



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT

SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT, PRATHAP
NAGARMUTTOM ALUVA

683106

<https://scmsgroup.org/sstm/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.INTRODUCTION

SCMS School of Technology and Management (SSTM), located in Cochin, Kerala, is a distinguished self- financing institution affiliated with Mahatma Gandhi University in Kottayam. **Founded in 2003** by Dr. G.P.C Nayar, a renowned educationalist, SSTM was established under the umbrella of the Prathap Foundation for Education and Training. Since then, it has been an integral part of the esteemed SCMS Group of Institutions.

Initially offering a professional MBA program, SSTM has evolved into one of India's premier higher education institutions, providing a wide range of undergraduate and postgraduate programs. Currently, the institution offers **six undergraduate programs and four postgraduate programs**, catering to a total student strength of **1317**. SSTM remains committed to the core ideal of transformational learning, offering comprehensive education in the fields of Science, Humanities, Commerce, and Management at both the undergraduate and postgraduate levels.



In recognition of its commitment to quality education, SSTM received an **A grade with a CGPA of 3.19** from the National Assessment and Accreditation Council (NAAC) during its first accreditation cycle in 2014. The institution is also certified with **ISO 9001:2015**, further highlighting its dedication to maintaining high standards. The MBA programme of SSTM is also accredited by Accreditation Council for Business Schools and Programs (ACBSP) and National Board of Accreditation (NBA).

Strategically located alongside NH-544 in Cochin, which is Kerala's industrial and business capital, SSTM has grown into a renowned Center of Excellence for management and communication studies. Over the years, it has earned an international reputation for its academic excellence and industry relevance.

Vision

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

SSTM strongly believes that higher education becomes effective and meaningful when **students develop social sensitivity**. With a core focus on social concerns, the institution is dedicated to assisting marginalized communities and contributing to the betterment of society. Throughout the year, both the staff and students actively engage in various **outreach programs**. The aim is to encourage students to strike a balance between academics and participation in extracurricular activities and community initiatives. Annual inter-class and inter-collegiate competitions and **cultural festivals** are organized to foster holistic student development.

Recognizing the **importance of sustainable development** as a global imperative, SSTM involves students in numerous **green initiatives** to enhance their awareness of environmental challenges. The institution strives to broaden their understanding of sustainability and encourage responsible environmental practices.

Nurturing **excellence among faculty members** is also a key focus at SSTM. The institution organizes various programs and initiatives for faculty development, ensuring their continuous growth and professional advancement. By **fostering a liberal attitude, promoting a spirit of questioning, and encouraging the healthy exchange of ideas**, teachers at SSTM equip students with the necessary skills to tackle challenges and seize opportunities in the outside world, enabling them to make positive contributions to society.

SSTM consistently strives for **innovation, advancement, and the implementation of best practices** in areas such as knowledge incubation, social immersion, governance, and infrastructure. These ongoing efforts contribute to the institution's continued growth and its journey towards achieving excellence.

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.

The mission of SSTM is centred around four key principles. Firstly, it aims to **impart inclusive quality education** to the aspiring younger generation by providing them with the best teaching and learning

opportunities. The institution is committed to creating an environment where all students have **access to a high-quality education**, irrespective of their backgrounds.

Secondly, SSTM is dedicated to **discovering, nurturing, and enhancing creativity and innovation inscientific, technical, and managerial competencies**. By fostering a culture of innovation, the institution aims to equip students with the necessary skills and mindset to tackle complex challenges and drive progress in theirrespective fields.

Thirdly, SSTM strives to provide an enabling **environment that fosters the imbibe of human values in research and community involvement**. The institution believes in the importance of ethical research practicesand active engagement with the community to address social issues and contribute positively to society.

Lastly, SSTM is committed to facilitating a transformational learning process that fosters the holistic development of students through an **enriched curriculum**. The institution recognizes the importance of **not only academic excellence but also the development of essential life skills, character, and values** that contribute to the overall growth of individuals.

In summary, SSTM's mission is to impart inclusive quality education, nurture creativity and innovation, promote human values and community involvement, and facilitate holistic development through a transformational learning process.

2.Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- ♦ Located in Cochin, Kerala and situated alongside NH-544, at the heart of the industrial and businesshub, ensuring *excellent connectivity via road, metro, rail, and airways*.
- ♦ A *clean, green, and ragging-free campus*, accentuated by a beautifully landscaped garden. An
- ♦ *"A" grade* accreditation from NAAC in its first cycle, scoring a *CGPA of 3.19*.
- ♦ **Open electives** and the Choice Based Credit System (CBCS) since 2017. A remarkable 70% of
- ♦ students secure *placement opportunities*.
- ♦ A diverse array of *value-added courses, with over 80% of students* choosing to enrol in these additionalprograms.
- ♦ Numerous *conferences and seminars*, promoting collaboration between academia and industry.
- ♦ SSTM actively engages in *various social outreach programs*, including initiatives focused on educatingchildren in the local community. The University has sanctioned *2 NSS units* considering our outstanding contributions to the society.
- ♦ Highly qualified, trained, and research-oriented faculty, with more *than 50% of faculty holding doctoral degrees or NET qualifications*.
- ♦ Has an approved *IPR Cell by KSCSTE* to facilitate patent filing. Has filed a total of *13 patents, with 3 already granted*.
- ♦ *Research centre in Management Studies* approved by M G University, Kerala.
- ♦ *Biotechnology Research centre* approved by DSIR, Govt. of India.
- ♦ The District Industry Centre, Govt of Kerala has sanctioned an *Entrepreneurship Development Club* toSSTM.
- ♦ The *mentor system and personal counseling services* at SSTM prioritize the well-being and development of all individuals on campus.
- ♦ The *governing bodies and management* of SSTM are dynamic, supportive, and participative. All
- ♦ *classrooms are equipped with LCD projectors, Wi-Fi, and internet* facilities.

- ♦ SSTM offers a *Wi-Fi enabled campus*.
- ♦ SSTM has 3 separate department library and a vast central library with a diverse collection of textbooks and reference books, supplemented by *e-Library resources* accessible to students and staff. *Well-equipped lab facilities*-Language Lab, AC-enabled Commerce Lab, and Computer Laboratories. *LMS* at SSTM facilitates the publication of assessment details and digitization of administrative and academic activities including access to *digital library*.
- ♦ *Indoor and outdoor game facilities*, such as a Volleyball court, Basketball ground.
- ♦ *Well-equipped Gymnasium* accessible to both faculty/staff and students.
- ♦ *College canteen* provides hygienic food for students and staff.
- ♦ *Hostel facilities* for boys and girls.

Institutional Weakness

- ♦ *Absence of 12B status* being a self-financing institution.
- ♦ *Permanent affiliation is not granted* to SSTM by M G University as per Kerala Government Policy. *Lack of funding opportunities* from Government and Government agencies due to absence of 12B status.
- ♦ *Absence of adequate number of patents and start-ups. Limited revenue generation through consultancy work.*
- ♦ *Inadequate industry support* which hampers internship and project opportunities for undergraduate students.
- ♦ Need for *additional sports facilities*.
- ♦ *Performance* of students *in civil service and competitive exams. Tapping CSR funds* for institutional development.
- ♦ *Inadequate student and staff diversity*.
- ♦ *Continuous additional expenses on maintenance* due to natural calamity like flood.

Institutional Opportunity

- ♦ Introduction of NEP would provide us with the opportunity for autonomy, academic flexibility, multi-disciplinary education with focus on skill development, technology integration and collaboration among private and public institutions.
- ♦ The *aim is to achieve autonomous status* and eventually be recognized as a *deemed-to-be university. Introduction of 4 years honours programme* by the university would give an opportunity to start new programmes and enrol more students.
- ♦ *Introduction of courses* to promote human values, professional ethics, environmental sustainability and liberal arts in curriculum.
- ♦ The implementation of a Learning Management System is being pursued to enhance the overall learning and teaching experience.
- ♦ There is a potential to introduce new specializations as additional courses within each discipline to diversify the curriculum.
- ♦ The institution is actively aligning itself with government initiatives related to entrepreneurship development, incubation, start-ups, and digitization.
- ♦ Attracting consultancy and collaborations with Industries.
- ♦ *Exploring research funding* opportunities from industry.
- ♦ *Coaching programs for competitive examinations* and exams such as NET/SET, GATE, CMAT, KMAT and CAT are being introduced.
- ♦ The *strengthening of e-content resources* is a priority to facilitate the integration of digital resources into the curriculum.

- ♦ There is an emphasis on providing open access to intellectual resources, including rare books, reprints, and manuscripts.
- ♦ Efforts are being made to facilitate the *participation* of the fine arts team *in national and international events and competitions* to showcase their talents and skills.

Institutional Challenge

- ♦ The objective is to *attract students with outstanding academic backgrounds* from all across the nation, despite the challenge of low English proficiency among students at the entry level.
- ♦ *Lack of Curriculum flexibility* as an affiliated system.
- ♦ As an affiliated college, SSTM is *not permitted to introduce twinning programmes* with foreign Universities and "transfer" programs, allowing students to experience lateral mobility and broaden their educational horizons.
- ♦ As a self-financing institution, *attracting JRF scholars is a constraint. Facilitating patent filing* through attorneys is difficult.
- ♦ *Achieving better student diversity* by attracting students from different states and countries.
- ♦ *Addressing the issue of excessive use of social media*, which leads to distractions and demotivation among students, is being given attention.

3. CRITERIA WISE SUMMARY

Curricular Aspects

- ♦ SSTM follows a well-defined process to ensure effective curriculum planning, delivery, and control. An **academic calendar** is prepared incorporating important dates from the university calendar. The institution enhances the university curriculum by prioritizing the student's needs and preferences, while ensuring alignment with industry needs and societal requirements.
- ♦ **Course plans** are presented by the faculty during curriculum workshops and are subject to scrutiny by faculty members, the heads of departments and vetted by industry experts and alumni.
- ♦ **CIE** is carried out in a systematic manner by scheduling Examinations, Projects Seminars, Assignments, Projects, Internships, and other activities.
- ♦ The institution offers 36 **addon**, 31 **certificate** and 4 **value-added courses** to complement the core curriculum, providing students with opportunities to acquire specialized knowledge and skills beyond the regular curriculum. Add-on courses are assigned to guest faculty members or industry experts who bring valuable expertise. Seminars and workshops are conducted by inviting professionals from industry, alumni to provide practical insights.
- ♦ The curriculum addresses and integrates relevant **cross-cutting issues**, such as professional ethics, gender, human values, environment, and sustainability, to develop a sense of social responsibility among students. Mentoring activity is implemented where each faculty member is assigned a group of mentees, and their primary objective is to guide and support the students in their personal and academic development.
- ♦ **Women's club SWARA** organises various interactive sessions by eminent personalities, awareness programs and workshops. The institution participates in NSS activities as part of its commitment to social responsibility and community engagement.
- ♦ The institution provides opportunities for 80% students to undertake **project work, fieldwork, internships** as part of their educational experience. This enables students to apply theoretical concepts in real-world settings, enhancing their employability and overall learning outcomes.
- ♦ The institution actively seeks **feedback** on academic performance and the institutional ambience from various stakeholders, including students, teachers, employers, and alumni. This feedback

helps identify strengths, weaknesses, and areas for improvement, facilitating a continuous enhancement of the educational environment. Based on the feedback received, the institution prepares an **action taken report** that outlines the measures taken to address the feedback and improve the academic performance and institutional ambience.

Teaching-learning and Evaluation

- ♦ The criterion deals with the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences.
- ♦ **Interactive instructional techniques** that engage students in higher order ‘thinking’ and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources, are important considerations.
- ♦ The efficiency of techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion.
- ♦ The focus of this criterion is captured in the following Key Aspects:
 1. The **process of admitting students** to the programmes is by a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. The enrolment percentage for the last five years is 82.45 %.
 2. The **teaching-learning** modalities of the institution are rendered to be relevant for the learner group. The **learner-centered** education through appropriate methodologies facilitates effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. Teachers combine traditional teaching methods with use of modern teaching aids. Faculty prepare **lecture plans** and also maintain a weekly log of what was actually transacted in the classroom. In addition to participating in the Orientation and Refresher courses, teachers can avail themselves of the facilities offered in the Department of Education to upgrade their pedagogical skills. **Feedback** is obtained from students to ensure that teaching is **student-centric**. The Internal Quality Assurance Cell conducts **quality audit** and conducts programmes for improving the quality of teaching. Remedial classes are organized for students who have problems coping with the class work. ICT is used to ensure 24x7 learning environment.
 3. ‘ **Evaluation Process and Reforms**, the Key Aspect looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. The Evaluation process is transparent. Students are evaluated in a continuous assessment system, comprising written examinations, class seminars, and assignments. Students can peruse the valued answer scripts for the internal tests, and provision is being made to enable perusal of answer scripts of the final examinations.

Research, Innovations and Extension

- ♦ SSTM has fostered an ecosystem that encourages innovation and knowledge creation, exemplified by initiatives like the **incubation center** and the registered **Innovation and Entrepreneurship Development Club**.
- ♦ A **Research Review Committee** has been established to evaluate research proposals for funding agencies, and SSTM is recognized under Sec 2f of the UGC to receive government-sponsored project funds.
- ♦ Furthermore, the institution has a **Research Centre** approved by M G University for management studies and an **Intellectual Property Rights Cell** in collaboration with the Kerala State Council

for Science, Technology, and Environment for patenting inventions.

- ♦ SSTM promotes trans-disciplinary thinking through regular lectures as part of the **Knowledge Sharing Program** and operates a **well-equipped Commerce Lab** to nurture commercialization skills and fuel innovation.
- ♦ Additionally, the institution conducts **career-oriented** and **skill-based courses** and maintains a placement cell.
- ♦ SSTM's contributions include the recognition of its **coconut biofuel as an eco- friendly fuel**, and it has demonstrated the nutritional advantages and nutraceutical potential of coconut haustorium.
- ♦ Moreover, SSTM has undertaken **projects** such as scar-less wound healing using **Hemigraphis alternata leaf extract**, the production and distribution of WHO-standard liquid and **gel sanitizers to combat COVID-19**, and an innovative rapid point-of-care diagnosis project funded by **BIRAC-Department of Biotechnology**.
- ♦ The successful organization of **48 conferences, workshops, and seminars** focusing on **research methodology, entrepreneurship, and intellectual property rights** reflects institution's dedication to promoting a culture of research, innovation, and knowledge dissemination. These initiatives have equipped participants with valuable skills, fostered an entrepreneurial spirit, and raised awareness about the importance of protecting intellectual property.
- ♦ More than **90 papers and 30 book chapters** have been published by the faculty of the college in peer reviewed journals from the past five years. These initiatives promote inclusivity, education, well-being, and sustainable development in line with the United Nations Sustainable Development Goals. The organization recognized their contributions with **appreciation letters and certificates**.
- ♦ SSTM has been an active member of the **Red Ribbon Club** of KSACS since 2018.
- ♦ Several **collaborations** are made with industries, training institutions and research institutions for purposes of research collaboration and training students in the college.

Infrastructure and Learning Resources

- ♦ SCMS School of Technology and Management campus is located **adjacent to the NH** near to Kalamasserry with the Periyar river tributaries on two sides. A state-of-the-art campus affiliated to the Mahatma Gandhi University, Kottayam has courses at both UG and PG level. B. Com, B.Sc.Psychology, BBA, BCA, Biotechnology at the UG level and IMCA, MCA, MBA at the PG level. The Institution has been very regular in updating its infrastructure to meet the requirement of various courses
- ♦ The **laboratories** at the **Biotechnology institute** have the latest equipment to facilitate education and research in the area.
- ♦ The institute encourages students to become entrepreneurs and provides all help needed for them to take off on their own by providing free office space for one year at the campus. **IEDC Club** and **IIC** are actively involved in making students get a feel of the startup ecosystem.
- ♦ **Sports and cultural activities** are given equal importance and various clubs conduct activities regularly to keep students engaged.
- ♦ A **gymnasium** and **yoga center** with a trainer is utilized by many students where separate slots are provided for girls and boys.
- ♦ A **full time counsellor** is available in the campus to take care of various issues faced by the students in the college or even at personal levels.
- ♦ Every department has its own **library** in addition to the central library which provides access to books and digital repositories. The usage of the libraries are monitored regularly to make sure that the facilities are used by the students and new books are added for both academic and other general reading.
- ♦ **IT infrastructure** is a strong point of the Institute having 7 labs for various courses, every classroom **ICT enabled**, full time internet connectivity in the campus and hostels. We have 300 mbps 1:1 connectivity with a firewall protecting our network. The current student to computer

ratio is 4:1.

- ♦ We have campus **license agreements** with Microsoft, Google (mail) , SPSS, Adobe, Oracle. In addition **Turnitin and Grammarly** for plagiarism check for project reports and articles.

Student Support and Progression

- ♦ SSTM provides diverse avenues to its students for nurturing their capacities and capabilities; simultaneously addressing their creative, psychomotor, economic and social requirements.
- ♦ Once admitted in the SSTM, the students are taken care of by providing various facilities in the form of **indoor and outdoor sports facilities**, encouragement for participation in **co-curricular activities**. Besides supporting deserving students with **financial assistance** from the college and assisting them to benefit from the State Govt.and Central Govt. sponsored scholarship schemes.
- ♦ Institution also sponsors students to participate and present their ideas at the **State and National level** new business venture competitions.
- ♦ **Shikhar and Aroha**, the annual **inter-collegiate competitions** hosted by SSTM are the occasions where both PG and UG students take ownership of the events and conducts the programme.
- ♦ The Institution in addition to the intercollegiate programs organizes various **departmental activities** under different headings.
- ♦ Students are supported with different **Government supported schemes** like merit-cum-means scholarship, post-metric scholarship for minorities, central sector scheme of scholarship, and SC/ST support scholarships. College also handholds the needy students through **student welfare fund scholarships**. 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 through campus recruitment drives and placement counselling, orientation programmes, pre-placement training, mock interviews etc.
- ♦ The **Grievance Redressal Cell** in the college resolves the academic and administrative grievances. The **Internal Committee, Anti-Ragging Committee** and **College Grievance Redressal Committee** are available to resolve student grievances.
- ♦ College also have a **student council**. There is an online portal for the students where they can register their feedbacks.
- ♦ **Soft skills, life skills, ICT skills** and other co-curricular courses are periodically conducted by the College to enhance and enrich the learning outcomes.
- ♦ The **registered Alumni association** provides development oriented services to the institution. 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. Enosis,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 budgeton 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 committees. The major committees comprise 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 Nonteaching 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

SCMS School of Technology and Management is committed to ensure that its policies, practices, and behaviours are designed to form the foundation for our institution's commitment to provide high-quality education, embracing gender equity, diversity and inclusion.

- **Gender equity and sensitization** are ensured in the creation of facilities, curricular and co-curricular activities. 30 programmes have been organized by the **Women's forum Swara** and the NSS Unit and also 5 courses with components directly related with gender issues are included in the curricula.
- **Anti- sexual harassment cell, anti-ragging cell, grievance –redressal cell, fitness centre, counselling centre** are fully functional on campus.
- More than 75% of teaching and 50 % of Nonteaching staff are females. For **lighting, LED bulbs** are used.
- **Water conservation facilities** such as water tanks, wastewater recycling are maintained. Systems are in place to manage plastic, paper and electronic waste.
- **Regular green audits** are conducted. Green landscaping of the campus is done.
- The institution has a disabled-friendly, barrier-free environment with ramps, elevators, washrooms and wheel chairs.
- The training on **code of conduct and professional ethics** are arranged as part of yearly orientation programmes.
- Programmes on professional ethics and orientation on the code of conduct have been organised. National and international commemorative days, events and festivals are celebrated jointly by students and staff members to instill national integration and harmony.
- **Best Practice 1- Parivarthana** - A Social Reformation Initiative through Role Plays were done to sensitize school children about the social evils and create a positive environment. Student team have visited almost 70 plus schools and covered around 20,000 students in most of the years since its inception.
- **Best Practice 2: Unnathi** – To leverage professional efficiency, leadership and institutional performance for inclusive excellence has led to professional growth of both students and faculty members.

