



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT

SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT, PRATHAP NAGAR,
MUTTOM, ALUVA

683106

www.scmsgroup.org/sstm

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SCMS School of Technology and Management, affiliated to Mahatma Gandhi University, Kottayam, and Kerala is a self-financing institution in higher learning offering courses in Management, Computer Applications, Biotechnology, Commerce and Economics. It was started to impart quality education at affordable costs to aspiring youngsters in India by the Prathap Foundation for Education and Training and is part of the SCMS Group of Institutions since 2003. The institution is recognized by the All India Council of Technical Education, New Delhi (AICTE). SSTM was accredited with an "A" grade by NAAC in 2015 for 5 years with a 3.19 score. IQAC established then continues to strive for the betterment of processes and setup. The NAAC team visited the SSTM Campus from 10-13 Dec 2014.

The institution is located alongside of NH 47 beyond Kalamassery, in the heart of the industrial and business capital of Kerala, Cochin. The institution was started by Dr. G.P.C Nayar, who held top management positions with leading global corporate. Over the years SCMS grew to become a Centre of Excellence for management and communication studies. Today it has acquired an international reputation.

Vision

To be a socially committed centre of learning renowned for its excellence in quality higher education & research to foster holistic development of individuals.

Mission

To impart inclusive quality education to aspiring younger generation through the best of teaching and learning opportunities.

To discover, nurture and enhance creativity and innovation in scientific, technical and managerial competencies

To provide an enabling environment to imbibe human values in research, and community involvement.

Facilitate transformational learning process to foster holistic development of students through enriched curriculum.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- SSTM is accredited by NAAC with "A" grade in the first cycle with CGPA score of 3.19
- NIRF, the national ranking carried out by Ministry of HRD, New Delhi has ranked SSTM 50 in the first year and then between 50-75 in the next year.

- SSTM has two patents.
- The professional P.G. programmes MBA and MCA are approved by All India Council of Technical Education (AICTE), New Delhi.
- SSTM has well qualified, competent and experienced faculty and dedicated staff.
- Governing Bodies and Management is dynamic, supportive and participative.
- Institution has class room with LCD projector, Wi-Fi and internet facilities to the student and the staff members.
- SSTM has huge library with diverse collection of text and reference books. Facilities of e-Library resources are available for students & staff.
- SSTM has well-equipped Language Lab, AC enabled Commerce Lab and Computer Laboratories.
- Learning Management System is used at SSTM for publishing the assessment details. Part of the Library facility can be availed through this
- SSTM offers Personality Development Program for students in each semester for all the courses.
- Institution has indoor game facility as well as outdoor game facility such as Volleyball court , Basket ball ground. Apart from that institution also has a Modern Gym facility of which can be availed by both faculty /staff as well as students. Every year institution conducts a sports meet.
- SSTM has a College Canteen with hygienic food at reasonable price for both students and staff.
- SSTM has hostel facility for female students within the campus.
- SSTM is located alongside of NH 47 beyond Kalamassery, in the heart of the industrial and business capital of Kerala, Cochin. The institution is well connected through road, railways and Airways.
- Institution has a Ragging free, clean, and Green campus with a beautiful landscape garden.

Institutional Weakness

- Absence of adequate number of patents and start-ups
- Limited revenue generation through consultancy work
- Performance of students in civil service and competitive exams
- Tapping CSR funds for institutional development

- Inadequate students and staff diversity
- High repairs and maintenance cost due to natural calamity like flood.

Institutional Opportunity

- Becoming deemed-to-be university based on the knowledge and experience gained through.
- transition to Learning Management System.
- Scope for introducing new specialization as additional course in each discipline as part of curriculum diversity.
- Better alignment with government initiatives like entrepreneurship development, incubation, start-ups and digitization
- Introducing the coaching programmes for NET/SET, GATE and CAT. Scope for improvement of intake of JRF scholars.
- Strengthening of e-content resources as part of digital infusion in the curriculum.
- Promoting the 'study abroad' and 'transfer' programmes to facilitate lateral student mobility Open access to intellectual resources like rare books, reprints and manuscripts.
- Facilitating the participation of fine arts team in national and international events/competitions.

Institutional Challenge

- To attract students with excellent academic back ground from all corners of nation. Low English proficiency among the students at the entry level.
- Improved networking with the industry for curriculum enrichment.
- Faculty exchange and student exchange programmes with premier Indian and foreign institutes of higher learning.
- The College has made good progress in the development of e-content by faculty. However, the resources remain a major constraint to the full-fledged implementation of credit-based Massive Open Online Courses.
- Though several initiatives are underway, only two patent are published.
- Attaining better student diversity by attracting more students from other states and countries.
- Excessive use of social media leading to distractions and demotivation among the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SSTM follows the curriculum and academic calendar developed by self-financing stream of the Mahatma Gandhi University, Kottayam, Kerala. The University calendar is adopted by each department to plan the effective implementation of the curriculum. Each department prepares their own academic calendar consisting of curricular and extracurricular activities. Before the commencement of the semester, Course Plans are prepared by each faculty for the subjects they handle and presented before a panel for the current semester. The weekly timetable prepared by the office takes care of regular class sessions, Integrated Management Learning Programme (IMLP), Pre-Placement Programme (PPP) and mentoring sessions. In the learning portal Linways,

faculty maintains a record of the topics covered in each session which is compared with the Course Plan for compliance. With the interaction with the industry and feedback during placement session latest concepts are introduced in the classroom teaching. The institution receives practical support from the University in the form of break-up for internal marks and guidelines for project evaluation and viva voce examination. The curriculum given by the University offers various electives to students to choose from. Along with these, the Institution offers various add-on courses. The University has introduced Choice Based Credit System (CBCS) for undergraduate course. SSTM Library is well equipped with modern facilities and resources in the form of e-books, e-journals, books, journals, magazines and encyclopedias, along with text and reference books. Library subscribes to many national and international journals and remote access to e-resources such as IEEE, JGate, IEI, Delnet, EBSCO / Proquest.

Teaching-learning and Evaluation

The institution follows the norms of Mahatma Gandhi University in fulfilling the requirements of admission of students. On admission, all the students undergo a well planned and curated foundation and orientation programme to bridge the gap between slow and advanced learners. To enhance the teaching learning experience, student centric approach is adopted including methods such as experimental learning, participative learning and problem solving methodologies. Maximum use of ICT, utilization of resources like NPTEL, YouTube and slide-share is promoted by the institute to have effective teaching learning. To nurture critical thinking, creativity and scientific temper, various methods such as field visits, lab exercises, IMLP, OBT, participation in competitions and projects, providing application oriented assignments are used. Students are provided with academic, personal and psychosocial support through counselling, mentoring, personality development programmes and project guidance. The quality of teaching-learning process is monitored and evaluated by way of on-line student feedback, University exam result assessment, feedback from placement cell, feedback from recruiters and open-house meeting with parents. Teachers are scientifically selected on merit only. Facility of leave with pay is provided for faculty who opt for doctoral work. On-duty leave is given for attending seminars/workshops. Incentives are given for publication of articles in refereed journals. Stakeholders are made aware of the evaluation process and expected learning outcomes through manual of policies, lesson plans uploaded in Linways, periodic publication of internal marks on notice board. The institution collects and analyses data on student performance and learning outcomes and uses it for planning and overcoming barriers of learning.

Research, Innovations and Extension

In SSTM, the Department of Biotechnology is an affiliated research centre of Kerala University of Health Science. This department is recognized as SIRO under Department of Scientific and Industrial Research (DSIR), New Delhi. Various departments at SSTM are having Research projects funded by government and non-government agencies. At SSTM we have 7 teachers recognized as guides and 23 faculty members who are engaged in research leading to PhD under various University. These faculty members provide valuable guidance for research scholars registered under various universities. SSTM has 44 research papers in the Journals notified on UGC website. There are 37 number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings. SSTM has constituted a Research review committee which evaluates the progress of research activities of various departments and publication status. SSTM have created a long precedence of engaging in extension activities like Lakshya aiming at imparting training program for school students in the form of community development programmes, Parivarthana- focusing on social reformations, Numma oonu programme under district administration to

eradicate hunger, Roshni & Peace for supporting migrant students in languages, International White Cane Day programme highlighting the use of white cane for visually challenged persons, Road safety awareness campaign, Post Flood relief campaigns, No horn campaign, Visit to Orphanage (CSR initiative) and many more in similar lines. SSTM is a participating institution under Unnat Bharat Abhiyan, which is constituted under MHRD, under which survey was conducted in Sreemolanagram Panchyath, to find their essential needs & requirements of the villagers.

SSTM actively participated in Break the Chain Campaign, by producing two thousand litres of hand sanitizers and supplied to the community through various local bodies and health centres.

Infrastructure and Learning Resources

SSTM campus is on 5.25 acres of lush green land located besides the perennially flowing Periyar River. The Institution has excellent infrastructure such as 44 well – lit and ventilated classrooms with corridors, laboratories, five seminar halls, open auditorium, library, indoor and outdoor play areas, canteen, counselling centres and hostels to support academic activities. SSTM Library is well equipped with modern facilities and resources in the form of e-books, e-journals, books, journals, magazines, newspapers and encyclopaedias, subscription to many national and international journals and remote access to e-resources along with text and reference books. Biotechnology laboratories are fully equipped with advanced equipment to meet the academic and research requirements. The Instruments and devices at the Science Laboratories are procured as per the University Guidelines and course requirements. The institution has 7 Computer Labs, with latest licensed software in addition to the Hardware lab with proper server room. To develop the communication skills of the students the college has a Language Lab with software titled ‘Learn Soft’. SSTM has adequate printers, scanners and Xerox machines in addition to LCD projectors at each department for effective ICT enabled teaching learning. Computer labs, language lab, various software, printers and scanners and various tools are available for facilitating the teaching learning process. The Institution has 13 Printers, six Scanners and four reprographic Xerox Machines for the academic purpose. The Institution has a Student Counselling Centre with the aid of a Personal Counsellor. A well-equipped gymnasium and fitness centre is available for the students and staff.

Student Support and Progression

Students from SSTM participate in different co-curricular and extracurricular activities such as Sports & Cultural fest. All expenses claimed by them are paid in advance and vouchered against original bills. Institution also sponsors students to participate and present their ideas at the State and National level new business venture competitions. Shikhar, the annual inter-collegiate competition hosted by SSTM is an occasion where students take ownership of the event and conducts the programme. Extracurricular and co-curricular activities form an integral part of studentship in the institution. The institution conducts sports competition on Sports Day every year. The institution has an active career Guidance and Placement Cell that takes care of the career requirements of the students. Academic support and guidance services to students are provided by the faculty of the institution. The institution has set up counselling groups that get guidance of faculty mentors. Each faculty mentor counsels his/her group on personal and professional issues. There is a grievance redressal cell and anti-ragging committee functioning in the institution. The registered Alumni association provides various development oriented services to the institution. The involvement of Alumni in various events of our institute

are very much visible through their participation in various levels for the same. They have contributed books to the library during flood calamity. They also support the institute in placements. Many of our alumni are in top managerial positions in many reputed organizations. Fourth Ambit, an exclusive online portal helps the institute to keep constant connect with its alumni.

Governance, Leadership and Management

The quality policy is framed by Top Management and is implemented through the Principal supported by Vice Principal, HoDs and faculty. Participative management is practiced at all levels of administration through an open door policy in communication.. Financial planning and budgeting for institutional infrastructure is done in the short term. Internal audit of financial operation is done by an external agency. Resources are allocated based on the budget on a case to case basis. The institutional policy with regard to quality assurance aims at continually improving the effectiveness of the quality Management System of SSTM . IQAC has been constituted as per the NAAC requirements. An internal audit of all the departments is conducted once every 6 months. Suggestions for improvement are prepared in the form of a report and submitted to the Management review meeting. IQAC has formed various committee The major committees comprises of teachers and operational staff and students. The various, committees, clubs and cells ensure that faculty members and student representatives are provided ample opportunities for grooming their leadership potential. IQAC do the planning and evaluation of the quality assurance of the institution and the members meet quarterly for review of the progress. Performance appraisal system of the staff includes - Student feedback, Peer feedback, Feedback from parents and alumni, Self-appraisal report and Exit analysis. The Self-Appraisal Report (SAR) of all Non-teaching staff is taken on annual basis using structured questionnaire. Based on the performance and the feedback, the Principal takes personal interest in guiding them.

Institutional Values and Best Practices

At SSTM efforts are made to keep the campus eco-friendly and plastic free. All efforts are made to conserve electricity, rain water harvesting is done and routed to the well in the campus. Recycle bin for used pens are provided in every department. Use of one side printed paper throughout the Institution for all internal communication and documentation. The institute has a women's cell named "Swara" through which various gender equity and sensitization programs and co-curricular activities are conducted. The committee has student members with co-coordinators who initiate the conduct of various programs. Innovations introduced in the institution include use of business dailies in the curriculum, Out Bound Training Experience. Two best practices are Mentoring and Course Plan Workshop. Course plan workshops : In the context of improving the curriculum planning and implementation, Each faculty is expected to prepare a course plan based on the subject allocated to them for each semester. And it is presented in the course plan workshop. This encourages the faculty to initiate innovative ideas in the curriculum teaching and learning , to incorporate industry expert's ideas to improve class room teaching and to review the quality of plan of delivery and process of delivery of the subject. Mentoring : Counseling activities are conducted during the first semester and mentoring activities are planned during the second semester. A team of ten students, who are called as mentees, are assigned to a faculty who is called a mentor, who meets the group for around one hour every week.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT
Address	SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT, PRATHAP NAGAR, MUTTOM, ALUVA
City	ALUVA
State	Kerala
Pin	683106
Website	www.scmsgroup.org/sstm

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	G . SASHIK UMAR	0484-2625004	9846234713	-	sstm@scmsgroup.org
Professor	INDU NAIR	0484-2625005	9847189238	-	indunair@scmsgroup.org

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	18-06-2003			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Kerala	Mahatma Gandhi University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	25-07-2003	12	Extension of Approval done annually

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	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	SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT, PRATHAP NAGAR, MUTTOM, ALUVA	Rural	5.25	12532

2.2 ACADEMIC INFORMATION

NAAC

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	BBA,Business Administration	36	Plus Two	English	40	33
UG	BCom,Commerce	36	Plus Two	English	114	107
UG	BCom,Commerce	36	Plus Two	English	50	43
UG	BA,Economics	36	Plus Two	English	40	12
UG	BCA,Computer Applications	36	Plus Two	English	40	15
UG	BSc,Bio Technology	36	Plus Two	English	24	11
PG	MBA,Business Administration	24	UG Degree	English	120	120
PG	MCA,Computer Applications	36	UG Degree	English	30	7
PG	Integrated(PG),Computer Applications	60	Plus Two	English	60	60
PG	MSc,Bio Technology	24	UG Degree	English	20	5

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	5				11				45			
Recruited	2	3	0	5	3	8	0	11	12	33	0	45
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				10
Recruited	3	7	0	10
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				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	3	0	3	8	0	0	0	0	16
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	33	0	45

