluation and planning meeting

(EVPM), these dates are discussed, analyzed and rescheduled (if required).

9. **Intra college competitions:** All the students of SPIPS are divided into four houses (groups) viz., Blue Bird, Yellow Flowers, Green Forest and Red Horses. The academic calendar contains proposed dates of all the Inter House competitions in sports, literary, arts and cultural events. This gives them the platform to showcase their talent to be exposed at higher levels later on for their overall growth and development.

10. The **Inter college tournaments**, inter university curricular and extra-curricular activities, youth festival etc… is scheduled as per the Academic Calendar.

File Description	Document
Upload Additional information	[View Document]
Link for Additional information	[View Document]

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 last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	[View Document]
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document]
Any additional information	[View Document]
Link for Additional information	[View Document]

1.2 Academic Flexibility

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

Response: 80

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

Response: 8

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 21

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
3	10	4	3	1

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

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

Response: 11.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
78	410	201	74	87

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

1.3 Curriculum Enrichment

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

Response:

To integrate all the aspects of the program course various cross cutting issues are incorporated at SPIPS. The institution integrates cross-cutting issues relevant to Gender, Environment, Sustainability, Human values and Professional Ethics into the curriculum.

Following are cross cutting courses:

- **Environmental Science and awareness (EVS):** It basically targets to develop an understanding regarding the various environment factors with their related phenomenon. The subject also focuses over the environmental pollution with their causes and prevention techniques. Different primitive techniques are discussed which promotes environment safety. The subject also highlights the awareness about environment protection. In EVS the students are explained about HIV/AIDS, family planning and population control.
- **Entrepreneurship Development (EDP):** The prime objective of the subject is to impart entrepreneurship skills among students so that they can exercise their business ideas and management skills not only after the graduation but during their graduation also. Various case studies are discussed regarding the entrepreneurs both at national and international level. The subject also helps the aspiring entrepreneurs to know about various government schemes, financing options, business functions and documentation process needed to have their own startup. Subject also motivates and promotes women entrepreneurship. It helps girl students to commence with their startup.
- **Human values and Professional Ethics:** The subject focuses over the character and attitude building of an individual. The content enables the students to exhibit a personal ethical behavior with a positive personality. The students learn to grow with strong professional conduct.
- **Indian Ethos:** The objective is to develop a strong insight of Indian ethos in management. It includes topic like corporate social reasonability, corporate governance, Gandhian approach and social values. The students understand the impact of values over cultural affair, democracy and business.

Different functional cells of the college engage in various schemes and programmes related tothese cross-cutting issues.

- **Gender Champions Club** conducts sessions on gender sensitivity, feminism, inculcate feeling of equality in both the gender and upliftment of female students.
- **Women and Child Protection Committee** of the college provides training for safety driving, Self

Defence, protection against online abuse, social media, meeting with police officials etc….

- **Equal Opportunity** is guaranteed by the institution for all the students without considering their gender in Students Representative Body Election, departmental associations and various cells. Two girl representatives from each class are the members of the committee.
- **Professional Ethics** including honesty, integrity, transparency, accountability, confidentiality, objectivity, respect and obedience towards the guidelines. Special emphasis is given to encourage ethical, fair play and equity practices among students in the conduct of various inter-collegiate competitions and cultural practices. The college has a Code of Conduct and Ethics Committee for students and teachers.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 3.2

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	7	7	7	9

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Any additional information	[View Document](#)

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

Response: 96.94

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

Response: 1586

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document]
Any additional information	[View Document]

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
Any additional information (Upload)	[View Document]
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document]
URL for stakeholder feedback report	[View Document]

1.4.2 Feedback process of the Institution may be classified as follows: Options:

  1.Feedback collected, analysed and action taken and feedback available on website
  2.Feedback collected, analysed and action has been taken
  3.Feedback collected and analysed
  4.Feedback collected
  5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	[View Document]
URL for feedback report	[View Document]

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 85.42

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
585	602	568	548	509

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

2020-21	2019-20	2018-19	2017-18	2016-17
720	720	660	600	600

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

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 10.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
141	175	139	123	141

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

24-08-2022 11:32:32

2.2 Catering to Student Diversity

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

Response:

The Teachers and academic support staff plays an irreplaceable role in the overall development and growth of the students. The faculty members are extremely vigilant and personally invested in the students' academic growth. Individual interactions with the students through regular practices such as counselling sessions, internal assessment through monthly quiz and presentations and viva and collaborative research and project assignments with mentors give enough space to the faculty to personally assess the student's potential. Additionally, efforts are made depending upon the interest and involvement of the students.

Assessment of learning level of students:-

- 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 (such as Commerce quiz, Business plan competitions etc…)
- Class involvement and leadership
- Personal career counseling by class teachers
- Informal review of the subject teachers

Advancement and Teaching Methods for all Learners: -

- Providing learning material and notes on E-Care portal
- Personal doubt clearing sessions post classes.
- Skill development programmes with certification that would ensure entrepreneurial orientation development among the students.
- Career Counselling and guidance sessions

Advancement and Teaching Methods for Advanced Learners: -

- 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.
- Promoted for student exchange programs and intercollegiate competitions.
- Given a sustainable growth environment with constant encouragement and motivation.

Advancement and Teaching Methods for slow learners: -

- Bridge Courses
- Remedial Classes
- English and Communication Classes (ELC)
- Peer Group Study assignments
- Mentoring and Counselling

Targets achieved

The system has been implemented since the inception of the college, significant improvement in the teacher-student relationship is evident.

The system has been useful in identifying slow learners and advanced learners. Based on the requirement deduced through a careful examination of each Mentor's report, the College has organised several Remedial Classes in the identified topics/subjects for slow learners. The Remedial Classes have been institutionalised after the implementation of the Mentoring System. Need-Based remedial classes have proved to be beneficial to students in particular and the entire college in general.

Evidence of Success

The institutional practice of Mentoring System has considerably enhanced the campus environment and brought about:

1. Enhanced contact hours between Mentors with their respective self-students
2. Improvement in students' attendance records
3. Minimised student drop-out rates (apparently due to Mentors' intervention before a student falls short of attendance or has been regularly absent from classes)
4. Identification of slow learners for conducting Remedial Classes
5. Advanced learners identified and encouraged.

File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)

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

Response: 37.18

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

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem

solving methodologies are used for enhancing learning experiences

Response:

The college has made learning environment conducive in order to assist the students and keep them at the core of learning. The institution is incessantly striving to adopt more student centric methods. The faculty members under the guidance of Management are motivated to take up learning methods along with conventional lecture method.

Additional to the 'Chalk and Talk' lecture delivery method, the entire teaching-learning and evaluation process undergoes through an elaborate assessment methods likemonthly quizzes, class test, assignment, presentations, projects, mock viva among other methodologies. Teacher elaborate the difficult concepts in their local context as well as ICT tools are used to enhance the student learning experience. The college aims at adopting such methods which the students find interesting and innovative and at the same time productive for their all-round development.

With the advent of New Education Policy, increased focus is given on student-centred approaches that are critical to learning and overall growth and practical orientation development in the students.

1. Experiential Learning - Apart from prescribed field projects for various subjects, each department encourages students to get an experience what they are exactly studying in the books. Creative methodologies are used.

- Mock Parliament
- Science exhibition
- Commerce and Management fest
- Industry visits
- Internship based projects
- Expert guests and alumni interaction sessions

2. Participative Learning – The students are engaged and given responsibility of organising events and design notice boards that help them learn concepts and they participate in activities such as:

- Class room games and discussions in form of PD activities
- Department and Common soft boards
- Poster making competitions
- Creative writing competitions
- Student volunteer-ship in college events

3. Problem-Solving Method – The students are encouraged to learn through curiosity enhancement approaches such as

- Case studies (video lectures, presentations and assignments)
- Company study
- Research articles (published in the college journal)

The overall output of different teaching methods is very positively seen in the result and behaviour of the student. The guiding principle behind all these things is to ensure that students can link theory with practice, apply their knowledge, and participate in active learning.

4. Creative Methods of Teachings - Some innovative and creative ideas that make our teaching methods more effectiveare:-

- Personality Development based Class Activity
- **Introducing Lessons with an Illustration**
- Relating Life situation
- Mock Viva
- Flipped Classroom

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Information Communication Technology (ICT) tools contribute to high-quality education since they have the potential to **enhance students' impulse, connect students to many information sources, sustain active in-class and out-class learning environments**. These technologies enhance students' motivation to learn.

SPIPS gives utmost importance to usage of ICT tools. It is mandatory for each faculty member to take innovative lecture in the form of video presentations. Additionally, each faculty has to compulsorily take lecture in the audio visual room and include the same in the lecture plans. The college has adequate ICT facilities.

The various ICT enabled tools used to enhance the quality of teaching-learning are

- Google classroom
- Moodle and neptel
- Quizzes,
- Kahoot quiz
- Zoom meeting
- Google meet etc...

ICT enabled Methods Used in Teaching Learning Process:

1. **PPT Presentations, e-notes and tutorial videos:** The teachers use PPT presentation to explain various concept in the classroom. Apart from which, depending upon the discretion of the subject teacher they also

provide e-notes and tutorial video links shared using the e-care portal of the college. 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 and also used by students for their Assignment VIVA presentations which heightens their communicative and technical skills.

2. Digital Library: 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**.**Digital library facility, N-list equips students to utilize additional learning resources, where they can find 40000+ of national and international e-books and e-journals. Lab manuals are mailed or sent in the class WhatsApp group to students well in advance the experiment is performed.

3. E-Care portal: The college has introduced 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... In the E-care students, professors and administrators have their own individual logins with different levels of privileges.

4. Introduction of Online classrooms: In the wake of pandemic, to cater the educational needs of our students we used Google Meet and Zoom App. Our lecture system is operated with meticulous planning of a time table and a supervising body to avoid the loopholes in the newly introduced system.

5. Open e-portals: Before the college E-Care portal and during the pandemic lockdown the faculty used platforms such Class Marker, Nearpod, Pear deck and others to help with the monthly quiz and assessments of the students. Additionally, many faculty members used G-classrooms to share notes and discuss concepts with students.

6. Regular updates: Educating the educators is an important aspect of the institution. In line with this, not only the infrastructural facilities are updated but also the teachers are given required training. The research and journal committee organizes regular faculty development programmes.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

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

Response: 37.18

2.3.3.1 Number of mentors

Response: 44

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 97.37

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 41.08

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	14	19	17

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 4.72

2.4.3.1 **Total experience of full-time teachers**

Response: 207.6

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

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Evaluation is an integral part of teaching-learning process. Director, Principal, Internal Quality Assurance Cell and Academic Excellence Committee through regular interactions with stakeholders, plan and work out for reforms in evaluation system. The college firmly believe that the internal assessment has a major impact on the academic performance of

the students. In line with University guidelines, the internal assessment is done based on student's attendance, writing skills (assignment), presentation skills (assignment) and monthly quiz (on e-care portal and quizzes software).

Transparency

Internal Examination Committee: Since inception, the college has formed four separate committees

- Pre-university exams committee
- Common class test committee
- Assignment committee
- Practical committee

The dates of internal exams are published in the college Annual Planner and also communicated to the students through public address system and college website.

The students can monitor their attendance on a regular basis in the e-care, the college portal.

Evaluation Results: The students get their evaluated answer sheet as per notified date and teachers discuss model answers with them. The class mark sheet is duly signed by all the subject teachers and attested first by the class teacher and then the Principal and displayed on the notice board.

The team of internal examination committee formulate, plan and execute the examination process in the

institution. The examination schedule with rules and regulations is strictly adhered for the systematic conduct of the examinations.

Robustness

To assess the students' performance, a special Internal evaluation system based on **Continuous Comprehensive Evaluation (CCE)** system is formed which comprises of **Classroom activity** and **regular attendance in the class**, **two Common Class Tests (CCTs)**, **Pre-University Exam according to university pattern (PUE)** and the **Assignments/PPT /Viva (**for every subject once per semester for semester-based system or once per year in yearly based system).

Multiple choice question tests, Kahoot Quizzes, Seminars, Online Assignments in Google Class Room and Moodle, Seminars and Book reviews are additional evaluative practices at the college.

CCTV cameras monitor the examination process, thereby reducing the cases of malpractices. The invigilators very diligently and vigilantly give the exam duty. Attendance is an important component of internal marking.

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

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

Response:

The institutional reforms in continuous evaluation system are related to create interest for the study and to make the students more familiar with the university examination pattern. The institutional measures used for the evaluation are to direct and lead the students confidently towards university examination. Hence there is very little scope for grievances regarding evaluation.

- The students have the freedom to use the suggestion box to put in the note of query/instruction which is considered for internal examination reform.
- To make the evaluation process more transparent and robust, the CCT tests and PUE answer books are shown to the student on a scheduled day after assessment.
- The students go through the answer books and know their performance regarding strength and lacunas of their studies and techniques in writing answer books.
- If there are any mistakes or complaints regarding assessment, they are clarified on the very day.
- All the mechanism to deal with examination related grievances is transparent, time bounded and efficient.
- The college internal examination committee in collaboration with Department of Computer Science telecasted live streaming of the "**Pariksha Pe Charcha**" to overcome students from the exam stress.