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	https://scmsgroup.org/sstm/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	G Sashikumar	0484-2625004		-	
IQAC / CIQA coordinator	Shoby Sunny	0484-2625005	9008405511	-	sstm.iqaclead@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

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State	University name	Document
Kerala	Mahatma Gandhi University	View Document
Kerala	Mahatma Gandhi University	No File Found

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	04-10-2022	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	30-07-2022	12	
AICTE	View Document	30-07-2022	12	
AICTE	View Document	30-07-2022	12	
AICTE	View Document	30-07-2022	12	
AICTE	View Document	30-07-2022	12	

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

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, Humanities	36	Plus Two	English	70	65
UG	BCom, Humanities	36	Plus Two	English	114	91
UG	BCom, Humanities	36	Plus Two	English	50	38
UG	BCA, Computer Applications	36	Plus Two	English	70	70
UG	BSc, Biotechnology	36	Plus Two	English	24	22
UG	BSc, Psychology	36	Plus Two	English	30	29
PG	MBA, Management Studies	24	UG Degree	English	120	109
PG	Integrated(PG), Computer Applications	60	Plus Two	English	60	60
PG	MCA, Computer Applications	24	UG Degree	English	30	30
PG	MSc, Biotechnology	24	UG Degree	English	20	7

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	3				11				55			
Recruited	1	2	0	3	2	9	0	11	15	40	0	55
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						12
Recruited	5		7		0	12
Yet to Recruit						0

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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				7
Recruited	7	0	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	2	0	2	9	0	4	10	0	28
M.Phil.	0	0	0	0	0	0	2	6	0	8
PG	0	0	0	0	0	0	9	24	0	33
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	5	0	5	

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

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Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	216	0	0	0	216
	Female	140	0	0	0	140
	Others	0	0	0	0	0
PG	Male	92	0	0	0	92
	Female	125	0	0	0	125
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	4	0	2
	Female	1	1	0	0
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	98	62	57	50
	Female	80	53	69	46
	Others	0	0	0	0
General	Male	219	242	159	151
	Female	163	117	117	102
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		563	479	402	351

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>SSTM has always been a fore runner in making swift changes and adapt policy decisions in tune with the changing environment and the NEP 2020 is no exception. The institution has initiated preparations to incorporate the advantages of NEP in its true spirit and right perspective. The institution has infallibly adopted a multidisciplinary approach under the umbrella of SCMS Group of Educational Institutions. This is evident from the variety of courses offered in the academic basket offered to students to choose based on their preference. The institution has integrated varied courses ranging from commerce to psychology and business administration to bio-technology. Programs are so crafted to encompass value added courses which are skill oriented as well. This enhances the employability of students and prepare them industry ready.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credit is yet to be implemented as the affiliating University has not yet implemented NEP and hence student's credit transfer are yet to be incorporated. Though the students from the 2022 admissions are encouraged to create ABC accounts.</p>
<p>3. Skill development:</p>	<p>IQAC has taken various initiatives to focus on developing both technical and soft skills among students. Soft skills are vital for completing any project successfully. Soft skills include communication, teamwork, leadership, problem-solving, and time management. Networking is a great skill to develop as a PG student. Various initiatives to network are provided to students which would possibly open the door to new opportunities. Some of the technical skills that the students are given to acquire include data analysis, programming languages such as Python, SQL, PHP, presentation and design tools like PowerPoint, Canva, Prezi, and technical writing.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian languages, Hindi and Malayalam, which are the part of the curriculum prescribed by the university are offered to all students pursuing Under Graduate programmes.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>SSTM has been proactive in institutionalizing the OBE (Outcome Based Education) in its teaching – learning process. Accordingly, the Course outcomes (COs) and Programme outcomes (POs) are designed and a CO-PO matrix of all the courses are prepared.</p>

Various assessment tools such as assignments, mini projects and seminars are used to measure the attainment of course outcomes. Hence these assessments are mapped to the corresponding COs. A Learning Management System (Linways) is deployed to calculate the course outcome attainments. As all the courses at SSTM are University affiliated, the attainment levels are measured based on both the internal assessment conducted by the institution as well as the external assessment conducted by the University. At the end of the programme the COs are mapped to POs. The final attainment of PO is measured after the program is completed.

6. Distance education/online education:

To embrace the changes relevant to the new normal, SSTM has shifted to a hybrid mode of teaching-learning process. Independent learning is promoted by using online learning facilities through the E-repositories in the LMS and the digital library. Students are encouraged to take online value-added courses by approved certification bodies like MOOC/ NPTEL/ Coursera etc. The institution also encourages faculty members to develop and practice innovative online teaching methods.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1182	1052	935	877	812
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

**Number of teaching staff / full time teachers during the last five years (Without repeat count):
Response: 112**

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	49	48	46	40

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
849.30	592.57	646.88	668.45	413.76

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institute follows a well-defined process to ensure effective curriculum planning, delivery and control.

Curriculum Planning and Development:

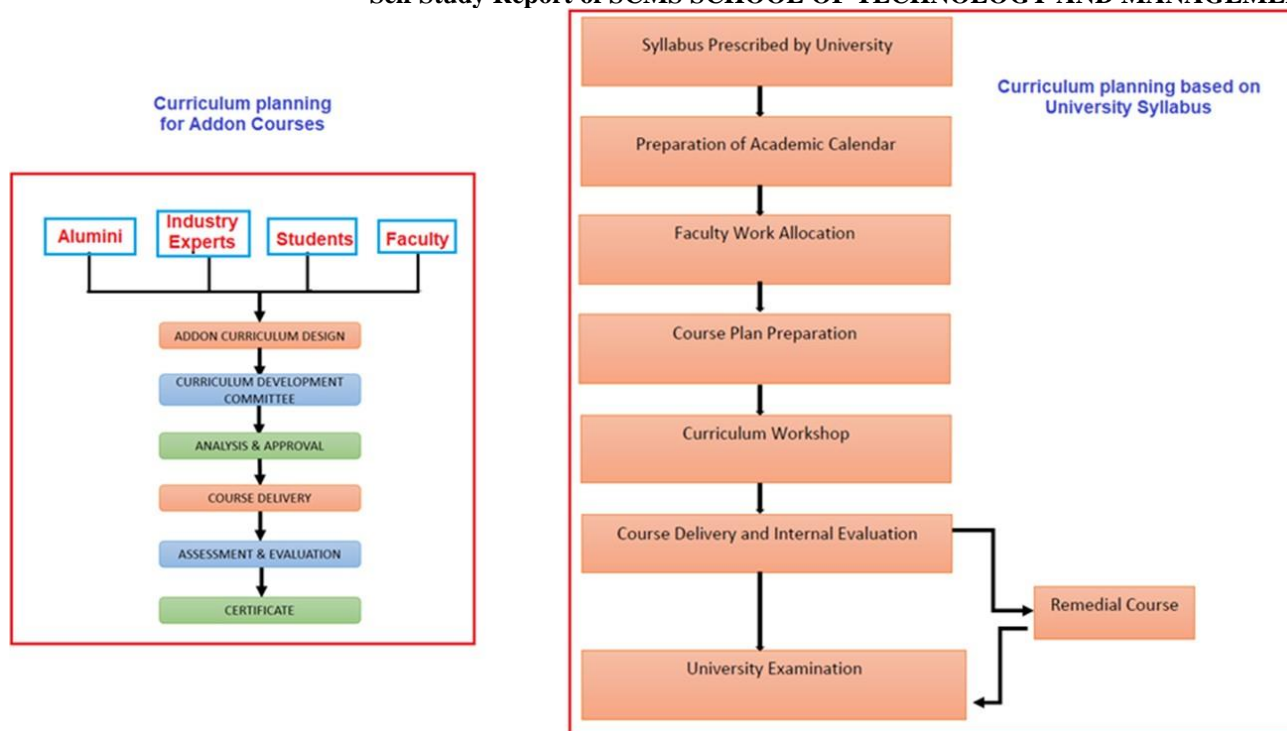
Our curriculum planning begins with a comprehensive analysis of educational standards, industry requirements, and student needs. We take into consideration the desired learning outcomes, educational objectives and the latest research and advancements in each subject area. Our team of experienced educators collaborates to design a curriculum that is both relevant and engaging, incorporating a balance between theoretical knowledge and practical application. Our institution embraces progress, meets industry demands, and ensures worldwide employability.

Sample UG Course Credit structure

PROGRAMME STRUCTURE: SUMMARY OF COURSES AND CREDITS

Sl. No.	Course type	No. of courses	Total credits
1	Common course I - English	2	8
2	Core 1 + Practical	10 + 8	38
3	Core 2 + Practical	10 + 6	36
4	Complementary I + Practical	4 + 2	14
5	Complementary II + Practical	4 + 2	14
6	Open course	1	3
7	Programme elective (Choice based core course)	1	3
8	Project work	1	3
9	OJT	1	1
Total		52	120
Total credits		120	
Programme duration		6 Semesters	
Minimum attendance required		75%	

***Course:** a segment of subject matter to be covered in a semester. Each course is designed variously under lectures / tutorials / laboratory or fieldwork / seminar / project / practical training / assignments/ evaluation etc., to meet effective teaching and learning needs.



We cater to **regional, local, national, and global** needs by integrating advanced knowledge, collaborating with industries, promoting a global outlook, and cultivating versatile skills. We constantly assess and enhance our curriculum to equip students for triumph in the dynamic global job market. The Institution supplements the M. G University curriculum by offering **15 vocational courses, 36 add-on courses, 31 certificate programs, 4 value-added courses, 48 in-house training programs, and 41 external training programs.**

Implementation of Global/ National/ Regional/ Local relevance in a few courses

Title	Implemented through	Relevance
A study on the role of attitude on purchase intention with reference to Chinese mobile brands	Projects	National/Global
A study on Performance Analysis of selected Mutual Funds in India	Projects	National
A Study on the Impact of Foreign Portfolio Investment on Indian Stock Market.	Projects	National/Global
A Study on the Perception of Customers towards Digital Payments before and after Covid 19, in Kerala	Projects	Regional
A Study on Consumer behavior regarding mobile banking services in Chenda Mangalam Panchayath	Projects	Local
KMRL Last Mile connectivity program	Survey	Local
Summer Internship on Cochin Shipyard Ltd	Internship	Regional
Summer Internship Report on Yamuna Roller Flour Mills Pvt. Ltd, Peringandoor	Internship	Local
ACCA	Addon course	Global
CMA	Addon course	Global
Foundation programme in Banking and Financial Service [HEDGE]	Certification course	National
Labour codes	Addon course	Global
NISM based certifications	Addon course	National
Retail management	Addon course	National
Full stack Web Application Development	Addon course	Global
Hindi Translation	Certification course	Regional
Tally Ace certifications	Addon course	Global
NPTEL Online Certification - Technical English for engineers	Certification course	Global

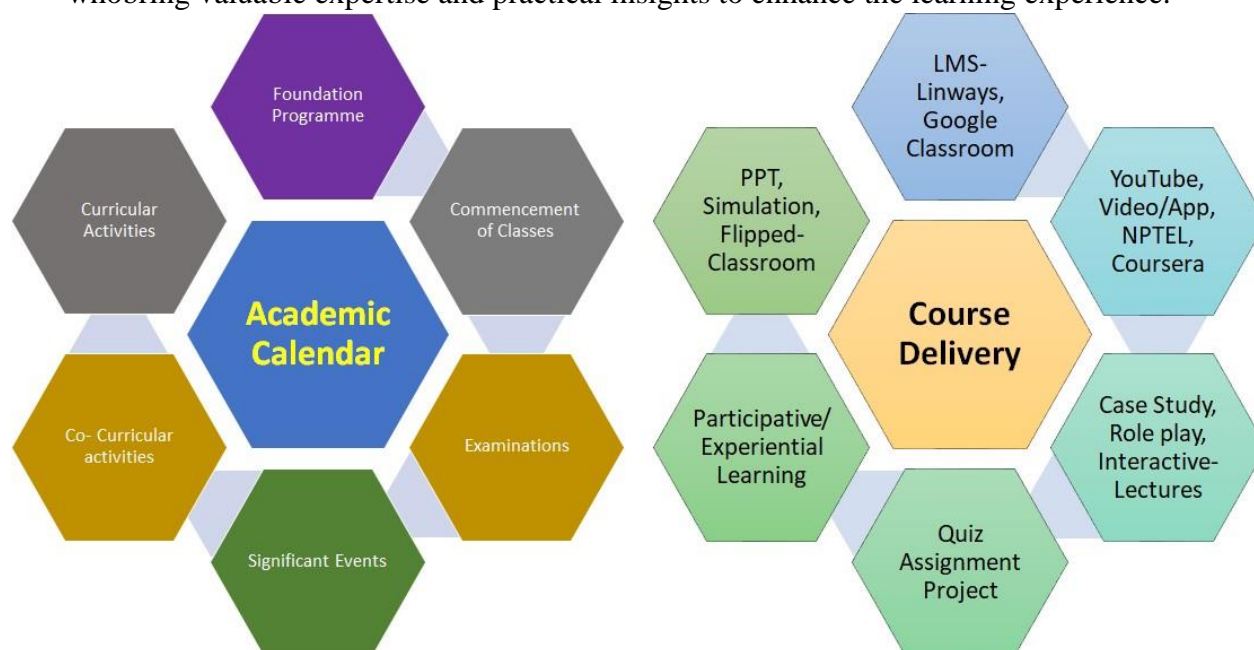
Academic Calendar

- The Institution maintains a meticulously crafted academic calendar that serves as a roadmap for the entire academic year.
- The calendar outlines the schedule of classes, examinations, holidays, and other significant events.
- It provides a clear framework for curriculum planning, ensuring that all topics and subjects are adequately covered within the allocated time frame in adherence with university calendar. It is placed to the Governing Body through IQAC Cell for final approval.
- The academic calendar is shared with students, parents, and faculty members to ensure everyone is aware of the planned activities and can plan their engagements accordingly.

ACADEMIC CALENDAR (ODD SEMESTER)					
COURSE	SEMESTER	SEM CLASS START DATE	END DATE	Internal exam-1	Internal exam-2
B-COM	1	30-08-2021	01-02-2022	30-09-2021	07-02-2022
B-COM	3	26-07-2021	31-12-2021	06-09-2021	10-01-2022
B-COM	5	02-06-2021	01-11-2021	27-07-2021	08-11-2021
BSC-PSY	1	11-10-2021	15-02-2022	06-12-2021	21-02-2022
BSC Botany & Biotech	1	30-08-2021	01-02-2022	30-09-2021	07-02-2022
BCA	1	30-08-2021	04-02-2022	13-12-2021	07-02-2022
BCA	3	26-07-2021	14-02-2022	06-12-2021	21-02-2022
BCA	5	02-06-2021	20-12-2021	27-09-2021	05-01-2022
MSC	1	08-11-2021	19-04-2022	02-02-2022	20-04-2022
MCA	1	30-09-2021	06-04-2022	14-02-2022	11-04-2022
MCA	3	30-09-2021	06-04-2022	28-03-2022	11-04-2022
MCA	5	27-10-2021	30-03-2022	03-01-2022	04-04-2022
MBA	3	07-06-2021	02-11-2021	05-07-2021	06-08-2021
MBA	1	27-08-2021	15-11-2021	11-10-2021	08-11-2021

Course Delivery Process

- Courses are allotted to Full time faculty members based on their level of experience and proficiency.
- Adjunct or visiting faculty or subject-matter specialists are chosen to teach Add-on courses who bring valuable expertise and practical insights to enhance the learning experience.



Curriculum workshops

The Course plans for each course are presented by the faculty during curriculum workshops. Course plans are subject to scrutiny by faculty members, the heads of departments and vetted by industry experts and alumni to ensure course plans are well-structured, engaging and aligned with the latest industry trends and practices.

Control - Ensuring Continuous Internal Evaluation (CIE)

- The HOD ensures implementation of the Academic Calendar regarding conduct of CIE.
- The progress of the course is updated by the faculty members in the department meeting chaired by the HOD/Principal.
- Any deviation from the approved calendar is discussed and appropriate actions taken.

Documentation and Evaluation:

All aspects of curriculum planning and delivery, including the academic calendar and internal assessment records, are well-documented at the Institution.

We maintain detailed records of Course plans, lesson plans, assessment rubrics, and student performance data.

This documentation serves as a reference for future curriculum improvements and evaluation processes.

It also facilitates collaboration among faculty members, enabling them to share best practices, reflect on teaching strategies, and make evidence-based adjustments to enhance the curriculum's effectiveness.

Continuous Internal Evaluation (CIE) Process

- CIE is carried out in a systematic manner by scheduling Examinations, Projects, Internships, and other activities.
- Remedial classes are conducted for underperformers.
- Activities of various cells, clubs and departments, extension activities and outreach programmes ensure continuous development.
- Internal Assessment results are posted on noticeboard and LMS. Students get 2-day notice to address grievances.
- Students provide feedback twice, during the midpoint of the course and upon its completion. Remedial actions are implemented based on the feedback received, and these improvements are reflected in the final feedback.
- Feedback regarding the curriculum from the stakeholders is communicated by the principal to university for necessary follow-up action.



SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT

SCMS Campus, Muttom, Ernakulam District, Kerala State, Pin: 683 106

BATCH: MBA - 18

EVALUATION REPORT - MBA B18 SEM 3 FINAL FEEDBACK

Subject Name	MB010301	MB010302	MB81 03/03	MB81 03/04	MB80 03/01	MB80 03/03	MB82 03/03	MB82 03/01	MB83 03/01	MB83 03/02
Faculty Name	Dr, Praveena K	Dr, Clement Cabral	Dr.Shobha Menon	Mr.Vilas Nair	Dr Deepa Babu K,G	Ms. Rinu Jayaprakash	Dr, Deepa Pillai	Dr, Dulari S,S	Mr, Govind S, Menon	Dr.Leena Francis
Evaluation Period	From:28- 03-2022 To: 06-04- 2022	From:28- 03-2022 To: 06-04- 2022	From:28- 03-2022 To: 06-04- 2022	From:28- 03-2022 To: 06- 04-2022	From:28- 03-2022 To: 06- 04-2022	From:28-03- 2022 To: 06-04- 2022	From:28- 03-2022 To: 06- 04-2022	From:28- 03-2022 To: 06- 04-2022	From:28- 03-2022 To: 06- 04-2022	From:28- 03-2022 To: 06- 04-2022
No, of students attended	115	115	115	115	63	63	20	20	32	32
Weighted Average	4.68	4.59	4.53	4.69	4.56	4.63	4.45	4.65	4.41	4.47
Percentage	93.57%	91.83%	90.61%	93.74%	91.11%	92.7%	89%	93%	88.13%	89.38%
Teaching Effectiveness Index	60.09	58.92	58.89	60.11	59.27	59.81	57.35	59.65	57.5	59.28
Total Percentage	92.44%	90.65%	90.6%	92.48%	91.18%	92.01%	88.23%	91.77%	88.46%	91.2%
Overall Grade	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Very good	Excellent	Very good	Excellent

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 60

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 69.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
1150	911	517	453	350

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

SSTM has updated and incorporated 237 core courses, 35 complementary courses, 50 lectures, 8 workshops, 18 seminars and 57 extension activities during the assessment years. The institution participates in GOI initiatives such as Swachh Bharat Abhyan , Unnath Bharath Abhyan (UBA), Digital India Mission, Vigilance Week etc. It organizes Parivartana with yearly themes and promotes awareness through activities like Say no to drugs, No Horn day against noise pollution etc. The Institution incorporates gender, environment, sustainability, human values, and professional ethics in its curriculum through various courses and activities. Some courses enhance professional competencies, while others promote general competencies like social and ethical values, human values, environmental sensitivity, and social commitment, fostering holistic student development.