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		1	3	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	215	1	0	0	216
	Female	161	0	0	0	161
	Others	0	0	0	0	0
UG	Male	83	2	6	0	91
	Female	43	1	7	0	51
	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	2	1	2	0
	Female	2	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	36	49	60	76
	Female	45	41	67	59
	Others	0	0	0	0
General	Male	113	104	123	137
	Female	146	137	136	116
	Others	0	0	0	0
Others	Male	1	1	0	1
	Female	0	0	1	4
	Others	0	0	0	0
Total		345	333	389	393

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
287	332	313	197	194
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
9	8	8	8	9

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
931	857	773	744	649
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

2019-20	2018-19	2017-18	2016-17	2015-16
174	154	137	137	117

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
283	259	266	247	205

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

2019-20	2018-19	2017-18	2016-17	2015-16
61	62	63	62	58

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
61	62	63	62	58

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 44

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
844.18256	843.02742	486.57882	618.87930	397.00761

4.3

Number of Computers

Response: 333

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

SCMS School of Technology & Management follows a well defined process to ensure effective delivery of the curriculum. Being affiliated to Mahatma Gandhi University, Kerala, the basic syllabi prescribed by the university for the various courses under each program form the basis for preparation of the overall curriculum. The institution in its mission to provide quality education, supplements the university prescribed curriculum with a host of value adding activities and courses to ensure social, ethical, and emotional capacities and dispositions of students under each program. The curriculum is then delivered and monitored through a well planned academic calendar which is synchronised with the university calendar to ensure compliance. Immediately before the commencement of every academic year, the concerned departments prepare their departmental academic calendars in line with the institution's academic calendar and courses and related academic responsibilities are assigned to faculty members. Course plans and session plans are prepared for each course by the faculty concerned, to cover the entire syllabus, assessments and related activities. This ensures compliance of University evaluation guidelines for Continuous Internal Evaluation (CIE). Course plans are subject to the scrutiny by the HOD to ensure coverage of content in a phased manner and approved by the HoD and Principal, before implementation. Weekly time tables are prepared incorporating required academic sessions for every course, assessments and other planned activities envisaged under various programmes. Classes are conducted according to the weekly time table. Delivery of the course content is monitored through the Learning Management System (Linways). The faculty maintains a record of topics covered in each session in Linways. Any deviation identified from the course plan has to be rectified by the concerned faculty member within the stipulated period preferably within a week. Departmental meetings are held monthly to review the progress of the courses vis-vis the approved course plan. For the effective transmission and delivery of curricula, departments choose student-centric pedagogical tools as appropriate to the nature of the courses and integrates classroom teaching with ICT tools, laboratory practicals, field projects, student seminars, tutorials, research projects, and on-the-job training. Blended learning and simulation techniques are also used to give the learners a comprehensive understanding of the course content. The Institution has well-equipped libraries for each department specifically catering to various courses with volumes of 19,017 prescribed books, 96 journals, 62 magazines and e-resources such as EBSCO/ Proquest, Delnet, IEL, JGate and IEEE to support teaching – learning process. Additional reading materials and case studies are shared with the students through Linways. Assessments are conducted as scheduled in the course plan. Weak students are given remedial classes in different courses after regular class hours to facilitate their smooth progression through the program. The institution also organizes seminars, conferences, workshops and expert lectures by eminent academicians and industry experts to supplement regular classes. This provides students and faculty a platform to interact with experts in various fields and enrich and update their subject knowledge. The process of curriculum delivery and implementation is well documented in the Academic manual.

File Description	Document
Upload Additional information	View Document

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

Response:

SCMS School of Technology & Management (SSTM) has a well-defined standard operating procedure for the preparation of the academic calendar for the various programmes in tune with the University calendars. The university publishes its academic calendar along with the examination calendar every year. HoD for each department prepares the calendar incorporating important milestones such as the commencement and end of each semester, timeline for various activities to be conducted, completion of internal evaluation including model examination and the tentative schedule of external examination. This is further approved by the Principal, SSTM. The academic calendar is discussed in the department meeting and is shared with faculty and students of the department and other internal stakeholders. The Academic Calendar serves as the master plan for the faculty to prepare detailed plan (Planner) for the various courses and activities and is implemented through weekly timetable. The calendar is strictly followed by the faculty while preparing the detailed course plan and the session plan. Sessions are allocated both for academic and other activities envisaged in the master plan. The faculty takes responsibility to ensure the adherence to the Planner.

The HOD ensures strict implementation of the Academic Calendar regarding conduct of CIE. CIE is carried out in a systematic manner by scheduling examinations, assignments, projects and other activities by each department. Internal assessments are conducted as per schedule outlined in the course plan. Compliance to the academic calendar is monitored through the Learning Management System (Linways). Linways also facilitates continuous monitoring of the progress of course delivery and assessments. The sessions planned in the course plan are reviewed with the actual sessions handled periodically for every course. The progress of the course is also updated by the faculty members in the faculty meeting chaired by the HOD/Principal. Any deviation from the approved calendar arising out of unforeseen circumstances are discussed in the faculty meeting and appropriate actions are taken as authorized by the Principal.

All internal CIE are stipulated within the course plan and implemented accordingly by the faculty member. The details of assignments are specified and are uploaded in LINWAYS, which is accessible to the students, before the commencement of the semester. The practice of using well framed evaluation matrix (rubrics) for internal assessment is followed in various courses.

Once the internal assessment is completed, the results are displayed on the notice board, with component-wise break up. It is also conveyed through Linways for the information of students and parents. In cases of any queries, students seek clarifications from the concerned faculty. A minimum notice period of two weeks is given to students before it is finalized and compiled and sent to the University. The notice period provides enough time for students to redress their grievance, if any. It is mandatory that students score the minimum qualifying (50%) for CIE to be eligible to appear for the University examination. In exceptional cases a reassessment for the internals is permitted by the Principal considering the merit of the case.

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 9

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

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

Response: 66

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

2019-20	2018-19	2017-18	2016-17	2015-16
18	26	11	10	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

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: 57.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
814	774	391	373	71

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:

In order to integrate the cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics, the Institution has embedded different types of courses and activities in the curriculum. Some enhance professional competencies while others aim to inculcate general competencies like social & ethical values, human values, environment sensitivity and social commitment, thereby leading to the holistic development of students.

The institution practices gender equality in all its activities giving equal opportunity to male and female students. Institution owned separate hostel facilities are provided for male and female students and a gymnasium within the campus facilitating better environment. Meetings are conducted on regular basis and issues are discussed over to find solution for addressing cross-cutting issues relevant to gender. Also as part of women empowerment, the Women's club (Swara) arranges various interactive sessions by eminent personalities as well as motivational speakers, women development awareness programmes and workshops on self-defense techniques.

Our campus is certified as Green campus. In order to inculcate awareness of issues facing the environment and to ensure its sustainability, students are encouraged to involve in activities such as save water campaigns, used plastic pen and e-waste collections. Our Biotechnology students along with faculty members maintain a herbal garden, initiates tree planting and cleanliness programs. Through these activities, students are made aware of the importance of preserving the environment.

In order to inculcate human values, the students are encouraged to participate in socially relevant outreach activities like Parivarthana, No Horn day and Campaigns against Drug abuse in collaboration with local governance. Students also attend the biennial International Ageing conference conducted from 2014 in order to sensitize issues related to elderly population.

Moral and ethical values are integral part of education of students. Mentoring is an activity wherein each faculty member is assigned with a group of mentees and the mentor put their best efforts to groom students and make them responsible citizens. Every year students visit orphanages/ Old age homes with an objective to develop societal responsibility, sense of value of giving and empathy.

The courses on Environment and Sustainability, Human Values and Professional Ethics are included in the curriculum of UG & PG programmes. Gender equity is integrated into the curriculum of the course 'Economics of Growth and Development'. Some courses that incorporate Environmental Awareness are Environment Management, Environmental Economics. Human values help to live in harmony with the world and are embedded in the curriculum. Some of the courses that describe the human values are Principles of Management, HR Management, Managing Interpersonal and Group Processes. The students internalize the concepts and practice it in their daily lives. Professional ethics are taught to students as part of their holistic development. Real life case studies are discussed in the class rooms to help students differentiate between the ethical and unethical practices. The courses incorporated in the curriculum like Business Ethics & Corporate Governance, MIS & Cyber Security, Organization Behaviour, Business Law, Entrepreneurship & Project Management describe professionally accepted standards of personal and professional values.

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

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

Response: 8.49

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

2019-20	2018-19	2017-18	2016-17	2015-16
43	21	23	16	11

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

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

Response: 91.51

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

Response: 852

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

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

File Description	Document
Upload any additional information	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: 73.85

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

2019-20	2018-19	2017-18	2016-17	2015-16
377	372	282	349	342

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
528	488	454	454	414

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: 69.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
101	120	80	97	97

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

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 institution starts assessing the learning levels of students with the foundation programme. This continues throughout the programme. The diverse nature of programmes and their unique requirements compel departments to adopt their own assessment strategies.

Immediately after joining the college, initiatives are taken to familiarize students with the institution and its facilities, various curricular and co-curricular activities, policies and general rules and regulations to abide by.

Process of assessing the learning levels.

The process of assessing the learning levels starts immediately after the enrollment to the programme. Prior to the commencement of the core programme, orientation programmes cum foundation courses are offered, the content of which is unique and specially designed for each programme. This helps smooth transition of students from diverse backgrounds, bridging the gap in terms of their knowledge and skills. Evaluations are conducted at various phases of the programme to identify the slow and advanced learners.

Each student is assigned a mentor at the commencement of the programme. Mentors play an active role in the holistic development of the students. During the course of the programme, differences in learning levels are identified through assessments, classroom interactions and observation as well as personal interactions during mentoring.

External experts are engaged to offer Personality Development Programmes. These programmes help mould the attitude and behavior and infuse in students a competitive drive, inner motivation and ability to deal with stress and manage time. Red Dot Training, Konfidance Walk, Outbound training by Kalypso Adventures are some organizations empaneled for this. These experts have their own evaluation methods to identify the slow and advanced learners and suggest corrective measures.

There are other in-house co-curricular activities which help identify the learning levels of students in terms of their leadership, presentation and communication skills. Integrated Management Learning Programme (IMLP) and Advanced Management Learning Programme (AMLPL), Articulate Better Club (ABC), Business Knowledge (BK) Sessions, Language and Soft Skill Improvement sessions are few among these activities. Their creativity is nurtured by providing facilities like Incubation, Innovation and Entrepreneurship Cell.

Programmes organized for Advanced Learners are :

- Encouraged to undertake scholarly activities, participate in paper presentations, seminars, conferences and similar intellectual activities inside and outside the college.
- Encouraged to offer peer tutoring.
- Encouraged to enrol in courses like CMA, NISM, NET, NPTEL and others.

- Motivated to do live industrial projects.(eg. KMRL route assessment, “Whistle Now” App, Colgate Palmolive ,SBI live projects)
- Motivated to take lead in organizing and coordinating various co-curricular and extra-curricular activities like sports, cultural fest (Varna), Inter-collegiate fest (Shikhar).

Programmes organized for Slow Learners are:

- Special / Remedial classes in weak areas.
- Peer-tutoring and Buddy System.
- Mentor intervention and support, specialized coaching for placement.
- Students needing special assistance are referred to the in-house professional counsellor.
- Keeping the parents informed on the performance and progress of their wards through the Learning Management System(Linways) which they can access at their convenience.
- Facilitates an open door policy for direct communication with the faculty, parents and students.

File Description	Document
Upload any additional information	View Document

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

Response: 15:1

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:

SSTM is committed to provide a better learning experience to students through its customized and cautiously crafted academic programmes to provide a holistic learning for students. As the programmes are diverse, each department hews its own unique student centric methods like:

Experiential Learning:

Field Based Learning - Botany and Biotechnology students are taken to centers like Rajiv Gandhi Centre for Biotechnology (RGCB), Sree Chitra Thirunal Institute for Medical Sciences and Technology, Trivandrum, Golden Bee farm, Kerala Forest Research Institute

(KFRI) and other research institutions to gain experience on specific areas. These provide them a valuable experience in their area of study.

Field trips are organized to prestigious institutions with a view to demonstrate use of instruments like Electron Microscope, High Performance Liquid Chromatography, Cryopreserver, Gas Chromatography that complemented the concepts taught.

MBA students gain hands-on experience on various concepts learnt in class by taking up live projects in marketing for Colgate Palmolive and SBI life.

Students are taken on Industrial Visits to DP World, Carboradum Universal, Kitex Garments, Anna Aluminium, Nitta Gelatin, SEBI, Frasco and Modern Bread to provide them an understanding on the working of different types of organizations and its functional units.

Students take up internships which serve as a preparatory phase towards their corporate entry. Recently our students were recognized as best performers for their online internships from Soying Bean and E4.

Collaborative and participative learning

In collaboration with district / local administration and other organizations students participate in various surveys and research programs. Some of such collaborative projects are -“Numma Oonu” for Govt of Kerala, Kudumbashree, Unnat Bharath Abhiyan, Route Assessment Survey for Kochi Metro Rail, “Whistle App” for Vigilance Department and flood relief activities.

Students also participate in socially relevant projects as a part of National Service Scheme activities from time to time. ” Parivarthana “ is one such socially relevant program, where the students, in teams, go to schools and create awareness on diverse social issues.

Collaborative or Group learning is also emphasized in classrooms through - role-plays, games, quiz, simulations, mind mapping, group presentations, think–pair-share. Brainstorming sessions, discussions and debates are conducted to encourage group participation and to improve their communicative skills.

Biotechnology students had set up a bee hive as part of apiculture and a medicinal plant garden to complement group learning.

IMLP and AMLP programme are in house programmes that focuses on collaborative learning.

Interaction with the eminent personalities from the corporate world help the students to get a feel of the industry and learn from these knowledge and experience sharing sessions.

Problem solving methods in the form of case studies, situation analysis, logic development for programming are used for providing better learning experience.

Participation in fests/conferences/ seminar – Students are encouraged to participate in various national management and cultural fests like Daksh , JeMeCe , Yamistha , X'lencia Mahasangram’ and Startup Idea Pitch Competition to mention a few. Students presented paper at “Kathan” conducted by IIM Udaipur. They also participated as panelists at Annual Budget discussions by various TV channels.

File Description	Document
Upload any additional information	View Document

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

Response:

To provide digitized quality education, SSTM follows ICT enabled teaching in addition to the traditional chalk and talk method. The faculty members use tools such as PPTs, Videos, Audio system and online sources to expose the students to advanced knowledge and practical learning. Wi-Fi enabled campus allows students to access uninterrupted internet connectivity limited to their educational needs. Multimedia teaching aids like, LCD projectors, classrooms and laboratories with internet enabled systems along with a smart classroom are usually in use. Seminar halls equipped with white board, LCD, WI-FI facility and proper sound system are used during guest lectures, seminars and workshops.