- Mentor Mentee Scheme also helps students to pause before going to the exam committee with any grievance. It has also reduced stress and anxiety of the students.

In SPIPS, we have the mechanism to deal with internal examination related grievances which is transparent, time- bound and pragmatic. IQAC consistently work on the student centric activities and interacts with examination committee and the students. The Monthly Programme Sheet is displayed on the college notice board and website. In the Orientation programme, it is briefed to the students about the examination and evaluation system and how the Course Outcome, Program Outcome and Program Specific Outcome can be attained.

This system operates under the supervision of Committee and the Principal at the apex.

The grievances cases related to any of these examinations are dealt time to time by the above-mentioned committee with the assent of the Principal. In the grievance's cases, subject teacher, class teacher, head of the respective departments and even Principal pertaining to the intensity of the grievances.

Evaluation & Examination Reforms: -Evaluation of all the CCT and PUE are done within the stipulated time after the examination. The pattern of CCT has been upgraded to make it more reliable and coherent.

Earlier, the marks were entered into the students' database. However, in the changing scenario ensued due to the COVID 19 Pandemic, all these examinations are conducted online through E-Care Portal of the college website and the evaluation is done in the Portal itself and the results are generated automatically.

Earlier Assignments were submitted in Paper-Pen based method while now from last two academic years, Assignment Presentations are given by the students through PPT presentations which surely involves their communication and presentation skills.

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

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.

Response:

Program Outcomes (POs): It represent the knowledge, skills and attitudes the students should have at the end of a course completion of their respective engineering program.

Course Outcomes (COs): It gives the resultant knowledge and skills the student acquires at the end of each course. It defines the cognitive processes a course provides.

Program Specific Outcomes (PSOs): These are statements that defines outcomes of a program which make students realize the fact that the knowledge and techniques learning this course has direct implication for the betterment of society and its sustainability.

Program Outcomes (POs), Program Specific Outcomes (PSOs) and course outcomes COs are communicated to the stake holders of the program by the following procedures:-

- Vision and Mission of Institute and department are informed to the parents during Orientation Program and Parents-Teachers Meetings.
- POs and PSOs are discussed by the Academic Excellence Committee and approved by the College Governing Body Meetings.
- POs and PSOs are available in the Institute website (www.spipsindore.com).
- POs and PSOs are kept in prominent locations of the campus for staff, students and public view.
- POs and PSOs are displayed in college official Notice Boards, Laboratories and library.
- During the faculty meetings along with the Director and Principal, POs and PSOs are reviewed thoroughly.
- Course Outcomes (COs) are framed at academic excellence committee meetings along with the Director and Principal.
- The Committee frames for each course with subject teachers.
- The course outcomes and their mapping with program outcomes and program specific outcomes in the form of result analysis are elaborately discussed and derived by the principal along with Faculty members in Evaluation and planning Meetings.
- During the discussion of the course, the outcomes of the course are also focused. During the commencement of each unit and after the completion of the unit, the course outcomes are reviewed.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Past link for Additional information	[View Document](#)

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

Response:

The college meticulously follows the practice of measuring the level of attainment of Course Outcomes (COs), Program Outcomes (POs) and Program Specific Outcomes (PSOs).

The Procedure for Assessing the Attainment of Outcomes is as follows:-

- **Defining COs, POs and PSOs:** Measurement of attainment level of outcomes begins with formally defining the Program Outcomes, Program Specific Outcomes and Course Outcomes.
- **Direct assessment tools (COs) :** Direct assessment tools are used to evaluate the attainment of course outcomes as discussed above. Course outcomes are measured directly based on the scores

attained by the students on their internal and external evaluation on 20 : 80 proportions.

Attainment at Academic Level:

SPIPS has adopted outcome-based education mechanism to ensure the attainment of course outcome and program outcomes. The objective and outcomes are properly mapped for testing and evaluation of students so that PSO's are attained through the competency mapping in terms of knowledge and skills.

During every class lecture an environment is provided where teacher closely interacts with the students and the student freely expresses his/her difficulties.

Assignments are provided in between the internal and class tests and the performance of the students in them indicates if the student has assimilated knowledge about the subjects that were taught. The monthly test marks and three internal test (2 CCT, 1 PUE) marks indicates the performance of students.

The college through individual department communicate to the parents the marks the student has earned during the three internal tests in Parents Professor Meeting so that the parents are aware of the performance of their wards and corrective actions can be initiated by their parents.

The average pass percentage of the class in the university examination is also an indication of the general progress of the class as a whole.

Feedback mechanism is used to improve Teaching learning process in outcome-based education. Internal assessment is the requirement of the continuous assessment and is essential for the fulfilment of the COs and PO's.

There is an internal examination committee that deals with the effective implementation of the evaluation reforms regarding the attainment of course outcomes and programme outcomes. The committee initiates a few steps such as monthly Tests, Industrial Visits, Study Tours, Practical Work, Seminars, and Internships etc.

Attainment at Additional Level:

SPIPS tries to attain the course outcomes and program outcomes by conducting co- curricular activities such as composition skills (article writing, Poetry writing etc.) Rhetoric Skills (Debate, Poetry recitation, Group Discussion, Extempore) etc.

Targets achieved

The result of all the classes in each year during assessment year ranges as follows:

S. No.	Class	2016-21
1.	B.Com. (CA)	97 to 100%
1.	B.Com. (Tax)	91 to 100%
1.	B.Com. (Plain)	98 to 100%
1.	B.Com. (FT)	94 to 100%
1.	B.Com. (Hons)	100%
1.	BBA	96 to 100%

1.	BCA	100%
1.	BA	100%
1.	B.SC.	96 to 100%
1.	M.Com.	85 to 100%

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 99.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
457	407	406	395	366

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

2020-21	2019-20	2018-19	2017-18	2016-17
459	411	411	395	369

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.43

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.075	0.77	0	0.25	0.106

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)
Any additional information	[View Document](#)

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

Response: 9.09

3.1.2.1 **Number of teachers recognized as research guides**

Response: 04

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 48

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	3	2	1

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

'Collaborative Growth' is a motto for SPIPS. We favor the idea that the growth of the student is meaningless if it is not accompanied by the growth of faculty members. Research is considered as a pertinent part of curriculum and is an essential area for overall development of the student.

One of the most significant outcomes of this system is the collaborative contribution of the faculty and students to the college research studies and knowledge mining. The institute fosters an environment of knowledge sharing and promotes development of students not restricting it to their syllabus but educating them about the **real-world problems and possibly finding research oriented solutions.** We provide students opportunities to observe, discuss and debate upon various concurrent issues in Management and Commerce, Technology, Science, Psychology, Political Statute, Literature etc. developing their curiosity. This creates an environment for innovation and knowledge transmission apt for research orientation development.

The **Research and Journal Committee of SPIPS since 2015** has taken up many initiatives to work for above stated commitments. The committee is conferred to work for the advancement of the research for the

college students and research scholars. It inspires the budding brainy students and research scholars to voice their ideas and to provide a valued aid to the researchers. The Committee dedicatedly organizes various Conferences, Workshops, Faculty Development Programmes, Student Development Programmes, Symposiums and Discussion Forums. To give extra standing the Committee also initiated publication of research papers of wide-ranging subjects and areas with a **Multi-Disciplinary Research Journal 'LUMINOUS' (RNI: MPENG/2017/70793 and ISSN 2581 – 3773)** the committee has given to hundreds of students and scholars a platform to publish their work.

The committee strives to provide and support:

- **Programmes based on Research:** To support the budding researchers through programmes like Research Methodology Workshops. Believing that our students can outperform when given opportunity, we inculcate in them the habit to see differently. We create an atmosphere of discussion and inspire students to put their ideas, views, logics, observations to research various topics.
- **Paper preparation and presentation:** It is a practice at the institute where students have to prepare a research paper along with their mentor. The students are motivated by the faculty members and class teachers to present the research papers in the National and International Conferences and Seminars. Since the last three years a good number of students have been given opportunities for paper presentation in conferences and seminars.
- **Student Development Programme:** This gives a platform to the students to interact and discuss with the students of other institutions and teachers. Such practices give an extra advantage to the students and builds their confidence and they come across with the knowledge of diverse fields.
- **Faculty Exchange Programme:** We believe that a teacher must have the newest knowledge and also acquire the latest skills required for the profession so that students may be benefited.
- **Research Publication:** The library has large number of research publications that are always available for scholars and teachers for their reference.

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

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

Response: 30

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	7	2	2	1

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 4

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 24

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

Response: 6

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

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

Response: 0.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	9	5	6	4

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

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

Response: 1.59

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 last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	42	5	11	7

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

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 last five years.

Response:

SPIPS is committed to **serve humanity by extending a helping hand** to all those in need. We have an effervescent NSS unit which provides a dais for the interested students to take part in social work. Also, Class-wise social commitment programmes as per the direction of the NSS unit are conducted. The report of the activities of the unit for the academic years 2016-21 is a record of the institution's accomplishments and triumphs in this endeavor.

- **Enrolment drive and Orientation program**: Enrollment drive is conducted every year in order to orient the newcomers to the objectives of the NSS wing.
- **Blood donation camps:** Blood donation camp is organized every year at the college to aid Government Maharaja Yashwant Rao Holkar Hospital. The drive is administered by the hospital team.
- **HIV Aids Awareness:** Our College has a Red Ribbon Club; the objective of the club is to spread awareness about HIV AIDS. The awareness campaign includes rallies, skits and surveys to make

people conscious about the fatal virus.

- **Save Girl Child:** Our College's NCC and NSS unit organizes various programmes to spread awareness about gender sensitizing issues. NSS and NCC volunteers through their social drive spreads the message to minimize the gaps between genders.
- **Stationary Distribution and Literacy Drive:** Our NSS and NCC units run literacy programmes in the adopted village of Begumkhedi near Indore city. NSS volunteers visit the village weekly to give free education to the poor students. NCC volunteers distribute books to poor students in slum areas every year. There is a direct benefit of such programmes on the students and children living in slum areas as they can get study material to continue their studies.
- **Road Safety Program:** NSS and NSS Volunteers of our College are conducting various Road safety programs such as Poster Competition, rallies and seminars on road safety.
- **Voting Awareness Programme:** NCC and NSS units of SPIPS organize a Voting Awareness Campaign to inform the students of college and citizens of the city about the importance of voting.
- **Participation in Seminars and Training Programs**: Our volunteers are also attending Aids awareness seminars and workshops held at various colleges and NGOs. Students participated in various programmes organized by University such as Anti-Tobacco Awareness Rally and other such types of programmes. Such programmes help the volunteers to always be motivated and to give their valuable contributions for social issues.
- **Swacch Bharat Abhiyan:** In the most ambitious programme initiated by Honorable Prime Minister of India, NCC and NSS units of our college conducts various awareness programmes in nearby slum areas and also within the college campus. The effect of such drives can be easily seen in the cleanliness of the campus and the nearby area.
- **Celebration of Days of Importance:** Days of importance like Sadbhavana Diwas, National Integration Day, National Day of Communal Harmony, Constitution Day, Republic Day, Independence Day, Girl Child Day, National Environmental Day, etc. are celebrated with much pride and happiness at our college.

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

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

Response: 14

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	4	5	3

File Description	Document
Number of awards for extension activities in last 5 year	
e-copy of the award letters	
Any additional information	

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 41

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	16	9	6	3

File Description	Document
Reports of the event organized	
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	
Any additional information	

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 22.34

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 last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
205	668	327	235	241

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 29

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	6	4	4	3

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

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 27

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	10	6	3	1

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

Criterion 4 - 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.

Response:

An institute being a **second home serves** a number of purposes in a students' life. From boosting their confidence to making the students learn the importance of team work and socialization, at SPIPS we believe that the institute is a home away from for all our students and hence best efforts are made to make sure that a **favorable environment** is created for students' growth and development. The institute was set up in the year 2010, since additions and **renovations** to the infrastructure have been done as per the need of the hour.

The fact that the institute is set up at the **heart of the city** makes it possible for students that live in remote areas to study and participate using public transport apart from their own conveyance as well. The main building is a three story structure that has all facilitates for **a health teaching - learning environment.**

Classroom Facility

- **35** well-ventilated, bright **class rooms equipped with appropriate furniture** along with neat and well maintained green and white boards.
- All the first year BBA and BCA classes have **overhead projectors** that provide an enhanced teaching experience.
- All the classes and corridors have **announcement speakers** that facilitate effective information dissemination.
- **CCTV** cameras for vigilance.
- The teachers use an **elevated platform** for better control over the class and teaching.
- A well equipped **Audio Visual Room** and a luminous hall with computer systems and AV aids are available for special lectures.