Professional Ethics

- 15 courses taught in the curricula deal with professional ethics and ethical issues.
- Moral and ethical values are integral part of education. Mentoring is an activity wherein each faculty member is assigned with a group of mentees and the mentor puts their best efforts to groom students and make them responsible citizens.
- Real life case studies are discussed in the classrooms to help students differentiate between ethical and unethical practices.

Gender Equity

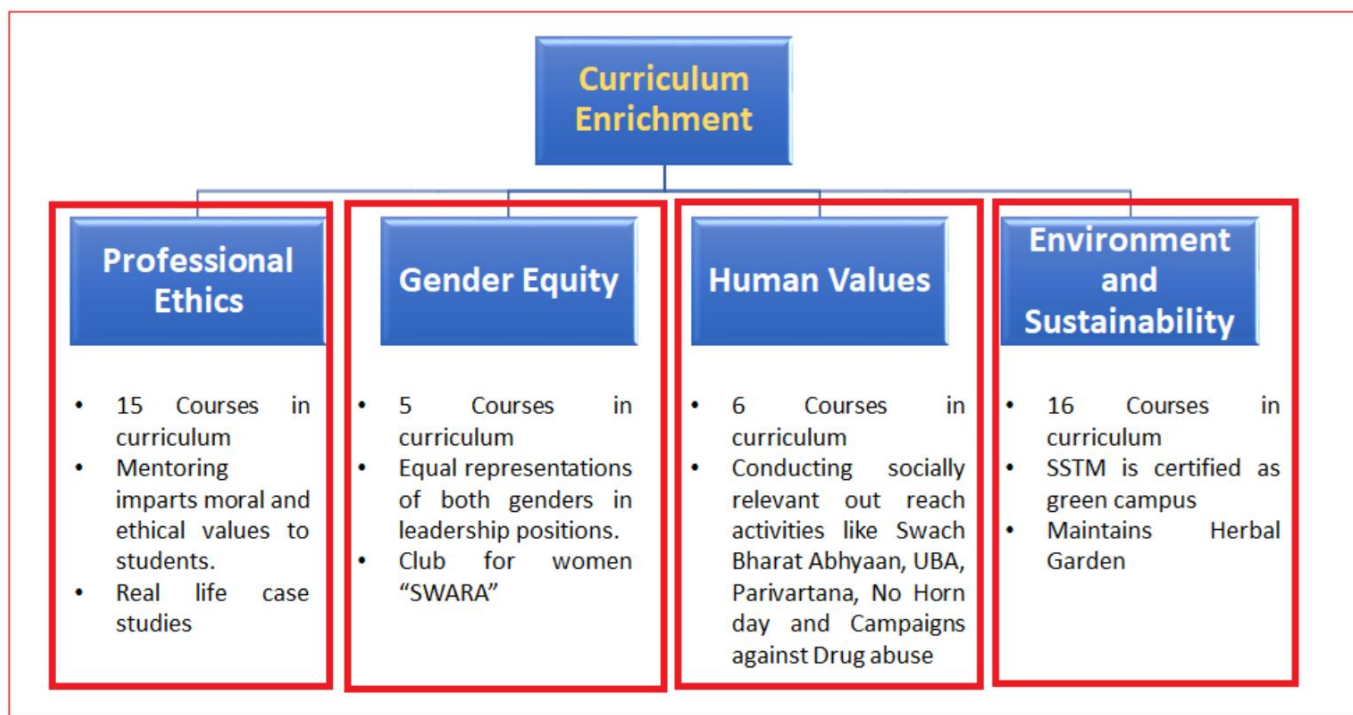
- courses taught in the curricula like Environment Management and Human Rights, Entrepreneurship Development etc, deals with gender issues, women entrepreneurship, gender- specific welfare measures etc.
- To promote gender equity among the students, the Institute supports equal representation of both genders in the leadership positions of class and college level committees, curricular and co- curricular activities.
- SSTM makes concerted efforts to create a congenial environment free from gender discrimination through mutual respect and provides Institution owned separate hostel facilities for male and female students.
- SSTM Women's club SWARA organizes various interactive sessions by eminent personalities as well as motivational speakers, women development awareness programs and workshops.

Human Values

- 5 courses taught in the curricula like Environment Science and Human Rights, Human Resource Management, Organizational Behaviour, Counselling Skills For Managers etc deal with human values.
- SSTM conducts socially relevant outreach activities like Swachh Bharat Abhyan, UBA, Parivartana, No Horn day and Campaigns against Drug abuse in collaboration with local governance.
- Students from all departments volunteer in the disaster relief and rehabilitation programmes conducted by the institution.
- Students attend the biennial International Ageing conference conducted from 2014 to sensitize issues related to elderly population.
- Every year students visit orphanages/ Old age homes to develop societal responsibility, sense of value of giving and empathy.
- Students gain a variety of hands-on experiential learning opportunities in human values, by organizing blood donation camps, health awareness camps etc through student clubs like NSS, Swara.

Environment and Sustainability

- 16 courses taught in curricula deals with environmental issues, including a core course on environment for all UG programs.
- SSTM is certified as green campus. Students are encouraged to involve in activities such as savewater campaigns, used plastic pen and e-waste collections.
- Herbal garden is maintained and tree planting and cleanliness programs are initiated in the campus



Courses incorporating Cross cutting Issues					
S.NO	Professional Ethics	S.NO	Gender	S.NO	Environment and sustainability
1	Dimensions And Methodologies of Business Studies	1	Environment Management and Human Rights	1	MOOC - Organic farming & Manure making
2	Marketing management	2	Entrepreneurship Development & Project Management	2	MOOC -Organic farming & Manure making
3	Entrepreneurship Development & Project Management	3	Environment Science And Human Rights	3	Dimensions And Methodologies of Business Studies
4	Personality Development And Management Skills	4	Entrepreneurship Development	4	Environment Management and Human Rights
5	Organizational Behaviour	5	Environmental psychology and Human rights Human right and UN	5	Environmental Economics
6	Theories and practices in counselling	S.NO Human Values		6	IT and Environment
7	Software Engineering & Project Management	1	Environmental psychology and Human rights Human right and UN	7	Plant Biotechnology
8	Research Methodology	2	Human Resource Management	8	Genetic Engineering, Bioethics & IPR
9	Legal Environment of Business	3	Environment Science And Human Rights	9	Environmental psychology and Human rights Human right and UN
10	Business Research Methods	4	Organizational Behaviour	10	Environment Science and Human Rights
11	MIS & Cyber Security	5	Counselling Skills For Managers	11	Organizational Behavior
12	Business Ethics & Corporate Governance	6	Human Resource Management	12	Environment Management
13	Employability Skills Training-Phase I			13	Services Marketing
14	Information Security and E-Commerce			14	Industrial Safety
15	Genetic Engineering, Bioethics & IPR			15	Consumer Behaviour
				16	Entrepreneurship Development

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

1.3.2

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

Response: 80.12

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

Response: 947

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted

[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 80.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
563	479	379	374	291

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
582	538	528	488	454

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 86.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
180	119	106	112	80

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

2021-22	2020-21	2019-20	2018-19	2017-18
189	131	136	118	118

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

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

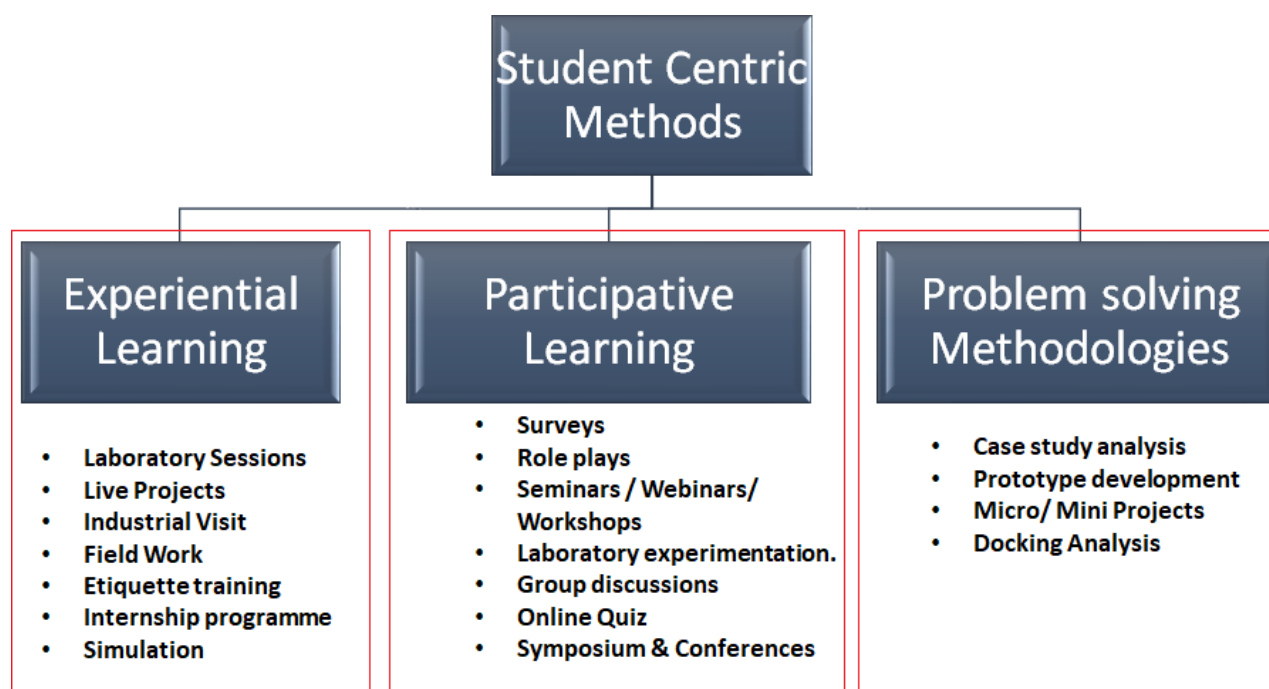
Response: 18.76

2.3 Teaching- Learning Process

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

Response:

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. Simulations are used to teach concepts of Algorithms.

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 setup 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 focus 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 Additional information	View Document

2.4. Teacher Profile and Quality

2.4.1:Percentage of full-time teachers against sanctioned posts during the last five yearsResponse: 89.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	58	54	52	49

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 60.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	26	32	30	27

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.4 Evaluation Process and Reforms

2.5.1

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

Response:

SSTM adheres to the evaluation format prescribed by the MG university, where there are transparent internal and external assessments and an efficient and time-bound grievance redressal system. The Manual of Policies (MOP) issued to students during admission describes the evaluation pattern 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. At the onset of a semester, faculty members prepare the course plan for their respective subject. The course plan contains internal evaluation components for each course that adhere to those specified by the university. A student is assessed based on different components like assignments, class tests, mid-term and model examinations. The nature of assignment topics includes problem solving, group discussions, quiz, term projects, spot tests, role play, software exercises, surveys, video presentations, article reviews, case study analysis, etc.

A right combination of assessments chosen by the faculty results in achieving the outcomes stated in course plans. Weightages for the assessments are decided during course plan preparation, suitable rubrics are outlined for the evaluation of each assessment.

The course plans are vetted by a panel during the course plan presentation workshop and the suggestions are incorporated and approved by the HoD and Principal and finally 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 assessment, hard copies of the scripts are returned to the students. They 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 communicate with the parents in case of critical performance failures. Attendance percentage is displayed both in LMS and notice board regularly and any grievances reported are recorded and addressed 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, submitted to the university, as well as uploaded in their 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
Upload Additional information	View Document

2.5 Student Performance and Learning Outcomes

2.6.1

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

Response:

SSTM has followed OBE since 2020 by implementing POs, PSOs and COs as a participative process involving all stakeholders.

Development of POs, PSOs and CO



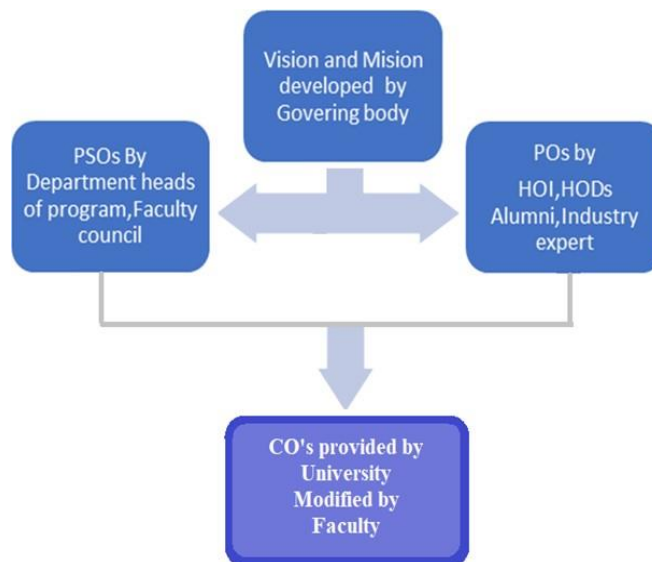
All COs are mapped to POs, and all PSOs are mapped to each graduate attribute derived from the vision and mission statement.

Let's consider an example of a Management program with the vision of producing graduates who are effective leaders, strategic thinkers, and socially responsible professionals. Here's how the Program Outcomes (POs) and Program Specific Outcomes (PSOs) could be related to the desired Graduate Attributes/Vision:

Graduate Attribute/Vision: Effective Leadership

Program Outcome (PO): Demonstrate the ability to lead and manage individuals, teams, and organizations effectively, displaying strong interpersonal and communication skills.

Program Specific Outcome (PSO): Apply leadership principles and techniques to analyze and address specific management challenges, such as motivating teams or resolving conflicts in the workplace.



Graduate Attribute/Vision: Strategic Thinking

Program Outcome (PO) :Exhibit strategic thinking abilities, including the capacity to analyze complex business problems, identify opportunities, and develop innovative solutions.

Program Specific Outcome (PSO): Apply strategic management concepts and tools to develop business strategies for specific industries or markets, considering competitive dynamics and emerging trends.

Graduate Attribute/Vision: Social Responsibility

Program Outcome (PO): Demonstrate a strong understanding of ethical and social issues in business and apply responsible decision-making principles in various organizational contexts.

Program Specific Outcome (PSO): Analyze and address ethical dilemmas and social responsibility challenges in management practices, such as sustainability considerations or corporate social responsibility initiatives.

By aligning the POs and PSOs with the desired Graduate Attributes/Vision, the Management program ensures that students acquire the necessary skills, knowledge, and attitudes to embody the program's vision and meet the expectations of the industry and society.

Now, let's illustrate how Course Outcomes (COs) can be linked to the Program Outcomes (POs) and Program Specific Outcomes (PSOs) within the Management program:

Program Outcome (PO): Demonstrate the ability to lead and manage individuals, teams, and organizations effectively, displaying strong interpersonal and communication skills.

Course Outcome (CO): Apply leadership theories and models to analyze and develop strategies for effective team management and communication in a business setting.

Program Specific Outcome (PSO): Apply leadership principles and techniques to analyze and address specific management challenges, such as motivating teams or resolving conflicts in the workplace.

In this example, the CO is directly linked to the PO as it focuses on developing students' ability to apply leadership theories and models in team management and communication. The CO also contributes to the achievement of the PSO as it specifically targets the application of leadership principles to address specific management challenges.

Similarly, for other Program Outcomes and Program Specific Outcomes, a set of Course Outcomes can be defined for each relevant course. These COs are designed to align with the broader outcomes and provide opportunities for students to demonstrate their achievement of the desired knowledge, skills, and competencies.

The linkage between COs, POs, and PSOs ensures that each course within the program contributes to the overall attainment of the program's outcomes. It helps maintain coherence and alignment throughout the curriculum, allowing students to progress systematically and develop the required competencies across their educational journey.

Sample CO-PO Mapping

SUBJECT:		ACCOUNTING FOR MANAGEMENT			
		CO - PO Relationship (specify 3 FOR HIGH/2 FOR MEDIUM/1 FOR LOW)			
PO \ CO	CO	CO-1-Preparation of basic books of accounts- Profit and loss statements, Trial balance, Balance sheet	(a)CO-2-Prepare the Cost sheet for a product or service(b)Use costing techniques for financial decisions	CO-3-Evaluate the financial performance of business enterprises	CO-4-preparation of financial statements using global accounting standards-GAAP, IFRS
PO1. Apply the knowledge of management theories and practices to solve business problems.		1	2	3	2
PO2. Foster Analytical and critical thinking abilities for data-based decision making.		2	2	3	2
PO3. Develop value-based leadership ability.		1	2	3	2
PO4. Understand, analyze and communicate global, economic, legal and ethical aspects of business.		1	2	2	3
PO5. Lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.		1	1	3	2
PO6. Foster social and ethical values in their career and enterprises		1	2	3	3

SUBJECT :		OPERATIONS MANAGEMENT			
		CO - PO Relationship (specify 3 FOR HIGH/2 FOR MEDIUM/1 FOR LOW)			
PO \ CO	CO	CO-1-Apply the concepts in management of operations from the perspectives of quality, cost, productivity and flexibility and analyse situations in manufacturing and service scenarios	CO-2-Evaluate decision making scenarios for selection of location, layout optimization, quality, inventory management, logistics, make, buy, RRR (Reduce, Recycle, Reuse)	CO-3-Design effective and efficient supply chains leveraging contemporary technology	CO-4-Develop Operations Strategy Identifying technology and other elements as differentiation drivers
PO1. Apply the knowledge of management theories and practices to solve business problems.		2	3	3	3
PO2. Foster Analytical and critical thinking abilities for data-based decision making.		3	3	2	3
PO3. Develop value-based leadership ability.		2	3	3	3
PO4. Understand, analyze and communicate global, economic, legal and ethical aspects of business.		3	2	3	3
PO5. Lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.		2	2	3	3
PO6. Foster social and ethical values in their career and enterprises		1	2	2	2

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SUBJECT:		MARKETING MANAGEMENT			
		CO - PO Relationship (specify 3 FOR HIGH/2 FOR MEDIUM/1 FOR LOW)			
CO \ PO	CO	CO-1-Customer acquisition and retention in a globalised market	CO-2-Formulate a product Positioning approach from commercial, social and ethical perspective	CO-3-Develop a marketing strategy for a product or service in national-urban and rural; and global markets	CO-4-Design and implement a marketing plan for a given product to achieve market leadership
PO1. Apply the knowledge of management theories and practices to solve business problems.		2	3	3	3
PO2. Foster Analytical and critical thinking abilities for data-based decision making.		3	3	2	3
PO3. Develop value-based leadership ability.		2	3	3	3
PO4. Understand, analyze and communicate global, economic, legal and ethical aspects of business.		3	2	3	3
PO5. Lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.		2	2	3	3
PO6. Foster social and ethical values in their career and enterprises		1	2	2	2

SUBJECT:		QUANTITATIVE METHODS			
		CO - PO Relationship (specify 3 FOR HIGH/2 FOR MEDIUM/1 FOR LOW)			
CO \ PO	CO	CO-1-Apply Concepts, tools and techniques for business decision making	CO-2- Analyze statistical data to solve practical business related problems.	CO-3-Interpret the statistical findings for business problem solving and decision making.	CO-4- Estimate and forecast business scenarios
PO1. Apply the knowledge of management theories and practices to solve business problems.		2	1	2	2
PO2. Foster Analytical and critical thinking abilities for data-based decision making.		2	3	3	3
PO3. Develop value-based leadership ability.		1	2	2	2
PO4. Understand, analyze and communicate global, economic, legal and ethical aspects of business.		1	1	2	2
PO5. Lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.		2	2	2	2
PO6. Foster social and ethical values in their career and enterprises		1	2	2	2

File Description	Document
Provide Link for Additional information	View Document

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

Response:

Methods and tools to measuring attainments of POs PSOs, COs

- Institute incorporated different tools and techniques to assess the student's progress in learning and attaining the outcomes at different levels of Bloom's taxonomy.
- Assessment methods consist of various methods such as tests, assignments, viva, and practicals. The assessments are mainly categorized as tests, assignments, presentations, and class participation.
- Assessment structure and calculation have been automated through the ERP software Linways. In the courses mapping to each POs and COs are articulated on Linways.
- The weightage of each assessment tool and its correlation between COs and PO are mentioned on Linways and the course plans.
- The correlation metrics of Mapping COs to POs and PSOs are structured in Level 1 (Slight), Level 2 (Moderate), and Level 3 (substantial).
- All COs are measurable and assessed using continuous internal assessment tools.