The Learning Management System(Linways) in SSTM is being effectively used over the past years by students, parents and faculty members who are given individual login details to access. Using this, students can access the course materials, e-repositories, case studies and other materials uploaded by the faculty members for their respective courses. Students and parents can confirm details like attendance, assessment marks, assignment marks and other attributes which contribute to their internal evaluation, making the whole process transparent.

The LMS also houses a digital library allowing faculty members and students to access a wealth of learning materials in almost every subject, in a variety of media that can be used from anywhere at any time of the day. This allows access to a variety of e-resource packages like DELNET, EBSCO, Language Learning portals, Knowledge Gainer Portals, full-text e-journals, Manuscripts, E-Thesis and dissertations, Video/Audio lectures, Web Courses, Technical Manuals, Online Databases, Online datasets for research and open course wares from NPTEL, Swayam, Massachusetts Institute of Technology(MIT) and Association for Computing Machinery(ACM).

All students and faculty members are issued individual e-mail ids under the institutional domain. All communications to students are done using these designated e-mail ids. The college maintains a website informing the day to day activities in campus. Dedicated pages in social media like Facebook and Instagram highlight the campus activities as well as student and faculty achievements. The institution also has a YouTube channel which is extensively used to broadcast invited talks and webinars. To foster value across themes like jobs, internships, skill development, mentorship, fund raising and entrepreneurship, the institution brings students and alumni of the college under one umbrella through Fourth ambit, largest online college community platform for educational institutions.

Students have extensive exposure to use of services like MS Project, GSuite, Google Classroom as well as tools like MS Excel,WEKA,Tally,Joomla!, Turtle for Python and SPSS catering to the challenging needs of the job market.

From March 2020 onwards, Online classes are conducted through platforms like Google classroom, Microsoft teams and Zoom. Faculty have used various online tools like- whiteboard in Microsoft teams, Jamboard in Google meet to teach mathematical subjects in online mode. Student performance evaluations

are conducted through online examinations, online quizzes and e-assignments and results are published in Linways. Online platforms are also used to provide mentoring sessions, placement trainings as well as guidance for projects.

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: 16:1

2.3.3.1 Number of mentors

Response: 60

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: 100

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: 33.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	23	22	17	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: 4.78

2.4.3.1 Total experience of full-time teachers

Response: 291.32

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:

SSTM adheres to the evaluation format as prescribed by the M G University. The Manual of Policies (MOP) issued to students during admission describes the evaluation pattern in detail which comprises of:

- Continuous evaluation or internal assessment at the Institution level and
- External evaluation by University.

Continual Evaluation or internal assessment is conducted throughout the semester through a series of assessments. At the beginning of the semester, faculty members prepare the course plan which includes the internal evaluation components for each course. These components are in adherence to those specified by the university. Details on various assessments like assignments, class tests, mid-term and model examinations are included in the course plan. Assignments include problem solving, group discussions, quiz, term projects, spot tests, role play, software exercises, surveys, video presentations, article reviews, case study analysis and other activities. A right combination of assessments are chosen by the faculty in order to achieve the outcomes stated in course plans. Weightages for the assessments are decided during course plan preparation. Suitable rubrics are also planned for evaluation of each assessment.

The course plans are vetted by a panel during the course plan presentation workshop. The suggestions by the panel are incorporated and approved by the HoD and Principal and then shared with the students on the first session of each course along with a briefing on various assessments and their evaluation modes.

Students are expected to adhere to the deadlines for various assessments. Late submissions are not encouraged except for those on medical grounds. After evaluating each assessments, hard copies of the scripts are returned to the students. Students check their marks and any clarifications are attended to. Scores of all internal assessments are published in the LMS as well as on the notice board for two weeks which can be accessed both by students and parents. Any discrepancies are brought to the notice of the HoD within 48 hours of publishing the results. They can contact the faculty/ HoD through phone/ e-mail or visit the campus for clarification in this regard. The faculty members directly communicates with the parents in case of critical performance failures.

Attendance is displayed on the notice boards and LMS regularly. Any grievances reported are recorded and addressed to immediately. A systematic report of the internals, duly signed by the faculty member, HoD and Principal is maintained by the office. Final internal is then entered in the prescribed university formats and submitted to the University as well as uploaded in the university portal, before the commencement of university examination.

In case a candidate fails to secure the required minimum of 50% marks in internal evaluation, he / she may have to repeat the course in a subsequent semester with a faculty member assigned by the HoD for the same.

External evaluation is conducted at the end of each semester by the university. The required minimum marks as prescribed by the university must be attained in each course for passing the semester.

File Description	Document
Any additional information	View Document

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

Response:

The institution takes the following measures to resolve grievances in a transparent, time bound, effective

and fair manner. The entire process of grievance redressal is conducted in two stages –

- a) at institutional level and
- b) at the university level.

Grievances related to internal evaluations are addressed by the respective Heads of the Departments. Grievances at University level are taken care of by the Controller Of Examinations of the University. The university resolves the grievances using its own mechanism.

At Institution level:

Marks of each assessment are communicated to students within 10 days from the date of assessment. Corrected answer scripts are also distributed to students for verification. Any discrepancies are brought to the notice of the concerned faculty. The faculty verifies the same and makes necessary corrections if any. If a student is not satisfied with the marks awarded by the faculty, the student may appeal the same to the HoD concerned. Student may also approach the grievance cell for further redressal. All such representations are impartially noted and addressed fairly and justifiably.

Both students and parents are given access to view the marks as well as attendance in LMS. It is also displayed on the notice boards for two weeks. Any clarification is sorted out within 48 hours. The LMS make the whole process transparent.

A systematic report of the internals, duly signed by the faculty member, HoD and Principal is maintained by the office. Final internal marks are then entered in the prescribed formats and submitted to the University as well as uploaded in the university portal, before the commencement of university examinations.

At University level:

Students are entitled to apply for revaluation or scrutiny of the answer scripts in theory subjects within the specified days of declaration of results by paying the prescribed fee to the University. If the students are not satisfied even with the revaluation, they can request and obtain the photocopy of their answer script by depositing the stipulated fee at the university. They can further request for a re-evaluation, if they find a possible improvement in the marks.

Dealing with Malpractice

Students are expected to follow the examination guidelines as per the code of conduct of the institution. Any malpractices reported are dealt with strictly both for internal and external examinations. Materials / objects used for malpractice are confiscated and reported to the Chief Superintendent of Examinations. An internally designated enquiry committee is formed and an enquiry is ordered. The student is given ample opportunity to clarify his / her position during the enquiry. All records and supporting evidences are maintained and a report is prepared.

In case of external examination, a report is sent to the university by the Chief Superintendent with all supportive documents and materials. The university constitutes a committee to look into such issues. The final decision taken by the university is officially communicated to the student and the Principal. Both the

Principal and student have to proceed as per the orders received from the university.

File Description	Document
Any 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:

The programme outcomes for all courses are specified by the M G University. Two types of course outcomes are calculated – Direct outcomes and indirect outcomes. Direct outcomes are calculated for the courses and indirect outcomes are calculated for the various co-curricular and extracurricular activities.

The course outcomes are prepared at the institutional level. The following is the process by which course outcomes are determined. Once the subject is allotted, each faculty member would prepare a detailed course plan with the course objectives and the course outcome. The course outcomes are prepared using Blooms Taxonomy. Course outcomes are achieved through cautious crafting of assignments and projects. A sample is provided below:

Sl. No.	Component of the continual evaluation (Internal)	Marks	CO1	CO2	CO3	CO4
Written examinations						
1	Class Test	5	50%	50%		
2	Midterm Examination	7.5	16.5%	16.5 %	33.34%	33.66%
3	Model Examination	7.5	16.67%	50%	16.66%	16.67%
Total of Written examinations		20				
4	Assignments 1	3		100%		
5	Assignment 2	4			100%	
6	Assignment – 3	3				100%
Total of Assignments		10				
7	Class Participation, Attendance , Discipline	10	50%	50%		
Total Internal Evaluation		40				
Threshold		60%				

These outcomes are then mapped to programme outcomes. Further, a session plan is charted out to cover the syllabus prescribed by the university.

Before the semester begins, course plan presentation workshop is scheduled and conducted. During this workshop the course plans are presented before a panel of external experts consisting of faculty, management, alumni and experts from the industry. It is in this workshop that the contents of course plans – the objectives, outcomes, assignments, topics and other items are debated for clarity. At this phase the course outcomes and other parameters are deliberated for suitability too. Suggestions are provided both by the expert panel as well as other faculty members. The course plan is further modified to incorporate these suggestions and these changes are entered in the modification template as a proof.

The modified course plan along with the template is submitted for approval from the HoD and the Principal. Once approved, it is then communicated to the students on the first session of each course along with a briefing on various assessments and their evaluation modes. It is also uploaded in the LMS. It is also then displayed in the website.

As the course progresses, assessments are conducted as scheduled in the course plan. After each evaluation, the outcomes of each assessments are reviewed, and discussed during the faculty meeting and then appropriate measures/actions are taken. Similarly, indirect outcomes are calculated for IMLP, AMLP, Institute Industry Interaction, social outreach activities, placements, fests and sports.

MBA Department has been conducting this process promptly. The other departments have initiated this process on a trial basis.

With the latest syllabus revision for various programmes under M G University, course outcomes are now stated along with the syllabus for each course. At the institutional level, faculty members are provided with the flexibility to add outcomes to enrich the curriculum set by the university.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document

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

Response:

Outcome attainment calculations for programmes are done only for post graduate programmes – MBA & MCA. Attainment of outcomes have been started on a trial basis for MBA since 2017 and MCA since 2019. The process is as follows :

From 2017 admissions, a new revised regulations and syllabus introduced by the University initiated the OBE process. The faculty member assigned with a course formulates the course outcome (CO) and appropriate tools (continuous assessments) to be used for evaluating the direct attainment of these course outcomes.

To calculate the outcome attainment level of internal assessments, a threshold level is set for the COs as an

initial step. The percentage of students who achieve the set threshold level for each of the assessments, is computed. For each internal assessment, the weighted average is used to calculate the attainment of the course outcomes. A weighted average of all the internal assessments is computed to decide the attainment level. The attainment levels are categorized as “substantial” “moderate” and “low” based on the guidelines given in the table below:

CO attainment level definition

Attainment Level	Category	Description
Three	SUBSTANTIAL	70% of the students score more than the competency threshold % marks out of the maximum relevant marks
Two	MODERATE	60% of the students score more than the competency threshold % marks out of the maximum of relevant marks
One	SLIGHT	50% of the students score more than competency threshold % marks out of the maximum of relevant marks

The average of the total attainment is taken to measure the attainment of the course outcome of the total internal evaluation.

Calculation of attainment of University results

After the declaration of the university examination, the percentage of students who attained CO is computed. One assumption that is made here is that the questions answered by the student cover all the COs defined for that course.

Overall course outcome Attainment calculation

From the above description the course outcome attainment percentage for internal examination and the course outcome attainment percentage of university examination are determined. The overall course outcome attainment calculation is done giving a 40% weightage for internal examination and a 60% weightage for university examination.

Computation for overall course outcome attainment level :

Overall CO Attainment % = 0.40 x CO attainment Internal assessment + 0.60 x CO attainment University exam

Process for calculating the course attainment for MBA (Batch 15 & Batch 16)

Each faculty member formulates the course outcomes for the respective allocated courses keeping in mind the assessments to be used for mapping to the course outcomes. The assessments are mainly categorized as tests, assignments, presentations and class participation. The question papers prepared, are mapped to the course outcomes. The percentage of allocation of each assessment to the respective course outcomes are

calculated. The threshold is set by each faculty for their respective courses and the percentage of students under each attainment threshold is calculated. The course outcome attainment is calculated accordingly and the level is recorded as slight, medium or high.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 52.99

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

2019-20	2018-19	2017-18	2016-17	2015-16
196	155	146	97	88

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

2019-20	2018-19	2017-18	2016-17	2015-16
274	254	273	234	235

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:

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

NAAC

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: 51.09

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)

2019-20	2018-19	2017-18	2016-17	2015-16
41.63	5.05	0	0.93	3.476

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](#)

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

Response: 11.48

3.1.2.1 Number of teachers recognized as research guides

Response: 7

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 15

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	1

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	4	4	4

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	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:

1. Innovation & Entrepreneurship Development Cell (IEDC):

SSTM, fosters innovation and entrepreneurship through initiatives such as the incubation center. The Innovation and Entrepreneurship Development Club at SSTM is registered with the District Industries Centre (DIC), under the Entrepreneurship Development program of the Department of Industries & Commerce (GOK, Registration no: EDC/EKM/52/18).

The objectives of IEDC are to motivate students, promote innovations and prepare them to take up the challenge of entrepreneurship. Through IEDC, students interested in Business and Entrepreneurship, get further exposure through seminars/workshops in these areas. Student start-ups and women entrepreneurship are coordinated by the regional level DIC, Ernakulam.

2. Research Advisory Committee and Academic Research Coordinator:

SSTM has constituted a Research review committee, list of the members are attached in additional document.

3. Intellectual Property Right (IPR): Since thorough awareness on IPR is a must for an innovation milieu, SSTM has conducted a seminar on Intellectual Property Rights (IPR) in association with Kerala State Council for Science, Technology and Environment. The seminar has covered IPR, Innovations, Patents, Copyright, Branding, Trademarks and Industrial Designs.

4. Sat Chat: As part of Knowledge Sharing Program (KSP), SSTM has conducted regular lectures in key subjects on fourth Saturdays of every month. Faculty members from departments of Management, Computer Applications, Biotechnology, Economics and Commerce delivered talks on an applied topic of their domain. This exchange has kindled trans-disciplinary thinking in our academicians and researchers.

5. Commerce Lab: A well-organized Commerce Lab is functional in SSTM to further familiarize students with the nuances of the commercialization process and to fuel innovation.

6. Career Counseling, Vocational courses and Placement Cell: With its ambitious enterprising culture and variety of relevant programs, SSTM delivers the best talents to the industry. SSTM has the history of providing excellent placements to all the eligible students, ever since its inception in 2003. During the period 2015-20, major corporate houses have hired students from our campus.

In addition, the departments of SSTM conducts career oriented and skill based courses which includes soft skills development program conducted by ICT academy, CSIR-UGC NET coaching and Tally. Vocational training was given in bottle art, umbrella making, glass painting, embroidery, fashion designing, beauty treatment, apiculture and biotechnology in diagnostic applications.

7. Renewable energy (biofuel): Coconut biofuel developed by SSTM has been recognized as an ecofriendly fuel, by **Swatch Bharat Mission** and **Department of Science and Technology**. Coconut biofuel has low carbon residue, no sulphur and better fuel efficiency than fossil fuels

8. Food and nutraceutical developments: SSTM has proven the exceptional nutritional advantages of coconut haustorium and its potential as a nutraceutical product.

9. Drug discovery and diagnosis: SSTM has established

1) Scar less wound healing by *Hemigraphis alternata* leaf extract.

2) Liquid and gel sanitizer per WHO standards (<2000L) was prepared and distributed to public to prevent the spread of COVID 19.