Laboratory facility

- There are 5 **laboratories** at the campus –2 Computer Lab, 1 Physics Lab, 1 Psychology lab and 1 Language Lab.
- All the labs have **adequate number of computer** systems, overhead projectors, CCTV cameras, announcement speakers etc... The Labs also have a dedicated stock register for record of available amenities.

Other Facilities

- All departments have separate faculty rooms. The faculty rooms are situated on I, II and III floor, with individual cubical for the faulty to interact and assist students personally.
- A well equipped air conditioned **Seminar Hall**with AV aid is set up exclusively to host special guest lectures and workshops.
- A recently inaugurated **Mass Media and Communications Room**with green screen, audio mixer,

editing and recording system.

- **Water and restroom facilities** separate for girl and boy students at both ends of the corridor, the girls' restrooms have sanitary dispensers for case of emergencies.
- 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.
- A spacious **Canteen** in a total area of 1125 sq. ft.
- One **ideal Library** with all required study material and adequate seating space for students for self study.
- One **generator.**
- **Lift** (capacity 6 persons) and ramps for the aid of specially abled.

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

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

Response:

There are **numerous other activities** at the institution to help enhance interest and development of the students. A noticeable thing is that the colleges' infrastructure is designed in a manner that all extracurricular facilities are provided in the **available space and adequately**.

Cultural Activities

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. The auditorium is used for the regular morning assembly, indoor sports practice and events,various cultural events and special events that can inspire students to build up their stage presence.

Clubs support amenities:

*Music Club***:** There is a separate music room where periodical classes are conducted by trained music faculties and senior students of the club. Variety of instruments that the club makes available for practice and programs help students learn and rejuvenate their music skills.

- Synthesizer(keys and chords, Adopter, Main stand and bag, Notes stand, Jack to Jack Code, Key

Board Adopter) - 1
- Tabla - 2
- Clap Box - 1
- Congo Half Cut - 1
- Harmonium - 1
- Marcos, Khanjari, Egg Shakers - 1 each
- Bongo - 1
- Guitar - 4 (Jack to Jack)
- Dholak - 1
- Karaoke set (Sound Effect Machine, TV Tuner Card) - 1

Dance: The College also owns 7 woofer speaker sets which are allotted to the faculty in-charge who inturn allots the students practice venues and required amenities. These sessions also help keeping the campus more vibrant and engage students post class hours.

Arts & photography: The committees at the college conduct various activities to help students showcase their art and craft skills.For events such as poster exhibition and photography exhibition special classrooms and/or soft boards at the ground floor are allotted class wise. Additionally, every floor has committee soft boards that showcase student made poster and art work acknowledging and appreciating their creative edge. The auditorium backdrop as well is designed and put up by the students for all major events.

Sports Activities

The Physical Education Department also conducts **indoor and outdoor sports events**. The indoor events are practiced at the auditorium and the outdoor events at the adjoining **playground** at the backend of the college. All the **required amenities**, kit, etc… are under direct access of the **sports officers**, the players request the officers for the requirements after the classes for the **practice sessions.**

- Basketball court
- Football court
- Cricket court
- Badminton court
- Table tennis tables – 2
- Chess boards
- Carom boards
- Sections at the ground - athletics, shot put, long and short jump, javelin throw, discuss throw, tug of war

Other Extra and Co curricular

- **Spacious canteen** area is used for conducting special yoga sessions for the faculty and students and some activities.
- Venues with audio visual facilities are well utilized for soft skill or **public speaking skill enhancement**.
- For activities involving enhancement of writing skills at times **library** is also used.
- For activities under the NSS and NCC the **front pathway, car parking** and other allotted venues

are used.

File Description	Document
Upload any additional information	[View Document]()
Paste link for additional information	[View Document]()

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 92.11

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 35

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document]()
Upload any additional information	[View Document]()
Paste link for additional information	[View Document]()

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 17.1

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
4.49	24.29	26.00	5.18	60.05

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document]()
Upload audited utilization statements	[View Document]()
Upload any additional information	[View Document]()

4.2 Library as a Learning Resource

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

Response:

The College Library is situated at the second block of the college premise. The library provides a serene and peaceful atmosphere to the readers, with an **area of about 9200 sq. ft.**, with an aim to provide the members with good books and journals in order to encourage them to cultivate a habit for reading and enhance their knowledge. Library amenities include:

Library Resource	Quantity
Books • Purchased – 10611 • Gifted – 1293	11904
Periodicals	29
Magazines	21
CDs	267
Newspapers	11
IT Support at the Library	**Quantity**
Computer	2
Camera	6
DVR	1
Printer with Scanner	1
Biometric Machine	1
Bar code reader	1
Physical Facility	**Quantity**
Book Almiras	38
Display Stand	1
Magazine and Newspaper Stand	5
Bag Stand	2

Apart from the usual read, 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.

Book Circulation: The library issues two books at a time for 15 days to each student. The books are also reissued for another fifteen days on the borrower's request. The record of issue and return is maintained using library cards and the automated system at the library.

Remote Access: An N-list consortium with remote access is available for refereeing e-books for our faculty, staff and students with the possibility to access more than 31,35,000 e-books and 6000+ e-journals.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 2.94

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
2.02	2.01	3.60	2.60	4.45

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

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

Response: 5.83

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

Response: 98

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has well established **IT infrastructure maintained and upgraded** to keep in pace with modern approaches of teaching and training. **Trained staff and Lab in-charge** are designated to ensure that the IT systems are all **meeting the need of the hour**. The details of IT Infrastructure are as follows:

Facility	Total No.	
Computers	145	
Laptop	2	
Internet connectivity	200 MBPS	
Printer	9	
• With Photocopy	• 6	
Photocopy Machines	3	
Biometric Machines	11 classes + 1 Faculty + 1 Library	
Projectors	14	
• Screens	• 2	
LCD TV	3	
DVR	4	
Surveillance Cameras	108	
Recording Camera	3	

Amplifier, speakers and Mixer	8, 8, 3
Announcement Speakers	49
Software Support • Teachers and Students • Accounts • Library • Special Classes • Mass Media Room	E-care Tally SOUL 2.0 Windows, VB, LIBRA, ENTL Adobe Premium Pro

There are **two Computer Labs in the campus** situated on the ground floor and second floor, with 59 computers in Lab 1 which is at the ground floor along with AV aid. Updatedcompatible software for all computers(window 7, 8 and XP and software such as Tally and VB) are available in both the labs. Lab 2 has 51 computers and has a wider interface, with additional compatible software for computer including window 7, 8 and XP and Linux and Office 2007, 2013 and LIBRA. The labs are suitable for conducting special as well as Skills Development Programmes for the students.

Along with the computer labs, a **Language Lab** on the third floor with 15 computers along with headphone and ETNL software are used for special English language and communication classes (ELC). In addition the lab has AV facilities for effective lecture delivery.

Supporting facilities such as projectors, printers (11 are black and white and 2colour) Wi-Fi routers, LAN access points are installed at various convenient locations for improved efficiency and operation.

In addition to the **physical IT infrastructure**, the college has a remote access E-care facility that allows students and faculty as well as the Director and Principal to get details pertaining to attendance, tests and academic assessments, lecture plans, notes etc…

19 computers at various convenient locations (including staff rooms and admin and support block) are installed for the access of faculty and staff. **Personal Computers** for the Director and Principal are installed in their chambers. IQAC Room, Account Section and Back Office have 1, 2 and 4 PCs respectively with restrictive assess.

Due to the surge of the COVID 19 pandemic, the institute as a part of **prompt adaptability** response set up the **mass media and communications room** divided into two sections: the first section is the recording room and the second section is the editing room with audio mixing facilities.

The entire IT infrastructure is supported by **two high speed internet bandwidths** of 200 mbps and 300 mbps.

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

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

Response: 11.36

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 6.65

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

2020-21	2019-20	2018-19	2017-18	2016-17
10.95	9.25	11.11	6.90	7.31

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

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

Response:

The institution has **set internal procedures** to uphold the established systems. There are **internal committees** formed to ensure optimum and fair utilization of resources further the committees are also responsible to **ensure maintenance and updation** of the available resource. The staff also plays a major role in ensuring maintenance protocol being followed for various facilities. The **Director personally follows** up on the deployment of requirement allotted or provided for the facility.All the facilities timely checked and maintained. Additionally, all equipments are stored in dedicated rooms. **Stock registers are maintained** by all in-charges. It is a matter of pride for the institution to have a class apart infrastructure and the college management leaves no stone unturned to maintain as well as **enhance the facilities** available for the benefit of both faculty and students.

All the facilities are timely **checked and maintained**. Additionally, all equipments are stored in **dedicated rooms**. Stock registers are maintained for all purchases. Facilities are updated and maintained to create a **positive and strengthened learning and co-curriculum climate**.

Laboratories and IT facilities

To ensure development of a hands-on **practical orientation** in the students that lab lectures are arranged with the prior permission of the Principal. The ambience of the labs is conducive and hence provides an **unmatched learning experience** for the students however to keep up the condition of the facility is a collective responsibility of the faculty, staff and the students. The students are expected to follow a **certain code of conduct during their lab lectures** which is briefed to them during their orientation. The lab instructors are expected to follow the policy document as a **regular practice** and for any or all contingencies. The lab in-charges are also expected to be extra vigilant while working in the lab for the benefit of the students as well as for the facility. The **procedure for update and maintenance** is also mentioned in the policy guidelines for all labs, which is **personally supervised by the Head of Departments or lab** in-charges and is reported to the Director in person by them.

Library

The **Librarian is sole in-charge** of library maintenance. The Librarian is expected to ensure that an orientation for the use of physical and well as e-resource is given to each class. For ensuring the update of available material, the librarian reaches out to the faculty members of each department who are expected to **submit a list of books** and other material that can be beneficial for reference. Further, contribution of book by the college alumni and faculty members helps in making sure that **adequate material is available for academic reference**. The **library policy** is elaborated followed with respect to all matters related to the facility. The librarian also is expected to pass on **suggestions and reports to the Director** for ensuring that the quality of the infrastructure and the available resource is maintained.

Sports Facilities

For Sports arenas the **sports officers** and the sports committee members are requested to **supervise student practice sessions** so as to ensure no damage occurs to the physical facility while giving **appropriate guidance** to students. To ensure the court and equipments are well maintained the sports officers time to time **conduct inspection**. Also, student sports captain report to the sports officers for **requirements** who get the same **sanctioned from the Director**.

Cultural Facilities

The college has formed **dedicated committee** of faculty and staff members that help students organize and practice their desired and mastered art form. To provide **infrastructural support** the faculty takes sanctions from the Principal to **organize events and practice sessions**, similarly the **faculty 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 it sanctioned from the Director.

Maintenance of the Academic Supportand PhysicalFacilities

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 of **cleaning and maintenance** of facilities such as auditorium, seminar hall, AV room and other class rooms. In case of any damages or maintenance required the **staff reports to the supervisor** who in turn gets the requirements sanctioned from the Director. The **outdoors is maintained** and looked after by the college staff. The college has a beautiful **green landscape** which is maintained by the Gardner along with assistance from the staff members. There is bird house near the **canteen area, a vermin-compost** and beautiful green pathways that help create a sustainable green environment at the campus. The staff members are expected to maintain the cleanliness of the facilities and **daily checks** are done to ensure cleanliness around the campus. The students are advised to not litter and avoid use of plastic which also helps build their moral compass for a sustainable future. **Cleanliness in and around the**

campus and the maintenance of various facilities is personally looked after by the staff supervisor.

The institute has been time and again **praised by many of its stakeholders** for **the well maintained infrastructure**, keeping up with the **legacy** the management lavishly but at the same time cautiously spends enough to help better and maintain the available facilities. The **Director has a supreme role** in the matter, which involve his **timely inspection** and follow up on the augmentations and the college staff dedicatedly supports and contributes to the Director's stated instructions.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 15.18

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
214	225	216	265	214

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

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 15.34

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
463	203	196	156	157

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

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 31.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
831	1203	162	235	29

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 0.88

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	1	6	1	4

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 218.6

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 999

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 46.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	1	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	3	1	0

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 36

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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1	8	11	8	8

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

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

Response:

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:-

1. **Anti-Ragging Committee**: Ragging is the term used for the so-called "initiation ritual" practiced in higher education institutions. 6 student volunteers are included in this committee every year to ensure that the student grievances are addressed.
2. **Christian Students Association (CSA) and Xavier Board Core Committee**: SPIPS organizes certain programmes under the banner of CSA relating to life quality improvement of the students. 4 students are elected annually in the core committee.
3. **Discipline Committee**: At SPIPS, discipline is the practice of training people to become self-disciplined and abstain from in-disciplinary activities The discipline committee plays a pivotal role

for the same. Annually 6 students are inducted in the committee to ensure cooperation and share the grievances of the students.

4. **Morning Assembly Committee:** Morning assembly is the most serene feature of the college curriculum, where the students learn the value of praying together and are exposed to moral and ethical values. 9 student volunteers lead the committee and train other students in this pious task. Class-wise morning assembly duty is allotted at the beginning of the academic year.