Continuous internal assessment

Sample

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		26.67%	40%	33.33%	
4	Model Examination	7.5		16.67%	50%	33.33%	
Total of Written examinations		20					
5	Assignments 1	3				100%	
6	Assignment 2	3					100%
7	Seminars / Mini Projects	4				100%	
Total of Assignments		10					
8	Class participation	10		50%	50%		
Total Internal Evaluation		40					
Threshold				60%	60%	60%	60%

Institute follows direct and indirect assessment tools to calculate overall attainment levels.

- Direct assessments are mainly categorized as tests, assignments, presentations, and class participation.
- The question papers are also prepared with mapping to the course outcomes.
- Every assessment is mapped to the course outcomes, so marks of each assessment are entered into the learning management software after the evaluation.
- Each assessment's allocation percentage to the respective course outcomes is calculated.

Levels of attainment

- Each faculty sets the threshold for their respective courses, and the percentage of students in the threshold is calculated. Threshold limits are;
 1. **Attainment level 3: (Substantial):** 70% of students scoring more than 60% marks out of the relevant maximum marks
 2. **Attainment level 2: (Moderate):** 60% of students scoring more than 60% marks out of the relevant maximum marks
 3. **Attainment level 1: (Low):** Less than 60% of students scoring more than 60% marks out of the relevant maximum marks
- Accordingly, the course outcome attainment is calculated, and the level is recorded as slight, medium, or high.
- The learning management system (Linways) calculates the course outcome attainments based on the marks entered for each assessment tool.
- To calculate the final course outcome attainment, the teacher in charge of each course will manually enter marks obtained by each student for the university exam for each course after the university announces the result.
- The attainment is taken for every course and recorded
- The indirect attainment is calculated based on the course exit survey.
- The overall CO attainment is calculated by combining both direct and Indirect assessments.

Process and assessment tools for final PO attainment


Continuous Internal Evaluation						
Assessment tools	Maximum marks	WEIGHTAGE				
		CO 1	CO2	CO3	CO4	CO5
Class test 1	20	20%	80%			
Class test 2	20					
Midterm	30	33%	33%	34%		
Model	60	33%	50%		17%	
Assignment 1	6			100%		
Assignment 2	6				100%	

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Marks Obtained - Brahmadeth S

Sub: Supply chain Management							Faculty: Mr.Santhosh S		
Roll No.	Reg No.	Name	Class Test I	Mid Term	Model	Class Participation	Assignment I	Assignment 2	Total
		Marks	5	9	10	4	6	6	40
FM-1506	101482	Brahmadeth S	1.81	5.25	4.08	2	3	5.4	22

CO Attainment					
CO's	CO1	CO2	CO3	CO4	Total
Actual attainment	9.27	13.97	9.06	7.7	40
CO attainment of Brahmadeth S	4.4409	6.2205	4.785	6.0936	21.54

 SCMS SCHOOL OF TECHNOLOGY & MANAGEMENT COURSE OUTCOME ATTAINMENT REPORT						
Program	MBA		Batch	15		
Course Name	Supply Chain Management		Semester	III		
Course Code	3ECO01		Academic year	2017-18		
Faculty	Mr.Santhosh S		No. of Students	17		
COURSE OUTCOME ATTAINMENT						
COURSE OUTCOME	COMPETENCY THRESHHOLD	MAX MARKS	THRESHHOLD MARKS	STUDENTS ABOVE THRESHHOLD		ATTAINMENT LEVEL
				NO	PERCENTAGE	
CO1	60%	9.27	5.562	12	70.59	Substantial
CO2	60%	13.97	8.382	8	47.06	Low
CO3	60%	9.06	5.436	14	82.35	Substantial
CO4	60%	7.70	4.62	17	100.00	Substantial

The attainment report gives the overall achievement of PSOs and COs and Gaps from the targeted attainment. This report helps to create necessary actions to reduce the gaps and improve programs to the next level if Gaps are not identified.

File Description	Document
Upload Additional information	View Document

2.6.3 Pass percentage of Students during last five years (excluding backlog students)**Response:** 92.6**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
282	304	209	166	152

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

2021-22	2020-21	2019-20	2018-19	2017-18
295	331	225	183	168

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.6 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.66

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

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

Response:

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).

2. Research Advisory Committee and Academic Research Coordinator:

SSTM has constituted a Research review committee to review the research proposals that have to be submitted to funding agencies. List of the members are attached in additional document.

3. Recognition under 2f

SSTM has been recognized under Sec 2f of the UGC to receive funds for Government sponsored projects

4. Research Centre

We have a Research Centre approved by M G University for management. This will enhance our capability to bring out research projects.

5. Intellectual Property Right (IPR):

Since thorough awareness on IPR is a must for an innovation milieu, SSTM, has received approval to implement the Intellectual Property Rights Cell (IPR Cell) for patenting inventions and innovations in the field of Science and Technology in association with Kerala State Council for Science, Technology and Environment.

6. Patents Filed/Granted: Innovative research findings of our faculty members in diversified research areas were patented. Out of 13 patents filed, 3 patents are granted so far.

7. Blockchain Research Centre

SSTM has a Blockchain Research Centre to address security issues including hacking in the digital world.

8. 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 each department delivered talks on an applied topic of their domain.

9. 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.

10. 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.

In addition, the departments of SSTM conduct career oriented and skill based courses which includes soft skills development program and vocational training. Sessions were given in bottle art, umbrella making, glass painting, embroidery, fashion designing, beauty treatment, apiculture and biotechnology diagnostic applications.

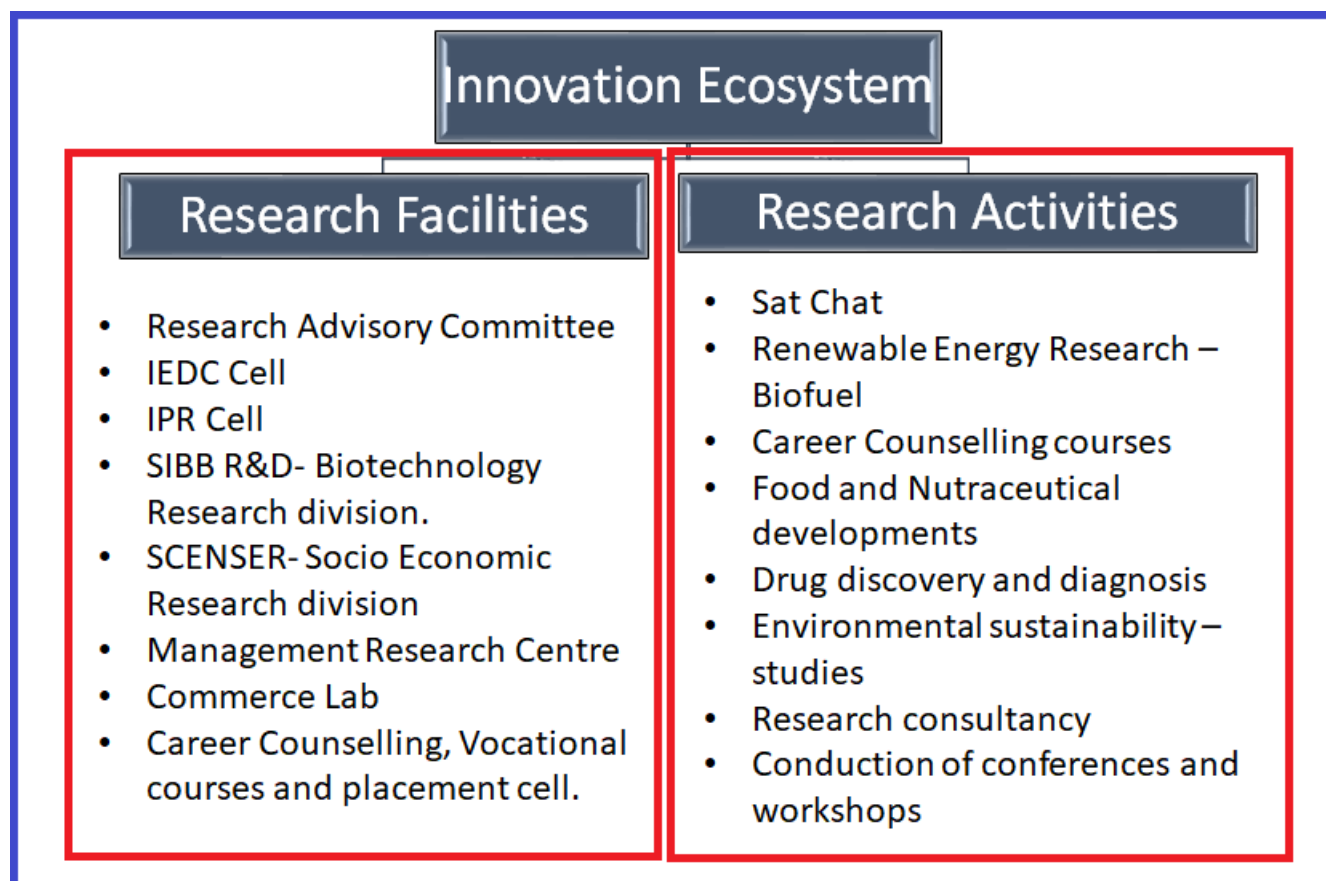
11. Renewable energy (biofuel): Coconut biofuel developed by SSTM has been recognized as an ecofriendly fuel, by Swatchh Bharat Mission and Department of Science and Technology.

12. Food and nutraceutical developments: SSTM has proven the exceptional nutritional advantages of coconut haustorium- a potential nutraceutical product.

13. Drug discovery and diagnosis: SSTM has established

- 1) Scarless 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.

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



File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 48

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	06	06	04

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.1 Research Publications and Awards**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.34**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	05	03	02

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.23**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
05	04	05	04	08

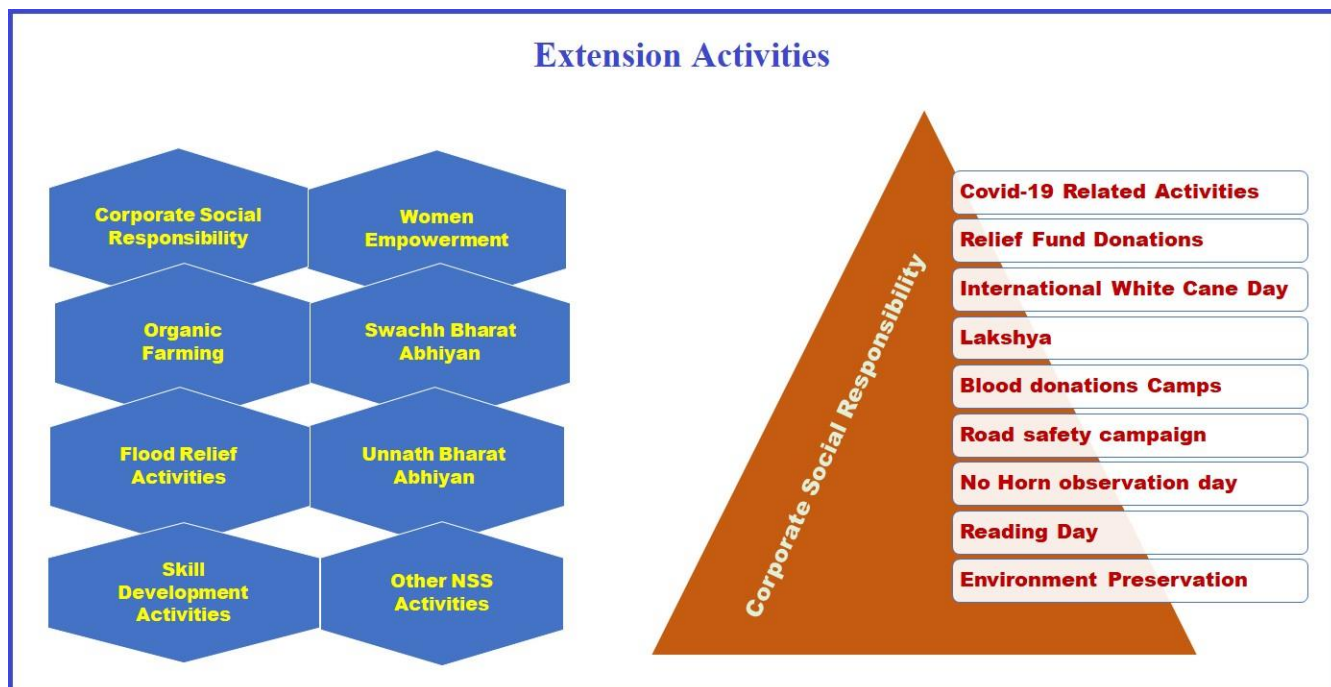
File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.2 Extension Activities

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

Response:

SSTM's extension initiatives prioritize harmony with the ecosystem and nurturing empathy with communities. Some of the valuable extension activities that promote community engagement and social responsibility are as follows :



This activity was an empowering exercise for all, the school students got exposure to computing skills which would help them in their future academic and professional endeavours and it made us all feel confident about our content delivering skills and doubt clearing abilities, as we prepared well and in detail.

~ Rohit G. Murali, Senior Data Engineer @TSWorks
(Student DDMCA Batch 1)

Blood Donation Camps: NSS unit of SSTM regularly organizes blood donation camps which teaches in conjunction with educational sessions about the importance of preserving human health and well-being. This

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activity highlights how blood donation helps save lives and contributes to the overall harmony of the community by supporting those in need.

Name of the Event	Blood Donation Camp
Date	November 28, 2017, June 28, 2018, October 19, 2018 , January 15, 2019, September 30 2019, 1st November 2021, 24th November 2021
Partnering with /Venue	In association with District Hospital Blood Bank, Lourde Hospital, Amritha Hospital, Ernakulam at SSTM, Muttom
No. of people benefited	382 bags donated



SSTM to celebrate World Environment Day, takes up activities which are directed towards raising awareness about environmental issues, promoting sustainable practices, fostering partnerships for conservation efforts, organizing clean-up drives and tree-planting initiatives, advocating for policy changes, and inspiring individuals and communities to take action towards a greener and healthier planet.

Year	Theme for World Environment Day
2022	Naisargika - Planting medicinal herbs at the medicinal garden area of SCMS campus Muttom
2019	Introducing Cloth Bags from the waste materials – Demo and Sales
2018	Plastic Free Campus
2017	Connecting People to Nature



Dr. Baiju Radhakrishnan, Group Director, SCMS watering saplings during the inauguration of Medicinal herbs garden on SCMS main campus.





News paper report on Paper Bag Making Workshop and Exhibition in Malayalam daily Mathrubhoomi

Jaivam : Organic Literacy campaign- An educational initiative which aims to raise awareness and promote the benefits of organic farming and consumption. It was successful in achieving its objectives of promoting organic farming practices and encouraging the consumption of organic products among the residents of Vijayapuram Panchayath in the District.

Anti Drug Campaigns : SSTM has taken up the cause of conducting anti-drug campaigns regularly. The scope of these campaigns encompasses public education on the dangers of drug abuse, promoting prevention strategies, advocating for stricter drug laws and policies, offering support and resources for addiction treatment, fostering community involvement, and addressing the social, health, and economic consequences of drug use.

Theme	Activity
"Tobacco – A Threat to Development" On World No Tobacco Day Wed, 31 May, 2017	Sessions by <ul style="list-style-type: none"> V. K. Salil Kumar (DYSp Ernakulam Rural, Anti –Narcotics) Dr. Sanju George Chakkunkal (Psychiatrists, Rajagiri Hospital)
Formation of An Anti-Narcotic Club - 9th July, 2018	In Association with Kerala State Excise Department- sessions by Mr.Sudheer (Circle inspector of Excise, Aluva) and Mr.Ummer(Preventing officer, Excise).
Drug Free India - on Thu Jul 8, 2021	A Talk by Dr V K Hema , Advocate . Master Volunteer , Nasha Mukth Bharat Abhiyan





While these kind of activities may not directly address the theme of ecosystem harmony, they contribute to the broader goal of nurturing empathy within communities and promoting social and environmental well-being. By integrating environmental considerations into these activities, students gain a holistic understanding of the interconnectedness between humans, communities, and the ecosystem.

File Description	Document
Upload Additional information	View Document

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

Response:

1. UBA - Perennial Assistance Award Rs 1,75,000 -

SSTM (AISHE code C- 11633) has volunteered and agreed to be a participating institute (PI) for the national program, Unnat Bharat Abhiyan(UBA) in the year 2018. The faculty members from SSTM underwent an orientation program conducted on July 6, 2019, at the regional workshop organized by IISER, the Regional Coordinating Institute.

UBA activities at SSTM

Five villages namely Choornikara, Edathala, Chowara, Eloor, and Chengamanad were adopted and a baseline survey was conducted to identify the major challenges faced by the villagers. Based on the survey findings, specific action plans were developed for each village, and our team diligently executed these plans. A few selected initiatives are entrepreneurship and women empowerment activities viz. skill development training classes, handicraft training, waste management activities etc. In Chowara where water shortage was identified as a major challenge, a seminar was organized for the villagers to create awareness on conservation of water, rainwater harvesting, etc. The initial amount of Rs. 50,000/- released was prudentially spent for need assessment and for the conduct of developmental activities for the villages. A utilization certificate was subsequently submitted and duly approved by the appropriate authority.

2. Thanal Students Care programme: The Thanal Palliative and Paraplegic Care Society, operates in the state of Kerala, India is a non-profit organization dedicated to providing care and support to individuals with life-limiting illnesses, disabilities, and their families. The students underwent training on palliative and paraplegic care, communication skills and empathy. After training, the students were assigned various tasks and responsibilities such as visiting patients and their families to provide emotional support and companionship, organizing events and awareness campaigns on palliative and paraplegic care in the community and participating in the organization's various programs and initiatives. The organization recognized the contributions of the college students through letter of appreciation and certificate of recognition. The letter and certificate were presented to the college Principal in an event attended by representatives of the organization and the college.