3) An Innovative project on COVID 19 Rapid and point of care diagnosis funded by BIRAC-Department of Biotechnology.

10. Environmental sustainability based studies were undertaken as project work of BSc students.

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:** 16**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**

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	3	3	2

File Description**Document**

List of workshops/seminars during last 5 years

[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:** 0.29**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 2

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

Response: 7

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 0.72**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
10	3	1	19	11

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: 0.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	3	2	23	3

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:

Keeping the responsibility to society as a core value, SSTM has organized the following extension activities.

Corporate Social responsibility:

- **Relief Fund donations-** Handed over 20 L to chief minister's relief fund for the treatment and rehabilitation of victims of the Puttingal fire work tragedy (2016).
- **Blood donations-**SSTM has conducted Blood Donation Camps in association with Amritha Hospital, HDFC Bank, Lourdes Hospital.
- **International White Cane Day-** Observed in association with Keezhmadu blind school.
- **Lakshya-**

Conducted skill development training programs like Microsoft Excel and Libre Office, for school students.

- **Road safety campaign**-A program on “Helmets for your safety” was organized by SSTM in association with the Motor Vehicles Department of Ernakulum District.
- **No Horn day**- Aimed at sensitizing the public to curb noise pollution and vehicle users to blow horn only when necessary.
- **Reading Day**: To encourage the essential habit of reading to the society.

Environment Preservation: Several awareness programs were conducted for students to emphasize preservation of the environment. SSTM has initiated a nature club ‘Nisargika’ maintains a garden of medicinal plants and conducts, frequent exploration to natural terrains.

Women Empowerment: Several “awareness” and “self-defence training” programs were coordinated by “Swara”, the Women cell of SCMS.

Parivarthana: Is a social reformation initiative by SSTM, regular programs are conducted in schools for promoting essential awareness on matters like de-addiction, water conservation etc.

Organic farming: Organic farming has been a thrust area of SSTM’s NSS activities and the unit has conducted a three days NSS camp solely devoted to the same. NSS volunteers undertook a campaign “Jaivam” in Vijeyapuram Panchayat of Kottayam (2017) and visited nearly 1000 households and sensitized the villagers on the need of maintaining nature friendly agricultural practices.

Swachh Bharath Abhiyan: The institute has adapted green protocol for the campus and community. For community service, SSTM has won many awards from government bodies.

Unnat Bharat Abhyas: SSTM had adopted five villages, Chowara, Eloor, Edathala, Choornikkara and Chengamanad, under UBA programme of MHRD.

A preliminary socio economic survey was done in the villages, to spot the essential requirements of the villagers, and shortage of water was found as a major issue for which the institute organized a seminar highlighting the importance of water conservation for sustainable living.

Flood relief activities: The students of SSTM served like paramilitary force during the flood rescue operations.

- The biotechnology campus of SSTM was completely dedicated for rescue camp
- Distributed relief materials at flood affected areas.
- Participated in cleaning process and rehabilitation.
- Koodorukkam: SSTM is a volunteer partner of Koodorukkam, an initiative by NASSCOM and G Tech from across the state and outside, to help the flood victims to set up homes by providing them with household appliances.

Covid-19 Related activities: SSTM actively participated in Break the Chain campaign, by producing 2000 litres of hand sanitizer per WHO standards, and supplied to the community through various local bodies and Medical College.

Roshni and peace: SSTM in association with District administration, Ernakulam has conducted language

supporting programmes for migrant students.

File Description	Document
Upload any 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: 26

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.

2019-20	2018-19	2017-18	2016-17	2015-16
9	6	4	4	3

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 104

3.4.3.1 Number of extension and outreach 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

2019-20	2018-19	2017-18	2016-17	2015-16
30	46	16	6	6

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

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

Response: 84.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
780	778	659	635	490

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: 23

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	9	1	2	6

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

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

Response: 97

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

2019-20	2018-19	2017-18	2016-17	2015-16
44	30	10	9	4

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

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:

SCMS School of Technology and Management campus is on 5.25 acres located besides the Periyar river in Ernakulum district. The Institution has systematically augmented its infrastructure over the years. The facilities of the Institution are enhanced on a priority basis by the management giving relevance to inclusive education

The Institution presently has 44 well-lit and ventilated ICT enabled classrooms as well as five seminar halls, two of them are air conditioned and a smart classroom. The classroom requirement is more than the prescribed requirement by M.G.University. There is a progression from the previous five academic years wherein the Institution only had 21 classrooms and three seminar halls.

The Institution has separate departmental libraries which is well stacked with university prescribed text books, 19, 017 reference books and general books, 96 national and international journals, 62 magazines and 8 newspapers with 42 copies. In addition to departmental libraries, there is a central library where students are permitted to refer and borrow books from a total of 37, 992 books, 100 journals and 75 magazines.

Learning Management System (Linways) provides platform for Course Material Distribution, Academic Audits, Attendance Marking and Report Generation, Timetable management, Publish marks and performance analysis, Progress Report Generation, Document Repository, Question Paper Generation, Online Feedback, and Lesson Planner for both students and faculties.

The Institution has well equipped laboratories with equipment to meet the academic and research requirements. They are procured as per the University guidelines and course requirements.

SCMS Institute of Biotechnology and Bio Sciences (Research and Development) that operates from South Kalamassery Campus is recognized for research by Department of Scientific and Industrial Research (DSIR), Govt. of India and Kerala University of Health and Allied Sciences (KUHAS).The lab is well equipped with instruments like real time PCR, Biosafety cabinets, CO2 incubator, inverted microscope, gradient PCR, refrigerated centrifuges, spectrophotometer, UV trans illuminator, deep freezers which are essential for molecular biology, cell biology, biochemistry and advances in botany research. Real-time polymerase chain reaction facility is available for diagnosis of emerging viral diseases and detection of various genes.

The Institution has a Language Lab with the software titled 'Learn Soft' to improve the communication skills of the students. The lab provides the students with a different experience from the conventional method of learning. The students were also provided with classes on German, French, Japanese and Spanish.

The Institution has a commerce lab as part of experiential learning which provides the students with

practical exposure of the subject syllabi. Mock commerce activities are conducted in the laboratory. The students by the activities are able to understand the how to run a business and the practical difficulties involved in the corporate sector.

The Entrepreneurship Club of the Institution promotes entrepreneurship skills and qualities of the students. It helps in creating and promoting awareness and promotion of social, student entrepreneurship and corporate responsibility.

The Institution has a Student Counselling Centre with a professional counsellor. Counselling sessions and classes are provided to students on personal and psychological needs maintaining privacy and confidentiality.

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:

The Institution offers ample facilities for sports and games to students. The various sports facilities for indoor and outdoor games are Chess, Carroms, Table Tennis, Basketball, Badminton and Volleyball. Events are organized in the Institution annually at Inter and Intra Institutional level. The students have participated in Institutional, District and University level sports competitions. Travelling allowance, and track suits are given to students for participation in competitions.

Sports Meet is organised annually. The events are conducted both at the college premises and also at the leased premises of FACT Ground, Udyogamandel. T shirts are provided to the faculties on every sports meet as token of encouragement.

The Institution have a full-fledged modern canteen wherein wholesome nutritious vegetarian and non-vegetarian food are served at a subsidised rate to cater to the needs of students, faculty and staff. The Institution has a tie up with M/s Campus Foods to serve hygienically prepared food. The canteen is approved by FSSAI and is headed by a F&B manager. Breakfast, lunch, snacks and dinner are served in the canteen. Purified water is provided for all.

A well-equipped spacious gymnasium and yoga centre is available for the students, faculty and staff manned and coached by a personal trainer with all modern facilities to maintain fitness and health.

Cultural Programmes: The Institution organises several cultural and management fests for students at different intervals in an academic year. An open auditorium with 7780 sq. ft is the main venue for the events.

Shikhar is the flagship management Inter Institution fest organised by PG students and Aroha is the Inter Institution fest organised by the UG students. These events are aimed at enhancing the managerial skills of the youth by providing them with an opportunity to showcase their innovative ideas, thoughts and artistic talents. Tarang- the Cultural Club organises various intra competitions under the title Varna. Various national and regional festivals are conducted in the campus like Onam and Christmas. The Articulate Better Club (English Club) helps the students to acquire basic skills of reading, writing, listening, and speaking through various communicative and literary activities like book/film review, games, movie time, quiz and skits for developing proficiency in English. The Quiz Club, Chess Club, Arts Club and Sports Club gives opportunities to the students to participate in Intra and Inter Department competitions. Department wise programmes are also being organised in association with NSS Unit of the Institution on all important days like Independence Day, Republic Day, Gandhi Jayanthi, Environment Day, No Horn Day, Teacher's Day, Reading Day Women's Day and Yoga Day.

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: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 44

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: 13.16

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

2019-20	2018-19	2017-18	2016-17	2015-16
141.78226	125.15656	26.58297	109.94563	43.44395

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 library is the prime learning resource of the Institution and has the best possible information resource with leading national and international journals, reference books, general books, magazines and newspapers apart from university prescribed text books. The library also has rare collection of books. E-Resource sharing through remote access is also provided to students and faculties. Library hours are scheduled for the students within the timetable and the students are monitored by the faculty and staff.

Library Automation

Sl. No	Particulars	Remarks
1.	Name of ILMS Software	Linways AMS
2.	Nature of Automation	Partially
3.	Version	3.2
4.	Year of Automation	2015

Features of Integrated Library Management System (ILMS)

1. Library reports can be generated in an easy manner
2. Digital library facilities are available for faculty and students. E-resource sharing facility is also provided.
3. New arrival notification of resources in Linways

ILMS of the Institution acts as a repository of information. Linways, the learning management system of the Institution provides a platform for academic support to students, faculty, researchers and staff in locating information in various areas. The librarians update the faculty members when additions are made to the library resources through E Mail. The resources available are continuously updated and measures are taken to add to the collection of books, journals and other publications yearly. In 2018, the MCA Library was badly affected by the flood and a total of 7, 256 books and journals were irrecoverably lost. The Institutional library tackled the major havoc of flood and is in the process of recouping. Information about the online access journals and online databases are provided to the students and faculty time to time. The Online Public Access Catalogue (OPAC) has been facilitated to the students, faculty and library staff. The

rules to be followed are displayed in the library. Libraries are open for access to students and faculty members on all days. The Institution has three departmental libraries and a central library. The following are the working hours of the libraries.

Sl. No	Department	Timings
1.	MBA, B.Com & BA	08:00 am to 18:00 pm
2.	MCA	08:00am to 16:00pm
3.	M.Sc & B.Sc	09:00am to 17:00pm
4	Central Library	08.00am to 08.00pm

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: 11.52

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)

2019-20	2018-19	2017-18	2016-17	2015-16
9.15389	32.59170	6.72737	4.91630	4.19865

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

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

Response: 5.44

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

Response: 54

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 Institution has IT infrastructure and software needed for students to enhance their learning process. The infrastructure is upgraded regularly as per requirements. The Institution has a 100 mbps backup (Muttom Campus) and 50 mbps backup (Biotechnology) leased line for Internet connectivity so that the campus is always connected through Wi-Fi. The Institution subscribes to Microsoft campus license, Grammarly, Adobe, SPSS and Oracle. Faculty and students doing research work can make use of this facility. We also have subscribed to online resources like EBSCO, DELNET, SCIENCE, ACM, J-Gate, IEEE, EPW, SAGE, INVENTI and HBR. Students and faculty can avail this facility from the campus and outside the campus. LINWAYS provides a platform for students and faculty to make use of this facility for their academic and research activities. Classrooms are provided with wall mounted LCD projectors and systems. The Institution has a total of 333 computers of which 267 machines are available for use in seven laboratories with a configuration of i3 with 4 GB RAM and 1 TB HDD. These are all connected to a central network. Each faculty is provided with a PC of the same configuration with necessary software. The Institution has introduced a thin-client lab and are also in the process of replacing all classroom systems with thin-clients all again connected to a central server. The faculty can therefore access all these

resources from the central server. The campus academic process is streamlined with the help of Linways which also has a mobile app that helps administration of courses, online admission management, human resources information system, tally integration, classroom sessions and digital library very effectively. E-books and articles are uploaded on the learning management system which can be accessed by students and faculty. The Institution has 13 printers, four scanners and six Reprographic Xerox machines in addition to 44 LCD projectors in each class rooms. The Institution also has facility for video conferencing.

The Institution to connect and engage the alumni has a private social network Fourth Ambit. Through the network, the students and alumni are brought under one head for effective networking.

The campus is a single network, protected by a Firewall Fortinet 300 C which prevents unauthorized use and access to our network and provides restricted access to students to prevent misuse. Each system is protected by anti-virus Microsoft security essentials. The network is categorized into four levels namely, management, faculty, staff and students. The campus and hostels are Wi-Fi enabled. The Institution has a strong IT policy which discourages pirated software usage in the campus and keep a constant track of software used by faculty and students. Facility for video conferencing is used during workshops, seminars, conferences and also for online interviews during placement and admission activities. Libraries are also provided with additional terminals for students to access online resources. Bio metric attendance device for faculty and staff is available at various locations of Institution. Teaching amplifiers are available for faculty.

File Description	Document
Upload any additional information	View Document

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

Response: 3:1

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 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:** 86.84**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)**

2019-20	2018-19	2017-18	2016-17	2015-16
702.40029	717.87086	459.999585	508.93367	353.56366

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 an excellent infrastructure with well-defined guidelines as per the ISO Quality System Manual for maintaining and utilizing physical, academic and support facilities. A holistic campus life is ensured by the Institution for students, faculty and staff. The resources needed to maintain the academic, physical and support facilities are ensured by the Maintenance department. Regular suggestions are being taken from the faculty and staff which is reviewed periodically. There is a provision for students to raise such grievances through grievance cell as well. Efforts are taken for continuous improvement for physical, academic and support facilities on priority basis. Budget is allotted annually for maintaining physical and academic support facilities. The human resource like faculty, laboratory staff, administrative staff are recruited as per the norms of M.G. University/AICTE. Learning resources like library books, journals, computers and laboratory equipment are planned and procured as per M.G. University/AICTE norms.

Classrooms

Neat and clean classrooms are allotted for every batch. The availability of furniture, electrical fittings and whiteboards is ensured round the year.

Biotechnology Laboratories

The maintenance and replenishments of infrastructure at Biotechnology Department is conducted as per the request by head of the Institution, the Director. For the proper functioning of the laboratory, various

registers for stock, chemical consumption, instrument handling, issue and breakage are maintained.

Computer Laboratories and System Maintenance

The Institution has a total of 333 computers in administrative offices, faculty room and laboratories. They are maintained by the in – house laboratory staff of the Institution under the guidance of System Administrator. Up gradation of the software and hardware are regularly done depending on the recommendations received on the basis of the curriculum/ need for replacement. For replacing the equipment each laboratory staff requests the System Administrator for approval and further processing. In the campus, the entire network is protected by a Firewall Fortinet 300 C which prevents unauthorized use and access to intranet and provides restricted access for students to internet.