5. **Music Committee**: The SPIPS music committee undertakes the task of conducting music related items in different programmes of the college. 10 students are involved in the core committee.

6. **NCC Committee**: National Cadet Corps trains the students who wish to be a part of the armed forces. This elite committee involves 6 students in the core committee.

7. **NSS Committee**: National Service Scheme (NSS) constitutes of faculty members and 8 students taking the lead in its activities.

8. **Programme Committee**: A college is a citadel of learning. Along with academics, various cultural and entertainment activities are conducted every year. Students are the main concern of this committee and 10 students act as leaders and trainers.

9. **Sports Committee**: The Sports Committee of SPIPS takes care of the physical wellbeing and fitness of the students. The committee organizes indoor games such as table tennis, badminton, etc. Outdoor games like cricket, football, etc, and an annual athletics meet. This student-centric committee involves 5 students annually as volunteers.

10. **Women and Child Protection Committee**: As the name suggests, this committee calls for 2 girl student volunteers from each class.

Apart from these committees, the students are also given a chance to increase their skills and confidence. The students are given the lead role in seminars and webinars. Which in turn motivates other students to perform their best.

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

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

Response: 43.6

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
41	57	41	40	39

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

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

Response:

The Alumni Association of St. Paul Institute of Professional Studies, Indore has been dedicating their services to the college since its inception.

The Alumni Association has received its official registration under the Madhya Pradesh Society Act, 1973 (03/27/01/23865/21) on 25th November 2021.

Filling of Alumni Form

- Each of the student in the Final Year Batch fills the a Form for becoming a part of the Alumni of St. Paul Institute of Professional Studies.
- The Forms are duly filled under the care of the respective class teacher.
- The students fill in the required details.

Financial Contribution

- The Alumni of the college contribute Rs.100 per person as a registration fee to be a part of the alumni association.
- Alumni Association has been extending their financial support in the development of infrastructure facilities of the institution.
- The Alumni has been extending their financial contribution towards the development of the Mass Media Communication Room.
- Though our college is very new and our Alumni are young and have not yet reached the pinnacle in their career, but they have contributed a sum of Rs. 5,27,312 /- during the assessment year.

Non-Financial Contribution

Alumni Guest Lectures

- In order to capitalize on the skills and talents of the alumni, the college organizes guest lectures and seminars to share the wealth of knowledge with the students.

- The alumni regularly take sessions for guiding the students of the students and conduct career counseling for them.

Sharing Excellence in Performing Arts

- The prominent alumni in the field of performing arts have also shared their expertise with the students. They have provided free of cost services and trainers and guides to the students of the college.

Assuring Quality of Education

- The Alumni of the college have also actively contributed as a member of the IQAC Core Committee and shared their views and lend their services in the same.

Career Counselling and Guidance

- Alumni in prominent positions conduct regular career counselling and guidance session for the students to help them make a wise career choice.

Voicing their Opinions

- The Alumni representatives are the part of Internal Quality Assurance Cell of the College and thereby they give useful suggestions.
- The Alumni share their thoughts by the medium of providing articles for the annual magazine.

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

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

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	[View Document](#)
Link for any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

St. Paul Institute of Professional Studies (SPIPS) is determined to impart quality education and focused to form global citizens with professionalism. Talented youth is the strength of the country therefore institute is always aiming to nurture leadership quality and make an effort to enhance their management skills.

- Institute imbibes skills to develop **governing and leadership qualities** which tend to enhance their visionary power as well.
- Institute is determined to build up **administrative quality** among their students and encourages to perform the given task solidarity. Institute helps students to aware the institutional hierarchy and the work culture that is required for consistent cohesive policies, processes and decision rights.
- For achieving the institutional vision and mission, some initiatives and the proposals are put to the **Governing Body** which in turn appreciate and acknowledge and then accept it for future enhancement, growth and development of the college as a whole. Keeping their ideas and planning in to action, authorities pay proper attention for their intellectual growth, provide salary timely and facilitate the faculty members properly.
- At the end of every month, Director and Principal conduct **Evaluation and Planning Meeting (EVPM)** for the analysis of monthly institutional activities.
- Every month, One **Inter-departmental faculty enrichment activity (FEF)** is organized where one faculty tries to impart and enriches others with the rare and unique contents. Faculty members get benefit from the resource persons and guest speakers to fortify themselves through workshops and Faculty Development Programs. These fortified members of faculty are the strong pillars on which the entire success of the institution will rest on.
- Institute organizes diverse activities and workshops to cater quality learning. Students have been assigned some **project works** which are not only helpful for their intellectual growth but also provide practical approach to accustom with the current scenario.
- In one academic session, institute conducts periodical exams **Common Class Test 1, Common Class Test 2 and Pre-University Examination** for systematic evaluation of their learning and then **on the basis of result analysis**, **remedial classes** also arrange for weak students. These remedial classes are designed to promote slow learners up to the main stream.
- **Personality development classes,** Guest lectures, workshop for Vocational Independence, Digital Marketing, Tally, *Mehandi* Making, Mobile Repairing etc... are the sources through which students get **financial support and guidance**.
- Activities are specially conducted to **strengthen team work** like 'Treasure Hunt', 'Nukkad-Natak', and 'Skit' and **'Social Activities'** like visit to orphanage, Old-Age home, awareness regarding traffic rules, 3Rs, plantation etc. are arranged to provide extra knowledge and guidance to the deserving students.
- **SPIPS Fiesta** is organized to empower their **trading and business skills** along with helpful in developing leadership quality.
- Curricular activities are oriented to get mastery in the **administrative skills** where participants are expected to arrange, maintain and execute according to the planning. Institute is firmed for the

overall development of students and aimed for faculty enrichment, development and their welfare.

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

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

Response:

SPIPS follows the process of decentralization that helps to relieve the burden and develop an organizational structure. **Management empowers faculty members by forming various committees in the institute**. Each committee is responsible for the overall grooming of the students in the institute.

List of Committees:

- Administrative Committee
- Admission Committee
- Anti-Ragging Committee
- Christian Students Association & Xavier Board Core Committee
- College Development Committee
- Counseling & Tutorial Committee
- D.H.E. Committee
- Discipline Committee
- Display Board Committee
- Documentation Committee
- E-Care Committee
- Gender Champions Club (GCC)
- Grievance Redressal Cell
- Internal Examination Committee
- Library Committee
- M.P. Online Committee
- Model Class Committee
- Morning Assembly Committee
- Music Committee
- N.C.C. Committee
- N.S.S. Committee
- Parents Professors Association
- Photography & Power-point Committee
- Career, Skill Development & Placement Committee
- Programme Committee
- Publications Committee
- Publicity Committee

- Research and Journal Committee
- Sports Committee
- Staff Committee
- Student's Welfare Committee
- Time Table & Annual Planner Committee
- University Exam Committee
- Web-Site Updation Committee
- Women and Child Protection Committee

Convenor is given power to take decisions regarding working of committee which is aligned with institutional mission and vision and to address an issue, **any new thought, problem or new opportunities.**

Joint Convenor can act like a bridge between the members of the committee and Convenor.

Students' enthusiastic participation and involvement in the committee programs make the efforts live and healthy. Performance of the committee is evaluated through number of student participation in the monthly programs.

Every month, Committees are determined to organize activities for e.g. Woman and Child Welfare Committee arrange activity and talk shows or competitions related to the woman and child care topics. Each Committee is instructed to submit a monthly **report on the 5th day of next month** through which **Management evaluate the committee performance**.

In St. Paul Institute, we have 4 houses-

- **Red Horses**
- **Blue Bird**
- **Yellow Flowers**
- **Green Forest**

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 are the members in Parents Professor Association and participate in major decision making process for the betterment of institute by giving valuable inputs in **Executive Committee Meetings.** Every year three times this Executive Committee Meeting is conducted to discuss on the strategies, innovative ideas, some welfare measures, and know the overall development of the students.

Class-Student Meeting and CR Meetings with the Director and Principal are organized by the Student Welfare Committee. The meeting plays an **important role as a link** between the Management and students.

Sports Officer Empowerment: The players are united within their small teams and given autonomy and responsibility to **coach their juniors**. During Inter-House Tournaments students are encouraged for **marking and maintenance of the ground.**

File Description	Document
Upload any additional information	**View Document**
Paste link for additional information	**View Document**

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

At SPIPS, **Annual Day Celebration** is an opportunity to showcase its mission and vision in a concrete form being **epitome of institutional strategic planning and delegation of work in the supreme priority.**

- **Every year annual function is organized in the month of February by the Programme Committee under the guidance of authorities and the management team.** Every year it has a **peculiar** t**heme** around which songs, costumes and backdrop are selected. Last five years themes are:

- **2020-21 "*Abhivyakti-2021*"**
- **2019-20 "My Country-My Pride"**
- **2018-19 "*Navras*"**
- **2017-18 "*Navchetna*"**
- **2016-17 "*Yaad Karo Qurbani*"**

- Programme Committee conducts a meeting with its committee members and they decide **the sequence of proposed theme of program.**
- Various groups with faculty members and students as in-charge along with the members, are responsible for the duty allotted to them.
- **Steering Committee** ensures the execution of the Annual Day Celebration and takes regular feedback from the various Committee Conveners.
- **Venue Arrangement Committee** takes care of the need of hiring services of the outside agencies and ensures the seating arrangements for the guests and the audience in general.
- **Invitation Committee** prepares the list of invitees, designs attractive and informative invitation card.
- **Formal and Cultural Programme Committee** selects the performers for different items and ensures that maximum students get the chance to participate in the programme. It arranges costumes, choreographers, music system, practice area etc.
- **Stage Arrangement Committee** manages arrangements and working of the stage, backdrop, backstage, greenrooms, light and sound during the rehearsals and the final day of programme.
- **Annual Report Committee** helps the Principal in the preparation of **the text and PPT** of the Annual Report.
- **Overall Projection and Telecast Committee** prepares multimedia programme, slides for various items and their proper projection on the screens. It takes care of the live telecast, photographs and CDs.

- **Publicity, Photography and Video Committee** takes care of the preparation and display of banners/flexes of the programme to be put outside the venue.
- **Reception Committee** warmly receives the Chief Guest and Presiding guest at the Entrance, escorting the dignitaries to the stage and from the venue to the Refreshment Area. SPIPS got privileged to honour **Prof. Dr. Renu Jain,** Vice-Chancellor DAVV in 2020 and **Justice Kurian Joseph** in 2019,as a chief guest.
- **Prize Distribution Committee** prepares the list of the prizes to be given, places order for the Mementoes for the guests, drafting of the certificates and get them ready for the distribution etc.
- **Refreshment Committee** sees the arrangements for the dignitaries before the programme in the college premises. It distributes snacks to the participants, volunteers, faculty and staff during the stage rehearsal sessions and on the Annual day.
- **Discipline Committee** maintains discipline during the Annual Day and practice sessions. It **manages law and order** and if requires take disciplinary actions.
- With the progression, all group in-charges, volunteers and members take auditions for various programs like skit, mime, songs, dance, backdrop, compering etc. It develops **their performing arts and presentation skills.**
- **Backdrop in-charges** arrange the stage setting and prepare the backdrop creatively.

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

- **Director-** Institute has hierarchy of levels for smooth functioning and operational ease. In St. Paul Institute of Professional Studies, 'Director' of the institution is **Reverend Father Simon Raj.** He finalizes the budget, sanctions the bills and arranges resources for college. He takes decisions regarding developmental plans of the Institute, such as construction of new building, introduction of new courses at undergraduate and post graduate level, providing additional facilities to staff and students are discussed in the meetings of Governing Body. **The final decision is taken in the meeting of Governing Body headed by the Chairman of the Institute.** The Director in consultation with Principal and departmental heads takes decisions regarding academic activities of the Institute.
- **Principal**- The role of the Principal is to provide leadership, direction and co-ordination within the organization. The Principal of our institution is **Dr. Sr. Alice Thomas**. She plans faculty meetings, orientations, trainings and workshops for overall development of the faculty members. Her main focus is always towards developing and maintaining effective educational programs that can promote the teaching and learning of the students as well as the members of faculty and other educational and instructional ideas and develops educational process and policies to meet

curriculum goals. The Principal always strives to create a healthy atmosphere which fosters students and teachers' growth.