3. Membership in Red ribbon Club of KSACS: The Red Ribbon Club is a voluntary initiative by the Kerala State AIDS Control Society (KSACS) aimed at raising awareness about HIV/AIDS among young people. SSTM is an active member of Red Ribbon Club of KSACS since 2018 and

organizes various activities and events such as awareness campaigns, Voluntary Blood Donation Camps, Counseling sessions, workshops and seminars to raise awareness about HIV/AIDS among the college community and the general public.

4. Beach Cleaning Campaign: This program is a part of Stenum Asia’s “Prevention of litter in the lakshwadeep sea, PROMISE”. Along with Project Promise, the student community of SSTM got awareness about the importance of environmental conservation and thus inspired more people to take action towards protecting our environment. Based on this they cleaned the Puthu Vypin beach on 31.03.2022

5. MDP’s for KSRTC Employees: Five days Management Development training programme for Depot Engineers & Assistant Depot Engineers organised by SCMS School of Technology & Management was conducted in four batches in SCMS Muttom campus from 16 th November to 3 rd December, 2021. The KSRTC recognized the contributions of the college students through letter of appreciation and certificate of recognition.

File Description	Document
Upload Additional information	View Document

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

Response: 49

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	05	09	14	05

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document

Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency

[View Document](#)

3.3 Collaboration

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

Response: 31

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

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. Budget is allotted annually for maintaining physical and academic support facilities.

Campus: A well maintained campus in 5.25 acres with a built up area of 12532 sq. mtr. located beside the Periyar river in Ernakulum district.

Biotechnology Laboratories : SCMS Institute of Biotechnology and Bio Sciences (Research and Development) that operates from South Kalamassery Campus is recognized for research by DSIR-GoI and Kerala University of Health and Allied Sciences (KUHAS).



Biotechnology Laboratories

Major Equipment's

- Real Time PCR
- Biosafety cabinet
- CO₂ incubator
- Inverted microscope
- Gradient PCR
- Refrigerated centrifuges
- Spectrophotometer
- Deep freezers
- ELISA reader
- Electroporator
- Bio-fermenter

Student Counselling Centre : A dedicated centre to support and assist students in various aspects of their personal, social, and academic lives. The trained professionals at the Centre provide confidential and non-judgmental support to students, helping them enhance their overall well-being and achieve their academic goals.

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

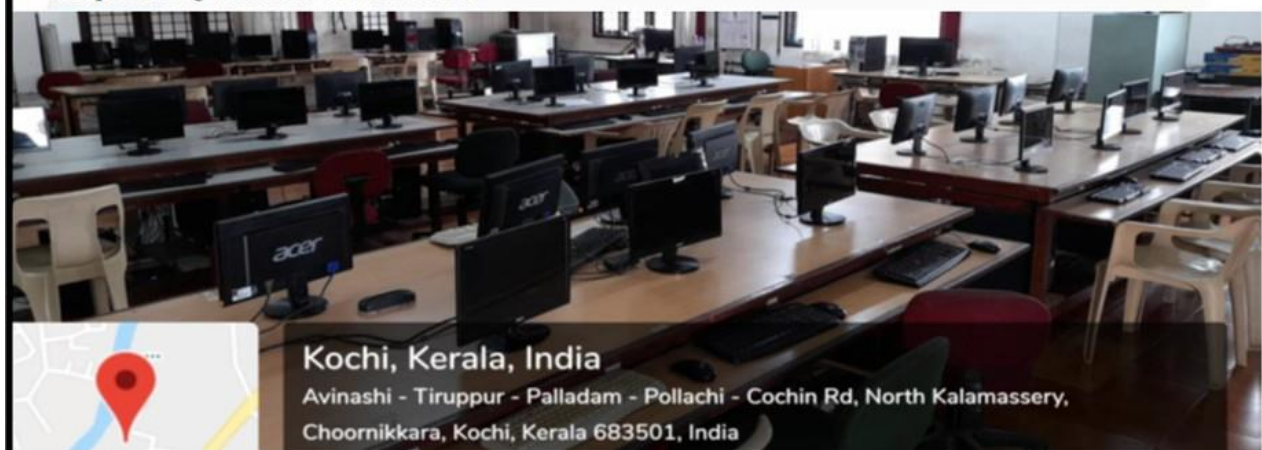


Classrooms & Seminar halls

- 41 ICT enabled classrooms
- 6 seminar halls (2 air conditioned) and a smart classroom.
- 23 classrooms and 2 seminar halls added in last 5 years.

Computer Laboratories and System Maintenance

- The Institution has 333 computers in administrative offices, faculty rooms, and laboratories.
- Maintenance is handled by in-house staff under the System Administrator's guidance. Regular software and hardware upgrades are conducted based on curriculum recommendations.
- Replacement requests are processed through the System Administrator.
- The campus network is safeguarded by a Firewall Fortinet 300 C, ensuring restricted internet access for students and preventing unauthorized intranet use.



Language Lab: with 'Celebrity School' software-communication skills-plus classes on German, French, Japanese and Spanish.

Commerce lab: experiential learning-practical exposure of the subject syllabi-Mock commerce activities- how to run a business and practical difficulties in the corporate sector.

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 an 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, 000litres each. Well water is also used in the Institution. Drinking water coolers installed at various points are maintained regularly.

Hostels



- Separate Hostel buildings for boys and girls.
- Girls hostel in campus.

	Men's Hostel	Ladies Hostel
Capacity	246	304
Built-up area	2725.6 Sq. m	3282.27 Sq.m

- Wi-Fi enabled rooms.
- A/C and Non-A/C Rooms with Single occupancy, 2-sharing, 3-sharing and 4-sharing facility.
- 24 x 7 wardens and Security.

Facilities at SSTM

Library



Yoga Centre



Gymnasium



Cafeteria



Hostels



Sports Facilities



Auditorium



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.

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.
- Incinerators are installed in the Women’s Toilets too for Sanitary Pad disposals.

Fire and Safety

- Fire extinguishers are strategically placed throughout the Institution's campus for the safety of individuals. Cochin Fire Tech India Pvt. Ltd. conducts regular servicing and maintenance of the extinguishers.
- The Institution also has clearly marked fire exits to ensure the safety of students and staff during emergencies. Training sessions are provided by the Kerala Fire and Rescue Services, Government of Kerala, to educate students and staff on fire safety protocols.

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.

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

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

Response: 10.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
40.20	13.06	141.78	125.15	26.58

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

4.2 Library as a Learning Resource

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

Response:

The Library plays a vital role in the institution by providing access to a wealth of knowledge and resources for students, faculty, and researchers. To enhance efficiency and accessibility SSTM has embraced automation through the implementation of an Integrated Library Management System (ILMS).

Rapid digitization necessitates e-resource subscriptions for libraries, providing access to diverse academic literature, research materials, and online repositories. The institution has subscription/access for the e-resources like e-ShodhSindhu , Shodhganga, e-books and Databases like EBSCO , DELNET, SCIENCE, ACM, J-Gate, IEEE, EPW, SAGE, INVENTI and HBR, Project Gutenberg , NDLI.

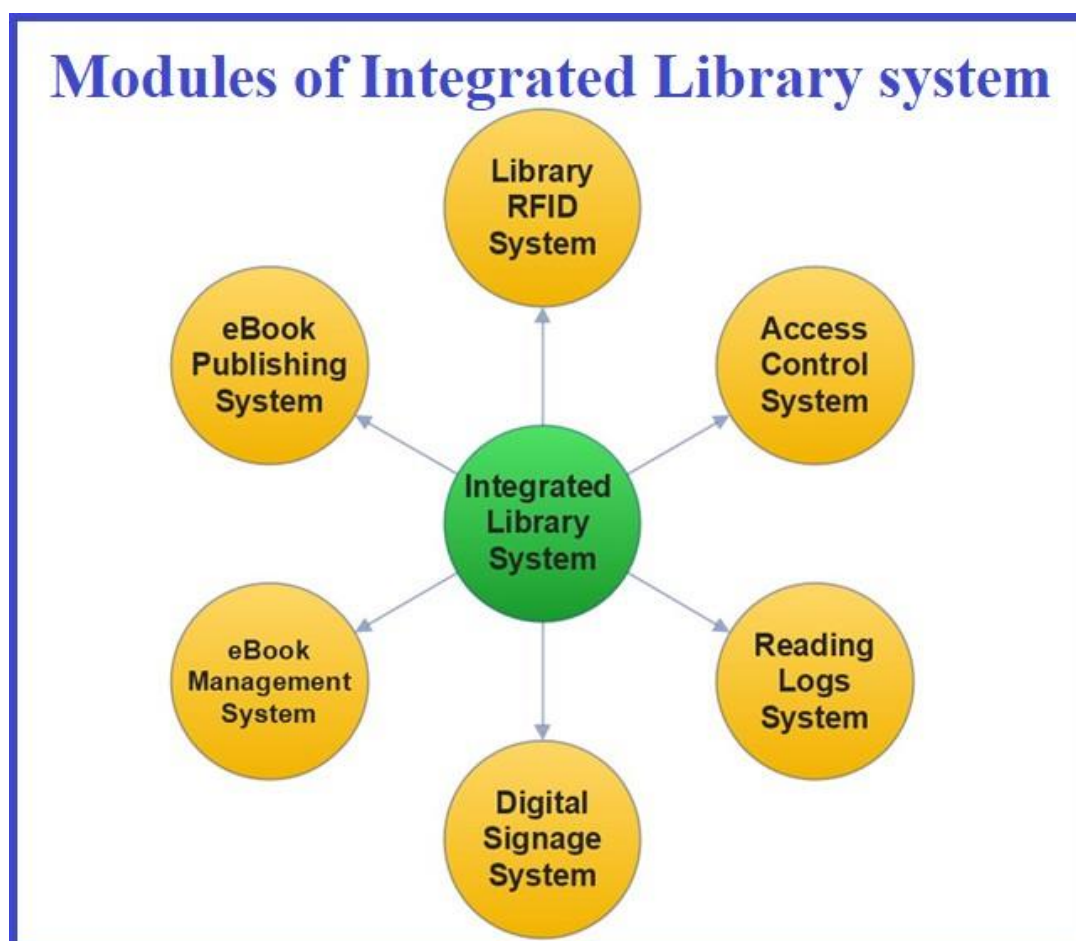
Libraries carefully consider the needs of their users, academic requirements, and research trends when making purchasing decisions. The amount spent on purchasing books and journals depends on various factors, including the institution's budget, user demand, curriculum requirements, and faculty recommendations. Librarians work closely with faculty members and researchers to ensure that the library collection is current, diverse, and aligns with the educational and research goals of the institution.

Monitoring the per day usage of the library is an essential practice for libraries to evaluate their effectiveness and cater to user needs. By tracking and analyzing the library's daily usage metrics, such as the number of visitors, checkouts, and reference queries, librarians gain valuable insights into the library's popularity, peak hours, and areas of improvement. Libraries often use automated systems to capture and analyze these usage statistics, allowing for accurate data collection and efficient reporting.

The Institution has 3 separate departmental libraries all are well stacked with university prescribed textbooks, 20,098 reference books and general books, 30 national and international journals, 27 magazines and 8 newspapers with 42 copies. In addition to departmental libraries, there is a central library in campus where students are permitted to refer and borrow books from a total of 37,992 books,

100 journals and 75 magazines. Average annual expenditure for purchase of resources during the last five years is INR 11.52 lakhs.

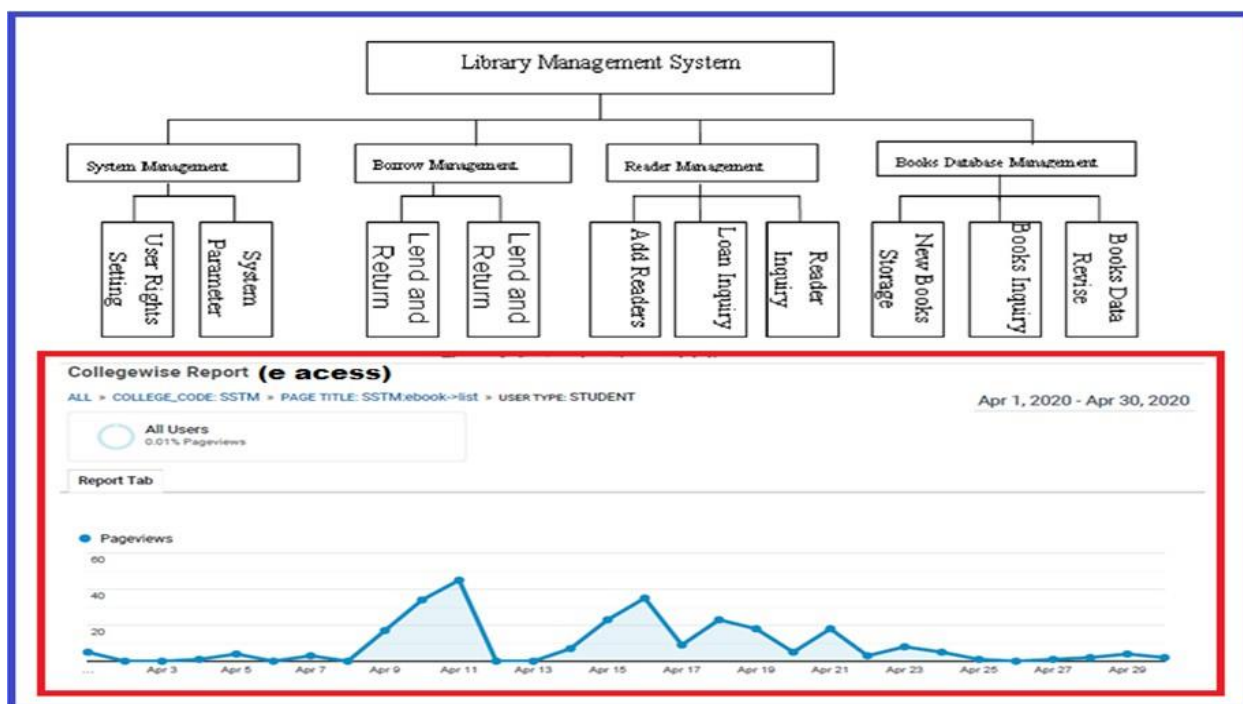
One of the key advancements in library automation is the implementation of an Integrated Library Management System (ILMS) which takes care of various library functions, including cataloguing, circulation, acquisitions, and patron management. ILMS enables librarians to efficiently manage and organize library collections, track borrowing and return transactions, generate reports, and provide seamless access to resources for library users. ILS is based on relational database architecture. It means integrated library management system is sharing a common database to perform all the basic functions of a library.



The library also subscribes to OER. We also have subscribed to online resources like EBSCO, DELNET, SCIENCE, ACM, J-Gate, IEEE, EPW, SAGE, INVENTI and HBR. The **average footfall is 120 per day.**

E-Resource sharing through remote access is also provided to students and faculty. The Online Public Access Catalog (OPAC) has been facilitated to the students, faculty and library staff. Library hours are scheduled for the students within the timetable and the students are monitored by the faculty and staff. Libraries are open physically for access to students and faculty members on all days.

File Description	Document
Upload Additional information	View Document



4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

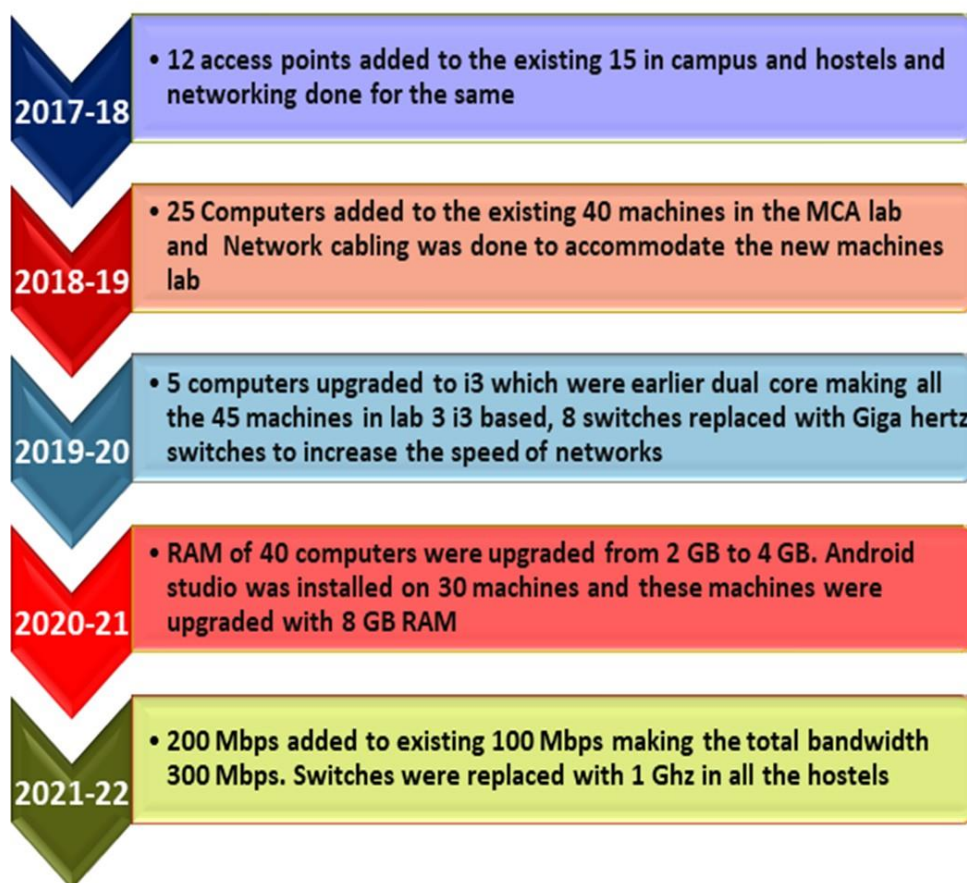
The Institution has updated IT infrastructure and software needed for students to enhance their learning process. The Internet bandwidth was upgraded from 50 mbps to **200 mbps with a 100 mbps backup leased line** so that the campus is always connected through Wi-Fi and otherwise. **The Institution subscribes to Microsoft campus license, Zoom, Turnitin, Grammarly, Adobe, SPSS and Oracle.** Faculty and students doing research work can make use of this facility. The software upgrade is done every time there is change in the syllabus or a request from the faculty. The internet bandwidth is reviewed every two years and increased depending on the number of students and their bandwidth needs. Classrooms are provided with wall mounted LCD projectors and systems. The Institution has a total of 333 computers of which 267 machines spread in 7 labs are available for use with a configuration of i3 with 4 GB RAM / 8 GB RAM and 1 TB HDD. In addition to the 4 labs we have a hardware lab and a BYOD lab where students can use their laptops. Each faculty is provided with a PC with necessary software. The Institution has introduced a thin-client lab with 40 units and are also in the process of replacing all classroom systems with thin-clients all of which are 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 LMS 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 LMS which can be accessed by students and faculty. The Institution has 13 printers, four scanners and six Reprographic Xerox machines. All 41 classes are equipped with LCD projectors. The Institution also has a facility for video conferencing.

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 platform namely **Almashines** is used for keeping connect with the alumni helping the current students keep abreast of the industry requirements.

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. 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. **Biometric attendance devices** for faculty and staff are available at various locations of Institution.