Library

The Institutional libraries are well maintained and systematic efforts are taken in procuring books by identifying, evaluating, and selecting them from catalogues relating to the University syllabus and recommendations by the faculty. Measures are taken for updation by adding collection of books, journals and other publications yearly. Weeding of outdated books, newspapers and journals are done on a regular basis. Pest management measures are carried in order to preserve books.

Lift

The Institution has three lift facility. One lift has the capacity for sixteen people whereas the other two has capacity for eight people. The lifts are serviced as part of an AMC with the supplier.

Power Utilisation

The Institution is connected through 750 kVA transformer and two generators of 380 kVA and one generator of 82.5 kVA and 30 kVA respectively. For uninterrupted power supply, the Institution has installed 2 UPS with capacity of 16kVA and 20 kVA respectively.

Air Conditioners

There is a AC system in the campus meant for classrooms, laboratories, faculty room, hostels and other areas of campus maintained by Blue Star.

Water Supply

The Institution has water supply from various sources. The main source of water supply is from the Kerala Water Authority (KWA), Govt. of Kerala. The Institution has its own effluent water plant to treat water where 1,00,000 litre water can be treated. The Institution has 2 underground water tanks of 20, 000 litres each. Well water is also used in the Institution. Drinking water coolers installed at various points are maintained regularly.

Parking Facility

The Institution has adequate space for parking of bicycles, two wheelers and four wheelers. There are separate parking lots for two wheelers and four wheelers. Covered sheds are also available.

Fire and Safety

At various points of the Institution, fire extinguishers are kept for the safety of people in the campus and they are regularly serviced and maintained by Cochin Fire Tech India Pvt. Ltd. The Institution has fire exits which are clearly marked for the safety of students and staff in case of any mishap. Students and staff are provided training sessions by the Kerala Fire and Rescue Services, Government of Kerala.

Security

The Institution has a Memorandum of Understanding with Pinakin Security Private Ltd for security coverage round the clock. There are twelve security guards and one security supervisor for the security coverage of the Institutional and hostel premises. CCTV is installed in all major locations of the campus for the security of the students, faculty and staff.

House Keeping and Sanitizing Service

The Institution has a Memorandum of Understanding with M/s Riech Hospitality Services Pvt. Ltd for housekeeping and sanitizing service. The team of sanitizing workers ensure that the campus as well as hostels are maintained in a neat and tidy manner daily. Waste is segregated as biodegradable and non-bio gradable and is disposed off in a proper manner. An incinerator is also available for burning the waste.

File Description	Document
Upload any 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: 1

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	15	3	8	4

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: 0.26

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	1	1	4

File Description

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: 56.82

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

2019-20	2018-19	2017-18	2016-17	2015-16
745	475	444	391	251

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

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: 44.98

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

2019-20	2018-19	2017-18	2016-17	2015-16
134	104	100	126	100

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: 47

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

Response: 133

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	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: 59.72

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	21	7	3	1

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	29	10	7	3

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

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: 83

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.

2019-20	2018-19	2017-18	2016-17	2015-16
24	22	15	18	4

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

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:

The Institute believes in the decentralisation of power and encourages students to participate in administrative committees, academic bodies, and students' councils.

Administrative Committee:

The Students Welfare & Grievance redressal committee consists of elected student members ensuring transparency of the grievance redressal mechanism and makes sure that the representation from the students is duly communicated and addressed.

The student's council of the Institute adds power to the voice of the students. The elected members help in coordinating all the events related to academics, co-curricular & Extra-curricular activities under the guidance of the teaching faculties. The council acts as a medium to ensures constructive feedback and representation on various aspects of campus life.

Hostel and mess committee looks into the security, hygiene and discipline are monitored by student committee members and communicated regularly to the warden. Students are encouraged to associate with the Institutes alumni through *Alumni meets* which contribute greatly in terms of mentoring, grooming and placements.

Co-curricular Committee:

The Institute encourages students to be a part of a plethora of Co-curricular activities through several well-structured committees. *The Magazine Committee* of MBA department students have successfully brought out the inaugural issue "Pratichhaya" in AY 2019-20. *The Sports Committee* encourages a healthy lifestyle and sportsmanship through a blend of sports, games, and exercises. *The Incubation cell* under IEDC enables the students to establish start-ups and supports them in developing their dreams into realities.

The Arts Committee inspires students to develop their skills in various art forms and provides them a platform to perform and develop their talents. The Institute also allows students to be a part of *Unnat Bharat Abiyan* that works with the people of the local panchayats and gives them an insight on the challenges in development and evolving solutions for sustainable growth. **The cultural club of SCMS “Tarang”** is in charge of all cultural festivals in the campus and is well-known for ‘Varna- the Arts Festival’ and several other competitions.

Shikhar, a biennial inter-collegiate management fest, allows students to organise various management events while *Aroha-The College Arts festival* is a cultural extravaganza that acts as a platform for the students in creative and performing arts competitions as well as in the beautification of the campus.

Extra-Curricular Activities:

In addition to administrative committees and Co-curricular committees, the Institute also encourages students to be a part various extracurricular committee. *The NSS wing* enables the student fraternity to be a part of social service activities such as organizing blood donation through the *blood donors club*, rural health & sanitation, road safety programs and environmental awareness camps instilling a sense of social responsibility. *The Economic club “UNO”* fosters a mini stationery run by students that allows the economics department students to get a hands-on experience towards business management.

Swara, the Women’s cell of SSTM is aimed to equip and empower women through various seminars, workshops, training sessions etc. The Institute also fosters the **forestry club** focused on pro-nature activities and the **Eco club** working towards afforestation activities.

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: 17.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
32	22	30	3	1

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:

SCMS Alumni Association was formally registered in 2017 covering all the institutions under the SCMS Group. It is an umbrella organization, coordinating many alumni chapters both national and international. The purpose of the SCMS Alumni Association is to promote professional and social activities among the alumni network who are located in different parts of the world and to promote SCMS Group of Institutions.

The institution gives importance and value to the students who pass out and become our esteemed alumni. We include our alumni in responsible and key committees in our institution. The Academic Advisory Board of our institution comprise of our alumni who are in top positions in corporate. The Internal Quality Assurance Cell(IQAC) of our Institute also includes distinguished alumni members.

The involvement of Alumni in various events and activities of our institute are very much visible through their participation at various levels. They have contributed books to the library during flood calamity. They also support the institute in placements. Many of our alumni are in top managerial positions in many reputed organizations. This helps our students in many ways including recruitment, industry interaction, UG and PG internships etc. Majority of the recruiters maintain a good rapport with the institute and visit the campus again mainly because of our alumni who are placed with them earlier.

Alumni contribute as resource persons for technical sessions, advisors in committees, industry experts and cooperative partners in projects with our institution. This improves the development of SCMS Group of Institutions.

Fourth Ambit is an exclusive online portal which helps the institute to keep constant connect with its alumni. The Fourth Ambit database updates complete details of the alumni including their latest organization and designation. All the events in the campus, student and faculty achievements, information regarding alumni meet etc. are posted in this portal. The official fourth ambit link of the institution is <https://sstm.fourthambit.com/>.

Besides the above portal, the institution has social media presence which includes face book pages like <https://www.facebook.com/sstmkochi/> , <https://www.facebook.com/SCMSCochinAlumni/> and Instagram page.

The various activities of alumni association includes:

- Conducting periodic meetings of the committee in order to chalk out plan of action.
- Conducting training sessions by industry professionals.
- Conducting personality development training, interview answering skills and confidence building programs.
- Interacting with unemployed alumni to find probability of employment with reference of professionals.
- Conducting social welfare activities such as blood donation, health awareness programs, cleanliness drive etc.
- Re-unions of alumni.

Alumni meet is organized periodically in various chapters. We have seven National Alumni chapters namely:

- SCMS Alumni Kochi Chapter
- SCMS Alumni Bangalore Chapter
- SCMS Alumni Chennai Chapter
- SCMS Alumni Hyderabad Chapter
- SCMS Alumni Mumbai Chapter
- SCMS Alumni Kolkata Chapter
- SCMS Alumni Delhi Chapter

Other than the above mentioned National Alumni Chapters, our institution has one international chapter -SCMS Alumni Dubai Chapter. The alumni meets are organized in these chapters involving the active participation of alumni.

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: D. 1 Lakhs - 3 Lakhs

File Description	Document
Upload 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:

VISION

To be a socially committed centre of learning renowned for its excellence in quality higher education & research to foster holistic development of individuals.

MISSION

- To impart inclusive quality education to aspiring younger generation through the best of teaching and learning opportunities.
- To discover, nurture and enhance creativity and innovation in scientific, technical and managerial competencies.
- To provide an enabling environment to imbibe human values in research, and community involvement.
- Facilitate transformational learning process to foster holistic development of students through enriched curriculum.

True to the vision and mission which emphasises 'research, quality education and community involvement activities', the institution always strives for quality sustenance and enhancement in higher education. By providing education to a large number of female students, the institution is discharging a significant social responsibility in a creditable manner.

Perspective Plans

For the realization of mission perspective plans are formulated and action plans designed by the institution with participation from various departments. The institution has been continuing its efforts for quality enhancement and in its perspective plan 2018-2022 the following are envisaged.

- Designing
- Adoption of ICT to enhance the effectiveness of teaching and learning process.
- Strengthening of research culture and innovation capacity among students and faculty members promoting .
- Undertaking of
- Adoption of morehands on training through adopting in the curriculum to enhance employability and to s.
- Increasing the .
- Adopt more Villages for extension activities.

Participation of teachers in the decision-making bodies

Faculty have their representation in administrative and academic bodies of the institution. Besides, all committees constituted by the Principal are mandated to have teacher-representatives to foster collaborative administration.

Each faculty is given freedom to design and develop the curriculum based on the Mahatma Gandhi University syllabus, emphasizing on the quality education by including add-on courses, extension activities and outreach programs which makes students confident enough to face the practical world with ease.

The faculty takes a lead role in organizing conferences/extracurricular activities/co-curricular activities to upskill the students. Such activities and programmes organised link the students to the society and make them understand the social issues and prepare them to face the real world.

To fulfill the faculty and students' requirement, required books are purchased for the college library every year. During the purchase of books, the faculty members handling different courses are given the freedom in choosing the required books within the allotted budget.

Internal Quality Assurance cell (IQAC) at SSTM is constituted to ensure the continuous improvement in quality of all the activities conducted in the institution. IQAC does the planning and evaluation of the quality assurance of the institution and the members meet quarterly for review of the progress. The institution aspires to create an enabling atmosphere for research and innovation

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:

SSTM practices a decentralised and participative management approach in decision making. Due representations are given to the faculty and students in various committees for good governance and leadership. The Principal is supported by the Vice-Principal and Head of the Departments by providing administrative as well as academic administration autonomy to various departments of the institution. Statutory committees as per the AICTE requirements are formed by the institution for various activities. Anti-ragging committee, Grievance Redressal committee, Student welfare committee are few of them. These committees comprise of students and teachers.

Faculty meeting is conducted in each department periodically for seeking opinion from the attendees and incorporating relevant suggestions in quality improvements. Institution follows an open-door communication policy for any suggestion to quality improvement of the programme.

Head of Departments are vested with the powers to prepare the academic calendar (based on Mahatma

Gandhi University calendar and timetable) to schedule the classes in each department. Curriculum development based on syllabus prescribed by Mahatma Gandhi University, Research and Innovations, Admission procedure, purchase of equipment, consumables, computers and all accessories, Library progress are the few aspects involving decentralised decision making.

Practice of having Class Committee is another evidence for student's participation in decision making. Students have face to face meeting with Head of the Department. They raise their concerns and requirement in such meetings.

- SSTM practices a participative management approach by empowering the faculty members and operational staff members in various governing administrative roles.
- Apex body BoG comprises of

Case Study: NBA Accreditation process

Effective leadership is visible through various team work. An example is formation of NBA Team and its achievement. The institution initiated to get the NBA accreditation for the MBA programme and formed a committee in December 2018 comprising of faculty members from the MBA department. A Core team consisted of three faculty members, formed to prepare the SAR and other relevant reports to initiate the process. Each criterion of NBA was allocated to one faculty member to give more focus on each parameter. The faculty members were given the responsibility and accountability to ensure the proper verification of the department's continuous activities, arranging files, coding, and filing of the documents which are relevant in each criterion. Continuous review meetings were conducted by the Principal and the Top Management for the proper completion of the task. Faculty members were asked to present the department status on activities of each criterion. This task was successful when the MBA program of the institution is accredited by NBA in 2019.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Specific highlights of new plans introduced in the last 5 years are listed below:

- The IQAC of the institution conducts review meeting quarterly and deploys various strategies and action plans for the overall improvement and development of the institute keeping in mind the vision and mission of the institution.
- New courses introduced during the last five years are Integrated MCA, BA Economics, BSc, and BCA which are affiliated to Mahatma Gandhi University.
- Value-added and add-on courses are provided to students to equip them with additional skills and knowledge apart from the university prescribed syllabus. We offer ACCA, CMA, Tally, Softskill

programmes for BCom , Professional Selling , Retail Marketing, Industrial Relations and Labour Laws for MBA and Python and Joomla for MCA to name a few.

- As a part of the institution's strategic plan MBA program was accredited by NBA during the year 2019.
- Periodical mentoring and counseling are provided to students to facilitate them in curriculum and co-curricular activities and support them in getting better placements.
- As part of placement activities, Personality development programmes, Orientation for placements, aptitude test training and Advanced Management Learning Programs (AMLPG) are conducted for supporting the students to perform better in the recruitment and selection process.
- Outreach activities are initiated, implemented, and monitored by various committees constituted for the purpose. One such example is the rehabilitation activities conducted by institution incorporating students, faculty, and staff, during the Kerala floods during 2018 and 2019.
- National and International conferences are organized by the institution. Faculty members are encouraged to attend and present papers/ articles/posters in conferences, seminars, faculty development programs, and workshops organized by reputed institutions and are sponsored by the institution to attend such programs.

Case Study:-

The e-governance is made qualitative and transparent with the introduction of Learning Management System (Linways) software. The student online registration, student admission, internal examinations as per university norms, regular academic activities like the teaching-learning process and its outcome measurement, and library management come under one platform. The faculty members are trained to use the software efficiently. The software helps them in preparing the course plan, maintaining the student's attendance records, assignments, and internal assessment records. The students are also well equipped with the working knowledge of the software to view their attendance, internal marks, study materials, and other course instructions. The parents can view their ward's performance, attendance and will get the auto-generated attendance report of their wards. Usage of this software is implemented in additional areas every year for continuous improvement. The question paper generation and creation of examinations from pooled question papers and the automatic calculation of course outcomes implemented in the MBA department was found successful. The same will be implemented in other departments in the forthcoming academic years. Furthermore, the HoD and the Principal can view the up-to-date activities done by faculty leading to increase the efficiency of the academic process as a whole.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document

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

Response:

SCMS School of Technology & Management (SSTM) is an institution of the SCMS group of education institutions, under the able leadership of its founding Chairman Dr.G.P.C. Nayar. The Board of Governors (BoG) act as the apex body in formulating policies for the governance of the institution. The Board comprise of people of eminence from different walks of life including representation from the faculty. The Governing body functions through its executive arm, the Board of Management (BoM).