- **College Coordinator** is the authority person who acts like a bridge between higher authorities and the faculty members.
- **HOD** - The prime role of the Head of Department (HOD) is to provide strong academic leadership, strategic plans and direction. HOD is required to lead, manage and develop the standards of excellence in all its activities.
- **Faculty Members** -They imparts applied knowledge to students and assist students with the learning process. **They are very competent, intellectual, and expert in their subject.** Faculty members are expected to meet their professional and institutional commitments that include time spent on **teaching, research, student advising, and various kinds of administrative or advisory roles**. They are efficient in meeting deadlines, submitting grades, and returning students' work with appropriate comments.
- **Class Representatives (CR)** (one from girls and one from boys) are the representatives of the class who **shares academic matters to the class teacher, subject teachers and HOD** of the department. They work like a bridge and ensure the quality of education, the ability to study effectively, such as assessment, **the quality of tutorials, project topics,** participation in the particular activities and other learning facilities.
- **Students-** Students are enrolled in the institution for **learning with goals of acquiring knowledge.** They are targeted to develop professional skills and achieve easy employment at a particular field. Apart from academic development, they are encouraged to get some extra knowledge provided with **Student Development Programmes and Workshops**. Students are provided with a **service book to get to know their civic responsibility, basic life values with the help of service-learning.**

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Institute has effective welfare measures for teaching and non-teaching staff. It provides various platforms **to enhance the professional skills of teaching and non-teaching staff.** Welfare measures are decided by the management consulting authority members.

- Management provides the faculty **a well-equipped cabin with internet and intercom**.
- It provides **13 CL and 10 ML in a year**. The casual and medical leave acts like a big support to face unforeseen situations.
- **The annual vacation is offered as per the government norms** to regenerate the potential of faculty members and charging up for the next session.
- Research work is also encouraged therefore management **provides 6 DL for research work, seminars, workshops, paper presentation, as an external examiner and guest lectures.** The Duty leave gives some sort of encouragement to participate in the conference and opportunity to represent the institution on global platform.
- **Institute felicitates all teaching staff on Teachers' Day or Christmas Day.**
- **Non-teaching staff receives felicitation on 'Foundation Day'** for their determined and sincere services for the institution. Uniform to service staff is provided by the Management.
- **Facility of pure drinking water, separate vehicle parking area, Canteen facility** for students and for teaching & non-teaching staff, time to time yoga sessions by yoga experts etc... are provided by the management**.**
- Fully paid **Maternity leave** as per the norms is provided by the management.
- Institute arranges **occasional Get Together**. Once a year, **staff trip** is arranged by the management for the teaching as well as non-teaching staff. The Management also takes care of all the financial expenses of this trip.
- Management always promotes its faculty members for higher education and therefore encouraging faculty members to upgrade academic qualifications by pursuing **Doctoral and Post-doctoral degree towards professional developments**. All the non-doctoral faculty members are encouraged by the management to get enrolled for Ph.D. Course.
- SPIPS staff is facilitated with a **rich library**. It is well equipped with all required facilities such as reprographic facilities, **N-List facility, computing facility, internet facility.** These resources are available for the teaching and non-teaching staff. Latest and reputed **online / print journals and periodicals are also available** so as to keep pace with the latest development in the respective

areas.

- Management is very responsible for generating the salary of its employees. Every month it **timely credits the salary to bank account of employees**.
- Institute provides **Employees Provident Fund (EPF)** as per PF rules.
- Institute also provides **Gratuity facility to the faculty**.
- The Institute also organizes programmes for skill and professional development of non-teaching staff. **Computer training is offered to the non-teaching staff for their professional development, such as training of Tally ERP 9.** Institute deputes the non-teaching staff to attend staff development programmes on different aspects of their professional development.
- **Training programmes** are organized for administrative and support staff including library, accounts, examination and other concerns.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 34.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	17	3	8	8

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 23.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
73	19	13	6	5

File Description	Document
Upload any additional information	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Reports of Academic Staff College or similar centers	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 14.45

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	9	3	11	5

File Description	Document
Upload any additional information	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

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

Response:

Performance appraisal system is implemented as per the guidelines from UGC. The appraisal report of the faculty is submitted to the Principal through the respective heads of the departments.

1. **Service Book**:-Some guidelines and service conditions are mentioned in the service book that are aimed at fostering and promoting cordial relationship between the staff (teaching and non-teaching) and the Management thus to monitor the effectiveness of service rendered and for the welfare of all those employed in this institution. This book is maintained by office staff under the guidance of Director and Principal. (Reference – Back office)

2. **Students' feedback**:-Director and Principal take teaching feedback from students in regular intervals. **A questionnaire or a feedback form** is given to the students to **evaluate the teachers on different parameters.** It is taken for all the courses B.Com, B.A., B.Sc., BBA, BCA and M.Com. Feedback forms are scrutinized and a report is compiled for the same. **These reports are confidential but suggestions are circulated among the faculty for further improvement.**

3. Principal receives feedback by interacting with the faculty, staff, students and guardians to gain **first-hand information on the academic and administrative functioning of the Institution.** The concerned Departments are informed to bring the desirable change in teaching and learning techniques.

4. **Lesson plans** are prepared for a term. These get verified and checked by the Principal. The teaching – learning process is facilitated through qualified, trained and experienced faculty with support from office staff. Apart from class-room teaching, students are encouraged to use library and internet facilities.

5. The faculty members **maintain diary**, daily instruction delivered, practical conducted and other such activities performed. Any responsibilities like Extra lecture, Guest lectures, Exams duties, and Remedial classes are properly recorded and informed to concerned authority or the HOD. The effectiveness of teaching – **learning process is reviewed on regular basis. Final result of term / year is reviewed by HOD for the concerned teaching faculty and feedback communicated.**

6. **Faculty Assessment Report**- It gives faculty members clear insights into their profile, remarks related to their teaching patterns and provide relevant suggestions and recommendations. This assessment report is formed on the basis of students' feedback, personal meeting with Director and Principal and overall observation by the management.

7. **Personal meeting of faculty with the Director and the Principal-** This is an interactive session between faculty and authority where discussion is held on various aspects related to teaching, learning and his contribution for the improvement of institute. Some suggestions are given to the faculty for his overall grooming.

8. **Promotion Policy**- SPIPS follows the promotion policy with regards to appointment, appraisal and promotion of the faculty members which is as per the eligibility criteria prescribed by UGC.

9. **The parents are also involved in the feedback system**. During **Parents Professor Association meetings, they are requested to share their views and valuable suggestions for education strategies and feel free to discuss**.

For performance assessment of the non-teaching staff, feedback is obtained from the teachers, students and guardians.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Every year, institute conducts academic and administrative audits in which much focus is given on the office administration and successful completion of the financial audit.

A renowned **CA firm 'V.R. Subramanian & Co.'** is appointed as an auditing agency by the institute for conducting its financial audit.

- **The internal audit** is carried out on monthly basis in every financial year. This system carries out the Audit Report of the college after **every six months** i.e. in the month of October/November and April/May.
- The last **external audit** is carried out on 31 August 2021. The queries of the internal audit are satisfied within a month up to the satisfaction of the Auditor. After the six months of internal audit, the college goes for External Audit and balance sheet is finalized by the Professional CA firm 'V.R. Subramanian & Co.
- Under the audit, the cash book, bank book, fees received and dues, caution money payment, salary register, library books are audited. Auditor tallies the opening balance of current year with the closing balance of Audit Report of previous year. He verifies the bank balances from the bank statement and bank reconciliation. The queries raised are duly satisfied and rectified.
- The audit team assesses the utilizations of funds received from the philanthropies, given for various noble purposes, seminar, conferences, competitive exam special guidance, personality development, and projects etc. The administrative department of the college calculates arrears and the income tax and deposit in a stipulated time.
- **Dates of Audit conducted by the college during the last five years;**

Year	Internal Audit	External Audit	
2020-21	04/12/2020	31/08/2021	
2019-20	22/10/2019	31/07/2020	
2018-19	08/11/2018	24/04/2019	
2017-18	15/11/2017	05/06/2018	
2016-17	25/10/2016	12/05/2017	

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

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

Response: 90.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.169	2.343	0.504	0.356	87.00

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

Strategies employed by the college for fund mobilization-

- It welcomes **donations**, memorial prizes and endowments from staff members, and guardians towards the prize and endowment funds.

- **Mobilization and utilization of Space and Time-** A strip of land behind one of the buildings has been **transformed into a garden** and a previously unused storage space has been creatively **crafted into a Canteen** for students.
- **Infrastructure-**The Institute has G+3 storied building. In SPIPS, Students take maximum utilization of **Language Lab** where with the help of computer system and through different activities language acquisition is done**.**
- **Auditorium-**It is used for public gatherings, Speeches and stage performances especially for PPT Presentations and Guest Talks.
- **Prayer Room-**It helps student to develop their inner strength and uplift spiritually.
- **Computer Lab** is very beneficial for BCA students along with other academic streams' aspirants hence it accommodates multiple related courses.
- **Seminar hall and Conference hall** witness various fruitful discussions and are also used as lecture theatres.
- **The library** functions as a composite knowledge resource centre. Thus infrastructural facility is

being taken as an optimal utilization of the resources.

- **Distribution of Sewing Machine**: College celebrates its Patron's Day every year on 25th January. As a result of caring vision of Principal, Dr. Sr. Alice Thomas, the SPIPS fraternity has introduced a humanitarian way of celebrating this day. All the stakeholders of **the college collected funds and distributed sewing machines (2019 and 2020) to the needy women** thus it helps to develop financial independence and vocational help and brings smiles on over **150 faces.**
- **Kerala Flood Relief Fund**: Kerala was hit by successive floods in 2018 and 2019. At this crucial time, SPIPS Management, Staff, Faculty members and entire Student fraternity came forward to provide adequate funds and tried to contribute to manage with this natural disaster.
- **Covid-19 Relief Fund**: During the Lock-down period, Institution came forward to help the downtrodden people who were fighting for their survival. More than 3000 food packets were distributed in various rural areas and some remote places nearby Indore.
- **Sports Scholarship (EWS/CSA):**College provides scholarship for the students of sports quota. It is a grant or payment made to support a student's education. Sports Scholarship is awarded to those students who have performed remarkable and achieved medals in the field of sports.
- **Academic Scholarship:** Academic or merit scholarships are awarded to those students who have demonstrated a high degree of scholastic aptitude and excel in specific areas including classroom performance, extracurricular activities and leadership qualities.
- **Sports Facility**: SPIPS always encourages young and energetic sports lovers to develop their sports skills and physical fitness therefore provides **free sports training and providing Badminton arena to play Badminton** and thus helps society to produce national level players.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC is an effective and efficient internal coordinating and monitoring mechanism. It enhances the quality assurance of the institution and suggests **quality enhancement measures** to be adopted.

The IQAC plans, directs, implements and evaluates the teaching, research and publication activities in the College.

- The College has prepared a **Perspective Plan for the** year 2016-2017 to the academic year 2020-2021 by taking into **consideration the quality indicators of Seven Criteria determined by NAAC**. For this, IQAC has taken initiatives. Inputs from all stakeholders, management policies, and goals and objectives of the College are considered as a base for formulation of the perspective

plan. The Perspective Plan is discussed, reviewed and approved in the Managing Committee of the College.

- Feedback from all the stakeholders and the recommendations of the IQAC are taken into consideration and innovations are incorporated in further perspective plans.
- To sustain and grow in this competitive world, it is of utmost necessity to have **uniform standards and compliance** to the same in order to facilitate our efforts to provide the best possible education to our students.
- The IQAC is consistently working on **to magnify the quality culture in its all spheres** of the college activities by channelized efforts towards **promoting holistic academic excellence.**
- **Working on the feedback & improving teacher's quality through various initiative:** Students and alumni contribute to the efficient functioning of IQAC by providing feedback on the teaching learning process regularly. The students organise various **departmental festivals that inculcate in them the College quality policy-Building a harmonious work culture and motivating everybody to contribute the best.**
- **Orientation Session on NAAC:** IQAC conducts orientation sessions and talk shows to get the faculty members and office staff updated for the data collection, making **records of each and every event** along with their soft and hard copies for future reference as per the NAAC criterions.
- **Department wise Inspection**: IQAC periodically visits to all the departments and gets feedback regarding overall working schedule, checks the necessary files and specifically discusses about departmental NAAC files of all 7 criterions.
- **Regular Meetings:** Members of IQAC conducts meeting to circulate some essential points related to quality education and enhancement of new ideas and always guide to maintain quality status updated. Time to time **IQAC team organizes special meetings with Director and Principal** for getting the new guidelines and initiative steps. They also interact with Seven Criterion Heads and collect updated information and give suggestions for quality enhancement.

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

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 (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

Internal Examination: IQAC in association with Exam Committee prepare a schedule of internal examination of CCT 1 & 2 and PUE. After taking exams, there would be result analysis where total percentage of attendance and pass percentage discussed.

Remedial Class: It provides students special guidance and re-enforcement of learning for the areas and

topics which require extra practice and explanation. These classes are helpful to improve in a particular subject.

Innovative Lecture: IQAC encourages faculty members to share fruitful knowledge through innovative lectures at least once in a week. The mode of sharing can be based on video presentation, examples, reviews or case study.

Lesson Plan: Faculty members submit teaching plans for conduct of theory and practical classes to their respective Head of Departments as well as on E-Care Portal. In cases where syllabus is not covered as per schedule, the teachers are accordingly advised. It is checked whether the entire portion has been completed as per the initial planning and appropriate steps initiated.