Major Updates in IT facilities



File Description	Document
Upload Additional information	View Document

4.3.2 Student – Computer ratio (Data for the latest completed academic year)**Response:** 4.43**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 267

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 25.03**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
153.33	172.45	180.64	195.5	91.64

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 72.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
1182	1052	935	243	102

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

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

Response: 65.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
764	384	853	719	444

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

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

Response: 75.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
196	216	164	138	124

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

2021-22	2020-21	2019-20	2018-19	2017-18
282	304	209	166	152

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

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

Response: 15.32

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 16

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	00	05	04	02

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

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

Response: 9.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	03	10	12	11

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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:

ENOSIS

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services. SCMS Alumni Association-official registration under the Travancore Cochin Cultural, Literary, Scientific and Charitable Societies Act 1955 (EKM/TC/512/2018) on 14th March 2018 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. 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. Association has chapters in India at Kochi, Bangalore, Chennai, Hyderabad, Mumbai, Kolkata, Delhi and UAE

<https://alumni.scmsgroup.org/> is the online alumni portal which gets updated frequently. All the events in the campus are posted in this portal. Besides the above portal, the institution has social media presence which includes facebook, Instagram and LinkedIn pages like <https://www.facebook.com/sstmkochi>, <https://www.facebook.com/SCMSCochinAlumni/> and [@sstmcochinofficial](https://www.instagram.com/sstmcochinofficial) on Instagram and LinkedIn page <https://www.linkedin.com/groups/1769550/>

The various activities of alumni association includes:

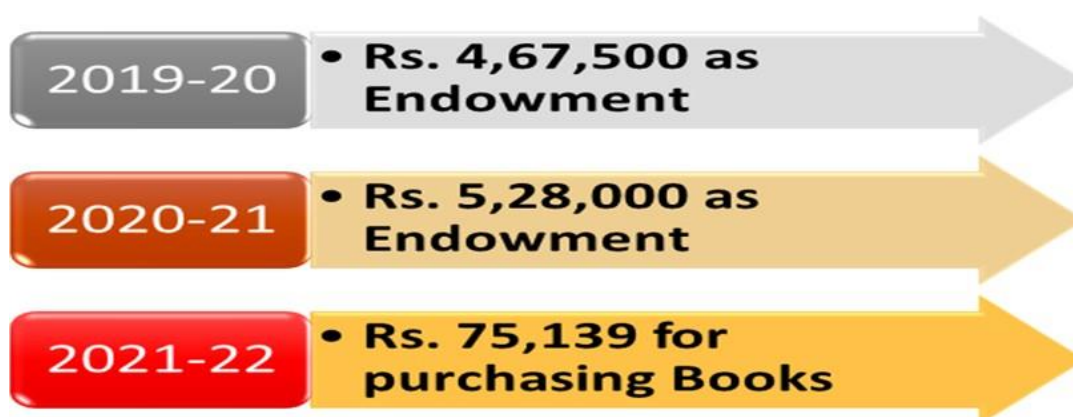
- Conducting periodic meetings of the committee in order to chalk out plan of action.
- Conducting training sessions by industry professionals.
- Conducting personality development training, interview answering skills and confidence building programs.
- Interacting with unemployed alumni to find probability of employment with reference of professionals.
- Conducting social welfare activities such as blood donation, health awareness programs, Helping the underprivileged, cleanliness drive etc.
- Re-unions of alumni.
- One note worthy initiative taken up by the Alumni is Reading Project in Ri Bhoi District of Meghalaya. This Pilot project is the Phase 1 of SCMS Alumni Association's long term strategic initiative -'Reading for All'. The objective is to reach out to children in Areas/institutions, which are in dire need of Reading Resources. In this Phase, SCMS Alumni association worked along with Funky Rainbow, IPLM Foundation and the District Administration to reach out to Orphanages of Ri Bhoi, which is a Government of India's aspirational District. It was a drive worth Rs 75,139 for 667 book titles for 4 Orphanage libraries after discount from Funky Rainbow.

The following is the list of some of the notable alumni of the institution

Self Study Report of SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT

Sl. No	Name of Alumni	Position	Batch	Profile
1	<u>Basil Varkey</u>	Regional Head at YES BANK	MBA 2003-2005	https://www.linkedin.com/in/basil-varkey-2922616/
2	Dennis Thomas	Learning & Development Specialist at ESAF Bank	MBA 2003-2005	https://www.linkedin.com/in/dennis-thomas-491a0b144/
3	<u>Dinu Cherian</u>	Assistant General Manager (Freight Forwarding) at Diamond Shipping Services LLC. Dubai	MBA 2004-2006	https://www.linkedin.com/in/dinu-cherian-33bbb358/
4	<u>Rucy Eliza Cyriac</u>	Chief Manager at ESAF Bank	MBA 2004-2006	https://www.linkedin.com/in/rucy-eliza-cyriac-2a91a924/
5	<u>Anoop Mohan</u>	Assistant General Manager at Compass Group India	MBA 2006-2008	https://www.linkedin.com/in/anoopmohanpr/
6	<u>Abid Moopan</u>	Entrepreneur - Resource Hunters HR	MBA 2004-2006	https://www.linkedin.com/in/abid-moopan-2980bb13/
7	Anish John	Strategy International Business at KEC International Ltd., Dubai, United Arab Emirates	MBA 2003-2005	https://www.linkedin.com/in/anishjohn/
8	<u>Eldho Paul</u>	Accounts Relationship Manager, Shelter Tech UK Ltd, Slough, England, United Kingdom	MBA 2003-2005	https://www.linkedin.com/in/eldho-paul-3a36b024/
9	Dr. <u>Anu Antony</u>	Assistant Professor at <u>Rajagiri</u> College of Social Sciences	MBA 2003-2005	https://www.linkedin.com/in/anuantony/
10	Sony George	Vice President at JPMorgan Chase & Co. , Bengaluru	MBA 2008-2010	https://www.linkedin.com/in/sony-george-96628317/
11	<u>Vivek (Mathai) George</u>	Manager, World Trade Center - Bengaluru	MBA 2008-2010	https://www.linkedin.com/in/vivek-george-8a7ab826/
12	<u>Aadharsh Sasi Immanuel</u>	CEO Tresbeau by Aadarsh	B.COM 2013-2016	http://tresbeaubyaadharsh.com/

Financial Contributions



Non-Financial Contributions

- ♦ The active engagement of our alumni in various institute events is evident through their widespread participation. They have made significant contributions, such as donating books to the library during a flood calamity and providing support in placements. With many alumni holding esteemed positions in reputed organizations, our students benefit from enhanced recruitment prospects, industry interactions, and UG and PG internships. Moreover, alumni actively contribute as resource persons, committee advisors, industry

experts, and collaborative partners, bolstering the development of SCMS Group of Institutions.

- ◆ The Academic Advisory Board of our institution and the Internal Quality Assurance Cell (IQAC) of our Institute includes distinguished alumni members who are in top positions in corporates. The involvement of Alumni in various events and activities of our institute are
- ◆ very much visible through their participation at various levels. Alumni contribute as resource
- ◆ persons for technical sessions, advisors in committees, industry experts and cooperative
- ◆ partners in projects with our institution.
- ◆ The various activities of alumni association include: Conducting periodic meetings of the committee, conducting mock interview, personality development sessions and confidence building programs by industry professionals and interacting with unemployed alumni to find probability of employment with reference of professionals.

Some of the plans laid out by the Alumni Association for the year 2022-23 are

- Financial Aid for facility enhancements College Scholarship for kids of Alumni
- Health and Welfare Fund – Group Insurance sponsored by the Alumni
- Financial relationship between Enosis and Innovation Cell. The surplus income from Enosis is kept with the Innovation Cell.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The vision and mission of the SSTM, which emphasize quality education, research, social responsibility, and community engagement, are realized through the collaborative efforts of governing bodies, leaders, and representatives at all levels in decision-making and operational activities.

➤ With the organizational support of the Board of Governors(BoG) and the Board of Management(BoM), the principal is at the helm of administration. Further, the Vice Principal administrative staff and heads of the departments supports the principal.

◆ Academic and administrative proceedings. The BoG and BoM ensure that good governance norms of Participation, Responsivness, Accountability, Compliance,, Transparency, Inclusivity, Consensus, Effectiveness and Efficiency(PRACTICE) are adhered to as seen from the following:

➤ **Participation**

- All the faculty participate in the Board of Studies (BoS) as members and are also members of the Academic Advisory Board. All department heads are memebtrs of the MG University's Curriculum Review Committee. One (1)Faculty is a member of the BoM. Financial decisions are taken by the management in consultation with the Finance Officer
- All the employees are informed of the HR, administrative and academic policies as applicable through periodic updates by the HR department.
- Responsiveness
- The board of Governors and academic advisory committee has taken the timely call to introduce BBA and BSc psychology to SSTM in 2020,21 respectively in consultation with the principal and both the departments; and for establishing the Management research centre and the 2(f) sanction for SSTM.
- Responsiveness to student and faculty grievances are done within 24 hours in the normal course.
- IQAC of SSTM is committed to ensure the continuous improvement in the quality of all activities of the institute and takes lead along with the participation from administrator's faculty members and students in the compliance processes such as NAAC, NBA and ISO 9001:2015.
- **Accountability:** Faculty are required to submit their teaching workload plans for the academic year at the end of the previous year and are held accountable to adhere to the same. Variances between planned targets and actuals are discussed and attended to by the top management
- **Compliance:** The research projects are in compliance with the regulatory norms like-AICTE and DBT accreditation.
- **Transparency:** In addition to the periodic appraisals, the biweekly HoD meetings are a forum to report the progress and plans.
- **Inclusivity:** The institute promotes inclusivity across students and staff as evidenced by the following data.
 - Gender
 - Religion
 - Economic status
- **Consensus:**The process of decision making is by consensus of the representatives of the

departments and stakeholders.- give examples of new course, new program, allocation of courses, menu decision in hostel

➤ **Effectiveness and efficiency**

- SSTM has established a centre for research in Biotechnology (DSIR recognised) and Management Studies (MG University). SSTM has completed funded research projects worth more than 2 cr in a span of 10 years, and 11 patents were filed.
- The IQAC team has strengthened the initiative, surveillance and channelisation of the activities concerning OBE, PDPs, FDPs, Collaborations, funded projects and publications resulting in a remarkable increase in upskilling, more placements and renewed enthusiasm.
- A Plan of Action (POA) is prepared for all departments based on consultation with the HoDs and faculty members. All the parameters in the PoA, including students’ academic, co-curricular, extra-curricular, skill development, add on programs, placements and faculty development programs, research, publications, Conferences, sustainability pursuits etc are executed as scheduled and periodically monitored by the HoDs, IQAC and the Board of Governors. Based on the periodic assessments, changes in actions are amended to augment performance score, placement efficiency and overall enhancement.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

SSTM has a strategic plan to provide academic enrichment and enhance its educational offerings. The plan includes goals such as expanding the range of courses, conduct of remedial classes for academic enrichment, incorporating innovative teaching methods, enhance student mentoring, establishing IPR and IEDC cells to foster creative and innovative thinking and establishing partnerships with industry leaders. By aligning their activities with this plan, the college ensures continuous improvement and meets the evolving needs of students and the job market.

- Close monitoring of remedial classes is crucial in order to improve results and ensure the effectiveness of these classes. Remedial classes are designed to provide additional support and instruction based on result analysis. By closely monitoring these classes, faculty members can identify areas of improvement, track student progress, and tailor instruction to meet individual needs. Regular assessments and evaluations can help identify gaps in understanding or skill development, allowing faculty members to address these areas with targeted interventions. Monitoring can take various forms, such as frequent progress checks, one-on-one sessions with students, or collaborative discussions with other faculty members. Additionally, student mentoring will help identify any external factors that may be impacting a student's performance, such as personal issues or learning disabilities, leading to appropriate interventions or referrals.

- Student feedback plays a crucial role in bringing innovation into teaching methods. It serves as a valuable tool for faculty members to understand the needs, preferences, and learning styles of their students. By actively seeking and listening to student feedback, faculty members can gain insights into what is working well and what may need improvement in their instructional practices. This feedback allows them to adapt their teaching methods to better engage and motivate students, making the learning

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experience more effective and enjoyable. Additionally, student feedback encourages faculty members to think outside the box and experiment with new approaches, techniques, and technologies. It provides a fresh perspective and a direct line of communication between students and faculty members, fostering a collaborative and dynamic learning environment. Moreover, student feedback empowers students, making them feel heard, valued, and actively involved in their own education. When students know that their opinions matter, they become more invested in the learning process and take ownership of their own learning outcomes. This, in turn, promotes a culture of continuous improvement and innovation in teaching methods.

- The online documentation of Student mentoring through the LMS has transformed the way faculty members and students track progress in the digital age. The transition from manual paper entries to digital real-time documentation ensures that mentors can provide timely feedback and intervene when necessary, helping students stay on track and achieve their academic goals. The customised features on the LMS allow mentors to monitor students' performance, identify areas of improvement, and tailor their guidance accordingly. Overall, student mentoring on an online platform has proven to be an invaluable tool in tracking progress, fostering student success, and promoting a more personalized and effective learning experience.

- SSTM has streamlined and standardized procedures contributing to efficiency by reducing ambiguity, minimizing errors, and ensuring consistency in operations. For example, clear procedures for course registration, examination administration, and grade reporting enable smooth academic management.

- Similarly SSTM has fixed procedures for student enrolment and registration, which includes online registration portals, clearly communicated deadlines, and efficient processes for handling course selection, fee payment, and issuing student identification cards. These procedures simplify administrative tasks and provide a hassle-free experience for students. Regular evaluations and revisions of procedures help identify areas for improvement, leading to enhanced efficiency and effectiveness.

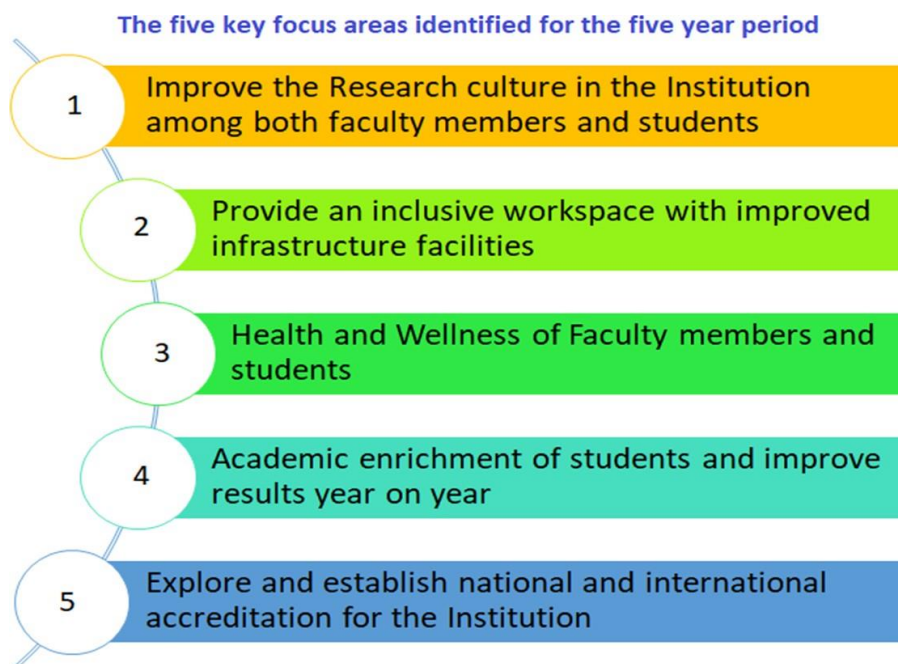
- The usage of 'No Paper Forms' cloud based app has revolutionized the way student admissions data is analyzed and managed. With this innovative technology, admissions teams are able to streamline their processes and bring about significant improvements in tracking admission application status. By eliminating the need for paper forms, it enables admissions team to digitize and centralize all relevant information, making it easily accessible and searchable thereby, enhancing the team's ability to analyze data, identify trends, and make informed decisions based on the insights gathered. Admissions teams can now track the progress of each application, ensuring that no application falls through the cracks. It had resulted in a significant increase in the efficiency and effectiveness of the admissions process, resulting in a smoother and more streamlined experience for both the admissions teams and the applicants.

By implementing and continuously evaluating these aspects, SSTM has created a conducive learning environment for faculty and students. Regular assessments, feedback mechanisms, and continuous improvement efforts taken to ensure that the institution remains responsive, adaptable, and capable of achieving its educational goals.

OUR 5 YEAR STRATEGIC PLAN

Based on the recommendations of the NAAC peer team and a SWOT analysis of the Institution by SSTM team comprising of the Principal, HODs and faculty members, a strategic plan for the Institution has been developed. The plan was arrived at after multiple deliberations and consensus from all stakeholders including the Management, Principal, faculty members and the members of the IQAC team. The IQAC team will henceforth, focus their activities and audits based on this strategic plan to achieve maximum effectiveness, improve efficiency and bring about a positive impact for the Institution in alignment with the Institution's Mission statement.

The five key focus areas identified for the five year period is as below:



OUR PROGRESS WITH STRATEGIC PLAN

1. Improve the Research culture in the Institution among both faculty members and students

- i. Special drive by the institution to ensure all faculty members publish in journals of UGC standing and SCOPUS indexed journals
- ii. Conducted classes to support Research Writing among faculty members and on how to select good journals for publishing, bibliography
- iii. Improvement in the number of Ph.D scholars among faculty members
- iv. Introduce a monetary incentive scheme for publishing in quality journals and consulting assignments
- v. Mandated NPTEL courses for all faculty and encouraged students also to enroll and complete
- vi. Funded research of Institute of Biotechnology
- vii. Research Centers in all departments

2. Explore and establish national and international accreditation

- i. Achieve and NBA Accreditation with a good score – 19-20'
- ii. Achieve and international ACBSP(full form) accreditation for SSTM – 22 -23'
- iii. Improve NAAC score from the previous assessment cycle by incorporating improvement suggestions

3. Provide an inclusive workspace with improved infrastructure facilities

- i. To provide facilities for an inclusive workspace - Built ramps to make the classrooms wheelchair friendly for entitled students
- ii. To ensure we recruit from all strata of the society and ensure inclusivity in workforce, SSTM will recruit specially abled individuals and train them – MOU with 'Oorja' – Community empowering differently abled
- iii. Provide additional bathroom facilities
- iv. Upgrade our existing LMS to extend beyond student data capture to convert digitization of manual processes of attendance tracking of faculty members, leave application process, student, mentoring, student placements in process

4. Health and wellness of students and faculty members

- i. Provide a health gym with modern equipment for access to both students and faculty members before and after class hours. A gym instructor is also available at these times to assist the users on

scientific usage of the equipment and ensure good diet plans for them to keep up with a healthy lifestyle.