The major functions of the BoG are

- Acting as the advisory to Board of Management.
- Assessing the standing of the institution and its activities, and, to check its conformity with the mission of the institution.
- Integrating strategic plans and activities with organizational vision and mission.
- Exploring the scope for expansion of present activities and identifying the avenues for future growth and development of the institution.

Board of Management

The governing body has a participative decision making process and functions through its executive arm, the Board of Management (BoM).

The role of the BoM is

- Scrutinizing suggestions from Principal and give approval for implementation of action plans and various activities supporting the realization of strategic objectives.
- Identifying and mobilizing resources required for program implementation.
- Approval of budget and budgetary allocation for various programmes and activities.
- Scanning of environmental changes affecting the functioning and progress of the institution and assessing market potential for new opportunities.

There is a well-designed organizational structure which delineates the roles and scope of work at various levels and acts as the conduit for communication and effective and efficient management of the institution. Qualities of leadership and administrative efficiency transcend to every level of the institution's management. Emphasis is given to collective leadership and transparency in communication. Both formal and informal meetings are held periodically.

Routine activities are under the jurisdiction of the HoD and Principal. This is reviewed in the monthly faculty meetings and non-routine activities are put up for the perusal and approval of the Board of Management which assesses the feasibility, resource availability, and budgetary allocation and expenditure. Monthly Activity reports covering the progress on the activities (academic and non-academic) and plans for the coming month are prepared by the Principal and submitted to the Board of Management for their perusal and review. Budgets are prepared and reviewed before resource allocations are made for each activity. Reviews are held on completion of various planned activities, opportunities for

improvements are identified and corrective and preventive actions are initiated if any. Departmental meetings are organized every month by the Principal and Head of the Department (HoD) with the faculty team for the review of progress of the monthly activities of each department. Feedback and suggestions are taken from faculty members on course implementation, co-curricular activities, session management, internal assessment, placement. This is then presented before the management for further decision making on the required areas. The progress/achievement of students and faculty members are also reported to management for ensuring effective 360-degree communication.

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

6.3 Faculty Empowerment Strategies

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

Response:

Our Institution has an excellent team of academicians/professionals with academic excellence and practical corporate experience, facilitating the comprehensive learning process for students. This core team consisting of strong and able faculty team and efficient supporting staff. Our HR department recognizes the need for a balance between academic knowledge and practical experience that is ensured through a fair mix of faculty with industry and teaching experience. Emphasis is given for candidates with research orientation, research qualification, experience and research output.

The institution has well defined HR policies incorporating progressive and transparent approach systems and procedures for recruitment, training, career progression and employee benefits. The recruitment of the faculty and staff has a definite procedure which is transparent. The faculty recruitment policy strives to select people belonging to different age groups, experience, linguistic and ethnic sections with ability to integrate a broad range of subjects, thereby ensuring work diversity amongst the faculty team. The institution follows a compensation policy which is in line with the guidelines of AICTE. There are welfare schemes for the staff and statutory compliance like ESI, PF & Payment of gratuity. For teaching faculty the facilities like Ph.D. leave with pay, course work leave, sponsoring for attending conferences, workshops, and FDPs, incentives for publication for papers/ research articles, study leave to pursue Ph.D. traveling allowance, Employees Provident fund, maternity leaves and medical leaves are provided. Common facilities like subsidized canteen, reservation in admission for eligible wards of employees, and concession/ fee waivers for meritorious students are given based on case to case. In addition to the above a family get-together is arranged annually on 23rd January, our Founders Day.

For the staff members, facilities like medical leave, maternity leave, incentives for attending orientation programs, workshops, and conferences, admission to wards of employees, statutory compliance benefits are provided.

The guidelines of AICTE norms are broadly followed for the career path progression. The institution follows a structured system for appraising the performance of the faculty members/ staff. Every faculty on recruitment is clearly apprised of the role functions as well as our expectations on his or her contribution in running the institution during the induction. The annual performance appraisal comprises of different levels- Self appraisal, appraisal by HOD, appraisal by Principal, followed by the review by BoM. Every effort is taken to ensure that qualified candidates are appropriately designated in suitable pay scales. The key points considered for the promotion are - Contributions and performance of faculty, length of service etc. The severance of service is as per the terms mentioned in the appointment letter/service rules specified.

Welfare Scheme and Number of Beneficiaries (last five years till May 2020) updated from Shyla Mam

Sl. No.	Name of the Scheme	No. of Beneficiary
1	Duty Leave	102
2	Maternity Leave	Yet to get
3	Salary advance facility	9
4	Incentives for teachers	21
5	Ph.D. Leave (20 days half pay per year)	6
	Ph.D. Course	2

6	work or Long Leave
File Description	Document
Upload any 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: 13.26

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	10	14	7	3

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: 26.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	44	31	22	25

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: 28.17

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	26	24	22	9

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

We have a performance appraisal system comprehensive enough to ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The annual performance appraisal specifies that each faculty member completes the self-evaluation and submits the same for evaluation by the HOD/ Principal of SSTM. Performance Appraisal of faculty is done every year in the month of June to review the performance during the previous year. The appraisal period is normally from April to March, but for a faculty on probation, the appraisal period will be from the date of joining to the date of confirmation, which is one year.

When the confirmation / annual increment becomes due to a faculty member, a performance appraisal is carried out. A faculty member should be able to justify himself/herself by activities such as innovation in teaching methods, involvement in co-curricular / extracurricular activities, academic support to the HOD/ Principal, participation in research projects, and development of case studies and publication of articles/books.

Annual Performance Appraisal comprises of five levels as described below:

Part I& II: Self-Assessment report/ Self-Appraisal:

The faculty members themselves rate their performance for the appraisal year.

Part III: Appraisal by HOD:

HOD evaluates the performance of the faculty based on the self-appraisal done by the faculty member and their self-evaluation.

Part IV: Appraisal by Principal

The Principal /Director appraises the performance of the faculty member based on the self-appraisal, comments of HOD, and student feedback.

Part V: Corporate Office Review:

The faculty member is evaluated based on individual contribution towards the institution in terms of administration and other services. The appraisal by HOD and the Principal is done in the presence of the concerned faculty. During this appraisal, the student feedback is also shared with the concerned faculty. Faculty development programs, advanced training, and participation in seminars are planned for the faculty members based on the remarks of the HOD and the Principal's evaluation of performance.

The Institution assigns roles and parameter values on a five-point scale and their relative impact is worked out based on a list of detailed activities spelled out in the appraisal form. The time spent on each activity/project by the faculty member is also considered.

Annual Increments & pay revision

Annual Increments are given to faculty on the anniversary date of the previous increment or the date of completion of the probation period. Increments are linked to the performance of the faculty. If the Annual Performance Appraisal shows an inadequacy in performance, increments normally due gets delayed. In other words, 'good performance' is a condition precedent to eligibility for increment.

To reward good performance and also to align emoluments with market realities, salary revision is undertaken at periodical intervals. While no fixed periodicity or pre-set increases are stipulated, the exercise is impacted by both internal resource position and external competitive environment.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

SCMS Group has a centralised finance department which meets the requirements of each institute. The finance department is directly reporting to the management. SSTM maintain institution wise separate accounting for internal control purpose. The institute has the system of internal / concurrent auditing and the internal auditors perform the audits of accounts regularly. They submit the internal audit report to the management regularly and management will initiate corrective and preventives steps to ensure the effectiveness of accounting and the systems in operation.

The institute has a mechanism of external audit carried out by the external auditor once in every year. The auditor verifies all the receipts, expenses bills, payments of the institute for each financial year. Finance department ensures utmost confidentiality at the same time transparency in governance and fund management mechanisms.

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

Fund mobilisation

The institution meets most of its financial requirements from fee receipts and accumulated surplus. Other sources of funds are through the internal transfer from other sister concerns. Apart from this bank loan taken by the SCMS group is also a source of fund for additional requirements where ever necessary especially in capital investment. The institution also undertake research and consultancy projects which are self-reliant in its funding. The fee collection is done by the finance department as a centralized function. The pending fee collection is followed up at the mentor level and they ensure to encourage the students to make the payment on time.

Adequacy of Budget Allocation Institutions have the practise of executing budget based on the previous year's income & expenditure, business environment, previous and current business bottlenecks, availability of funding, department expenditure forecast, revenue forecast and capital expenditure forecast. The forecasted funds are distributed against expenditure head based on the functionality and necessity.

The management team will validate the resource request received from the functional heads and ensure the adequacy of allocated funds.

Utilisation of Allocated funds

Adequate financial management control system is practised to ensure the utilisation of allotted funds. Budgetary control techniques are used to monitor the proper utilisation of funds. Actual expenditure against the allocated funds are monitored on a periodic basis and the reasons for variance are evaluated by the top management. In case of necessity the value of allocated funds are amended and the functional heads are intimated accordingly.

The salary, incentives and grants, are transferred to the individual routed through finance department. The financial assistance to faculty for attending conference/seminar/FDP are forwarded to the finance department through the respective HODs and the Principal. Finance department ensures the collection of fees and other receivables on time. Finance department maintains proper books of accounts and ensures the smooth financial management of the institution.

File Description	Document
Upload any 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: 2.77

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	2.77	0	0	0

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

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

Response:

Funds are mobilized through a collection of fees and bank loans.

The major source of income for the institution is from the fees remitted by the students. This is collected semester-wise. Students have to pay the basic application/admission fee during the admission and the semester-wise tuition fee will be paid at the beginning of each semester. Certain students avail of bank loan and the same will be remitted to college account by the bank through DD or any other electronic transfer mode. The fee collection is done by the finance department by the centralized function and the university examination fee and hostel fee are collected by the office. The canteen mess bill will be directly paid in the canteen on monthly basis. The pending fee collection is followed up by the mentors (faculty members) and they ensure to encourage the students to make the payment on time. The institution does not collect any capitation fee. Bank loan taken by the SCMS group is also a source of fund for additional requirements where ever necessary especially in capital structure development. In addition to that ,the institution also taps funds from all possible sources including the government and its agencies in the form of IPR,ICSSR, National Science Day ,Assistive ,Impress and AICTE. In case of contributions from alumni and philanthropists, the college has a well-defined systematised plan and procedure which clearly specifies the modus operandi for receiving such funds.

Funds Utilisation

The Institution has a mechanism to monitor the effective and efficient use of financial resources through the systematic audit. The Internal audit is done and the financial statement is placed before the Board of Management for optimal use of resources. The grants from Funding Agencies are spent as per its guidelines. The budget is prepared every year and expenses are made accordingly. The Principal gathers the requirements of each department. After careful scrutiny of the requirements of every department, an overall budget is prepared for approval before the Board of Management. Management details on the individual items of the budget before approving the same. However, the institution keeps close track of the expenditures of the departments. The departments can approach the institution at any time for non-budget expenditures which will be considered on the basis of the merit of the proposal.

File Description	Document
Upload any 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:

Two of the many initiatives of IQAC are:

1. Introduction of add on and certification courses

Students at SSTM are introduced to many add-on and certificate courses for every academic year from which they are allowed to choose the courses based on their area of interest. The faculty of the concerned specialized area prepare the list of add-on/certificate courses that can be offered each year based on the recruiter's feedback/alumni feedback and other relevant market requirements. The add-on courses are also given due importance by incorporating proper course plan, attendance, and assessment evaluation components. Only qualified students will be issued with the certificates for the course. The number of courses and students opting for such courses is on an increasing trend every year. To supplement this **Digital Library** is facilitated with DELNET, EBSCO, Language Learning portals, Knowledge Gainer Portals, full-text e-journals, Manuscripts, E-Thesis and dissertations, Video/Audio lectures, Web Courses, Technical Manuals, Online Databases, Online datasets for research and open course wares from NPTEL, Swayam, Massachusetts Institute of Technology (MIT) and Association for Computing Machinery (ACM). Institution has launched its own YouTube Channel which is extensively used to broadcast invited talks and webinars. To foster value across themes like jobs, internships, skill development, mentorship, fund raising and entrepreneurship, the institution brings students and alumni of the college under one umbrella through **Fourth ambit**, largest **online college community** platform for educational institutions.

Extension activities and institutional social responsibility:- Lakshya is an extension activity is the aspect of education, which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. As part of a socially relevant extension activity, it was proposed to conduct programs like health and hygiene awareness, literacy programs, leadership training, media education, and similar knowledge and skill development for Government schools in and around the locality of SSTM. The first program was conducted for the school children under the banner LAKSHYA 2017. The nearby Kalamassery Government school was identified and the faculty team visited the school and a training need analysis done, based on which a program on Excel and Tally was organized. 12 sessions were planned in total and the same was scheduled every 3rd Friday for two hours. This initiative continued in the subsequent year of 2018 in the Government V.H.S School Kalamassery. The students of SSTM were part of imparting knowledge to the school students. Lakshya 2019, conducted at GHSS Kalamassery, provided the training on Libre Office-Calc. Certificates were awarded to successful students after the assessment. These were ongoing programs that created a visible impact in knowledge sharing among the nearby community which in – turn helped to enrich and update the knowledge of our students also. It is worth mentioning here the positive feedback and continuous request from many schools to extend such programs in the forthcoming years. The local government authorities, Parent-Teacher Association of the respective schools, and other panchayat representatives were part of the program and extended a very positive response.

File Description	Document
Upload any 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:

The institution starts assessing the learning levels of students with the foundation programme. This continues throughout the programme. The diverse nature of programmes and their unique requirements compel departments to adopt their own assessment strategies.

Immediately after joining the college, initiatives are taken to familiarize students with the institution and its facilities, various curricular and co-curricular activities, policies and general rules and regulations to abide by.

Process of assessing the learning levels.

The process of assessing the learning levels starts immediately after the enrollment to the programme. Prior to the commencement of the core programme, orientation programmes cum foundation courses are offered, the content of which is unique and specially designed for each programme. This helps smooth transition of students from diverse backgrounds, bridging the gap in terms of their knowledge and skills. Evaluations are conducted at various phases of the programme to identify the slow and advanced learners.

Each student is assigned a mentor at the commencement of the programme. Mentors play an active role in the holistic development of the students. During the course of the programme, differences in learning levels are identified through assessments, classroom interactions and observation as well as personal interactions during mentoring.

External experts are engaged to offer Personality Development Programmes. These programmes help mould the attitude and behavior and infuse in students a competitive drive, inner motivation and ability to deal with stress and manage time. Red Dot Training, Konfidance Walk, Outbound training by Kalypso Adventures are some organizations empaneled for this. These experts have their own evaluation methods to identify the slow and advanced learners and suggest corrective measures.