Question paper quality, Marking scheme and Question Paper pattern are expected to set according to DAVV norms and according to the level of average students. It must cover the entire syllabus and include objective, short and essay type questions. There must be a single policy for the allotment of marks and for passing marks therefore prior meeting is conducted by IQAC with exam committee.

Teaching methodology and pedagogy: At the beginning of the session, Faculty members are informed to prepare notes, lesson plans, PPTs and other necessary material for taking Innovative Lectures so that during the lectures they will already be prepared to maintain quality teaching and ready to solve the queries. In the technical sessions, workshops or through guest lecturers they tend to update with new pedagogy and become maestro using tools and techniques

IQAC Viva: Each and every class conducts subject-wise assignment viva on monthly basis where students' subject knowledge is checked through presentation on the given topic by the subject experts. Later on, in presence of Director and Principal, IQAC committee organizes IQAC Viva for the same subject and topic for the few randomly selected students and assures quality presentation followed by some suggestions aiming to develop confidence and public speaking skills.

Cross Verification of Answer Sheet of CCT and PUE :

For keeping the idea of Quality Improvisation, IQAC team takes initiative step after the correction of answer-sheets. It would request the subject teachers to immediately submit the checked copies of the selected students to the team. Later on the team would duly submit the same to the Director/Principal for the cross verification. They would check and verify the quality of evaluation.

Open House and Class-Wise Meeting for Parents: Once in a year, IQAC conducts Open House and Parents Meeting to discuss Students' overall progress with their parents. They can suggest, analyse and share their views related to teaching-learning techniques.

Planning of Departmental Activity: HODs are instructed to plan departmental activities, competitions and programs for the next month in advance and share with the students and Faculty members so that they can well prepare and get maximum benefit out of it.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

24-08-2022 11:32:34

Criterion 7 - 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 last five years.

Response:

The College ensures equal ratio of boy and girl students in the college, in committees, student representative bodies,administrative and institutional level.

Date	Topics	
16/12/2021	Poetry Recitation on "Gift of God: A Girl Child"	
26/11/2021	NukkadNatak on "NarikaSangharsh"	
12/11/2021	Men's Contribution in the development of women	
25/10/2021	Self Defence Workshop	
11/10/2021	Elocution on "Modern Age Women"	
23/09/2021	Women Empowerment & Opportunity: A Global Necessity	
11/09/2021	Poster Competition on "Different Shades of Women"	
26/08/2021	Story Telling Competition on "Women Freedom Fighters"	
13/08/2021	Awareness about ENT Cancers	
22/07/2021	Session on "Violence Against children & Their Protection"	
09/07/2021	Slogan Writing on "Awareness for Vaccination"	
23/02/2021	Poster Competition on "Child Labour"	
09/12/2020	Debate "The idea of women emancipation is good or bad to the society"	
26/11/2020	Poetry Recitation on "Women Empowerment"	
27/10/2020	Smart Girl Workshop	

Date	Event	
21/09/2020	Movie Making on "Women Lean in Together"	
26/08/2020	Story Telling Defying Stereotypes: Unsung women Heroes	
21/08/2019	Health & Hygiene Awareness on PCOD for young girls	
31/07/2019	Self-Defence	
24/07/2019 25/07/2019 26 /07/2019	Traffic Awareness Drive	
25/06/2020	Child Rights & Covid-19	
07/09/ 2018	Essay Writing Increasing Crimes on Women-A Challenge	
02/02/2018	Safety Riding Training	
24/01/2018	Celebration of National Girl Child Day	
16/01/2018	Smart Girl Workshop at DAVV, Indore	
02/11/2017	Invited Talk on Safeguard against Social Media	
04/10/2017	Self- Defence	
04/08/2017	Online Abuse of Women & Children	

Date	Event	
03/12/2021	Issues of Modern Feminism	
21/11/2021	Talk- Need for Promotion of Gender Equality in Indian Movies.	
18/11/2021	Poster Making - Right to Education for Women.	

to 27/11/2021		
27/10/2021	Talk- Two slides of the same coin.Understanding same Gender Equity.	
13 /10/2021	Elocution- Role of Women in a Changing Patriarchal Society.	
24/09/2021	Elocution- 'Men v/s Women …Who are the better managers.'	
03/09/2021	Gender Sensitivity Work Shop	
26/08/2021	Gender Sensitivity Work Shop	
12/08/2021	Poetry Writing Theme -Gender Equality	
07/08/21	Poetry Writing Competition	
29/07/2021	Guest Talk-'World Human Trafficking Day.'	
8/07/ 2021	Guest Talk- 'Educating Women about Health Care Promotes Healthier Families.	
16/01/2021	Self Defence Workshop	
14/12/2020	Working Parents Hinder the Development of their Children.	
14/12/2020	Debate: Working Parents Hinder their Children's Development	
16/11/2020	Session on Patience in Relationship During Lockdown	
10/10/2020 to 19/10/2020	Raise Your Voice Against the Barbaric Act of Rape & Victim Blaming.	
18/02/2020	Where Feminism Went Wrong.	
17/02/2020	Human Trafficking and Abuse	
28/01/2020	Debate on Working Mother's hinders their Children Development.	
13/01/2020	Rights of Married Men in the Indian Society.	
11/12/2019	Should Rapist be handed for Mob lynching or for Legal Process?	
30/11/2019	NUKKAD NATAK - Conditions of Women in the Society	
29/11/19	Session on Condition of Women in the Society.	
11/11/2019	Session on Transgender: A Concern	
22/10/2019	Presentation on Marriage v/s Living Relationship	
10/12/2019	Debate Should Men also contribute in household work	
10/10/2019	Session on Importance of Gender Champions Club.	
26/09/2019	Effects of alcoholism on the society	
6/09/2019	Session for Parenting	
27/08/2019	Guest Lecture	
21/1/2019	Gender Inequity- Female Foeticide	
19/01/2019	Debate- Plight of Transgender Community	
17/11/18	Poster making Need of the Hour	
20/10/18	Debate- Is Feminism Important?	
04/08/18	Debate-Who is better Manager (Men or Women)	

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Waste management is very special aspect of our institution and proper disposal is ensured for environment protection. College has practice to minimize waste generation in the campus and proper waste management system to handle diverse nature of wastes generated from the institution building, canteen, stores rooms etc…Generally in the institute we have solid and liquid waste and institution tries to work in manner so that there is less of wastage:

- ○ Dustbins are placed in every class room,staffroom and faculty cabin for waste items and all are encouraged to use dustbins.

- Dustbins are placed at different location in the college campus, so that students may find dustbins to put waste material.
- College has computer lab, psychology lab, language lab and physics lab only and hence no hazardous or chemical waste is generated.
- The floors and classrooms are cleansed at the end of the day and the entire waste is segregated into wet and dry category and placed in different dustbins at each floor of the building.
- The entire segregated waste is collected at the basement area.
- Thereafter, the waste is handed to Indore Municipal Corporation the next morning.
- E-waste and the used papers are sold to the scrap vendors.
- College does not face any severe e-waste problem.Computer systems of older configuration are upgraded and repaired.
- For dispose of any computer peripherals, electrical and electronics items or instrument proper disposal way is followed with the help of qualified staff.
- Students are motivated to develop sense of ownership and seek it as their moral responsibility to clean campus, so NSS and NCC committee monitor awareness and conduct regular campus cleanliness drive.

Following techniques/ process is adopted:

- For cleaning floors use of lots of water and hazardous chemical are avoided, instead wood crush is used to clean building floors. It helps in reducing waste of water and avoid use of chemicals.
- At the backside of the college building, duck for vermin compost is designed where all the dead leaves and biodegradable waste are collected and mixed properly with the black soil along with this earthworms are also put into it to make quality manure, which is used for gardening purpose. This helps in avoidance of pesticides and harmful chemicals.
- Paper and other items, waste material are used for preparation and decoration of stage /backdrop for cultural events and promote best out of the waste creativity.
- Reuse of paper for one-sided printing and also for making board sheets for awareness and sign posters. This practice is helping lot for proper waste management and promoting the development of green environment and also results in saving of the financial resources.

File Description	Document
Any other relevant information	[View Document]()
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document]()
Link for Geotagged photographs of the facilities	[View Document]()

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**

5.Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

    1.Restricted entry of automobiles
    2.Use of Bicycles/ Battery powered vehicles
    3.Pedestrian Friendly pathways
    4.Ban on use of Plastic
    5.landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Certification by the auditing agency	[View Document](#)
Certification by the auditing agency	[View Document](#)
Certificates of the awards received	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for 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**

Response: A. Any 4 or all of the above

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

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 500 words).

Response:

In order to respect religious and cultural plurality and to stay tuned with the tradition and symphony of our rich heritage and culture, college organizes a number of initiatives such as:-

- **Prayers in the Morning Assembly** are purely secular and all students and Faculty members assemble *together* and the prayers are wider ecumenical in nature to promote religious and cultural Harmony.

- **Observation of Madhya Pradesh Foundation Day:** On November 1 every year our college celebrates Madhya Pradesh Foundation Day and the observation is marked with the Power Point Presentations, Singing of Madhya Pradesh state song and various literary and speech competitions.
- **Observation of all the Important Days:** Our morning assembly consists of the observation Youth Day, Constitutional Day, New Year celebrations and many more with a view to promote tolerance and harmony among the students of different background.
- **Inter-College and Intra- College Cultural Competitions:** Celebration of cultural diversity is one of the routines of SPIPS. We conduct different cultural competitions including Quwali Singing, folk dances and classical dances from different parts of India. Intra-mural competitions and paintings of various cultures.
- **Addressing Social Issues is one of the key features of SPIPS culture**. Social issues like Alcohol and drug addition, Dowry and Domestic violence, Communal Violence, Plight of the Farmers, Cyber Crimes, Road Safety and Traffic Rules, Corruption, Problem of Unemployment, Environmental Issues, Issues of Downtrodden and other relevant issues are also discussed in the form skit and drama, mime, paintings, debates, speech, article and poetry writing competitions.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

National Anthem, National Song and College Anthem are sung in the Morning Assembly for the students and employees of the institute**.** It promotes patriotic feelings amongst the students, faculty and staff towards the values of Indian Constitution and National Goals. Also College Anthem is played in morning assembly and at major events to promote sense of belongingness towards organization.

- **Preamble of our Constitution** is displayed at college building and also at reception lobby.
- **Constitution Day is celebrated:** 26th November is celebrated as 'Constitution Day'. Various types of activities had been arranged to make this day meaningful by Morning Assembly Committee. Lectures of eminent speaker are organized on that day to reiterate the significance of the constitution of India. To sensitize students, employees of our institution to the constitutional obligations many events are celebrated with fervor.
- **Independence Day is** celebrated by hoisting the national pride tricolour flag at our college premises.
- **Voting Awareness:** In order to encourage the students to take part in the political process, the NCC Committee along with NSS Committee take initiative to organize the Bike Rally for voting awareness in the society to make use of their rights.
- **Republic Day Celebration:** To commemorate the adoption of the constitution flag is hoisted.

- **Human Rights Day**: World Human rights day is celebrated every year. This day is celebrated to raise awareness about people's social, cultural, and physical rights and to ensure the welfare of everyone. The United Nations on this day encourages nations to create equal opportunities for everyone and address the issues of inequality, exclusion, and discrimination

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

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.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
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 Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The vision of SPIPS is to form global citizens with professionalism and efficiency, character and commitment who will take our mother land and world to greater heights. Keeping our vision in mind we give exposure to our students on various national and international events through programmes in the morning assembly.

Morning Assembly ensures the observation and of all the days of national and international importance that promotes the values and principles of peace, humanism, secularism, democracy, freedom, cultural,

religious and linguistic harmony along with the protection of biodiversity. It includes the following things:

- **Observation of all the Major Days** is the routine in SPIPS which are:

1. SadbhavanaDiwas, 20 August
2. Teachers Day, 05 September
3. World Health Day
4. World Cyber Security Day, November 30
5. International Day for the Abolition of Slavery, December 02
6. International Day for Differently Abled Persons, December 03
7. National Youth Day, January 12
8. World Books Day, April 23

- Morning Assembly is proactive in conducting the celebration of all the major religious festivals by presenting the real meaning of each thus enable our students to abide by the values and heritage which we have been cherishing from the time immemorial. Which includes:

1. RakshaBandandhan
2. Ganesh Chaturthi
3. GudiPadwa
4. Dusshera
5. Dipawali
6. GurunanakJayanti
7. Christmas
8. New Year
9. Holi
10. Gandhi Jayanti
11. Good Friday and Easter
12. AmbedkarJayanti

We conduct all these events in the morning assembly with meticulous planning and prior preparations by ensuring the participation of our students with the supervision of the respective committee members under which the event falls. It is conducted with proper sequence of the programmes which include divine invocation, Power Point Presentations, Skit and messages from the students and Faculty members and conclusions by the Principal or Director.