- ii. Yoga is practiced among the students and faculty members on a regular basis and special events conducted on International Yoga Day every year to include the participation of more students and improve their awareness on the benefits of this ancient science.
- iii. A lush green landscape for students, to provide an open free space for discussions or relaxation in the lap of nature. For extreme weather conditions, a covered space is also provided with adequate seating facilities.
- iv. In house Ambulance made available on campus to meet medical emergency and reach nearest hospital
- v. As part of Founder’s day, all faculty members with their families get together on campus. There is participation from all the faculty members as well as their family members showcasing an evening of great fun, togetherness and camaraderie.
- vi. Vaccination Drive was conducted on campus for all the employees as well as their families to ensure everyone is safe and vaccinated free of cost and in compliance to state and central rules on handling the pandemic

5. Academic enrichment of students and improve results year on year

- i. Apply for new generation additional courses – BBA , BA psychology, BCA
- ii. Close monitoring of results –internal and University exams to give remedial classes
- iii. Provide value added courses in respective departments
- iv. One to one student mentoring by faculty mentors to provide individual attention
- v. Consistent improvement in results year on year
- vi. Increase in the number of rank holders – B.Com. Biotech, Economics
- vii. Establish the IEDC and IPR cells at SSTM

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deploymentdocuments on the website	View Document

6.2.2: Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document

Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance

[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

- SSTM has an outstanding team of academicians/professionals with academic excellence and practical corporate experience, facilitating comprehensive learning to students in a most academically conducive environment.
- The recruitments carried out in the Institution are evidence of providing an **inclusive workspace**. SSTM collaborates with Institutions who provide differently abled individuals with basic training. The existing workforce is educated about the challenges of such people and necessary steps are taken to ensure they are treated at par like any other SCMS employee.
- As a step towards encouraging similar such skilled and challenged people, SSTM has a practice of purchasing all mementos and plaques used for official events, from the Institutions run for differently abled.
- Appointment and service rules within an educational institution establish transparent and fair procedures for the recruitment, selection, and appointment of faculty and staff. SSTM follows a transparent appointment and service rules for faculty and staff recruitment. Well-defined process is in place that includes advertising positions, forming selection committees, conducting interviews, and assessing candidates based on merit and qualifications. These rules ensure fair opportunities and attract talented individuals to contribute to the institution's academic excellence. Every effort is taken to ensure that qualified candidates are appropriately designated in suitable pay scales.
- New joinees are taken through a detailed **orientation and induction session by the HR** department that entails an introduction to SCMS Group and its various institutions, core values, code of conduct and discipline, courses offered, facilities, policies and practices that they have to abide by during the tenure in SSTM. They are also explained their duties and responsibilities through a detailed Job Description and assigned a buddy for 30 days to familiarise them and ensure a smooth induction into the new system.
- Yearly performance appraisal mechanism, a transparent process, comprising of different levels- Self appraisal, appraisal by HOD, appraisal by Principal, followed by a review by Board of Governors ensures an objective and merit based salary increase.
- The faculty member is evaluated based on individual contribution towards student academics, professional self-development in terms of publications and research and also administration and other services. The appraisal by HOD and the Principal is done in the presence of the concerned faculty. Student feedback is also shared with the concerned faculty during appraisal.
- The institution provides financial support to the faculty members to attend FDPs, advanced training and participation in seminars including their travel allowances to ensure they are suggested for the faculty members based on the remarks of the HOD and the Principal.
- SSTM also conducts **in house programmes** by subject experts on Research writing, journal selection, use of online tools for effective teaching etc. by subject experts to enhance the skills of faculty members.

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- Faculty members are encouraged to complete NPTEL courses for enhancing their subject knowledge and skill updation. On course completion they are encouraged to share their learnings amongst their colleagues through monthly ‘**Knowledge Sharing Sessions**’. This practice has helped faculty members to increase their awareness of subjects and topics beyond their area of expertise.
- Consultancy assignments taken up by the faculty members are adequately incentivised with a share of the profits from the assignment in a 70:30 ratio, wherein the 70 is allocated for the faculty who brought the assignment. **Policies on incentives for research and publications, consultancy assignments** etc. are instituted and circulated among faculty members to encourage an environment for academic research.
- The institution has welfare schemes for the staff which includes statutory compliance like ESI, PF, Accident Insurance & Payment of gratuity.
- For teaching faculty, the facilities like
 - Reservation in admission for eligible wards of employees.
 - Concession/ fee waivers for meritorious wards of employees.
 - Incentives for publication of papers/ research articles
 - Sponsoring for attending conferences, workshops, and FDPs
 - Ph.D. leave with pay
 - Course work leave
 - Study leave to pursue Ph.D.
 - Traveling allowance
 - Maternity leaves and Medical leaves
 - Subsidized canteen facility
 - Transportation to Metro Station(to and fro)

In addition to the above an annual get together of all employees and family members on 23rd January, our Founders Day fosters a sense of belongings to the employees.

File Description	Document
Upload Additional information	View Document

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

Response: 60.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	48	21	13	6

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document

Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

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

Response: 45.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	40	07	11	43

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

SSTM ensures transparency and accountability in financial management. It implements a system for budgeting, resource mobilization, expenditure monitoring, and internal/external audits. The institution engages in quality enhancement activities and mobilizes resources for programs, research, infrastructure, student welfare, and staff development. Prathap Foundation for Education and Training oversees financial management with strict guidelines and regular monitoring. Long-term Strategic Perspective for Improving Financial Health of the Institution:

- **Diversify Revenue Streams:** It is understood that relying solely on tuition fees can be risky, hence additional revenue sources to reduce dependence on tuition is being explored. Efforts are being made to establish partnerships with industry, offering professional development courses, offering online programs, and attracting sponsored research projects. Diversifying revenue streams should provide stability and resilience in the face of economic uncertainties.
- **Increase Enrollment and Retention:** Attracting and retaining students is vital for financial success. Targeted marketing strategies to reach a larger pool of prospective students is being developed. Additionally, efforts are on for implementing student retention programs and support services enhances graduation rates and reduces attrition. Increased enrollment and improved retention rates directly contribute to higher tuition revenue and a more stable financial base.
- **Cost Optimization:** Regularly reviewing operational expenses and identifying areas for cost savings is essential for long term sustainability. This is done by optimizing processes, exploring shared services, and leveraging technology.
- **Fundraising and Development:** Establishing a dedicated fundraising and development team is proposed by IQAC, which can help engage alumni, parents, and potential donors. Cultivating relationships with philanthropic organizations and seeking major gifts, endowments, and grants can significantly impact an institution's financial health.
- **Strategic Partnerships:** Collaborations with other educational institutions, industry partners, and community organizations offer numerous benefits. In the wake of NEP 2020, shared resources, joint programs, and potential funding opportunities can arise from strategic partnerships. These partnerships enhance institution's reputation, expand its reach, and contribute to its financial well-being.
- **Investment in Infrastructure and Technology:** Prioritizing investments in modern infrastructure, technology, and learning resources is crucial for attracting students and supporting effective teaching and learning. SSTM intends to go for upgraded facilities and technological advancements, not only to enhance the educational experience but also improve operational efficiency, resulting in long-term cost savings.
- **Continuous Assessment and Improvement:** Regular financial audits and performance evaluations are necessary to assess the institution's financial health. These assessments provide insights into the effectiveness of financial strategies and identify areas for improvement. Institutions should utilize these findings to adjust strategies, optimize operations, and enhance financial performance.

By embracing these long-term strategies, educational institutions can enhance their financial health, create a more stable foundation, and position themselves for future growth and success.

Adequacy of Budget Allocation

The institution follows a budgeting practice that considers factors such as previous year's income and expenditure, the business environment, existing challenges, fund availability, departmental expenditure forecast, revenue forecast, and capital expenditure forecasts. Funds are allocated to specific expenditure

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categories based on functionality and necessity. The management team reviews and validates resource requests from department heads to ensure sufficient allocation of funds.

Institutional Mechanisms for concurrent/Internal Audit

Monthly concurrent/Internal Audit is conducted by an external agency and audit report is submitted to the management. Internal Audit report is reviewed and corrective and preventive action is taken.

Institutional Mechanisms for External Audit

External Statutory Audit is conducted once a year - verifies all the receipts, expenses bills, payments of the institute for each financial year. The financials are filed with I.T department before the due date.

Mobilization of Funds

SSTM mobilises funds as per the policy and procedure enacted by the Management.

Major sources of institutional Receipts are

- Fee receipts
- Income from research and consultancy - Project funds received from funding agencies such as, UGC, CSIR, DBT, DST, ICSSR
- Interest on Fixed deposits

Minor sources can be as follows :

- Contribution made by the alumni
- Funds from Non-governmental bodies for extension activities and conducting study projects
- MDPs and Consultancies through faculty research centre
- Mechanism for managing deficit is taken up either by Overdraft or by Demand loan against fixed deposits.

Utilisation of Allocated funds

An effective financial management control system is implemented to ensure the proper utilization of allocated funds. Budgetary management techniques are employed to monitor and track the appropriate use of funds. Senior management analyzes the reasons for any deviations and periodically compares actual expenditure with the allocated budget. If necessary, adjustments to the allocated funds are communicated to the respective functional heads.

SSTM effectively utilizes the funds in the following ways :

Major Expenses

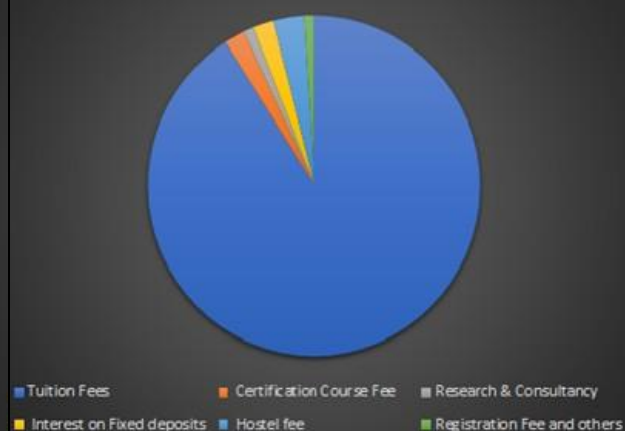
- Disbursal of staff salary
- Infrastructure augmentation such as construction and renovation of classrooms, installation of solar panels, waste management units, plantation of trees, laying of paver blocks, roads.
- Hostel and campus maintenance
- Library resources
- ERP and ICT improvement
- Software and equipment purchase
- Organizing Seminars/Endowments lectures, conferences, workshops, training programmes
- Seed money grants for promoting research

Other Expenses

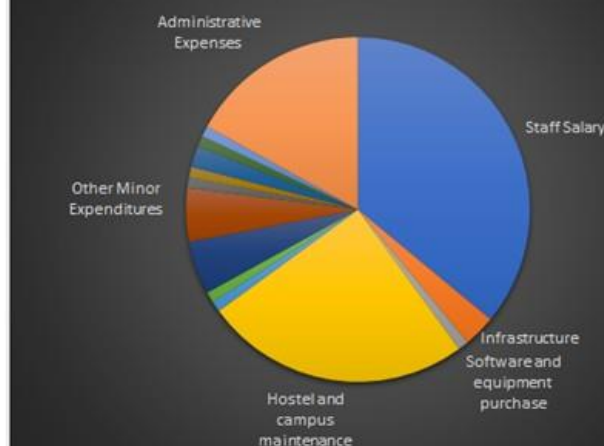
- Career development programmes, faculty empowerment programmes to staff
- Management scholarship to the socially and economically marginalized students
- Sports and cultural events such as Annual Sports Meet, Shikhar (Management Fest), Aroha(UG Fest), Tarang, Director's Fireside , Course Inaugurations, Camp Fest.
- Observing the days of national significance
- Organizing extension activities such as Parivarthana, Lakshya , HornNotOKPlease
- Managing Ambulance and other first aid to the students and staff
- Organizing health camps

- Organizing campaigns in familiarizing the government initiatives to the local community
- Welfare measures to teaching and non-teaching staff
- Relief measures during the period of disasters

Income (%) 21-22



Total Expenditure (%) 21-22



6.1 Internal Quality Assurance System

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

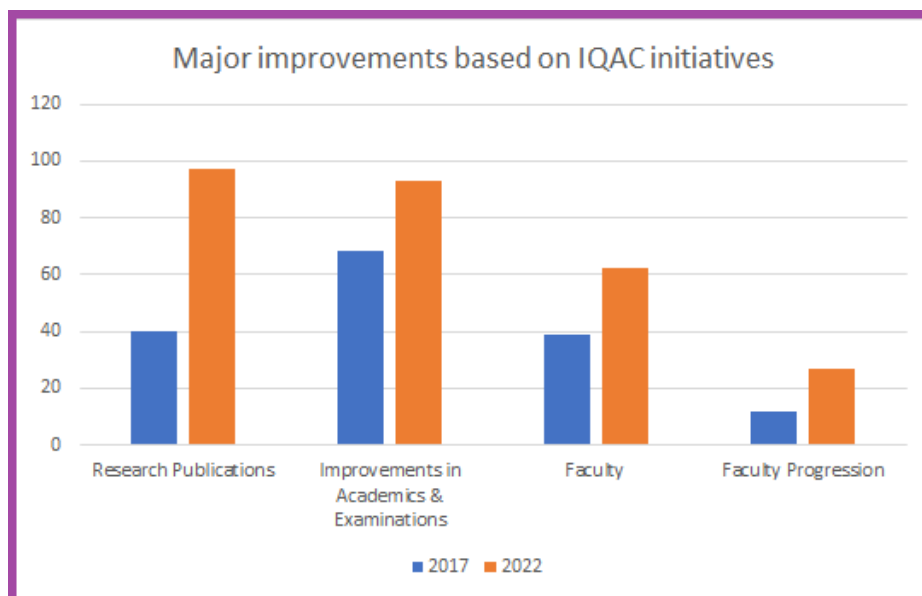
Response:

The Internal Quality Assurance Cell (IQAC) has played a vital role in institutionalizing quality assurance strategies and processes. Through its regular reviews of the teaching-learning process, structures, methodologies of operations, and learning outcomes, IQAC has contributed significantly to the enhancement of various activities. By maintaining records of incremental improvements, IQAC provides evidence of the positive impact of quality enhancement initiatives. With IQAC's continuous efforts, the institution is able to ensure a culture of quality and continuous improvement, ultimately benefiting students and stakeholders alike. IQAC has recommended the following strategies for quality assurance and enhancement, and actions were taken to fruition.

1. **Quality Assurance Framework:** Developing and implementing a comprehensive quality assurance framework that encompasses all aspects of the institution's operations, including teaching and learning, research, governance, and support services. IQAC Conducts regular AAA annually, there by streamlining the yearly development, analysis of progress, suggestions for improvement and support implementation of the recommendations.
2. **Accreditation and External Review:** The process of filling IQA and participating in external review processes to ensure adherence to established quality standards and benchmarks. Apart from NAAC, AICTE approved programmes at SSTM are getting accredited by **NBA and ACBSP**.
3. **Learning Outcomes Assessment:** Regularly assessing and evaluating student learning outcomes to gauge the effectiveness of educational programs and identify areas for improvement. Remedial classes are conducted effectively for the transformation of slow students - **Peer-tutoring and Buddy System, Mentor intervention** and specialized coaching for placement are done as needed. The CO and PO mapping is taken care through the Learning Management System (Linways).

4. **Curriculum Development and Review:** Engaging in ongoing curriculum development and review processes to align programs with emerging trends, industry needs, and disciplinary advancements. In cases when changing the university curriculum is not possible, IQAC has advocated and supported the implementation of **upskilling programmes for students**. Students were given inputs through various extension and outreach activities, during the assessment period **57 such activities** were held.
5. **Faculty Development:** Providing professional development opportunities and resources for faculty members to enhance their teaching methods, pedagogical approaches, and subject matter expertise. Faculty members are encouraged to attend and present papers/articles, faculty development programs, and workshops. Focus on the research topics with translational value and social relevance, at institutional level and with extramural funding. During the assessment year **49 workshops, seminars, conferences in area of IPR/RM/Entrepreneurship** were held.
6. **Student Support Services:** Establishing robust student support services, including academic advising, counselling, career services, and mentorship programs, to facilitate student success and well-being. Effective monitoring system implemented to see that students receive **regular mentoring and coaching** for their academic, professional, and overall growth. Mentoring found a place in the regular timetable and report of mentoring activity indicating incremental improvement records are being filed in the **Linways ERP** for audits.
7. **Research & Innovation:** Fostering research culture, encouraging scholarly activities, and supporting initiatives through grants, funding, and partnerships. The **Management Department's Research Centre** was recognized by Mahatma Gandhi University via IQAC. Faculty members now mentor PhD research scholars.
8. **Continuous Improvement Processes:** Implementing mechanisms such as regular program reviews, feedback mechanisms, and data analysis to drive continuous improvement and evidence-based decision-making. The qualitative improvements in academic processes with respect to design, content and pedagogy over the previous assessment cycle are shown below as a sample.

Quality Parameter	Status (Last Cycle)	Status (Current Cycle)
Research Publications	40	97
Faculty to Publications Ratio	1:1	1:1.56
Academics and Examination related improvements	68%	92.85%
Faculty Progression	Total - 39 PhD: 12	Total : 62 PhD :27



File Description	Document
Upload Additional information	View Document

6.5.2: Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1: Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The institution is committed to ensure that its policies, practices, and behaviours are designed to promote gender equity through curricular and co-curricular activities. One of the core values of the SCMS School of Technology and Management- 'Realisation of individual potential and encourages self-discovery,' envisions gender equity, by fostering a supportive and encouraging environment that values individual potential and self-discovery which can help individuals achieve their goals and reach their full potential.

1. The institution gives equal opportunities and treatment for men and women in college, including equal access to resources, knowledge, and skills; equal access to leadership positions; equal opportunity for promotion and advancement to fulfil their Right to Quality Education.
2. Equal participation opportunity for students has been ensured by encouraging them to convene and participate in different Conferences, Seminars and social immersion programmes of the institution, cultural and sports training, internships, projects and organising events.
3. SWARA, the women's forum of SSTM organised seminars and workshops.
4. Academic Committee, Institutional Quality Assurance Cell, Faculty Council, and Administrative committees are represented by both genders.
5. Leadership in Students Council, clubs and associations is equally shared by both genders.
6. 75% of the faculty members are females professing female empowerment.
7. The administrative and academic roles ranging from the Group Directors and the Vice Principal to the HOD's, staff and student Coordinators of the different clubs/cells/ Committees are carried out by women affirming the models of female empowerment.
8. Disabled-friendly infrastructure for the specially challenged.

Major Programmes Organised by SWARA

- Workshop on jewellery making
- Workshop on Stand for what is right, Woman, The Multitasker, Learn to love yourself – A lesson never taught, How to eat smart", Ecofeminism: Prehistoric Roots and Modern Relevance, Know Your Rights- Josh Talks, awareness of Cervical cancer and prevention.
- Personal and menstrual hygiene.
- Self-defence workshop
- Early detection of breast cancer
- Laws on violence against women.

The institution ensures campus safety and security through the following measures:

1. An internal compliance committee has been established by the college for the prevention and redressal of sexual harassment cases.
2. The Anti -Ragging Committee of the college ensures zero tolerance policy in all forms of ragging in the campus and sensitisation through noticeboards, special sessions and undertakings.
3. Campus security is provided by a full-time security team
4. The entire campus is under CCTV surveillance.
5. Maintenance of visitor's log books and movement registers.
6. Entry of individuals and vehicles is strictly monitored
7. Full time ambulance service is available
8. Health and safety oriented environment through multipurpose fitness Centre
9. Students are accompanied by both men and women faculty members during educational tours and industrial visits
10. Hygienic sanitary facilities provided on every floor of the building.
11. Common Rooms
12. Psychological and Academic Counselling

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.

Republic day and Independence day is celebrated enthusiastically which begins with flag hoisting. National Constitution Day is celebrated every year with the talks on Indian Constitution, Duties and Responsibility of citizens. As part of the social initiative called Parivarthana, a drive against noise pollution is taken up in a big way and NO HORN days are observed in the City on the theme Fight Noise Induced Hearing Loss. On the occasion of World Environment Day, eminent ecologist is invited to talk on Climate change and Biodiversity loss. Saluting the warriors and protectors of our nation, various days like National Army day on 15th January , Vijay Diwas on 16th December are observed in campus . Students are shown documentaries and videos related to India's Armed Forces. National Vigilance Week is observed in the month of October . Series of programmes were conducted for instilling strong value system and fight against corruption among students in this connection.