There are other in-house co-curricular activities which help identify the learning levels of students in terms of their leadership, presentation and communication skills. Integrated Management Learning Programme (IMLP) and Advanced Management Learning Programme (AMLPL), Articulate Better Club (ABC), Business Knowledge (BK) Sessions, Language and Soft Skill Improvement sessions are few among these activities. Their creativity is nurtured by providing facilities like Incubation, Innovation and Entrepreneurship Cell.

Programmes organized for Advanced learners are :

- Encouraged to undertake scholarly activities, participate in paper presentations, seminars, conferences and similar intellectual activities inside and outside the college.
- Encouraged to offer peer tutoring.
- Encouraged to enrol in courses like CMA, NISM, NET, NPTEL and others.
- Motivated to do live industrial projects.(eg. KMRL route assessment, “Whistle Now” App, Colgate Palmolive ,SBI live projects)
- Motivated to take lead in organizing and coordinating various co-curricular and extra-curricular

activities like sports, cultural fest (Varna), Inter-collegiate fest (Shikhar).

Programmes organized for Slow learners are:

- Special / Remedial classes in weak areas.
- Peer-tutoring and Buddy System.
- Mentor intervention and support, specialized coaching for placement.
- Students needing special assistance are referred to the in-house professional counsellor.
- Keeping the parents informed on the performance and progress of their wards through the Learning Management System(Linways) which they can access at their convenience.

Facilitates an open door policy for direct communication with the faculty, parents and students.

The SSTM - IQAC initiated some practices to review its teaching-learning process, structures, and methodologies of operations and learning outcomes at periodical intervals. The following are the two best examples for the same.

Example 1:- Corporate Theatre: - A workshop conducted for MBA batch 15 on 26th and 27th July 2018. This workshop was conducted by our Alumni, Mr. Arun Antony, with a brief introduction regarding how theatrical training could enrich management students and help them benefit. The entire session involved a series of activities. The integration of theatre with management and communication is an out-of-the-box concept that needs to be experienced and undergone. The two-day sessions started with a brief introduction to the training session by the trainer Mr. Arun Antony. The two concepts viz., theater and management were explained to the students to make them understand the relationships between the two. Various activities were given to the students namely; an ice-breaking session which involved the participants standing in a circle and introduce themselves by spontaneously shouting out the biggest attribute to their character along with the participant's name. The peculiarity of this session was that the participants had to be seated on the floor, which had everyone on the same level. The next session was to improve their visualization skill, test on interpersonal trust between two participants, the different ways of communication, passive, aggressive and assertive, the management game to communicate with a physical gesture to direct the succeeding participants in the group, a small dance session to explain the self – expression can reduce stress and a final session on to play a skit on a one-word theme given to participants.

All the teams brought out very good ideas and conveyed clear messages. The best performing teams were awarded prizes and the students gave good feedback on the sessions which was filled with fun and good learning experiences which were visible with their capability to express their self to play a big role in the process of communication.

Example 2:- Digital Marketing Campaign.

The aim of Digital Marketing Campaign is to encourage the students to take up socially relevant activities. The students were divided into small groups of 10 from each class. The groups were given two months to run a campaign offline and online on a socially relevant topic. They had to simultaneously conduct activities related to their topic both inside and outside the institution. The learning outcome from

such activities are that students learned how to plan, execute and monitor digital marketing campaigns along with curriculum-based learning. They also get the exposure towards understanding the value of interacting with society and to become socially responsible citizen.

File Description	Document
Upload any 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 initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All 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

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 Institute gives equal opportunity to boys and girls for fulfilling their rights to education. As part of women empowerment and women protection, we have initiated a women's cell named "Swara" the Sanskrit name for girls

meaning Self Shining. This cell offers various gender equity and sensitization programs and co-curricular activities. The Swara committee has student members with coordinators from all departments, and from each department students will initiate various programs periodically. Gender equality programs, Women protection, workplace safety, and hygiene and health are some of the programs organized by 'Swara'. Every year Women's day is celebrated and eminent speakers and successful alumni entrepreneurs address the gathering.

Specific facilities provided for women in terms of the following:

1. Safety and security: - The awareness programs are given to women for workplace safety and special training are given on *kalari* (a form of Indian martial art) and self-protection. All students including those girls who come by two wheelers are to wear a helmet while driving. Those who do not follow such safety measures are not permitted to enter the campus.

Our campus is fitted with cameras in every floor and class room. The campus is also very well lit and proper security for lady hostellers. Having a lady's hostel on campus provides them secure environment. They can move easily and safely from class to hostel and back.

Ladies hostel is staffed with three full time wardens and one staff in charge. During 2018 & 19 floods, we took all precautions to ensure that all our girl students reach home safely and follow up was conducted till they reached home.

The college provides on campus gymnasium facility to boys and girls. Girl students are provided separate time in the morning from 6.00 A.M to 8 A.M and they are encouraged to make proper use of the same.

1. Common Rooms:-

1. First aid rooms are available for girls and boys separately.
2. Neat and clean Rest rooms, washrooms with sanitary pad vending machines and lunch rooms are provided
1. Daycare center for young children are not provided since we do not have hosteller students with children.

2. Counseling:- The Institute has appointed a full-time student counselor for the overall development of students. Counselling services are provided for students to enable them to gain new insights, enable them to discover their own answers, and to control their lives better and cope with the challenges of daily life.

Mentoring helps to focus on the future and broaden the skills for personal or career development. It helps to identify their goals and empower them and act as an encouragement to guide them to achieve their goals or solve any challenges along the way.

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: D. 1 of the above

File Description	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:

DEGRADABLE WASTE

The plant waste and cuttings generated is collected in a compost pit and used as fertilizer for the green lush lawn and garden. The compost has to be used during summer season, otherwise during heavy rains managing the pit becomes difficult.

During extreme summer, dried leaves are collected and spread as land cover for coconut trees thereby reducing evaporation of water.

The food waste generated from canteen is also being taken over daily by a nearby piggery. This helps in maintaining a proper clean campus.

NON- DEGRADABLE WASTE

Recycling Bin for Used pens

This is a unique system initiated by all departments by installing recycling bins in which the students/faculty/staff has to deposit the used pens which are to be disposed of. These are given to the waste recycling agencies to avoid the dumping of used plastic pens. This ensures that plastic is not burned or left callously on land.

Plastic-free campus

As part of vocational training students were asked to make paper bags and cloth bags in the campus and the sale of these bags were encouraged. Faculty and staff are encouraged to use steel/glass bottles for carrying drinking water.

Single side sheets are used to take the printouts for filing and record-keeping and internal communication and documentation purposes to avoid paper wastages.

E-waste management System

The campus has an e-waste management system to collect the waste

materials like damaged pen drives, CDs and other computer hardwares.

These materials are sold as scrap periodically.

Rainwater harvesting

The campus has a provision to collect the rainwater from the built-up area and the surrounded place for rainwater harvesting. The system is well maintained and this avoids the wastage of rainwater due to excessive flow towards drainages.

Incinerator

There is an incinerator fixed to burn wet and moist waste which otherwise would dirty the campus.

File Description	Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	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: C. 2 of the above

File Description	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: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	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 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: C. 2 of the above

File Description	Document
Certification by the auditing agency	View Document
Certificates of the awards received	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.Disabled-friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Details of the Software procured for providing the assistance	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:

1. A visit to the **Kerala History museum** is a mandate of our foundation program. We firmly believe that every student must know the rich cultural heritage of Kerala and its uniqueness. For many Non- Resident Indian students, Malayalam language itself is a tongue twister. Students are taken to this museum where experts explain through plays, paintings, monuments and statues the history and origin of Kerala. The Institute takes keen interest to ensure that students submit in written form what they have understood about the visit.

1. Spic Macay

SCMS School of Technology and Management & SPIC MACAY joined hands in 2018 to create a 3-day spectacle, a pure celebration of rich Indian heritage through various art forms. Spanning over three days, this festival witnessed divine Carnatic music performances, where eminent artistes like Shri Purbayan Chatterjee on sitar, Padma Vibhushan Awardee, Prof. TN Krishnan. *Carnatic Violin*. They mesmerized the audience with his soothing music and his ensemble troupe touched many hearts with his lovely vocal recital.

The second program in this series was a Lecture Demonstration on Classical Dance.

1. Tharang

Students annually conduct their cultural festival Tharang where they showcase their talents. Competitions among departments are conducted for various art forms. As part of Tharang, every student forms part of a house. This house is carried through out their course for Onam and New year celebrations which is celebrated in full pomp and rever. Competitions are held on the basis of folklore of Onam and locally played games and events. To uphold the secular nature of the institution we celebrate New year too. These programs are a feast for our eyes to see the talents of our students exhibited. As part of Shikhar our management fest and Aroha our UG fest, there is a cultural extravaganza displayed.

1. **Hindi day** was celebrated in full valor every year on September 14th to commemorate Hindi as our official language. Quiz, debate and poster competitions are conducted among students.
2. **French day** is celebrated on July 14th, with French cookery, fun and fanfare. SSTM is one among the few institutes in Cochin to offer French as a second language for students.

Almost all states of India are displayed through various art forms by students which is a fete for our eyes as part of Independence Day and Republic day celebrations. Director's fire side is the farewell given by MBA juniors to their seniors. This half-day gala performance brings out the best talents among juniors.

The Institute provides ample opportunities for faculty and staff also to showcase their talents. During Onam Celebrations faculty and staff put forward their programs in singing and dancing. Most importantly, a spectacular cultural show is showcased on Founder's Day by the faculty and staff on January 23rd, which marks the birthday of our dear Founder Dr.G P C Nayar.

Cochin Chapter Alumni meet is scheduled on 22nd January every year. Our current students take full honour to show case their talents and skills and are proud hosts on this day.

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

Institution have initiated the conduct of Dr. Pradeep. P. Thevannoor Commemorative memorial lecture series annually. Dr.Thevannoor was our Vice Chairman who had an untimely death in 2014. In its inaugural address in 2019 the then Governor of Kerala P.Sadasivam spoke on ‘Youth – the architects of the future’. Honourable Governor added that educational institutions should also teach fundamental duties laid out in the Constitution so that it will get youngsters better involved in social issues.

The second series was inaugurated by Justice Devan Ramachandran who insisted that every citizen should obey the law and order laid down by the constitution and each citizen should promise to abide by the rules set by the law. Later as a part of this series, the booklets containing the first 10 pages of the constitution of India were distributed to all students, faculty members, and staff. From then on students are provided with this hand book and lectured every year on the Directive Principles of Constitution of India.

As part of Kerala Legal Services Authority (KELSA), practicing lawyers from High Court of Kerala are invited monthly to give talks on Ragging Prohibition Act, Fundamental Rights, Right to Information Act, Cyber security etc. Role plays are conducted for various Acts under social justice so that students are able to internalise the nuances.

Following are few other activities where students took initiatives on:

No Horn observation day: The MBA department observed No-Horn Day, which incidentally coincides with International Noise Pollution Awareness Day: The event aimed at sensitizing the public to curb noise pollution and vehicle users to blow horn only when necessary.

International White Cane Day: The programme highlighted the use of white cane. A demonstration was also done as how the visually challenged persons can find their own way with the help of white cane in a comfortable manner.

Road safety campaign: This is an awareness programme on “Helmets for your safety” organized by students in association with the Motor Vehicles Department of Ernakulam District. The students distributed pamphlets and explained to the public the importance of wearing helmets and seat belts, observing traffic signals and the consequences of using mobiles and drinking while driving.

CSR initiative: Every year, students visit Orphanages and Old Age homes. They contribute daily essentials to the inmates and spent time with them.

Unnat Bharat Abhiyan Survey: SSTM is a participating institution under UBA, which is constituted under MHRD .With its motto, the institute conducted a preliminary need assessment survey in Chowara, Eloor, Edathala, Choornikkara and Chengamanad to find the essential requirements of the villagers.

SWACHH BHARAT campaign: As the part of the campaign, the students of SSTM took initiative to clean the campus. A door to door awareness campaign on Swachh Bharat was conducted in Choornikkara Panchayath of Ernakulam District. A flash mob was organised in the Metro railway station as part of Kochi Metro cleanliness drive.

Students were also send on a survey on anti-corruption in public hospitals to sensitise them on the evils of corruption.

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
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:

SSTM organizes National Festivals, birth and death anniversaries of great personalities of national and regional importance every year as a token of gratitude for the great achievements they have contributed to mankind.

A secular approach towards religious festivals encourages students to exhibit their skills and talents on these special days.

The institution commemorates and observes day(s) which are of importance like Republic Day, Independence Day, National Technology Day, World Science Day, Women's Day, World Environment Day, and Human Rights Day. The various departments of the institution celebrate events/days like Hindi Day, English Language Day, International Mother Tongue Day, International Yoga Day, International Literacy Day, and National Blood Donation Day by involving staff and students. Annual lectures are conducted on all these special days by eminent personalities from their respective fields. Festivals like Onam and New Year are celebrated with the accompaniment of cultural events and various competitions

are conducted for faculty, staff, and students.

Republic Day and Independence Day: Republic Day and Independence Day are celebrated annually with patriotic fervour. The Chairman of the college hoists the National Flag and receives the Guard of Honor of the NSS unit.

Women's Day: The Women's Cell of the institute SWARA celebrates Women's Day annually on 8th March for empowering the women community of the society. The notable achievements of the eminent women of India are displayed to the audience through a Powerpoint presentation to motivate girl students. Seminars are conducted by doctors, entrepreneurs, and motivational speakers.

Reading Day: The NSS Unit of the college observes 19th June as Reading Day annually to commemorate the death anniversary of P N Panicker, the patron of the Library and Literacy Movement in Kerala.

International Yoga Day: The NSS Unit of the college organizes a practical session of yoga every year on 21st June in connection with International Yoga Day. The students and faculty actively participate in the Yoga Day celebrations.

Teachers' Day: Students organize Teachers' Day on 5th September every year to pay homage to Dr.Radhakrishnan, the first Vice-President of India and the prominent scholar known for teachings and philosophy. The students honor the teachers by offering gifts and mementos as a token of appreciation for the valuable service as a teacher. The students also entertain the teachers by conducting several cultural programmes to honour the priceless efforts of the teachers.

Gandhi Jayanthi: The College celebrates the birth anniversary of the Father of the Nation, Mahatma Gandhi on 2nd October every year. The NSS unit conducts competitions to instil the feeling of patriotism in the young minds.

Onam, the annual festival of Kerala is celebrated every year which usually falls in the month of August/September. The festival is celebrated on the campus with much pomp and color to remember the prosperity and glory which once existed during the reign of King Mahabali. New Year is celebrated every year. The students visit charity homes and distribute gifts in the month of December to share the joy of Christmas.

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:

SSTM is committed to provide a better learning experience to students through its customized and cautiously crafted academic programmes to provide a holistic learning for students. As the programmes are diverse, each department hews its own unique student centric methods like:

Experiential Learning:

Field Based Learning - Botany and Biotechnology students are taken to centers like Rajiv Gandhi Centre for Biotechnology (RGCB), Sree Chitra Thirunal Institute for Medical Sciences and Technology, Trivandrum, Golden Bee farm, Kerala Forest Research Institute

(KFRI) and other research institutions to gain experience on specific areas. These provide them a valuable experience in their area of study.