All these exercises ensure that the importance of the particular day and its purpose and meaning properly communicated to the students and enable them to be the agents of transformation by becoming more pragmatic in their life for the greater cause. These observations and celebrations help the students to go beyond their curriculum and often it caters the need of the pragmatism which they learn from curriculum. Moreover, it gives them opportunities to develop their holistic personality.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

A. Mentorship and Counselling at SPIPS

Objectives of the Practice:

- To provide special mentoring which is an ongoing process, of religiously nurturing and grooming the students.
- To imbibing professionalism, efficiency, character building and commitment in them, thus enabling them to set goals ever higher and inspiring them to relentlessly pursue the set goals.
- To help the students come out from the different problems which they face in their day to day life and to further psychological well being of every student.
- Helping students to get guidance at the right time, make them feel sense of responsibility and enable them to take the decisions rationally.
- To prepare students to work under the disciplined environment and are always accompanied at every steps to grow and develop with enhanced decision making skills and to become more responsible in life.

The Context:

The meaning of the word, mentor, refers to a "Parental figure" that sponsors, guides and develops a younger person. Mentors play a significant role in teaching, inducting and developing the life skills and talents of others and this practice is the main feature and motive of SPIPS. This motive could be achieved if there is good discipline exhibited by the implementer and the students. The common challenges are meeting programmes as scheduled, excessive time and energy commitments, unrealistic expectations, over-dependence on the mentor/mentee etc. SPIPS move strategically to overcome these challenges by preparing and following monthly and annual planner, adhere to the guide lines. Faculty members help students to make their own decisions and are themselves reminded that they are mentors and are a source of support at every walk of college life and provides valuable feedback.

The Practice:

- **Team Dynamics**, considering that the students and faculty members are precious resources, the College provides an interactive and creative environment resulting in developing reciprocity and cooperation among the students as well as faculty. This in turn has helped in generating a deep feeling of belongingness which binds all the members of SPIPS as a close knit family.

- As a part of the **participative management**, thirty four In-House Committees are functioning in the College under the convener-ship of Faculty Members. With an objective to create leaders and to empower the students to coordinate and conduct various activities and programmes of the College, the Students' Representative Body is formed every year. There are four houses in which all the college students are equally and randomly divided. Students' in-charges in various discipline in each house is elected by students of respective houses. There are house animators in each house to support, guide and help to strategize for making competitive strategy for events and competitions, to develop confidence and competence among students.

- **Counselling** in the College begins as the aspirants come to seek their admission. The direct participation of the faculty, the Principal and the management in the Admission Process is a distinctive feature of the College. It prepares the students as to be aware of college culture, its operations and their own responsibility.

- **Regular Mentoring & Counselling** by the class teachers are done for the students frequently and also at time when teachers feel it is necessary for a student. Students are counselled so that they come up with their problems and get timely solutions and always move in the right path. This also help them to look life with different perspective and makethem emotionally quotient.

- **Model Class** is the unique concept which is adopted in SPIPS so that students build deep bonding among them and understand the importance of working together. This helps them to learn working in team, realize the importance of group dynamics and adopt environment of cooperation. Under this concept regular Personality Development sessions are conducted every month in each class and students are encouraged to participate in Seminars, Guest talk etc. This ensures quality in the academic transactions through competitive spirit. The mode of video lectures, case studies, reviews and example sharing also ensure learning more interesting and relevant to the emerging contexts and it is conducted under the mentorship of the professors. Monthly Power Point Presentations of every subject, Project Viva Voce, Personality Development sessions, Social activity and the involvement of the students in various committees ensure the quality in learning through diverse methods. Class participation in more student strength is encouraged through this with the spirit of putting class on top and also students are motivated improve their status in monthly student assessment.

- **The discipline** in the students' life is a distinct feature. The faculty members are role models for them in the matter concerning discipline and self discipline is given utter most importance. During and after the lecture hours, and also on the major occasions the faculty takes care of the discipline on all the floors and also in the college campus.

- **A Grievance and Redress Cell also** functions effectively in our College for the welfare of the students. The suggestions received from the students are seriously taken into consideration by the Director and the Principal and genuine actions are taken as and when required.

Evidence of Success:

- When teachers are able to form strong bonds with the students, the performance and the engagement bring a positive and desired result. Students have a higher chance of success when they feel safe and nurtured. And it was experienced that students self confidence has increased and they performed well when represented in various events.
- Allowing students to help develop classroom ethics and take on leadership roles to encourage trust and communication among students which enhance their motivation to succeed and it evident as students takes the leadership and exhibits mature behaviour and practise hard before any performance as they have strong desire to succeed.
- **Encouraging self-confidence** helps students to believe that they have the ability to succeed. Management and Teachers enhance them in building self-confidence through regular counselling and guidance which has increased their decision making skills. This provides conducive environment and ample of opportunities to face big challenges and come up with flying colours.

Problem Encountered and Resources required:

- **Communicate message as exact and in an appropriate manner to the students which helps building their trust, convince them so that they help in success of efforts and motives of the mentors. Active participation of the maximum of the students is a challenge.**
- **Goal Setting and designing of programs for students on regular basis, for the same to follow lateral thinking and bringing innovations is a challenge. Unfreezing the old set of perception of all the students and prepare them to learn new techniques and bring them in practice is sometimes a problem. Resources required to overcome such situations there should be open feedback system, so that proper guidance can be provided along with leaving lasting impression.**

B. Social Commitment for all around Growth

Objectives of the Practice:

- Teaching students the importance of individual as well as social responsibility.
- To prepare students to act in the best interest of their environment and society as a whole.
- The goal is to cultivate the feeling of gratitude, emotional, moral, psychological, sacrificial and spiritual attributes.
- Providing opportunities that are personalized to a child's skills and feelings.
- To provide practical knowledge of real life situations to the students.
- Social commitment Programmes help the students to abide by the fundamental duties given in our constitution.

The Context:

Student social responsibility mainly focuses on taking responsibility for one's own actions. It is a promise that every youth should make for the society while working for the social, cultural and, ecological causes. Moreover, they should know that to be a part of any big corporate house, they need to be an all-around. Emphasis is placed on positive learning environments and providing services that support nonacademic

needs of the students. Our students are taught by serving humanity, then to express and reflect on their behavior and actions and also how it impacts the global and local community, as well as how to learn from the community around them. Social commitment can change a students' mindset by developing a global outlook in them. Making responsible citizens is an integral part of educational objectives and social action programmes help in achieving those goals.

The Practice:

- In an earnest effort to impart **Value Based Quality Education** and to increase the rapport with the students, the Director and the Principal conduct Special Meetings with the students for an open discussion on important issues related to life and make them aware of the social issues and their social obligations.
- **Learning to Contribute**, SPIPS believes in the principle of sharing and caring. Thus motivate and provide ample opportunities to the students to contribute towards the betterment of the society.
- The college also strives to create **societal consciousness** among the students. So, each of class the institute performs a social activity every month. Activities like cleanliness drive; awareness rallies, literacy programmes and so on are also conducted.
- The **selfless service for a noble cause of humanity** is reflected aptly by all class students through extended activities by visiting orphanages, schools for blind, schools for the under privileged, hospitals, sharing resources and providing social services at railways stations, bus stand, at traffic signals and related activities..
- **Corporate Social Responsibility** St. Paul Institute of Professional Studies strives for fulfilling their responsibility towards the society. On the occasion of Patron's Day, the students, faculty, alumni and the benefactors of the college come together and donate Sewing Machines to the underprivileged to make their living. Over 70 sewing machines were contributed during the academic year 2019-20. The under privileged through this initiative are given an opportunity to earn a living and provide for themselves.
- A **dedicated group of our NCC and NSS volunteers** and other students who are ever ready for blood donation in emergency and critical situations and are ready for such other noble activities which cater the needs of the community building.

Evidence of Success:

- **Improved Academic and Non-Academic Achievement**: Social action programmes give opportunity to every student through **learning by doing.** It helped many students to improve their social skills, finding their suitable career and for the entrepreneurship and freelancing. Besides, it provides an opportunity to identify the different aptitudes and skill of the students along with students exhibiting a higher self confidence and improved academic record.
- **Enhanced Mental and Emotional Well-Being**: By these efforts students' intellectual capacities are increased and they feel emotionally safe and connected to others. In a supportive environment, where social and emotional learning is emphasized along with academics, students get a better chance of emerging with self-awareness, confidence, and a sense of social responsibility which is reflected by their responsive and proactive behaviour.
- **Increased Problem-Solving Ability**: As Students are tasked with understanding real-world problems that exist in their communities. Therefore, problem solving skill along with critical-thinking skills is being developed and would help them to solve the problems which they face in

their day today life.

- **Reduced Impact of Ill or Misconduct**: By emphasizing integrated learning concepts and by serving the holistic learning approach to education has been shown to reduce the psychological impact of issues such as violence, abuse, or poverty on academic achievement.

Problem Encountered and Resources required:

- It is often observed that the initial hesitation in the students often leads to their non participation and slow response to the designed activities. It was the duty of the professors to encourage the students for the same and it was done as and when required.
- Making sure that a strong coordination is maintained with all students is often a challenge. It is difficult because the faculty is engaged in other department and committee tasks as well. We overcame this problem by inspiring students to come up with new ideas.
- Lack of funding was another major reason for conducting such programmes and getting aids or sponsorship for such social action was not very easy. The lion's share of contribution was from aid of college management, faculty and students.
- It was a difficult task to conduct social action programmes during the time of COVID 19 pandemic and the prevailing rules and protocols of social distancing along with the hesitation of the parents who were not ready to send their wards.
- The resources required in the programmes were: Funding and sponsorship, Food and other edible items, Study materials and other stationery items, Health and Hygienic products, Transportation fares, and many related things.

File Description	Document
Link for Best practices in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

St. Paul Institute of Professional Studies (SPIPS), Indore was established in the year 2010 with a vision of becoming a College with a difference. Even though the city of Indore is hub of education with large number of Colleges offering Undergraduate courses, yet there was a demand from the society for establishing a Catholic/Christian College that would enrich the students with Christian Philosophy, sense of serving community and promoting value based education. Within a short span of time, the College has earned a good reputation for itself by moulding the students into competent, committed and contributing citizens of the global family and by creating integrated personalities with discipline and traits as good citizens of the country.

SPIPS Rural UpliftmentProgrammes

SPIPS has realized its duty as responsible citizen and thus cater to weaker section of the society by just not taking care but by supporting, initiating and uplifting the living standard.SPIPS has started working on rural upliftment programmes under which it provides its services in villages nearby the city area. It was realized that many villages are still not much developed and villagers are still not aware of different social issues that harm the upbringing of their youth and hinder their growth as they still have an orthodox mind.

Rural development is very inevitable as it helps in flourishing the economy of our country and helps in overcoming problems like illiteracy, unemployment, health awareness, and sanitation and so on. SPIPS undertakes rural upliftment programmes by regular serving in different villages. Primary health care, education, health awareness, gender equality, social issues, providence of resourcesare few of programmes that are regularly been conducted in different rural areas as; Machala, Dudhiya, Ralamandal, Begamkhedi and Palda. These programs help in the development and improvement in the villages and provide direction and certain strategies to the villagers in order to help them in their lifestyle and also these programmes help in increasing the villagers social and economic status.

- To motivate students is the first step towards implementing rural upliftment programmes and it is in line with the Vision of the institution: "TO FORM GLOBAL CITIZENS WITH PROFESSIONALISM AND EFFICIENCY, CHARACTER AND COMMITMENT, WHO WILL TAKE OUR NATION AND THE WORLD TO GREATER HEIGHTS!" The initiatives that SPIPS students under take governance of NSS and NCC wing of college does certainly stir up the contribution of the institution inspiring its pupils to be global citizens and contribute to National Growth.
- **Awareness on Social Issues:** Students of SPIPS work rigorously for the Environment Consciousness and Social Integrity Programmes and various social services related programmes in the rural areas that inculcate a sense of discipline, commitment, patriotism and service to the nation among students. Awareness regarding conservation of environment, protection of biodiversity, health and hygiene, gender equality, nutrition, addiction and other social issues are the top priority of these programs. For this regularly rallies on related issues are conducted in the aforesaid areas, street dramas are also performed time to time to for awareness of villagers.
- **Community Literacy Drives**: The students of our college take up various regular rural literacy programmes with a view to rural development and to contribute to the national literacy programme besides the annual NSS camps which are held every year. These programmes aim basic literacy among rural folk along with health and hygiene awareness, adult education programmes and awareness on major issues of the community.
- **Cleanliness drive and waste disposal:** Since Indore being the cleanest city of India, it becomes necessary to impart the same spirit to the surrounding villages. The NSS and NCC wings of SPIPS conduct numerous cleanliness and waste management programmes frequently in these villages apart from the awareness programmes which are conducted on different occasions. The programmes aim healthy surroundings, sanitation awareness and a diseases free life.
- **Health check up camps:** Conducting health check up camps including general check up and eye check up camps in collaboration with the major hospitals of Indore to ensure proper healthy life in the villages.
- **Blood Donation:** Blood Donations on different occasions of importance is continuous part of our rural development programmes and here many youths and healthy people come willingly to donate

blood along with the SPIPS students.