File Description	Document
Upload Additional information	View Document

7.1.2: The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

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

Response:

One of the key value of our institution is 'Embracing individual differences,'. This is accomplished by creating an inclusive and supportive environment where everyone feels valued and respected. This is manifested in our organizational policies and practices that promote tolerance, harmony and respect for diverse backgrounds and cultural traditions. We hold each other accountable for these commitments on an ongoing basis through sharing of best practices in diversity, sensitivity training, staff development workshops and shared decision making processes.

To develop the harmony among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony. The student, faculty and staff jointly celebrate the cultural and regional festivals, like New-year's day, Fresher Party, teacher's day, Induction program, rally, oath, plantation, Youth day, Women's day, Yoga day, festivals like Onam, Christmas celebration, etc. religious ritual activities are performed in the campus. The Extension and Outreach activities of SSTM both NSS and UBA ensured that students understand their community's details and identify needs and problems.

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

The institution realizes its paramount role in the development of responsible citizens by equipping individuals with the necessary knowledge, skills, and values to contribute positively to society. Driven by the mission of the institution "To provide an enabling environment to imbibe human values in research, and community involvement", the institution focus on a range of activities, including providing a quality education that promotes critical thinking, ethical decision-making and offering opportunities for community service and engagement, leadership development, and civic participation. The institution tries to imbibe constitutional obligations, values, rights, duties and responsibilities of citizens on students, faculty and staff by conducting programmes like conducting workshops and seminars, organising debates and competition, displaying banners and posters. A Culture of Citizenship is created by celebrating constitutional days such as Independence Day, Republic Day, and other national holidays. This will help students and employees to develop a sense of pride and responsibility towards their country.

File Description	Document
Upload Additional information	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:

BEST PRACTICE-1

Title: **Parivarthana - A Social Reformation Initiative through Role**

Plays Objectives of the Practice:

To sensitize school children about the social evils and create a positive environment through street plays

The Context:

A social reformation initiative by SSTM, Parivarthana, through which programs are conducted in schools for promoting essential awareness on most pressing social issues like de-addiction, water conservation, road safety, cyber security, traffic regulation etc.

The Practice:

The students prepare a street play every year on the chosen theme, based on a properly researched script prepared with the involvement of all major stake holders, for the school children in their schools.

Evidence of Success:

Student teams have visited 70 plus schools and covered around 20,000 students in most of the years since its inception in 2013.

The school students are more receptive to young SSTM students as they find them as their elder sister or brother rather than a teacher or a parent.

- ♦ The initiative brings the best out of every student of SSTM as they are given this crucial task of enacting the message out to children so they act, they sing, they speak, they work in teams. They become good listeners and responsible adults in the process.

Problems Encountered and Resources Required

- ♦ The Schools have too many activities lined up these days and hence getting an appointment for 2 hours from nearby schools is a challenge.
- ♦ Though the Covid posed a lot of difficulty due to lockdowns, we shifted to online presentation of the sessions. Effectiveness is reduced to some extent.

BEST PRACTICE 2

Title: Unnathi – To enhance institutional performance through the effective execution of a disposition of actionable steps and its periodic assessment.

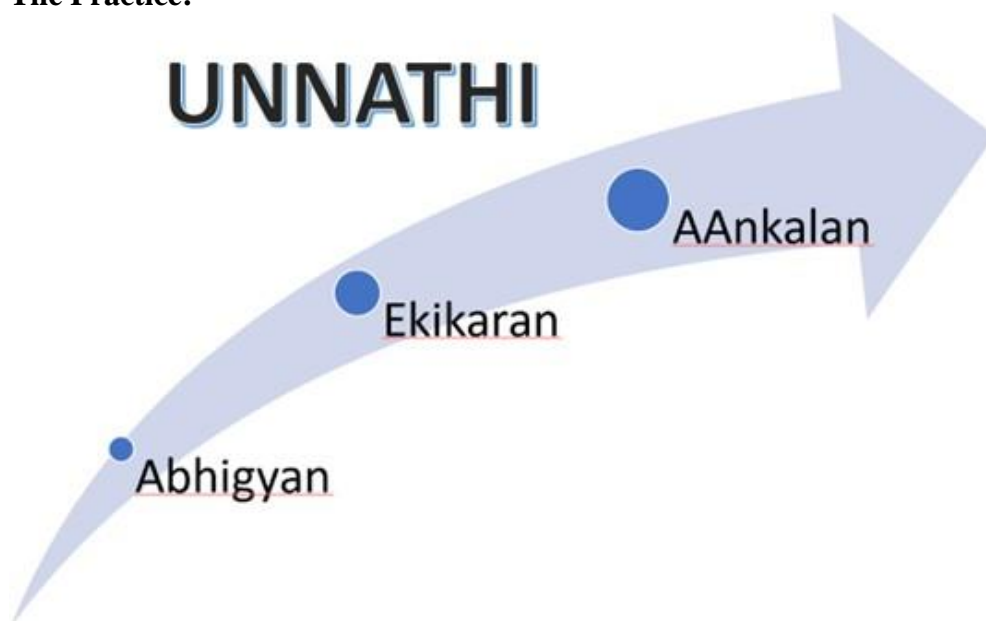
Objectives of the Practice:

Unnathi is not just about institutional performance improvement. It's a change initiative that empowers both the institution and employees. It leads to a culture change that helps individuals, teams, and the institution as a whole to realize their full potential and thrive.

The Context:

In order to achieve the vision of SCMS School of Technology and Management, the departments are to prepare a strategic plan which laid emphasis on the critical areas and growth of the institution. The critical factors identified for effective planning were - the requirements and expectations of students, external and internal stakeholders, opportunities for improvement in quality, continuous improvement of student performance and overall institutional performance.

The Practice:



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I. Identification (Abhigyan)

The faculty council chooses the activities to be taught in the following areas, with each task having a specific deadline, taking into account feedback from stakeholders like employers, alumni, parents, and industry professionals, in order to achieve the strategic goals - Curriculum, Teaching and Learning , Research & Extension , Learning Resources, Student Support and Governance

II. Ekikaran (Integration)

The action plan for the academic year (July – June) is prepared keeping in mind the strategic pillars of the institution's core values , based on the following parameters

1. Student Academics

The following activities can be included in the Students' Academics parameter in order to stay up with shifting market trends, adoption of new technological developments, and implementing student-centered approaches with changing student demands and expectations, timely academic schedule preparation, Course Plan Workshops held each semester for finalising the content and delivery, Value Add Programmes development.

2. Student Social Skills

The institution offers many programme to improve the interpersonal abilities and competencies that students need to effectively communicate and collaborate with others in social setting. Academic Counselling, Mentoring, Placement and Etiquette Training, Social Research, live projects, Personality Development Programmes and Cultural & Sports Activities along with health and hygiene training conducted on a regular basis to get the required level of the student's social skills built .

3. Faculty Knowledge Updation

One major pillar of the institution is the faculty and the faculty development takes a centre stage in the action plan preparation and the major parameters used to assess the Faculty Knowledge Upgradation are

- Faculty presentations and paper publications along with attending conferences and workshops.
- Regular Knowledge Sharing Program (KSP) called SatChat, where faculty members share their expertise and new found knowledge with their colleagues

4. Innovation in teaching methodology

To encourage faculty members to come up with creative methods of teaching, a constant watch on the innovative teaching practices and process of proactively introducing new teaching strategies and methods into the classroom is maintained. This is to improve academic outcomes and address real problems to promote equitable learning. Live projects, Live case discussions, and certificate courses are incorporated in the curriculum to enhance the learning process in the modern flipped classroom approach.

5. Institutional Sustainability

An institutional sustainability report is a document that outlines an organization's sustainability goals, strategies, and performance. It typically includes information on the organization's environmental impact, social responsibility initiatives, and economic performance. In the action plan of the institution a constant watch on the Institutional Sustainability efforts by the department is recorded and used to track progress towards sustainability goals also to identify areas for improvement, and communicate with stakeholders about the organization's sustainability efforts.

III. Aankalan (the Audit Process)

The most crucial part of this best practice followed by SSTM is the Audit Process . As mentioned elsewhere the successful implementation of strategic plan is achieved through monthly action plan with the parameters mentioned above, with clear timelines set by the various departments. The outcome of these action plans are closely monitored at various levels.

1. The first level of it is through the meetings of the Head of the Departments with the Principal. And Principal presenting it before the Heads of the SCMS Group Institutions meeting held online every fortnight.
2. The second level is the quarterly audit by the Governing Council member (s). In this review, the progress and the outcomes are assessed and deviations noted for rectification.
3. The third level is the annual external audits. This system of close monitoring helps the institution to track the deviations and rectify the same immediately.

Evidence of Success:

- Better job profile and salary package in placement
- Quality Enhancements with NBA and ACBSP Accreditation Adoption of OBE in departments
- 71 value added/ add-on courses offered and 3381 students enrolled and completed the course 947 students undertook project work/fieldwork/internships
- 3121 students benefitted by guidance for competitive examinations and career counselling offered by the Institution
- 70% of the students are placed or progressed to higher education Increase in students participation in cultural /sports activities Student enrolment increased from 75% to 98% during last five years 92.84% students pass the final year university examination.
- CGPA Improvement and University Ranks
- Faculty and Student’s International University Visits to share their research Extensive use of LMS-Linways for academics and mentoring Improvements in Usage of ICT platforms by faculty members.
- 13 patents filed by the institution and 3 patents granted so far More than 50% of the faculty members are with NET/PhD
- Innovation and Entrepreneurship development centres / IPR Cell opened
- 57 Outreach and extension activities were undertaken by the institution as part of UBA, NSS, Parivarthana and Lakshya.

Problems Encountered and Resources Required

- Earlier Principal’s presentation to the Heads of other sister institution was a major challenge getting together all of them in a campus would invariably delay the process. But since the Covid lockdowns all of these meetings are held Online and this has solved the time and distance problems and smooth conduct of first level of the process/ monitoring.
- The actionable steps occasionally get postponed by departments because almost all the stakeholders are taken into account when deciding on the parameters, but this usually is rectified in the very next phase as the plan of action is made with the commitments made by each stakeholder in advance and all work towards achieving the promised progress.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.1 Institutional Distinctiveness

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

Response:

Lakshya - Students as Teachers : Exploring the mutual benefits of peer-to-peer teaching

There is a large and long standing body of research measuring the positive impact of peers teaching peers. The effect is twofold. Researchers have found that learning from fellow students fosters deep understanding of the material and a positive attitude toward the subject matter. But studies have also found that the benefit is mutual — that simply preparing to teach others deepens one’s own knowledge. In a growing number of settings, educators are capitalizing on the positive impact of students teaching students. Taking a cue from the Young People’s Project (YPP), with high school and college students teaching middle and elementary students in afterschool and summer programs in America, SSTM organises Lakshya, an student teaching student activity each year , intended to impart a training sessions for the Govt. Higher Secondary School students in our nearby locality. The students from our institution providing the training to the school students mark the distinctiveness of this program.

The faculty from Computer Applications , Commerce and Management departments coach students to teach high school students. The SSTM students turned tutors can often relate to the experiences of their school life, as they too gain confidence through teaching. Breakthrough goes further, intensively mentoring most of its students, supporting them with organizational skills, academic tutoring, and college preparation. In the last years , through this project students have successfully imparted training in LibreOffice CALC / MS Excel / Introduction to Programming to Higher Secondary students and helped them decide better for higher education. The nearby Government schools are identified and opportunity is provided for the school students to access SSTM campus facilities for the training. The curriculum is set up in such a way that it provides students with both theoretical knowledge and practical experience. It is really commendable that we consistently receive positive responses for both the lab sessions offered on our campus and the lectures delivered at their institutions. Upon completion of the course, the students are evaluated and Certificates are issued based on merit. Lakshya is a versatile program that not only enhances the knowledge level of the school students, but also sensitizes our students to engage in community services. Absence of physical classes, delayed examination, and the perpetual anxiety of the future was making our students worried, when made to stay indoors during the lockdown, chose to channelise their energies via the internet and educate the school kids. So even during the covid times Lakshya adopted Online mode and various sessions were held. The opportunity to teach your peers sends a powerful message. It says to students, “You have knowledge worth sharing, you have a teacher’s trust, and you have an opportunity to support another student’s learning and growth.” Lakshya, students teaching students is an authentic way to build confidence, leadership, and empathy. But the impact is no less for the students being taught. They see in their peers role models with similar experiences and concerns, who can affirm them and also push them to reach higher.

An initiative like Lakshya helps the institution in many ways but the evidence of employability skills improvement through such activities undertaken by students is the most valuable way for SSTM to showcase the practical application and impact of its educational programs. The following points highlight some commonly recognized benefits

Enhanced Communication Skills: Engaging in this social extension activity often involves interacting with diverse individuals or groups, fostering effective communication skills. These activities provide opportunities to practice active listening, adaptability in communication styles, and the ability to convey ideas clearly and confidently.

Teamwork and Collaboration: This social extension activity requires collaboration and teamwork. By participating in this project, individuals can develop essential skills like cooperation, conflict resolution, and the ability to work effectively as part of a team, all of which are highly valued by employers.

Leadership and Initiative: The School visit by students often present opportunities for individuals to take on leadership roles or demonstrate initiative. Assuming responsibility, organizing events, and motivating others can help develop leadership qualities, such as decision-making, problem-solving, and the ability to take charge of projects.

Networking and Relationship Building: Engaging in such social extension activities expands social networks, allowing individuals to connect with professionals, mentors, and peers. Building meaningful relationships can open doors to employment opportunities, internships, and mentorship, providing valuable industry insights and potential references for future employment.

Cultural Competence and Diversity Appreciation: Participation in Lakshya involve engaging with diverse communities or cultures which can foster cultural competence and appreciation for diversity. These skills are increasingly important in today's globalized work environments, as they demonstrate an individual's ability to work effectively with people from various backgrounds.

Soft Skill Development: Social extension activities often provide opportunities for the development of soft skills, such as problem-solving, time management, adaptability, and resilience. These skills are highly sought after by employers as they contribute to overall workplace productivity and success.

While specific studies on the direct impact of social extension activities like Lakshya on employability skills may be limited, numerous research studies have explored the correlation between participation in extracurricular activities, volunteer work, and the development of skills valued in the workplace. Additionally, anecdotal evidence from individuals who have engaged in social extension activities often highlights the positive impact on their employability and professional growth.

This activity was an empowering exercise for all, the school students got exposure to computing skills which would help them in their future academic and professional endeavours and it made us all feel confident about our content delivering skills and doubt clearing abilities, as we prepared well and in detail.

~ Rohit G. Murali, Senior Data Engineer @TSWorks
(Student DDMCA Batch 1)

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File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The institute *actively participates in extensive outreach programs* such as Lakshya, Parivarthana, orphanage visits, traffic rules awareness programs, and student involvement in various socially relevant initiatives organized by government bodies at the state and local levels. These efforts highlight the institute's commitment to social support and community engagement. Notably, during the past two years, the institute played a crucial role in *supporting flood-affected areas* in Kerala. The collective efforts of students, staff, and management provided substantial financial and non-monetary assistance to those in need.

Additionally, in response to the recent *Covid-19 pandemic*, our *college hostel served as a Covid First Line Treatment Centre (CFLTC)* for travellers from the UAE to begin with and later all hostels were converted into Covid First Line Treatment Centre (CFLTC). The SCMS group of institutions generously covered their food and accommodation expenses, ensuring a comfortable and safe quarantine experience. The well-appointed rooms and infrastructure, including hygienic toilets and Wi-Fi facilities, received positive feedback from both government officials and the individuals who availed of these services.

Furthermore, our institution's *Biotechnology Department successfully developed a sanitizer to combat the challenges posed by the Covid-19 pandemic*. The same was *distributed free of cost* to the district administration, law enforcement agencies, local self-governments to name a few. During the lockdown period the food for the law enforcement agencies who were deployed on the roads was also provided free of cost. *Two seats were earmarked in every program for the children of law enforcement officers and nurses with a 100% fee waiver*.

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.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :60</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>119</td> <td>106</td> <td>112</td> <td>80</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>119</td> <td>106</td> <td>112</td> <td>80</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule yearwise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>191</td> <td>133</td> <td>138</td> <td>118</td> <td>118</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>189</td> <td>131</td> <td>136</td> <td>118</td> <td>118</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	180	119	106	112	80	2021-22	2020-21	2019-20	2018-19	2017-18	180	119	106	112	80	2021-22	2020-21	2019-20	2018-19	2017-18	191	133	138	118	118	2021-22	2020-21	2019-20	2018-19	2017-18	189	131	136	118	118
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
189	131	136	118	118																																					
2.4.2	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D yearwise during the last five years</p> <p>Answer before DVV Verification:</p>																																								

2021-22	2020-21	2019-20	2018-19	2017-18
35	27	32	30	27

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	26	32	30	27

Remark : As per clarification received from HEI, DVV input is recommended.

3.1.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	37	0.5	0	0

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and Grants received for research projects / endowments in the institution (in name of institute) during the last five years (INR in Lakhs), only to be considered, thus DVV input is recommended.

3.2.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	15	6	5	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	06	06	04

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
27	44	11	4	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	05	03	02

Remark : As per clarification received from HEI, and only Publication in the current UGC CARE with ISSN will only be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	5	7	5	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	04	05	04	08

Remark : As per clarification received from HEI, and calendar year should be considered , as the publication done in the year 2022, be excluded, thus DVV input is recommended.

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

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

Answer before DVV Verification:

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

19	7	10	14	7
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	05	09	14	05

Remark : As per clarification received from HEI, and excluding National festivals, Days celebrations, DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :31

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36.26	13.06	141.78	125.15	26.58

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
40.20	13.06	141.78	125.15	26.58

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
248.37	239.28	239.99	232.13	94.83

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
153.33	172.45	180.64	195.5	91.64

Remark : As per clarification received from HEI, and excluding the insurance charges, officemaintenance charges, house keeping charges etc., DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
721	384	853	719	444

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
764	384	853	719	444

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
196	216	164	138	129

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
196	216	164	138	124

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
295	331	225	183	168

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
282	304	209	166	152

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	0	15	10	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	00	05	04	02

Remark : As per clarification received from HEI, and Exclude Intercollegiate awards, participation certificates, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
74	10	42	43	34

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	03	10	12	11

Remark : As per clarification received from HEI, and Multiple activities on the relatively closer dates to be considered as one only, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
62	50	22	15	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
61	48	22	13	06

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	50	21	11	43

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	40	07	11	43

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and less than 5 days FDP should not be considered, thus DVV input is recommended.

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The

institutional environment and energy initiatives are confirmed through the following

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

Answer before DVV Verification : A. All of the
above Answer After DVV Verification: C. Any 2 of
the above

Remark : As per clarification received from HEI, DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 82 Answer after DVV Verification : 112</p>																				
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>725.18533</td> <td>478.01911</td> <td>780.33231</td> <td>791.47489</td> <td>440.80172</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>849.30</td> <td>592.57</td> <td>646.88</td> <td>668.45</td> <td>413.76</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	725.18533	478.01911	780.33231	791.47489	440.80172	2021-22	2020-21	2019-20	2018-19	2017-18	849.30	592.57	646.88	668.45	413.76
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