Field trips are organized to prestigious institutions with a view to demonstrate use of instruments like Electron Microscope, High Performance Liquid Chromatography, Cryopreserver, Gas Chromatography that complemented the concepts taught.

MBA students gain hands-on experience on various concepts learnt in class by taking up live projects in marketing for Colgate Palmolive and SBI life.

Students are taken on Industrial Visits to DP World, Carboradum Universal, Kitex Garments, Anna Aluminium, Nitta Gelatin, SEBI, Frasco and Modern Bread to provide them an understanding on the working of different types of organizations and its functional units.

Students take up internships which serve as a preparatory phase towards their corporate entry. Recently our students were recognized as best performers for their online internships from Soying Bean and E4.

.Collaborative and participative learning

In collaboration with district / local administration and other organizations students participate in various surveys and research programs. Some of such collaborative projects are -“Numma Oonu” for Govt of Kerala, Kudumbashree, Unnat Bharath Abhiyan, Route Assessment Survey for Kochi Metro Rail,“Whistle App” for Vigilance Department and flood relief activities.

Students also participate in socially relevant projects as a part of National Service Scheme activities from time to time. ” Parivarthana “ is one such socially relevant program, where the students, in teams, go to schools and create awareness on diverse social issues.

Collaborative or Group learning is also emphasized in classrooms through - role-plays, games, quiz, simulations, mind mapping, group presentations, think–pair-share. Brainstorming sessions, discussions and debates are conducted to encourage group participation and to improve their communicative skills.

Biotechnology students had set up a bee hive as part of apiculture and a medicinal plant garden to complement group learning.

IMLP and AMLP programme are in house programmes that focuses on collaborative learning.

Interaction with the eminent personalities from the corporate world help the students to get a feel of the industry and learn from these knowledge and experience sharing sessions.

Problem solving methods in the form of case studies, situation analysis, logic development for programming are used for providing better learning experience.

Participation in fests/conferences/ seminar – Students are encouraged to participate in various national management and cultural fests like Daksh , JeMeCe , Yamistha , X'lencia Mahasangram' and Startup Idea Pitch Competition to mention a few. Students presented paper at “Kathan” conducted by IIM Udaipur. They also participated as panelists at Annual Budget discussions by various TV channels.

These are the common practices of the campus beside it two best practices were introduced in the campus in teaching and learning are

1. Curriculum workshops
2. Student Mentoring and counseling

1. Title of the practice:- Curriculum workshops

1. Objectives of the practice

- To encourage the faculty to initiate innovative methods in pedagogy in the curriculum for efficient teaching and learning process.
- To incorporate ideas of industry experts to improve classroom teaching
- To review the quality of the plan of delivery and process of delivery of the subject.

1. The context: In the context of improving the curriculum planning and implementation, each faculty is expected to prepare a course plan based on the subject allocated to them for each semester. and it is presented in the curriculum workshop.

2. The practice: A detailed course plan is prepared for each course by the respective faculty. The faculty prepares the course outcome based on the course objectives set and maps the same with the program outcome of the course to be delivered. The course plan is presented in the course plan workshop which is scheduled in advance. Two invited subject experts including industry and academics and other peer teams attend the workshop and their valuable comments and suggestions for improvements are considered. The modification of the course plan is done after the discussion and it is recorded in the prescribed revision format.

3. Evidence of the success:- The improvement of the student performance and the student's feedback are the evidences for the success of this practice.

4. Problems encountered and resources required:- The constraint faced in this is due to the sudden announcement of university examinations and time schedules. Scheduling the curriculum workshops in between the university examinations and some of the suggestions of the industry experts may not be possible to incorporate within the university guidelines.

For further clarification, CO mapping and attainment calculation of MBA program is shown as below:

The programme outcomes for all courses are specified by the M G University. Two types of course outcomes are calculated – Direct outcomes and indirect outcomes. Direct outcomes are calculated for the courses and indirect outcomes are calculated for the various co-curricular and extracurricular activities.

The course outcomes are prepared at the institutional level. The following is the process by which course outcomes are determined. Once the subject is allotted, each faculty member would prepare a detailed course plan with the course objectives and the course outcome. The course outcomes are prepared using Blooms Taxonomy. Course outcomes are achieved through cautious crafting of assignments and projects. A sample is provided below:

Sl. No.	Component of the Marks	CO1	CO2	CO3	CO4
Continual evaluation (Internal)					
Written examinations					
1	Class Test	5	50%	50%	
2	Midterm Examination	7.5	16.5%	16.5 %	33.34%
3	Model Examination	7.5	16.67%	50%	16.66%
Total of Written examinations		20			
4	Assignments 1	3		100%	
5	Assignment 2	4		100%	
6	Assignment – 3	3			100%
Total of Assignments		10			
7	Class Participation, Attendance , Discipline	10	50%	50%	
Total Internal Evaluation		40			
Threshold		60%			

These outcomes are then mapped to programme outcomes. Further, a session plan is charted out to cover the syllabus prescribed by the university.

Before the semester begins, course plan presentation workshop is scheduled and conducted. During this workshop the course plans are presented before a panel of external experts consisting of faculty, management, alumni and experts from the industry. It is in this workshop that the contents of course plans – the objectives, outcomes, assignments, topics and other items are debated for clarity. At this phase the course outcomes and other parameters are deliberated for suitability too. Suggestions are provided both by the expert panel as well as other faculty members. The course plan is further modified to incorporate these suggestions and these changes are entered in the modification template as a proof.

The modified course plan along with the template is submitted for approval from the HoD and the Principal. Once approved, it is then communicated to the students on the first session of each course along with a briefing on various assessments and their evaluation modes. It is also uploaded in the LMS. It is also then displayed in the website.

As the course progresses, assessments are conducted as scheduled in the course plan. After each evaluation, the outcomes of each assessments are reviewed, and discussed during the faculty meeting and then appropriate measures / actions are taken. Similarly, indirect outcomes are calculated for IMLP, AMLP, Institute Industry Interaction, social outreach activities, placements, fests and sports.

MBA Department has been conducting this process promptly. The other departments have initiated this process on a trial basis.

With the latest syllabus revision for various programmes under M G University, course outcomes are now stated along with the syllabus for each course. At the institutional level, faculty members are provided with the flexibility to add outcomes to enrich the curriculum set by the university.

2. Title:- Student Mentoring and counseling

1. Objectives of the practice

1. To help students face challenges in their career and life
2. To help them to develop the skills in analyzing and synthesizing any type of situation
3. To inculcate in our students a sense of self-respect and imbibe values for the ethics in life.
4. To develop the capacity to understand emotions, express them, and relate to others

1. The context: In the context of the overall improvement of students, periodical mentoring and counseling are provided. The teachers are allocated with 10 students (In the case of PG) who monitor the curricular, co-curricular, and overall personality development of students. In the case of UG the class teacher performs the role of a mentor for the class. The institution has a counselor to perform structured counseling to students on case-to-case requirements.

2. The practice: Counseling activities are conducted during the first semester and mentoring activities are planned during the second semester. A team of ten students, who are called mentees, are assigned to a faculty who is called a mentor, who meets the group for around one hour thirty minutes every week.

Counseling sessions in the first semester addresses personal issues on self- motivation, self-esteem and resolves it to a certain degree through group activities, games, motivational talks, and advice under the guidance of the mentor.

Mentors are given Dossiers (In the case of MBA), and mentees are asked to fill the dossiers and return to the mentors. Mentors and the mentees will write the necessary report and remark in the Dossier and keep them till the end of the program. At the end of the course, dossiers are returned to mentees. The tear-away exit sheet at the end of the dossier is filled by each mentee and it is documented by the mentor as an exit report.

During the mentoring sessions in the second semester and the following semesters, the same group with the same mentor works on activities that will help them to sharpen the skills required for their successful placements, academics, and career to a large extent.

1. Evidence of success:- Students' Placement and improvement in academic performances are evident from placement records and university results.

Problems encountered and resources required:- Specific counselling requirements need to be handled by inhouse professional psychologist which is also taken care of in the counselling sessions. Due to the constraints of time, and changing university schedules, we are in a position to devote only 2 hours a week for each mentoring session. A mentor can address limited issues related to the curriculum.

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:

INSTITUTIONAL DISTINCTIVENESS

SCMS School of Technology and Management (SSTM), affiliated to Mahatma Gandhi University, Kerala is an un-aided self-financing institution of higher learning. We are one among the first 10 colleges in the state to start MBA in the private sector when Government of Kerala permitted private entry in college education. This Institution is formed under the aegis of SCMS Group, a very well known private educational group in Kerala.

SSTM was started to offer Mahatma Gandhi University programmes with a difference. The focus of the Institute has always been to provide valuable education to students, by developing the total personality of the individual, emphasizing ethical values, and by preparing them to meet the growing challenges of the industry and diverse social needs of our nation.

Socially committed individuals is what humanity needs and that is our challenge. To inculcate this value, we at SSTM have strived for the best to show our students the way forward on many occasions and to have a 'Never say die' attitude. We have shown our students that when we fall, we amass more power to stand up and run again.

It is not students alone whom the institution takes along. Our faculty and staff are also shown the vision of SSTM and asked to live upto it and encourages faculty to upgrade and update regularly.

Various programs and schemes upholding social commitment and holistic development of the Institute are:

- Meeting the social needs of society.

SSTM has been in the forefront during 2018 & 2019 floods and Covid 19 pandemic in helping people in need. We are the first institution in the country to voluntarily surrender our hostel facilities to Covid patients and the first institute to welcome the first set of NRI's who landed in Cochin. They were treated with dignity by providing them excellent food, wi-fi, medical support and care. The first set of people who come, had returned home without any job or a visa to return. They thanked us profusely while leaving. Also when country went on lockdown on March 26th, we were ready with hand sanitizer made purely in our bio-tech lab. Bottles after bottles were issued to hundreds of police officers and Government employees who were working day and night for the safety of all. Food was provided free to hundreds of people.

Equally we were in the forefront during 2018 floods. Our students along with faculty were actively involved in helping people out of water. Our institution itself was submerged in water upto 12 feet for a full week! The loss that we incurred is countless. We offered our Biotec department as a relief centre for those affected by floods. Students and staff were part of providing all support to the inmates, who were accommodated by us for a week without any Government support.

Post flood relief activities: Our students played a major role in the post flood relief activities organized by the Ernakulam District Administration in preparation of kits, sorting of various essentials, packing and loading them into the truck. A certificate of appreciation was issued by the District Collector for acknowledging the valuable services rendered by students as volunteers

Even through all these situations we were able to project to our students the will power to move ahead even in times of deep crisis. Our message to all our students was resilience and support for which we are known for. "People first" is the message we gave our students and faculty. Our students are encouraged to visit old age home and orphanages to understand human values.

- Foster Research

Along with inculcating human values, we introduce and encourage students to participate in social, managerial and scientific research.

Unnat Bharat Abhiyan Survey: SSTM is a participating institution under UBA, which is constituted under MHRD, which pursues the vision to enable higher educational institutions to work with people of rural India in identifying challenges and finding solutions for it. With this as motto, a need assessment survey the institute conducted a preliminary survey in Chowara, Eloor, Edathala, Choornikkara and

Chengamanad to find the essential requirements of the villagers. Based on it, shortage of water was found as a major issue for which the institute organized a seminar highlighting the importance of water conservation for sustainable living

SWACHH BHARAT campaign: As the part of the campaign, the students of SSTM took initiative to clean the campus. A door to door awareness campaign on Swachh Bharat was conducted in Choornikara Panchayath of Ernakulam District. Students also visited different schools to spread awareness on Swachh Bharath. A short film based on the theme Swachh Bharath was also produced by students of SSTM.

SCMS Institute of Bioscience and Biotechnology R&D (SIBB R&D), established under SSTM in 2007, is a major initiative of SCMS group in frontier areas of science. This department is recognized by DSIR, Government of India. SIBB R&D has obtained six national and three international patents and published more than 50 research articles in refereed journals of global reputation and acceptance. The institute has transferred three technologies to industry already at national level. The main technologies developed are RT-PCR method for early detection of CHIK (Chikungunya) virus, rapid molecular detection of Chik virus by direct & indirect ELISA, purification protocol of natural sweetener Stevioside from Stevia leaves and Harvesting and processing technology of coconut Neera. For the first time, the research team of SIBBR&D has characterized the lactoferrin gene of Vechur cow the critical cattle breed of Kerala, for determining its therapeutic relevance compared to other breeds. Currently there is a project on LAMP based rapid detection of COVID-19' funded by BIRAC, GOI (October 2020-March 2021). In addition to academic excellence and imparting hands on practical expertise to our BSc and MSc students, SIBB R&D prioritizes in socially relevant research projects. Some of such projects are, the ongoing COVID detection project, CHIK virus detection method, Isolation of Heavy metal digesting microbes from water polluted by industrial effluents in the vicinity, and purification of polluted water by plant based filters.

5. CONCLUSION

Additional Information :

The extensive outreach programs like Lakshya, Parivarthana, orphanage visits, traffic rules awareness programs, and student participation in various socially relevant programs organized by the state and local government bodies are worth mentioning. Many socially supportive activities are conducted by the institute. It is worth mentioning the support the institute offered during the flood witnessed by Kerala for the past two years. The students/ staff and management together extended their helping hand to the needy with sufficient monetary and non-monetary supports. During the recent Covid 19 pandemic, our college hostel was provided for travelers from UAE as Covid First Line Treatment Centre (CFLTC). Their food and accommodation expenditures were taken care of by the SCMS group of institutions. World-class rooms and infrastructure facilities, with hygienic toilets and Wi-fi facilities, were provided to the people in quarantine which were well appreciated by both Government officials and the people who availed the services. Furthermore, the Biotechnology Department of our institution had formulated a sanitizer to combat the Covid-19 pandemic.

Concluding Remarks :

SSTM provides a very challenging and competitive environment for students to bring out their full potential. The institution helps them improve their curricular and co-curricular capacities to fit into corporate requirements. The institution gives importance to the social skill development of the students as part of which the students are given specific tasks to do outside the institution and they are encouraged to participate in many social events and government initiatives in social development. Case in point, our students won the first prize in the street play initiated by the district collector in educating the public on voting rights in the recent elections. In the past 5 years, there has been an introduction of a number of value-added/add-on courses relevant to industry requirements. A student who completes various courses from SSTM stands out in their projects/internships/other project assignments/and placements. The institute also takes care of the internal customers namely the teaching and non-teaching staff. Teachers are provided with all adequate resources and motivation to improve their teaching skills. They are given opportunities to attend Faculty Development Programs and training programs. Job placement is a notable priority in our institution and students are encouraged to participate in the various placement programs organized. The exclusive placement office gives inputs to the teaching staff which helps them in training the students according to the current market requirements. Students are given adequate placement and skill development training which is clear from the quality placement with the relatively higher salary.