- **Drainages:** Helping the village people in cleaning the village drains and removing clogging apart from making the new drainage for ensuring proper sanitation and cleanliness in the adopted villages.
- **Sharing resources and distributing items:** SPIPS believes in the principle of sharing and caring. Thus motivate and provide ample opportunities to the students to contribute towards the betterment of the society and for the same we distribute stationary items, clothes, food and other essentials.

Objective:

1. To inject strong reforms for the rural betterment in the areas of health, basic education and cleanliness.
2. To develop a strong & healthy society

Identified Issues:

- There exist no basic health facilities for the village people.
- Also the alcohol consumption is too large among village men due to which the domestic violence is high along with poor economic level.
- Due to poor economic standard the child labour is quite evident and critical issue.
- The village people are not aware about the chronic disorders like hypertension and diabetics.
- Acute need of awareness regarding girl education and empowerment
- Need of a strengthened and structured health checkups and health care services.
- Reluctance towards COVID vaccination.

File Description	Document
Link for appropriate web in the Institutional website	[View Document]
Link for any other relevant information	[View Document]

5. CONCLUSION

Additional Information :

FUTURE PLANS

1. Attaining **autonomous** status.

2. **Complete automation** of college.

3. To be recognized as reputed **research centre** affiliated with university.

4. Our **laurels** to be flourished worldwide.

5. To start **professional courses** at post graduate level.

6. Inclusion of faculty members in **board of studies** of university.

7. Major **research projects** from funding agencies.

8. To commence **collaborative programmes** with foreign agencies.

Concluding Remarks :

At SPIPS, we try to foster a culture of leadership development, mentoring, and spiritual formation. Our academic culture is based on excellence, quality, diversity and aspiration. It is a fact that the Academic Excellence should be achieved with the help of the Cultural Excellence because it is very crucial in this age of disintegrating moral values. We thus seek to create a campus climate or culture that reinforces what students learn in their courses and extra-curricular activities. All round integrated development of the personality of the student is our prime concern and it our earnest desire that our students grow morally, ethically and psychologically. Planning and implementation of actions is very strong in the form meticulous preparation of Annual Planner, regular meeting and vigilant control of Internal Quality Assurance Cell. The College spearheading on the path of its mission and is producing leaders by way of numerous efforts involved in curricular, co-curricular and extra-curricular efforts.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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 last five years** 1. **Academic council/BoS of Affiliating university** 2. **Setting of question papers for UG/PG programs** 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** 4. **Assessment /evaluation process of the affiliating University** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above
1.2.1	**Percentage 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.** Answer before DVV Verification : 8 Answer after DVV Verification: 8 Remark : As per HEI clarifications.
1.2.2	**Number of Add on /Certificate programs offered during the last five years** 1.2.2.1. **How many Add on /Certificate programs are offered within the last 5 years.** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>3</td><td>10</td><td>4</td><td>3</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>3</td><td>10</td><td>4</td><td>3</td><td>1</td></tr></table> Remark : As per HEI
1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr></table>

| 78 | 410 | 201 | 74 | 88 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
78	410	201	74	87

Remark : As per HEI

1.3.2	**Average percentage of courses that include experiential learning through project work/field work/internship during last five years** 1.3.2.1. **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
10	7	7	7	10 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
10	7	7	7	9 | Remark : As per HEI
---	---
1.3.3	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year** 1.3.3.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 1586 Answer after DVV Verification: 1586 Remark : As per HEI clarifications
1.4.1	*Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders* *1) Students* *2)Teachers* *3)Employers* *4)Alumni*

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above Remark : As per HEI clarifications
1.4.2	**Feedback process of the Institution may be classified as follows:** **Options:** 1. **Feedback collected, analysed and action taken and feedback available on website** 2. **Feedback collected, analysed and action has been taken** 3. **Feedback collected and analysed** 4. **Feedback collected** 5. **Feedback not collected** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website Remark : As per HEI clarifications
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
585	602	568	548	510 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
585	602	568	548	509 | 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
720	720	660	600	600 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
720	720	660	600	600	 Remark : As per HEI
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary**

seats)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
141	175	139	123	142

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
141	175	139	123	141

Remark : As per HEI

2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. Number of mentors Answer before DVV Verification : 57 Answer after DVV Verification: 44 Remark : As per documents provided
2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	14	19	18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	14	19	17

Remark : As per HEI

2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 207.6

Answer after DVV Verification: 207.6

Remark : As per HEI clarifications

2.6.3	**Average pass percentage of Students during last five years** 2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
457	407	405	393	366

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
457	407	406	395	366

2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
457	411	411	395	369

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
459	411	411	395	369

Remark : As per the documents provided

3.1.1	**Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)** 3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.075	0.77	0.7431	0.4175	0.306

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.075	0.77	0	0.25	0.106

	Remark : As per documents
3.1.2	**Percentage of teachers recognized as research guides (latest completed academic year)** 3.1.2.1. **Number of teachers recognized as research guides** Answer before DVV Verification : 04 Answer after DVV Verification: 04 Remark : As per HEI clarification
3.1.3	**Percentage of departments having Research projects funded by government and non government agencies during the last five years** 3.1.3.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
2	4	3	2	2 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
2	4	3	2	1 | 3.1.3.2. **Number of departments offering academic programes** Answer before DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
5	5	5	5	5 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
5	5	5	5	5	 Remark : As per HEI
3.2.2	**Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years** 3.2.2.1. **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---	

| 20 | 10 | 3 | 2 | 1 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18	7	2	2	1

Remark : As per the documents provided

3.3.1	**Number of Ph.Ds registered per eligible teacher during the last five years** 3.3.1.1. **How many Ph.Ds registered per eligible teacher within last five years** Answer before DVV Verification : 24 Answer after DVV Verification: 24 3.3.1.2. **Number of teachers recognized as guides during the last five years** Answer before DVV Verification : 6 Answer after DVV Verification: 6 Remark : As per HEI clarifications.

3.3.2	**Number of research papers per teachers in the Journals notified on UGC website during the last five years** 3.3.2.1. **Number of research papers in the Journals notified on UGC website during the last five years.** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
36	45	13	11	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	9	5	6	4

Remark : As per the documents provided

3.3.3	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** 3.3.3.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	42	5	11	8

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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	42	5	11	7

Remark : As per HEI

3.4.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	4	5	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	4	5	3

Remark : As per the documents provided

3.4.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29	29	12	8	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	16	9	6	3

Remark : As per the documents provided

3.4.4 **Average percentage of students participating in extension activities at 3.4.3. above during last**

five years

   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 last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
772	1363	441	361	448

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
205	668	327	235	241

Remark : As per the documents provided

| 3.5.1 | **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

   3.5.1.1. **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	6	4	4	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	6	4	4	3

Remark : As per HEI |

| 3.5.2 | **Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	10	6	3	2

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------| |

7	10	6	3	1

Remark : As per HEI

4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** *(Data for the latest completed academic year)* 4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 35 Answer after DVV Verification: 35 Remark : As per HEI clarifications
4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)** 4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)** Answer before DVV Verification:

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3.75	6.37	8.72	195.40	1.85

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4.49	24.29	26.00	5.18	60.05

Remark : As per the audited statements

4.2.2	**The institution has subscription for the following e-resources** 1. **e-journals** 2. **e-ShodhSindhu** 3. **Shodhganga Membership** 4. **e-books** 5. **Databases** 6. **Remote access to e-resources** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above Remark : As per HEI clarifications
4.2.3	**Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-**

	journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2.02	2.01	3.60	2.60	5.45

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2.02	2.01	3.60	2.60	4.45

Remark : As per HEI

4.2.4 | **Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**

4.2.4.1. Number of teachers and students using library per day over last one year
Answer before DVV Verification : 99
Answer after DVV Verification: 98

Remark : As per HEI clarifications.

4.3.3 | **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. ?50 MBPS
Answer After DVV Verification: A. ?50 MBPS
Remark : As per HEI clarifications.

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
5.65	11.73	1.92	42.06	459.62

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10.95	9.25	11.11	6.90	7.31

Remark : As per the audited statements provided

5.1.1	**Average percentage of students benefited by scholarships and freeships provided by the Government during last five years** 5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
214	225	216	265	215

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
214	225	216	265	214

Remark : As per HEI

5.1.2	**Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years** 5.1.2.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
463	203	196	156	158

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
463	203	196	156	157

Remark : As per HEI

5.1.3	**Capacity building and skills enhancement initiatives taken by the institution include the following** 1. **Soft skills** 2. **Language and communication skills** 3. **Life skills (Yoga, physical fitness, health and hygiene)** 4. **ICT/computing skills** Answer before DVV Verification : A. All of the above

	Answer After DVV Verification: A. All of the above Remark : As per HEI clarifications
5.1.4	**Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years** 5.1.4.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
831	1203	162	235	30

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
831	1203	162	235	29

Remark : As per HEI

5.1.5	**The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases** 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above Remark : As per HEI clarifications
5.2.1	**Average percentage of placement of outgoing students during the last five years** 5.2.1.1. **Number of outgoing students placed year - wise during the last five years.** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	1	6	1	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	1	6	1	4

	Remark : As per HEI
5.2.2	**Average percentage of students progressing to higher education during the last five years** 5.2.2.1. **Number of outgoing student progression to higher education during last five years** Answer before DVV Verification : 999 Answer after DVV Verification: 999 Remark : As per HEI clarifications.
5.2.3	**Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)** 5.2.3.1. **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.*)) year-wise during last five years** Answer before DVV Verification:

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	1	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	1	0	0

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	3	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	3	1	0

Remark : As per HEI

5.3.1	**Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as**

one) year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	8	11	8	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	8	11	8	8

Remark : As per HEI

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
41	57	41	40	40

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
41	57	41	40	39

Remark : As per HEI

5.4.2	**Alumni contribution during the last five years (INR in lakhs)**

Answer before DVV Verification : A. ? 5 Lakhs
Answer After DVV Verification: A. ? 5 Lakhs
Remark : As per HEI clarifications

6.2.3	**Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above
Remark : As per HEI clarifications.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40	22	3	8	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
40	17	3	8	8

Remark : As per the documents provided

6.3.3	**Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**
	6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
73	19	13	6	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
73	19	13	6	5

Remark : As per HEI

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**
	6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

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5	13	3	13	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	9	3	11	5

Remark : As per the documents provided

6.4.2	**Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)** 6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs) Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
0.169	2.343	0.504	0.356	88.00 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
0.169	2.343	0.504	0.356	87.00 | Remark : Total Grants received from non-government bodies, individuals, Philanthropers year wise as per HEI. in 2016-17 reduced 1 for enabling software to accept the edit option.
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6.5.3	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements** 2. **Collaborative quality intitiatives with other institution(s)** 3. **Participation in NIRF** 4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above
7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures** 1. **Solar energy** 2. **Biogas plant** 3. **Wheeling to the Grid** 4. **Sensor-based energy conservation** 5. **Use of LED bulbs/ power efficient equipment**

	Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above Remark : As per HEI clarification
7.1.4	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above Remark : As per HEI clarification
7.1.5	**Green campus initiatives include:** 1. **Restricted entry of automobiles** 2. **Use of Bicycles/ Battery powered vehicles** 3. **Pedestrian Friendly pathways** 4. **Ban on use of Plastic** 5. **landscaping with trees and plants** Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above Remark : As per HEI clarifications
7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above Remark : As per HEI clarifications
7.1.7	**The Institution has disabled-friendly, barrier free environment** 1. **Built environment with ramps/lifts for easy access to classrooms.** 2. **Divyangjan friendly washrooms** 3. **Signage including tactile path, lights, display boards and signposts** 4. **Assistive technology and facilities for 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** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above Remark : As per HEI clarifications
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.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above Remark : As per HEI clarifications

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
10	10	10	10	10 | Answer After DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
250	250	250	250	250	
1.2	**Number of programs offered year-wise for last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
10	10	10	10	10 | Answer After DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
10	10	10	10	9	
2.1	**Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1636	1522	1481	1425	1444

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1636	1522	1481	1425	1443

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
180	180	165	150	150

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1652	1518	1313	1344	1236

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
457	407	405	393	366

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
457	407	405	393	365

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
44	44	50	44	45

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
44	44	50	43	45

3.2	**Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
46	46	50	45	45

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
45	45	50	46	46

4.1	**Total number of classrooms and seminar halls** Answer before DVV Verification : 39 Answer after DVV Verification : 38

4.2	**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)** Answer before DVV Verification: | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | 2223.82 | 199.87 | 145.16 | 108.77 | 166.56 | Answer After DVV Verification: | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | 199.43 | 172.88 | 117.26 | 87.16 | 146.21 |

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2223.82	199.87	145.16	108.77	166.56

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
199.43	172.88	117.26	87.16	146.21

4.3	**Number of Computers** Answer before DVV Verification : 145 Answer after DVV Verification : 144